|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| |  |  | | --- | --- | | **School: Tran Phu high school** | **Week: 2**  **Date: 13/9/24** | | **Class: 12A6** | **Period: 4** | |  |
|  |  |

**UNIT 1: LIFE STORIES**

**Lesson 1.3: Pronunciation and Speaking (Pages 6 & 7)**

**1. Objectives**

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

**1.1. Language knowledge/ skills**

- practice the /d/ sounds at the end of words when the next word begins with a consonant (Sound changes).

**1.2. Competences**

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

**1.3. Attributes**

- talk about important moments in life.

**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**

|  |  |  |
| --- | --- | --- |
| **Performance Tasks** | **Performance Products** | **Assessment Tools** |
| - Fill in the blanks with the correct new words.  - Talk about important moments in life. | - Ss’ answers.  - Ss’ answers/presentation. | - Observation.  - Observation. |

**4. Procedures**

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

a. Objectives: to introduce the topic.

b. Content: Mini games

c. Expected outcomes: Ss review grammar point *(Past Continuous with while)*

d. Organization

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Mini-game:**  **-** Organize a mini-game to review *Past Continuous with while* |  |

**B. New Lesson: 35 mins**

**1. Pronunciation – 15 mins**

a. Objectives: to help Ss listen and notice the pronunciation feature.

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

c. Expected outcomes: Ss can practice saying the sentences, using the pronunciation feature.

d. Organization

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Task a:** **Isolate**  - Briefly explain the pronunciation feature.  - Provide some examples and have Ss listen to the sound changes | - Listen and repeat. |
| **Task b:** **Listen. Notice the sound changes of the underlined letters. (CD1 – Track 5)**  - Have Ss listen and notice the pronunciation feature.  - Play audio and draw attention to the pronunciation feature. | - Listen to the audio, notice the pronunciation feature |
| **Task c: Listen and cross out the sentence that doesn’t follow the rule in Task a. (CD1 – Track 6)**  - Play audio. Have Ss listen and cross out the sentence that doesn't use the correct pronunciation feature.  - Play the audio again and check the answer as a whole class | ***Answer keys:***  *I was sightseeing and taking photos.* |
| **Task d: Practice reading the sentences with the sound changes noted in Task a to a partner.**  - Have Ss practice saying the examples with a partner using the pronunciation feature. |  |

**2. Pre & While-Speaking – 10 mins**

a. Objectives: To help Ss take turns asking and answering questions.

b. Content: tasks a, and b.

c. Expected outcomes: Ss can practice asking and answering questions about the unforgettable stories using the prompts.

d. Organization:

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Task a: Listen, then ask and answer about the unforgettable stories using the prompts. (CD1 – Track 7)**  - Play audio. Have Ss listen. - Demonstrate the activity by asking and answering with a student. - Divide the class into pairs. - Have pairs take turns asking and answering questions about the unforgettable stories using the prompts. - Pick up some pairs to demonstrate the activity in front of the class.  - Correct Ss’ mistake (if any) | - Listen to the example  - Practice asking and answering, using the prompts |
| **Task b:** **Practice with your own ideas.**  - Have Ss practice the activity with their own ideas.  - Have some pairs demonstrate the activity in front of the class.  - Correct Ss’ mistake (if any) |  |

**3. Post-Speaking – 10 mins**

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

b. Content: tasks a, and b

c. Expected outcomes: Ss can talk about their important moments in life.

d. Organization

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Task a: Think about or imagine an event that had a big impact on your life. Choose a topic below or your own idea. In pairs: Take turns asking and answering about the event. Ask for more details if needed. Swap roles and repeat.**  - Demonstrate the activity by practicing with a student. - Have Ss think of or imagine a life event that had a big impact on their lives. - Divide the class into pairs. - Have Student A ask questions about the event, and have Student B answer. - Have Ss swap roles and repeat. | - Work in pairs to answer the questions.  - Share their stories. |
| **Task b: Have you ever been in a situation that is similar to your partner’s? How would you feel if you were in such a situation?**  - Have Ss discuss the questions  - Have some Ss share their ideas with the class. | - Discuss the question with a partner  - Share their ideas |

**C. Consolidation and homework assignments – 5 mins**

**-** Review sound change – /d/

- Do the Writing exercises in the workbook on page 3.

- Prepare the next lesson: Lesson 2.1 – Vocabulary and Listening, pages 8 & 9.

**5. Reflection**

a. What I liked most about this lesson today:

…………………………………………………………………………………………

b. What I learned from this lesson today:

…………………………………………………………………………………………

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

…………………………………………………………………………………………