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

**UNIT 7: TRANSPORTATION**

**Lesson 1.3 – Pronunciation and Speaking (page 54)**

**I. OBJECTIVES**

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

**1.1. Language knowledge and skills**

- distinguish and put stress on the first syllable for most two-syllable nouns.

- describe luggage.

- talking about collecting luggage at the baggage claim.

**1.2. Competences**

- improve listening and speaking skills.

**1.3. Attributes**

- take care of personal belongings.

- carefully prepare for any trip.

**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, paper, colored pencils (crayons), rubbers.

**III. ASSESSMENT EVIDENCE**

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| **Performance Tasks** | **Performance Products** | **Assessment Tools** |
| - Listen to the words and focus on the underlined letters. | **-** Ss’ performance and answers. | - T’s observation. |
| **-** Listen and cross out the word that doesn’t follow the note in “a”. | - Ss’ answers. | - T’s feedback/Peers’ feedback. |
| - Read the words with the stress changes noted in “a” with a partner. | **-** Ss’ performance. | - T’s feedback/Peers’ feedback. |
| - Point, ask and answer. | **-** Ss’ performance. | - T’s feedback/Peers’ feedback. |
| - You're at the baggage claim collecting your friends' luggage. In pairs: Student B, turn to page 120, File 6. Student A, ask which luggage your friends have. Point and guess. Then, number the boxes. | - Ss’ performance /  Presentation. | - T’s observation, T’s feedback/Peers’ feedback. |
| - Swap roles and repeat. Student A, turn to page 121, File 7. Student B, ask which luggage their friends have. Point and guess. Then, number the boxes. | - Ss’ performance /  Answers. | - 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:** Vocabulary: Nouns with two syllables / Chinese whisper.

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

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| * **Option 1: Nouns with two syllables**   - Have Ss close all books.  - Divide Ss into 4 groups.  - Have Ss work in groups to write nouns with 2 syllables as many as possible.  - Call Ss to write answers on the boards.  - Check Ss’ answers, give feedback and announce the winning group.  - Lead to the new lesson: *How to put stress on most two-syllable nouns.*   * **Option 2: Chinese whisper**   - Divide class into 4-5 groups.  - Have Ss in each group stand in a straight line.  - Give a sentence, have the last student in each line whisper this sentence to the student standing before; continue until the first student in the line can hear the sentence and write it on the board.  - Check Ss’ answers.  - The group which has the closest sentence to the original one will be the winner (T also checks spelling).  - Announce the winner and give a small present.  - Lead to the new lesson.  **\*Suggested sentence:** *I have a dark blue backpack and a big old pink suitcase.* | **- C**lose all books.  - Work in groups, then give answers.  **Suggested answers**  **Nouns with two syllables:** *passport, luggage, candy, backpack, suitcase, airport, ticket, paper, lesson, teacher, doctor, partner, ruler, custom, people, …*  - Form groups.  - Work in groups to take part in the game.  *-* The first student of each line writes answer on the board.  - Listen. |

**B. New lesson (35’)**

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

**a) Objective:** Introduce: *stress on most two-syllable nouns.*

**b) Content:**

**-** recognize: *stress on most two-syllable nouns.*

**-** listen and check, find the word that doesn’t follow the note in “a”.

- practice.

**c) Expected outcomes:** Ss distinguish and put *stress on most two-syllable nouns* correctly in their speaking.

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Task a + b. Listen to the words and focus on the underlined letters.**  - Play the recording (CD1, track 73).  - Ask Ss to listen and focus on the underlined letters.  - Play the recording again, have Ss listen and repeat with a focus on the stress feature.  **Task c + d. Listen and cross out the word that doesn’t follow the note in “a”.**  - Play the recording (CD 1 – Track 74), have Ss listen and cross out the option that doesn’t follow the note in “a”.  - Call Ss to give answers.  - Play the recording again and check answers as a whole class using DCR.  - Give feedback and evaluation. | - Listen.  - Listen again and repeat.  - Listen and give answers.  **Answer keys** |

* **Activity 2: While-speaking (22’)**

**a) Objective:** Students can describe luggage.

**b) Content:**

- Point, ask and answer.

- You're at the baggage claim collecting your friends' luggage. In pairs: Student B, turn to page 120, File 6. Student A, ask which luggage your friends have. Point and guess. Then, number the boxes.

- Swap roles and repeat. Student A, turn to page 121, File 7. Student B, ask which luggage their friends have. Point and guess. Then, number the boxes.

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

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **PRACTICE**  **\* Point, ask and answer.**  - Demonstrate the activity on DCR using the example.    - Divide the class into pairs.  - Have pairs point, ask and answer about luggage.  - Observe, give help if necessary.  - Remind Ss to use language of asking for confirmation.  - Have some pairs demonstrate the activity in front of the class.  - Give feedback and evaluation.  **SPEAKING: That’s Not My Bag!**  **Task a. You're at the baggage claim collecting your friends' luggage. In pairs: Student B, turn to page 120, File 6. Student A, ask which luggage your friends have. Point and guess. Then, number the boxes.**  - Demonstrate the activity by practicing the role-play with a student.  - Divide the class into pairs.  - Have Student B turn to page 120, File 6.  - Have Student A ask which luggage their friends have and Student B answer.  - Have Student A number the boxes.  - Observe, give help if necessary.  **Task b. Swap roles and repeat. Student A, turn to page 121, File 7. Student B, ask which luggage their friends have. Point and guess. Then, number the boxes.**  - Have Student A turn to page 121, File 7 and Student B turn back to page 54.  - Swap roles and repeat.  - Have some pairs demonstrate the activity in front of the class. | - Observe, listen.  - Work in pairs.  - Present.  - Observe and listen.  - Work in pairs.  - Student A number the boxes.  **Examples**    - Work in pairs.  - Swap roles and repeat.  - Present. |

* **Activity 3: Production (5’)**

**a) Objective:** Students relax after the lesson.

**b) Content:**  Drawing: Draw luggage.

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

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Extra activity: Draw luggage.**  - Have a student describe a kind of luggage (of his / her own or others’).  - Have 5 Ss volunteers to listen and draw that kind of luggage as described on the board.  - Check Ss’ drawings and give feedback.  - Have class vote for the best picture.  - Announce the winner. | - 1 student describes a kind luggage (a suitcase, a bag, a backpack, …).  - Listen and draw.  - Listen.  **Sample description**  I have a big old blue backpack. It has an elephant on it. There are also some heart symbols on it, …  **Sample drawing / picture** |

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

**\* Consolidation:** stress on the first syllable for most two-syllable nouns.



**\* Homework:**

- Practice: stress on the first syllable for most two-syllable nouns.

- Find more nouns with 2 syllables and practice pronouncing them.

- Prepare: Unit 7 - Lesson 2 – New words and Reading (page 55 – SB).

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

(pages 42 & 43).

- 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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