|  |  |
| --- | --- |
| **School: ………………………………………..** | **Date:……………………………………..** |
| **Class: …………………………….....................** | **Period: …………………………….........** |

**UNIT 8: TRADITIONS OF ETHNIC GROUPS IN VIETNAM**

**Lesson 2.3 – Pronunciation & Speaking (Pages 80 & 81)**

**I. OBJECTIVES**

By the end of the lesson, Ss will be able to:

**1.1. Language knowledge and skills**

- recognize and practice the sound “oʊ”.

- practice a conversation reporting the qustions ans answers using reportes speech for questions.

- tell your friend about a meeting with an ethnic person from Vietnam on a trip.

- share your own interest in learning about different ethnic groups.

**1.2. Competences**

- improve listening and speaking skills.

**1.3. Attributes**

- nuture national pride, culture respect for different ethinic groups.

**II. TEACHING AIDS AND LEARNING MATERIALS**

**1. Teacher’s aids:** Student book and Teacher’s book, class CDs, Digital Book (DCR phần mềm tương tác SB, DHA (từ vựng/ cấu trúc) phần mềm trò chơi tương tác), projector/interactive whiteboard / TV (if any), PowerPoint slides, handouts.

**2. Students’ aids:** Student’s book, workbook, notebook, handouts.

**III. ASSESSMENT EVIDENCE**

|  |  |  |
| --- | --- | --- |
| **Performance Tasks** | **Performance Products** | **Assessment Tools** |
| - Listen and notice the sound changes of the underlined words.  **-** Listen and cross out the word with different sound.  - Read the words with the sound changes noted in Task a to a partner.  - Practice the conversation between a boy and an old ethnic woman. Swap the roles and repeat.  - Role-play: role play the conversation using the reported speech.  - Share the thoughts about a particular topic and expand the knowledge. | **-** Ss’ performance and answers.  - Ss’ answers.  **-** Ss’ performance.  **-** Ss’ performance.  - Ss’ performance /  Presentation.  - Ss’ performance /  Presentation. | - T’s observation.  - T’s feedback/Peers’ feedback.  - T’s feedback/Peers’ feedback.  - T’s feedback/Peers’ feedback.  - T’s observation, T’s feedback/Peers’ feedback.  - T’s observation, T’s feedback/Peers’ feedback/ Groups’ feedback. |

**IV. PROCEDURES**

**A. Warm up: (5’)**

**a) Objective:** Introduce the new lesson and set the scene for Ss to acquire new language; get students' attention at the beginning of the class by enjoyable and short activities as well as to engage them in the follow-up steps.

**b) Content:** Ss work individually to reviewreported speech for questions.

**c) Expected outcomes:** Ss can use the correct form of reported speech for questions.

**d) Organization of the activity:**

|  |  |
| --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Making reported speech sentences.**  - Make some questions about Yes/No questions and Wh-questions.  - Have Ss make reported speech sentences.  - Example  + “When do you have dinner in your house?”  + “Do you play any traditional musical instruments?”  + “What do you do on the weekends?”  + “Does he like sticky rice?”  - Have Ss read aloud their sentences.  - Give correction.  🡪 Lead in th new lesson. | - Look and get ready to do the activity.  - Make the reported questions.  - Read the sentences aloud.  - Check the answers. |

**B. New lesson (35’)**

* **Activity 1: Pre-Speaking: Pronunciation (8’)**

**a) Objective:** Introduce the sound /oʊ/ to Ss help them say the words that contain the sound correctly.

**b) Content:**

**-** recognize the sound change in the words.

**-** listen and check, find mistakes.

- practice.

**c) Expected outcomes:** Ss distinguish sound change in the words that have the sound /oʊ/.

**d) Organization of the activity:**

|  |  |
| --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Task a + b. Learn the sound /oʊ/ and focus on th letters that contains the sound /oʊ/.**  - Play the recording (CD2, track 35) using DCR.  - Ask Ss to listen and focus on the underlined letters.  - Play the recording again, have Ss listen and repeat with a focus on the pronunciation feature.  **Task c + d. Listen and cross out th one with the different sound. Then, read the words to your partner using the sound noted in “a”.**  - Play the recording (CD2 – Track 36) using DCR, have Ss listen and cross out the word with different sound.  - Call Ss to give answers.  - Play the recording again and check answers as a whole class.  - Then have Ss practice saying the examples with a partner, using the pronunciation feature.  - Call some Ss to read the words in front of the class. | - Listen.  - Look and listen.  - Listen and repeat the words with correct pronunciation.  - Listen and cross out.  - Give answers.  **Answer keys**    - Listen again and check.  - Work in pairs.  - Present. |

* **Activity 2: While-speaking (21’)**

**a) Objective:** Students can report the questions and answers.

**b) Content:**

- Practice the conversation between a boy and an ethnic old woman

- Take turns reporting the questions and answers. Swap roles.

**c) Expected outcomes:** Ss produce the new language successfully and have a good role play.

**d) Organization of the activity:**

|  |  |
| --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **PRACTICE**  **Practice the conversation. Swap the roles and repeat.**  ***Task 1***  - Use DCR to show the task.  - Demonstrate the activity by practicing the role-play with a student.  - Have pairs practice the conversation.  - Have Ss swap roles and repeat, using the ideas on the right.  - Have some pairs demonstrate the activity in front of the class.  - Give feedback and evaluation.  ***Task 2***  - Tell the pairs to make reported questions from the conversation between the boy and the old woman.  - Have Ss practice saying the reported sentences to each other.  - Have Ss swap roles and practice the convesation.  - Have the Ss respond and show initerest to get more information.  - Walk around to give support and check Ss on their pronunciation.  - Set the time limit for the talk.  - Invite some pairs to speak in front of the class.  - Give feedback and evaluation.  **SPEAKING: Meeting someone interesting**  **Task a. Student A speaks to Student B about a trip and met a Chu Ru man.**  - Have Ss work in pairs.  - Have student A read the information about the Chu Ru man.  - Have student A and student B look at the sample conversation.  - Have both Ss role-play the sample conversation to have a sense of what they are going to do next.  - Have student A and student B start off the conversation.  - Remind them to use the reported speech.  - Set the time limit.  - Walk around to support.  - Have some pairs present in front of the class.  **Task b. Swap roles. Student B speaks to Student A about a trip and met a Red Dao woman.**  - Repeat the above steps. | - Observe, listen.  - Work in pairs to practice the conversation.  - Swap roles and continue the task.  - Present.  - Work in pairs and make reported questions and ansswer.  - Practice speaking to each other.  - Swap roles and keep practising.  - Ask for help if you have any questions.  - Stick to the time.  - Present in fron of the class.  - Swap roles and repeat.  - Read the given information in the textbook.  - Role-play the conversation with correct pronunciation.  - Role-play the conversation with reported speech.  - Stick to the time.  - Present in front of the class. |

* **Activity 3: Post-speaking (6’)**

**a) Objective:** Help Ss expand their thoughts and organize ideas.

**b) Content:**  do task c. What information would you most like to learn about different ethnic groups? Why?

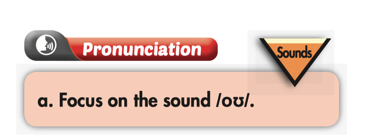
**c) Expected outcomes:** Ss produce the new language successfully in everyday speaking and writing.

**d) Organization of the activity:**

|  |  |
| --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Task c. What information would you most like to learn about different ethnic groups? Why?**  - Have Ss work in groups of four.  - Tell them to read the question and the example answer in the textbook.  - Have each student in each group share their thoughts about the questions.  - Pick some random groups to share with the class about their answers.  - Give feedback and evaluation. | - Sit in groups of four.  - Read the question carefully.  - Share the thoughts and the reason.  - Share with the class about your thoughts.  - Listen. |

**C. Consolidation and homework assignments (5’)**

**\* Consolidation:**



**\* Homework:**

- Do the writing exercise in the WB (page 47)

- Do the exercise in the notebook “Complete the sentences to report what the man asked the woman” (page 67)

- Prepare: Lesson 3.1 – Reading and Writing (pages 82 & 83– SB).

- Play the consolidation games in Tiếng Anh 7 i-Learn Smart World DHA App on [www.eduhome.com.vn](http://www.eduhome.com.vn)

**V. Reflection**

a. What I liked most about this lesson today:

…………………………………………………………………………………………

1. What I learned from this lesson today:

…………………………………………………………………………………………

c. What I should improve for this lesson next time:

…………………………………………………………………………………………