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| |  |  | | --- | --- | | **School: Tran Phu high school** | **Week: 9**  **Date: 28/10/24** | | **Class: 12a6** | **Period: 23** | |  |
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**UNIT 3: WORLD OF WORK**

**Lesson 2.3: Pronunciation and Speaking (Pages 32 & 33)**

**1. Objectives**

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

**1.1. Language knowledge/ skills**

- practice a sound change: ‘… good at …’ that often sounds like /ɡʊdət/

(Sound changes).

**1.2. Competences**

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

**1.3. Attributes**

- changing the topic in a conversation

**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 jobs people might want to do | - 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 retain the grammar point: *the use of would*

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Mini-game:**  **-** Organize a mini-game to review the use of *would* |  |

**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 42)**  - 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 43)**  - Play audio. Have Ss listen and cross out the sentence that doesn't use the correct pronunciation feature.  - Play the audio again and review the answers together as a class. | ***Answer keys:***  *I'm good at problem-solving.* |
| **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 certain jobs 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 44)**  - Play audio for Ss to hear - Model the activity by engaging in a sample conversation with a student. - Divide the class into pairs. - Have pairs take turns asking and answering questions using the pictures and prompts. - Select several pairs to showcase their activity in front of the class.  - Give feedback and correct any mistakes made by SS. | - 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.  - Give feedback and correct any mistakes made by SS. |  |

**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: Look at the pictures and think of two more jobs you might like to be. Take turns asking and answering**  **about each of the jobs and if you think you would be good at them. Give reasons for your ideas.**  - Model the activity with a student.  - Pair up the class.  - Select two jobs and write them down for pairwork.  - Have Ss take turns discussing each job, evaluating if they would be suitable, and providing reasons.  - Have Ss share some pairs' discussions with the class. | - Work in pairs to answer the questions.  - Share their discussions. |
| **Task b: Join another pair. Did anyone say they would like the same jobs? Did you give the same reasons why?**  - Have pairs join another pair.  - Have students discuss whether anyone said they would enjoy the same jobs and if they shared similar reasons.  - Have some students share their findings with the class. | - Discuss the question with a partner.  - Share their discussions |
| **Task c: Which job would you most like to do? Which job do you think you would be best at? Why?**  - Have students discuss the questions.  - Have some students share their ideas with the class. |  |

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

**-** Review the sound change – ‘… good at …’ that often sounds like /ɡʊdət/

- Do the Writing exercises in the workbook on page 17.

- Prepare the next lesson: Lesson 3.1 – Listening & Reading, pages 34 & 35.

**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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