**UNIT 1: FREE TIME**

**Lesson 2.3 – Pronunciation and Speaking (Page 9)**

**I. OBJECTIVES**

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

**1.1. Language knowledge and skills**

- use intonation for Yes / No questions.

- ask and answer about future plan, using the Present Continuous and prepositions of places.

- discuss a plan to join in a free time activity.

- start a friendly conversation.

**1.2. Competences**

- improve listening and speaking skills.

**1.3. Attributes**

- make plans for themselves.

- be well-organized and disciplined.

**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**

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| **Performance Tasks** | **Performance Products** | **Assessment Tools** |
| - Listen to the questions and notice how the intonation rises.  **-** Listen and cross out the sentence doesn’t follow the note: intonation for Yes / No questions rises.  - Read the questions with the rising intonation to a partner.  - Ask and answer about making plan, using the Present continuous and prepositions of place.  - Invite your friend to join you in a free time activity, discuss the plan and complete the table. | **-** Ss’ performance and answers.  - 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:**   - Give Ss a set of questions.  - Have Ss work in pairs to divide the questions given into 2 groups: Yes/No questions and Wh-questions.  - Call Ss to read answers.  - Give feedback and lead to the new lesson: intonation for Yes/No questions.  **\*Suggested questions**  *1.Can you talk now?*  *2. Are you going to the fair tonight?*  *3.Where should we meet?*  *4. Is she coming with us?*  *5. What are you doing tonight?*  *6. Do you like bowling?*   * **Option 2: Rising or Falling?**   - Let Ss play a game: T reads some questions with rising tone and falling tone.  - For each question with rising tone, Ss stand up. For each question with falling tone, Ss sit down.  - Ask 2 Ss to stand in front of the class to observe.  - Any Ss who do not follow the game rules will be sent out of the game.  - T may have the losers sing a song or do any fun activities in front of the class.  Introduce the new lesson: intonation for Yes/No questions. | -Greet T.  - Work in pairs, divide the questions into 2 groups.  - Give answers.  **Answer keys**  \* ***Yes/No questions***  *1.Can you talk now?*  *2. Are you going to the fair tonight?*  *4. Is she coming with us?*  *6. Do you like bowling?*  \* ***Wh-questions***  *3.Where should we meet?*  *5. What are you doing tonight?*  - Listen.  - Take part in the class activity. |

**B. New lesson (35’)**

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

**a) Objective:** Introduce intonation for Yes/No questions.

**b) Content:**

**-** recognize the intonation for Yes/No questions.

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

- practice.

**c) Expected outcomes:** Ss distinguish and use intonation for Yes/No questions correctly in their speaking.

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Task a + b. Listen to the question and notice how the intonation rises.**  - Use DCR to show the task.  - Play the recording (CD1, track 10).  - Ask Ss to listen and notice how the intonation rises.  - Play the recording again, have Ss listen and repeat with a focus on the pronunciation feature.  **Task c + d. Listen and cross out the sentence that doesn’t follow the sound feature, then read the questions with the rising intonation to a partner.**  - Use DCR to show the task.  - Play the recording (CD 1 – Track 11), have Ss listen and cross out the option that doesn’t follow the sound feature in “a”.  - 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 questions in front of the class.  - Ask Ss to make some more Yes/ No questions and practice reading them with rising tone. | - Listen.  - Listen again and repeat.  - Listen and cross out.  - Give answers.  - Listen again and check.  - Work in pairs.  - Present.  - Give answers. |

* **Activity 2: While-speaking (19’)**

**a) Objective:** Students can make plans.

**b) Content:**

- asking and answering about making plan for tonight, using the Present Continuous and Prepositions of place.

- inviting a friend to join a free time activity, discussing time and place to meet, then completing 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. Practice the conversation. Swap the roles and repeat.**  - Use DCR to show the task.  - Demonstrate the activity by practicing the role-play with a student.  - Have pairs practice the conversation.  - Remind Ss to use the prepositions of place and the Present Continuous.  - 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 b. Practice with your own ideas.**  - Have pairs practice the conversation with their own ideas, then swap roles.  **-** Remind Ss to use some words to start a friendly conversation.  - Call some pairs to demonstrate the activity in front of the class.  - Give feedback and evaluation.  **SPEAKING: Let’s Go Out!**  **Task a. You’re inviting your friend to join you in a free time activity. Student B goes to page 118, file 1. Student A writes activities and places in the table, then invite student B. If he/she can come, discuss where and when to meet and complete the table.**  - Use DCR to show the task.  - Demonstrate the activity by practicing role-play with a student.  - Have student A look at the schedule on the bottom of the page and student B turn to page 118, file 1.  - Ask Ss to fill in the table with their own ideas.  - Have Ss take turns to invite each other to complete the table.  - Observe, give help if necessary. | - Observe, listen.  - Work in pairs to practice the conversation.  - Swap roles and continue the task.  - Present.  - Work in pairs to practice the conversation, then swap roles.  - Present.  - Observe and listen.  - Work in pairs to make plan. |

* **Activity 3: Production (6’)**

**a) Objective:** Students can make plans.

**b) Content:**  Asking your partner what they arranged to do with their friend, when and where they will meet them.

**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: Let’s Go Out!**  **Task b. Make a new pair. Ask your partner what they arranged to do with their friend, when and where they will meet them.**  - Pair each student with a new partner.  - Have Ss ask their partners about what they arranged to do with their friends, where they arranged to meet, and at what time.  - Have some Ss share their answers with the class  - Give feedback and evaluation. | - Make a new pair.  - Work with new partner.  - Give answers. |

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

**\* Consolidation:**

- Intonation for Yes / No questions: rising.

**\* Homework:**

- Make 2 Yes / No questions, then practice reading them.

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

- Prepare: Lesson 3 – Listening and Reading (page 10– SB).

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

(pages 6 & 7).

- 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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