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

**UNIT 1: FAMILY LIFE**

**Unit 1,** Lesson 1.3 – Pronuciation & Speaking**, (page 6)**

**1. Objectives**

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

* 1. **Language knowledge & skills**

- pronounce the sound changes “how often” correctly.

- practice asking and answering about doing chores in a family.

- talk how often someone does the household chores in Ss’ family and explain why who should do more or less chores.

- improve speaking skill.

**1.2. Competences**

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

 **1.3. Attributes**

 - become a good and responsible family member.

**2. Teaching aids and materials**

**- Teacher’s aids:** Student’s 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.

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

**3. Assessment Evidence**

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| **Performance Tasks** | **Performance Products** | **Assessment Tools** |
| - Revise the chores and introduce sound changes (using DCR). **-** Practice asking and answering about the information in the table and in the list of chores.- Decide who should do more or fewer chores. | **-** Ss’ reaction to pictures and their performance.- Ss’ answers.- Ss’ answers/ presentation. | - T’s feedback.- T’s observation/ DCR.- T’s feedback/Peers’ feedback. |

**4. Procedures**

**A. Warm up: 5 minutes**

a. Objectives: to raise the Ss’ awareness of the topic and the sound changes ‘how often’.

b. Content: Picture prompts.

c. Expected outcomes: Review Ss’ knowledge about chores and get them ready for the lesson.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| - Show some pictures about chores and elicit answers from Ss.- Ask Ss to make questions and give answers about the chores in each picture.Picture 1D:\DTP2021\EDU WORLD\SMART WORLD\photo\man-cleaning-white-carpet-vacuum-living-room-man-cleaning-white-carpet-vacuum-living-room-105740614.jpgPicture 2D:\DTP2021\EDU WORLD\SMART WORLD\photo\tải xuống.jfif*Student A: How often do you…………?**Student B: I ……………………………*- Check the answers and lead to new lesson.  | - Listen to T.- Look at the pictures and do as told.**Answer keys***- vacuum the living room**- take out the garbage* |

**B. Presentation: 10 minutes**

a. Objectives: to prepare Ss for the speaking activity by introducing the sound changes ‘how often’ and meaningful situations.

b. Content: **Pronunciation, task b, c, d**

**Task b. Notice the sound changes of the underlined words.**

**Task c. Listen and cross out the sentence with the wrong sound changes.**

**Task d. Read the sentences with the correct sound changes to partner.**

c. Expected outcomes: Ss can pronounce the sound changes correctly and naturally in the question.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Task b.**- Play the audio file and ask Ss to listen and repeat chorally and individually (using DCR).- Ask Ss to notice the sound changes ‘how often’.*How often do you vacuum the living room floor?*- Call some Ss to read the question with the sound changes.- Give help if necessary. | - Listen to the audio file and repeat the question.- Notice the sound changes.- Do as told.  |
| **Task c.**- Ask Ss to read the two questions before listening to them.- Play the audio file 07 (using DCR).- Elicit the answer from Ss.- Check the answer. | - Read the two sentences individually.- Listen and cross out the one with wrong sound changes.- Give their answer.***Answer Keys*** (Use the DCR) |
| **Task d.**- Get Ss to work in pairs (one asks and the other answers the question with the right sound changes.)- Set the time for the activity.- Move around to give help.- Call some Ss to talk to the whole class. | - Work in pairs.- Ask and answer the question.- Present their answer. |

**C. Practice: 15 minutes**

a. Objectives: to help Ss get used to using the sound changes ‘how often’ and improve Ss’ speaking skill.

b. Content: **Practice and Speaking, task a.**

**- Practice: Use the table below to ask your partner what chores they do or their family members do, then ask how often they do them. Swap roles and repeat.**

**- Speaking, task a. You are talking to a friend about who does the chore in your house. Look at the list of chores and think about who does each and how often. In pairs. Ask your partner about the chores in their house.**

c. Expected outcomes: Ss can ask and answer about the information in the table about and talk about the chores in their house.

d. Organization:

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| **Teacher’s activities** | **Students’ activities** |
| **Practice** - Ask Ss to have a look at the table (using DCR).- Elicit the information related to the table.- Provide the model.Model: *Student A: What chores do/does \_\_\_\_\_\_\_ do?**Student B: I/He/She \_\_\_\_\_\_\_.**Student A: How often do/does \_\_\_\_\_\_\_?**Student B: I/He/She \_\_\_\_\_\_\_, on \_\_\_\_\_\_\_ (and \_\_\_\_\_\_\_).*- Check Ss’ answers and give feedback if needed. | - Study the table.- Give the answers.- Practice the model.***Answer Keys*** (Use the DCR) |
| **Speaking, task a.** - Ask Ss to go on working in pairs.- Ask Ss to study the list of chores.- Present the model.Model: *You: How many people are there in your family?**Your friend: There are \_\_\_\_\_\_\_.**You: What chores do/does \_\_\_\_\_\_\_?**Your friend: I/He/She \_\_\_\_\_\_\_.**You: How often do/does \_\_\_\_\_\_\_?**Your friend: I/He/She \_\_\_\_\_\_\_, on \_\_\_\_\_\_\_ (and \_\_\_\_\_\_\_).*- Call some to talk to the whole class.- Check their answers. | - Work in pairs.- Study the list of chores.- Practice the model.- Talk to the whole class.***Ss’ own answers*** |

**D. Production: 10 minutes**

a. Objectives: to help Ss to use the language and information in the real situation.

b. Content: Speaking, Task b

**Task b:** **Who do you think should do more chores in your partner’s family? Who should do fewer? Why?**

 c. Expected outcomes: Ss can talk about who should do more or fewer chores in their partner’s family and explain why.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Task b:** - Ask Ss to work in pairs.- Introduce the task to Ss.- Set the time for Ss to do.- Get round to give help and take notes of some mistakes.- Call some to talk to the whole class.- Check and give comments. | - Work in pairs.- Explain why who should do more or fewer chores in their partner’s family.- Give their answers. |

**E. Consolidation and homework assignments: 5 minutes**

**-** Make a short talk about how the chores are shared in your family and the reasons for that.

- Prepare the next lesson: Lesson 2.1 – Vocab & Reading, (page 7).

- Practice vocabulary in the Notebook page …..

**5. Reflection**

a. What I liked most about this lesson today:

…………………………………………………………………………………………

1. What I learned from this lesson today:

…………………………………………………………………………………………

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

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