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| |  |  | | --- | --- | | **School: Tran Phu high school** | **Week: 12**  **Date: 22/11/24** | | **Class: 12a6** | **Period: 34** | |  |
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**UNIT 4: GRADUATION AND CHOOSING A CAREER**

**Lesson 1.3: Pronunciation and Speaking (Pages 41 & 42)**

**1. Objectives**

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

**1.1. Language knowledge/ skills**

- practice linking sound (Sound changes).

- to share the opinion about choosing a university

**1.2. Competences**

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

**1.3. Attributes**

- talk about the importance of choosing a university to prepare for a future job.

**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** |
| - Practice the sound changes.  - Talk about the importance of choosing a university to prepare for a future job. | - Ss’ answers.  - Ss’ answers/presentation. | - Observation.  - Observation. |

**4. Procedures**

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

a. Objectives: to introduce the changes of the sounds.

b. Content: Practice linking sounds

c. Expected outcomes: Ss review the suggestions

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Practice reading the sentences:**  **-** Show the sentences.  1. Stop Peter!  2. Grab Bob’s bag.  3. Take this.  4. Did Dave deliver the documents?  5. Kick Kyle!  - Ask Ss to work in pairs.  - Have Ss read the sentences with the partner | **-** Work in pairs  - Read the sentences |

**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**  - Have Ss read the rule.  - 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.**  - 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.**  - 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:***  *We think kids should help out around schools and universities.* |
| **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 how important each thing is using the pictures and prompts.

d. Organization:

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| **Teacher’s activities** | **Students’ activities** |
| **Task a: Listen, then take turns talking about how important each thing is using the pictures and prompts.**  - Play audio. Have Ss listen. - Demonstrate the activity by practicing with a student - Divide the class into pairs. - Have pairs take turns talking about how important each thing is using the pictures and prompts. - Have some pairs demonstrate the activity in front of the class.  - Correct Ss’ mistake (if any) | - Listen to the example  - Practice talking using the pictures and 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 how important a university is to help prepare for a future job.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Task a: You’re choosing a university to help prepare you for your future job. In pairs: Look at the suggestions. Discuss and choose the three most important things to you and note them below.**  - Demonstrate the activity by practicing with a student. - Divide the class into pairs. - Have pairs look at the suggestions, then discuss and choose the three most important things to them and note them. - Have Ss share their ideas with the class. | - Work in pairs to discuss and choose the suggestions.  - Share their ideas. |
| **Task b: Join another pair. Discuss your ideas. What do you agree on? What don’t you agree on?**  - Have Ss join another pair.  - Have Ss discuss their ideas and what they agree or disagree on.  - Have some students share their ideas with the class | - Discuss their ideas.  - Share their ideas |

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

**-** Review sound change – linking sounds

- Do the Writing exercises in the workbook on page 21.

- Prepare the next lesson: Lesson 2.1 – Vocabulary and Reading, pages 43 & 44.

**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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