**UNIT 1: FREE TIME**

**Lesson 1.3 – Pronunciation and Speaking (Page 6)**

**I. OBJECTIVES**

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

**1.1. Language knowledge and skills**

- pronounce the sound /eɪ/ correctly.

- ask and answer about free time activities, using time expressions of the Simple Present.

- conduct a survey about hobbies.

**1.2. Competences**

- improve listening and speaking skills.

**1.3. Attributes**

- take up a useful hobby and spend a suitable amount of time on this hobby.

- build good habits for themselves and ditch bad ones.

**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.

**III. ASSESSMENT EVIDENCE**

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| **Performance Tasks** | **Performance Products** | **Assessment Tools** |
| - Listen to the words with the sound /eɪ/.  **-** Listen and cross out the word that doesn’t contain the sound /eɪ/.  - Read the words with the sound /eɪ/.  - Ask and answer about free time activities, using time expressions of the Simple Present.  - Complete the survey for themselves, then ask 3 more friends to have more information about hobbies, then fill in the table. | **-** Ss’ performance.  - Ss’ answers.  **-** Ss’ performance.  **-** Ss’ performance.  - 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. |

**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:** Review vocabulary about hobbies.

**c) Expected outcomes:** Ss remember old words and use them in other speaking activities.

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| - Give greetings.  - Check attendance.   * **Option 1: MATCHING**   - Have Ss work in pairs, do the matching exercises.  - Call Ss to read answers.  - Give feedback and lead to the new lesson.    Lead to the new lesson.   * **Option 2:**   - Give a sample sentence:  ***David makes eight cakes for his classmates on Sunday***.  - Have Ss practice reading this sentence fluently.  - Ask Ss to find as many as possible words that contain the same sound in this sentence.  Introduce the sound /eɪ/ and lead to the new lesson. | -Greet T.  - Work in pairs, then give answers.  **Answer keys**    -Read.  - Practice reading out loud.  - Give answers.  **Answer keys:** David, makes, eight, cakes, classmates, Sunday |

**B. New lesson (35’)**

* **Activity 1: Pre-Speaking: Pronunciation (10’)**

**a) Objective:** Introduce the sound /eɪ/ and how to pronounce it.

**b) Content:**

**-** recognize the sound /eɪ/.

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

- practice.

**c) Expected outcomes:** Ss distinguish and pronounce the sound /eɪ/ correctly in their speaking.

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Task a + b. Listen to the sentences and focus on the /eɪ/** **sound.**  - Play the recording (CD1, track 04) using DCR.  - Ask Ss to listen and pay attention to the /eɪ/ sound.  - Have Ss make comments on the sound of the underlined words.  - Play the recording again, have Ss listen and repeat with a focus on the pronunciation feature.  **Task c + d. Listen and cross out the word that doesn’t have /eɪ/ sound, then read the words with the sound noted: /eɪ/**  - Play the recording (CD 1 – Track 05) using DCR, have Ss listen and cross out the option that doesn’t use the noted sound.  - Call Ss to give answers.  - Play the recording again and check answers as a whole class.  - Then have Ss practice reading the words with a partner, using the noted sound.  - Call some Ss to read in front of the class.  - Ask Ss to find more words containing the /eɪ/ sound. | - Listen.  - Comment.  - Listen again and repeat.  - Listen and cross out.  - Give answers.  - Listen again and check.  - Work in pairs.  - Present.  - Give answers. |

* **Activity 2: While-speaking (20’)**

**a) Objective:** Students can talk about their hobbies and their friends’ hobbies.

**b) Content:**

- asking and answer about free time activities, using time expressions of the Simple Present.

- conducting a survey about hobbies, filling in the table.

**c) Expected outcomes:** Ss produce the new language successfully.

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **PRACTICE**  **Task a. Ask and answer.**  - Use DCR to show the task.  - Demonstrate the activity by asking and answering with a student.  - Have pairs ask and answer, using the pictures.  - Remind Ss to use the time expressions of the Present Simple.  - Have some pairs demonstrate the activity in front of the class.  **b. Practice with your own ideas.**  - Have pairs practice the conversation with their own ideas, then swap roles.  - Call some pairs to demonstrate the activity in front of the class.  - Give feedback and evaluation.  **SPEAKING: Top Teen Hobbies.**  **Task a. You’re asking your classmates about their hobbies. In groups of 4, complete the survey for yourself, then ask 3 more friends. Fill in the table.**  - Use DCR to show the task. Demonstrate the activity by practicing role-play with a student.  - Have Ss work in groups, ask and answer, then complete the table with information about their hobbies  - Observe, give help if necessary. | - Observe, listen.  - Work in pairs.  - Present.  - Work in pairs.  - Present.  **Suggested conversation**  - *What do you do in your free time?*  *- I arrange flowers*  *- How often do you arrange flowers?*  *- I arrange flowers on the weekends or on some special occasions such as my family members’ birthday, Tet holiday or Christmas.*  - Observe and listen.  - Work in groups. |

* **Activity 3: Production (5’)**

**a) Objective:** Students report to the class about the survey results of their group.

**b) Content:**  Answering: What is the most popular hobby in your group?

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

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **SPEAKING: Top Teen Hobbies.**  **Task b. Answer the question:** **What is the most popular hobby in your group?**  - Have some Ss share their findings with the class.  - Give feedback and evaluation.  -Ask Ss some more questions:  *1.What is the most popular hobby in your class?*  *2.Can you list top 3 most popular hobbies in your group / class?*  *3. In your group, is there any easy or difficult hobby?* | - Present.  - Listen.  - Give answers. |

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

**\* Consolidation:**

- Words with the sound /eɪ/: make, play, place, bake, game, say, day, …

- Time expressions in the Simple Present: once a week, every day, a few times a month, on the weekends, …

**\* Homework:**

- Make 2 sentences containing some words with the sound /eɪ/, then practice reading them.

- Complete the survey for those who haven’t finished it in class.

- Prepare: Lesson 2 – New words and Listening (page 7 – SB).

- Review the vocabulary and grammar notes in Tiếng Anh 7 i-Learn Smart World Notebook

(pages 4 & 5).

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

**D. Reflection**

a. What I liked most about this lesson today:

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1. What I learned from this lesson today:

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

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