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

**UNIT 2: Life in the past**

**Lesson 2.3: Pronunciation & Speaking (Pages 20 & 21)**

**1. Objectives**

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

**1.1. Language knowledge/ skills**

- practice intonation for exclamations.

- practice talking about a memorable day, using used to express past situations.

**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 cross out the option. | - Ss’ answers. | - Observation/feedback. |
| -Practice the conversations using the pictures and texts. (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  |
| -Talk about memorable things you did using the photos and your own ideas. (Pair work) | - Ss’ answers. | - Observation/feedback. |
| -Tell your partner about memorable things you used to do. | - Ss’ answers.  | - Observation/feedback  |

**4. Procedures**

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

a. Objectives: to arouse the students’ interest in the topic “a memorable day”.

b. Content: practice talking about a memorable day.

c. Expected outcomes: Ss can practice talking about a memorable day.

d. Organization

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| ***Warm-up activities: Work in pairs and answer these questions.*** |  |
| - Divide Ss into pairs. | - Work in pairs. |
| - Give Ss instructions and one example. | - Follow the instructions. |
| - Show questions for Ss to discuss. | - Discuss the questions. |
| - Call some pairs to give their answers. | - Read the sentences out loud. |
| - Give feedback. | - Listen to some answers. |
| **Questions:***1. What activities did you use to do to make a day memorable in the past?**2. Who did you use to spend your memorable days with in the past?**3. Where did you use to go to create memorable experiences in the past?**4. What kind of food or meals did you use to enjoy on memorable days in the past?* | ***Suggested answers****1. I* ***used to go*** *on outdoor adventures like hiking or picnicking to make a day memorable in the past.**2. I* ***used to spend*** *my memorable days with my family members in the past.**3. I* ***used to go*** *to amusement parks or scenic spots to create memorable experiences in the past.**4. I* ***used to enjoy*** *homemade barbecue or pizza on memorable days in the past.* |

**B. New Lesson (35’)**

**1. Presentation (Pronunciation) (10’)**

a. Objectives: To help Ss practice intonation for exclamations.

 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: Intonation for exclamations**  -Ask Ss to look at the picture and find the exclamatory sentence.***Student A:*** *I used to spend summers at my grandparents' farm, helping out with chores and playing with the animals.****Student B:******Wow, that sounds awesome!*** *I always wanted to experience life on a farm*. | - Look at the pictures and the conversation***Suggested answer:***Exclamatory sentence: *Wow, that sounds awesome!* |
| -Point out the exclamatory sentence **“Wow, that sounds awesome!”** and ask Ss to take notes. | - Listen and take some notes. |
| **Intonation for exclamations usually falls****Notes:** |  |
|  |  |
| **Task b: Listen. Notice the sounds of the****underlined letters.****CD1-Track 23** |  |
| - 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 23**Lucky you!**I'd love to hear about it!* |  |
| **Task c: Listen and cross out the sentence that doesn't follow the note in Task a****CD1-Track 24** |  |
| -Play audio. Have students listen and cross out the option that doesn't follow the note in Task a. | -Listen and cross out the option that doesn't follow the note in Task a. |
| - Play audio again and check answers as a whole class | -Listen to the audio and repeat. |
| ***SCRIPT****CD1-Track 24**M: That's really great!* *M: I just can't believe it!* | ***Answer key:****~~That's really great!~~* |
| **Task d: Read the sentences with the intonation noted in Task a. to a partner.** |  |
| -Have students practice saying the examples with a partner using the pronunciation feature. | - Say the examples with a partner  |
| -Ask some students to read the sentences out loud | - Read the sentences out loud. |
| -Give some feedback or correction. | - Listen to feedback. |

**2. Practice (15’)**

a. Objectives: To help Ss practice talking about photos of a memorable day, using used to express past situations.

b. Content: Tasks a and b.

c. Expected outcomes: Ss can talk about photos of a memorable day, using used to express past situations.

d. Organization:

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Task a: In pairs: Practice the conversations using the pictures and texts. Swap roles and repeat.** |  |
| -Demonstrate the activity by practicing with a student. | -Watch the demonstration |
| -Divide the class into pairs. | - Work in pairs. |
| -Have them practice the conversations using the pictures and texts, then swap roles and repeat. | - Practice the conversations. |
| -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. |
| **PICTURE 1:****A:** What's this photo? **B:** That's **a** **cottage** we used to go to **in the summer**. **A:** Lucky you. What did you use to do there? **B:** We used to **make delicious food.** I would **make pizza**, and the children would **play board games.** PICTURE 2:**A:** What's this photo? **B:** That's **a market** I used to go to **near my old house.** **A:** Oh, I'd love to hear more about it. What did **people** use to **sell there**? **B: They** used to **sell clothes and jewelry**. I would go with **my niece and nephew.** We used to **have so much fun**.  |  |
| **Task b: Practice again with your own ideas for the information in blue.** |  |
| -Have pairs take turns practice the conversations using their own ideas. | - Take turns to practice the conversations using their own ideas. |
| -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:* **PICTURE 1:**A: What's this photo?B: That's **a park** we used to go to **in the spring**.A: Lucky you. What did you use to do there?B: We used to **have picnics**. I would **prepare sandwiches**, and the kids would **fly kites**.**PICTURE 2:** A: What's this photo?B: That's **a spring fair** I used to go to **near my grandparents' house.**A: Oh, I'd love to hear more about it. What did **customers** use to **buy** there?B: They used to **buy fresh fruits and vegetables**. I would go with **my grandmother**. We used to **pick out our favorite apples.** |

**3. Production (Speaking) (10’)**

a. Objectives: To help Ss practice talking about photos of a memorable day, using used to express past situations.

b. Content: Tasks a, b and c.

c. Expected outcomes: Ss can talk about a memorable day, using used to express past situations.

d. Organization:

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| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Task a: In pairs: Student A, you're the grandparent. Talk about memorable things you did using the photos and your own ideas. Student B, you're the grandchild. Listen and ask questions.** |  |
| -Demonstrate the activity by practicing with a student. | -Watch the demonstration. |
| -Divide the class into pairs. | - Work in pairs. |
| -Ask student A to tell student B about memorable things using the photos and their own ideas.  | - Student A tells student B about memorable things using the photos and their own ideas. |
| - Ask Student B to listen and ask questions. | - Student B listens and asks questions |
| -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:*** ***Picture 1:******Student A:*** *I used to fly a kite in the park when I was a child.****Student B:*** *Who did you use to fly a kite with in the park?****Student A:*** *I used to fly a kite with my father in the park.****Picture 2:******Student A:*** *My father used to hold me high when I was a baby.****Student B:*** *Where did your father use to hold you high?****Student A:*** *He used to hold me high in the kitchen.****Picture 3:******Student A:*** *I used to travel around on a tuk-tuk when I was younger.****Student B:*** *Who did you use to travel with?****Student A:*** *I used to travel with my sister.* |
| **Task b: Swap roles and repeat. Student A, you're the grandchild. Student B, you're the grandparent.** |  |
| - Have pairs swap roles and repeat. | - Swap roles and repeat. |
| -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:*** ***Picture 1:******Student A****: Back then, I used to eat ice cream with my parents.****Student B****: Where did you use to eat ice cream?****Student A****: I used to eat ice cream at the amusement park.****Picture 2:******Student A****: I used to go for a picnic with my parents and my sister when I was a child.****Student B:*** *Where did you use to go for a picnic?****Student A****: I used to go for a picnic in front of my old house.****Picture 3:******Student A****: Back then, I used to watch movies outdoors.****Student B****: Who did you use to watch movies with?****Student A****: I used to watch movies with my friends* |
| **Task c: What about you? Tell your partner about memorable things you used to do.** |  |
| - Have pairs take turns telling their partners about memorable things that they used to do. | -take turns telling their partners about memorable things that they used to do. |
| -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:****Well, when I was younger, I* ***used to*** *play outside a lot with my friends. We* ***would*** *ride bikes around the neighborhood.*  |

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

**- Speaking:** Ask and answer the question below with your partner about a memorable day

*What did you use to do with your family during holidays when you were younger?*

**Suggested answers:** *When I was younger, my family and I* ***used to go*** *on road trips to explore new places during holidays.*

* Practice intonation for exclamations.
* Prepare for the next lesson (Reading - page 22 - SB).
* Play the consolidation games on [www.eduhome.com.vn](http://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:

…………………………………………………………………………………………