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| **School: Tran Phu high school** | **Week: 8****Date: 21/10/24** |
| **Class: 12a6** | **Period: 20** |

**UNIT 3: WORLD OF WORK**

**Lesson 1.3: Pronunciation and Speaking (Pages 28 & 29)**

**1. Objectives**

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

**1.1. Language knowledge/ skills**

- recognize and practice an extra sound between two words when the first

word ends, and the second word starts, with a vowel sound.

(**Sound changes***: be able to* often sounds like */bi'jeɪbltu/* with an extra /*j*/.)

**1.2. Competences**

- improve Ss’ pronunciation, thus improving fluency and listening skills

 **1.3. Attributes**

 - talk about skills and characteristics needed for certain jobs

**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 for sound changes- practice talking about skills and characteristics needed for specific jobs | - 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 being able to retain the grammar point: *Prepositional verbs*

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Mini-game:****-** Organize a mini-game to review *Prepositional verbs* |  |

**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 35)** - Have Ss listen and notice the pronunciation feature.- Play the 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 note in Task a. (CD1 – Track 36)**- Play the audio. Have Ss listen and cross out the sentence that doesn't use the correct pronunciation feature.- Play the audio again and check the answers as a whole class. | ***Answer keys:*** *Police officers need to be able to speak with people politely.* |
| **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 talking about how to be good at different jobs

d. Organization:

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| **Teacher’s activities** | **Students’ activities** |
| * Play audio. Have students listen.
* Demonstrate the activity by practicing with a

student.* Divide the class into pairs.
* Have pairs take turns talking about how to be good at different jobs using the prompts.
* Have some pairs demonstrate the activity in front of the class.
 | - 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 over which characteristics people need to do each job well

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Task a: You're planning a presentation about succeeding at different jobs. Choose a topic below or your own idea. In pairs: Think of one more job and one more characteristic. Discuss which characteristics people need to do each job well and explain why. Swap roles and repeat.*** Demonstrate the activity by practicing with a student.
* Divide the class into pairs.
* Have pairs think of one more job and one more characteristic, then discuss which characteristics people need to do each job well and explain why.
* Have some students share their ideas with the class.
 | - Work in pairs to answer the questions. - Share their stories. |
| **Task b: Which of the jobs do you think you would be best at? What skills or characteristics do you have that would make you good at it?**- Have pairs discuss the questions.- Have some students 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 – */bi'jeɪbltu/*

- Do the Writing exercises in the workbook on page 15.

- Prepare the next lesson: Lesson 2.1 – Vocabulary and Listening, pages 30 & 31.

**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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