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| **School: Tran Phu high school** | **Week: 3****Date: 20/9/24** |
| **Class: 112a6** | **Period: 7** |

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**UNIT 1: LIFE STORIES**

**Lesson 2.3: Pronunciation and Speaking (Pages 10 & 11)**

**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 /m/ or /b/ (Sound changes).

**1.2. Competences**

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

 **1.3. Attributes**

 - talk about your life experience.

**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** |
| - 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

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| **Teacher’s activities** | **Students’ activities** |
| **Mini-game:****-** Organize a mini-game to review Adverb clauses of manner (as if, as though, like) |  |

**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

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| **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 12)** - 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 13)**- 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:*** *It made me really happy.* |
| **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 life experiences using the prompts.

d. Organization:

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| **Teacher’s activities** | **Students’ activities** |
| **Task a: Listen, then take turns asking and answering using the pictures and prompts (CD1 – Track 14)**- 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 using the pictures and 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, b, and c

 c. Expected outcomes: Ss can talk about their life experiences.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Task a: In pairs: Look at the list below and think of three more situations in which you would feel strong emotions.**- Demonstrate the activity by practicing with a student.- Divide the class into pairs.- Have Ss look at the list and think of three more situations in which they would feel strong emotions- Have some Ss share their ideas  | - Work in pairs to answer the questions. - Share their stories. |
| **Task b: Student A, choose one of the situations that happened to you and tell Student B about it. Use idioms to makeyour story is more interesting. Student B, ask the questions below or use your own ideas. Swap roles and repeat**- Have Student A choose one situation from the box and tell Student B about the experience.- Have Student B listen and ask Student A questions- Have Ss swap roles and repeat.- Have some Ss share their ideas with the class. | - Discuss the question with a partner.- Share their ideas |
| **Task c: Join a new partner. Student A, tell your story again. Student B, listen and ask the questions above or your own ideas. Swap roles and repeat.****-** Have Ss work with a new partner- Have Student A tell the story again- Have Student B listen and ask questions- Have Ss swap roles and repeat. |  |

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

**-** Review sound change – /d/

- Do the Writing exercises in the workbook on page 5.

- Prepare the next lesson: Lesson 3.1 – Listening & Reading, pages 12 & 13.

**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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