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

**UNIT 2: Life in the past**

**Lesson 1.3: Pronunciation & Speaking (Pages 16 & 17)**

**1. Objectives**

By the end of this lesson, students will be able to…

**1.1. Language knowledge/ skills**

- Focus on /ɪ/ and /iː/ sounds.

- Talk about family now and then.

**1.2. Competences**

- improve Ss’ communication, collaboration, analytical, and critical thinking skills.

**1.3. Attributes**

- cultivate a heightened curiosity for diverse learning methodologies.

**2. Teaching aids and materials**

**- Teacher’s aids:** Student’s book and Teacher’s book, class CDs, DCR– Phần mềm tương tác trực quan, DHA – Ứng dụng trò chơi tương tác, projector / interactive whiteboard /TV (if any), PowerPoint slides.

**- Students’ aids:** Student’s book, Workbook, Notebook.

**3. Assessment Evidence**

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| **Performance Tasks** | **Performance Products** | **Assessment Tools** |
| - Listen to the words and focus on the underlined words. | **-** Ss’ answers. | - Observation/feedback. |
| - Listen and circle the words. | - Ss’ answers. | - Observation/feedback. |
| -Take turns saying the words in Task c while your partner points to them. (Pair work) | - Ss’ answers. | - Observation/feedback. |
| - Practice with your own ideas. | - Ss’ answers. | - Observation/feedback. |
| - Share the ideas with the class. | - Ss’ answers. | - Observation/feedback |
| - Take turns talking about memories of family life in the past and compare them with family life now. (Pair work) | - Ss’ answers. | - Observation/feedback. |
| - Discuss family traditions and customs in the past and compare them to today (Pair work) | - Ss’ answers. | - Observation/feedback |

**4. Procedures**

**A. Warm-up: 5 minutes**

a. Objectives: to introduce the /ɪ/ and /iː/ sounds.

b. Content: Pronunciation game: the /ɪ/ and /iː/ sounds.

c. Expected outcomes: Ss can identify the /ɪ/ and /iː/ sounds.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| ***Warm-up activities: COMPETITION TIME:*** |  |
| - Create groups/teams of 5 students. | - Work in groups. |
| - You will be given some English words | - Follow the instructions. |
| - Ask students to put the words into the correct column (/ɪ/ and /iː/ sounds). The team(s) with the most correct answers win(s). | - Put the words into the correct boxes. |
| - Check Ss’ answers and give feedback. | - Correct the answers. |
| **QUESTIONS:**  Put the words into the correct column  ( /ɪ/ and /iː/ sounds)  p**i**zza - pol**i**ce - b**u**sy - f**ie**ld - b**ui**lding  b**u**siness - s**y**stem - d**i**nner - k**ey** - magaz**i**ne   |  |  | | --- | --- | | **/ɪ/** | **/iː/** | |  |  | |  |  | |  |  | |  |  | |  |  | | ***Suggested answers***   |  |  |  |  | | --- | --- | --- | --- | | **/ɪ/** | | **/iː/** | | | b**u**sy | /ˈbɪz.i/ | f**ie**ld | /fiːld/ | | b**u**siness | /ˈbɪz.nɪs/ | p**i**zza | /ˈpiːt.sə/ | | b**ui**lding | /ˈbɪl.dɪŋ/ | k**ey** | /kiː/ | | s**y**stem | /ˈsɪs.təm/ | pol**i**ce | /pəˈliːs/ | | d**i**nner | /ˈdɪn.ɚ/ | magaz**i**ne | /ˌmæɡ.əˈziːn/ | |

**B. New Lesson (35’)**

**1. Presentation (Pronunciation) (15’)**

a. Objectives: To help Ss practice saying the /ɪ/ and /iː/ sounds.

b. Content: Tasks a, b, c and d.

c. Expected outcomes: Ss can improve their pronunciation by saying the /ɪ/ and /iː/ sounds.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Task a:** **Focus on the /ɪ/ and /iː/ sounds.**  **Notes:**  1./iː/ is a long sound. Make your mouth wide, like a smile. Ensure your tongue touches the sides of your teeth.  2./ɪ/ is a short sound. Make your mouth a bit less wide than for /iː/. Position your tongue a bit towards the back of your mouth. |  |
| - Ask Ss to take notes. | - Listen and take some notes. |
| **Task b: Listen. Notice the sounds of the**  **underlined letters.**  **CD1-Track 17** |  |
| - Ask students to listen and notice the pronunciation feature. | - Notice the pronunciation feature. |
| - Play audio and draw attention to the pronunciation feature. | -Listen to the audio and repeat. |
| *SCRIPT*  *CD1-Track 17*  *M: relative, single, breadwinner*  *M: thirteen, Vietnamese, families* |  |
| **Task c: Listen and circle the words you hear.**  **CD1-Track 18** |  |
| -Play audio. Have students listen and circle the words they hear. | -Listen and circle the words they hear. |
| -Play audio again and check answers as a whole class. | -Listen to the audio and repeat. |
| *SCRIPT*  *CD1-Track 18*  *1. M: sit*  *2. M: feel*  *3. M: his* | ***Answer key:***   1. *sit* 2. *feel* 3. *his*  |  |  | | --- | --- | | ***1.sit*** | ***seat*** | | */sɪt/* | */siːt/* | | ***2.feel*** | ***fill*** | | */fiːl/* | */fɪl/* | | ***3.His*** | ***he’s*** | | */hɪz/* | */hiːz/* | |
| **Task d: Take turns saying the words in Task c. while your partner points to them**. |  |
| -Have students practice saying the words in Task c. while their partner points to them. | - Say the words in Task c. while their partner points to them |
| -Ask some students to read the sentences out loud | - Read the sentences out loud. |
| -Give some feedback or correction | - Listen to feedback |

**2. Practice (10’)**

a. Objectives: To help Ss practice talking about memories of family life in the past and compare them with family life now.

b. Content: Tasks a and b.

c. Expected outcomes: Ss can talk about memories of family life in the past and compare them with family life now.

d. Organization:

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| **Teacher’s activities** | **Students’ activities** |
| **Task a: In pairs: Take turns talking about memories of family life in the past and compare them with family life now.** |  |
| -Demonstrate the activity by practicing with a student. | -Watch the demonstration |
| -Divide the class into pairs. | - Work in pairs. |
| -Have students take turns making sentences to compare families in the past with families now using the prompts. | - Take turns making sentences. |
| -Have some pairs demonstrate the activity in front of the class. | - Demonstrate the activity in front of the class. |
| -Give some feedback or correction | - Listen to feedback |
|  | ***Suggested answer:***  *1.* ***A****: What do you remember about family life in the past, Grandpa?*  ***B****: Back then, women* ***would be*** *housewives, and men* ***would be*** *breadwinners.*  ***A****: Many women also work now.*  *2.* ***A****: What do you remember about family life in the past, Grandpa?*  ***B****: Back then, people* ***would often get***  *married young.*  ***A****: People often get married later now.*  *3.* ***A****: What do you remember about family life in the past, Grandpa?*  ***B****: Back then, men* ***would make*** *all the decisions.*  ***A****: Women also make decisions now.*  *4.What do you remember about family life in the past, Grandma?*  ***B****: Back then, people* ***would usually come*** *home for family meals.*  ***A****: Most families only have dinner together now.*  *5.What do you remember about family life in the past, Grandma?*  ***B****: Back then, people* ***would usually live*** *in extended families.*  ***A****: People usually live in nuclear families now.*  *6.****A****: What do you remember about family life in the past, Grandma?*  ***B****: Back then, people* ***would usually***  ***have*** *many kids.*  ***A****: People have fewer kids now.* |
| **Task b: Practice with your own ideas.** |  |
| -Have students practice the activity with their own ideas. | - Share the ideas with a partner. |
| -Have some pairs demonstrate the activity in front of the class. | - Demonstrate the activity in front of the class. |
| -Give some feedback or correction. | - Listen to feedback. |
|  | *Suggested answer:*  ***A****: What do you remember about family life in the past, Grandpa?*  ***B:*** *Back then, people would often communicate through letters, phone calls, or face-to-face interactions.*  ***A:*** *People often communicate through video calls, social media, and instant messaging now.* |

**3. Production (Speaking) (10’)**

a. Objectives: To help Ss discuss family traditions and customs in the past and compare them to today.

b. Content: Tasks a and b.

c. Expected outcomes: Ss can talk about family traditions and customs in the past and compare them to today.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Task a: In pairs: Discuss family traditions and customs in the past and compare them to today. Discuss the points below.** |  |
| • Family size • Family meals • Marriage • Parent-child relationship  • Member roles |  |
| -Demonstrate the activity by practicing with a student. | -Watch the demonstration |
| -Divide the class into pairs. | - Work in pairs. |
| -Have students discuss each point in the box about family traditions and customs in the past and now. | - Share the ideas with a partner. |
| -Have some pairs demonstrate the activity in front of the class. | - Demonstrate the activity in front of the class. |
| -Give some feedback or correction | - Listen to feedback |
|  | ***Suggested answer:***  ***1. Family size***  *A: In the past, people* ***would often have*** *larger families with many children.*  *B: Now, people tend to have smaller families, with fewer children or sometimes even just one child.*  ***2. Family meals***  *A: In the past, people* ***would gather*** *together for family meals every day.*  *B: Now, people often have more hectic schedules, so they may not always eat together as a family.*  ***3. Marriage***  *A: In the past, people* ***would typically get*** *married at a younger age.*  *B: Now, people often delay marriage until they are older and more established in their careers.*  ***4. Parent-child relationship***  *A: In the past, parents* ***would usually have*** *a stricter approach to parenting.*  *B: Now, parents often have a more communicative relationship with their children.*  ***5. Member roles***  *A: In the past, the husband was the breadwinner, and the wife* ***would stay*** *at home.*  *B: Now, people tend to have more equal roles within the family and everyone shares responsibilities.* |
| **Task b: Do you think the changes are better or worse? Why?** |  |
| -Ask students to discuss the questions. | - Share the ideas with a partner. |
| -Ask some students to share their ideas with the class. | - Share the ideas with the class. |
| -Give some feedback or correction. | - Listen to feedback. |
|  | ***Suggested answer:***  *A: I think the change in family size is better. Living with many people can be uncomfortable.*  *B: I believe the change in family mealtime is worse. Nowadays, families might not always eat together, which means they miss out on bonding time.* |

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

**- Speaking:** Ask and answer the question below with your partner about family traditions in the past:

***What would you often do with your family during the Lunar New Year holiday when you were a child?***

**Suggested answers:**

*During the Lunar New Year holiday when I was a child, my family and I* ***would******often gather*** *for big feasts and visit relatives to exchange greetings and gifts.*

* Practice sounds: /ɪ/ and /iː/.
* Prepare for the next lesson (Vocabulary & Listening - pages 18 & 19 - SB).
* Play the consolidation games on www.eduhome.com.vn

**5. Reflection**

a. What I liked most about this lesson today:

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b. 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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