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| **School: Tran Phu high school** | **Week: 13****Date: 29/11/24** |
| **Class: 12a6** | **Period: 37** |

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**UNIT 4: GRADUATION AND CHOOSING A CAREER**

**Lesson 2.3: Pronunciation and Speaking (Pages 45 & 46)**

**1. Objectives**

By the end of this lesson, students will be able to put the stress on a suggestion using could and talk about a good career.

**1.1. Language knowledge/ skills**

- practice the sentence stress.

**1.2. Competences**

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

 **1.3. Attributes**

 - talk about a good career.

**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 reading the sentences with the sentence stress.- Discuss future careers and answer the questions. | - 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 *modal verb “could”*

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Mini-game: Unscramble the sentences.****-** Divide the class into groups**-** Organize a mini-game to review the grammar point modal verb “could”*1. a new product/ The company/ next year./ could launch/**2. her schedule/ Jane could/ if/ for lunch/ allows./ meet us/* *3. was younger./ She could/ when she/ fluent French/ speak/* *4. study abroad/ next semester./ Tom could/**5. try calling/ if they/ to see/ You could/ them/ are available.* | **-** Work in pairs- Arrange the words or phrases to make meaningful 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**- Briefly explain the pronunciation feature.- Provide some examples and have Ss listen to the sound changes | - Listen and repeat. |
| **Task b:** **Listen. Notice the stress of the underlined words.** - Play audio and draw attention to the pronunciation feature- Have Ss listen and notice the pronunciation feature.- Play audio again. Ask Ss to listen and repeat with a focus on the 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.** - Ask Ss to read the sentences and focus on the sentence stress.- 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 could get some advice from a careers center* |
| **Task d: Practice reading the sentences with the sentence stress noted in Task a to a partner.**- - Ask Ss to share the example with their partner.- Have Ss practice saying the examples with a partner using the pronunciation feature. | - Work in pairs |

**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 talking about what could be good or bad in each job, then ask what could be done to make each job more enjoyable.**- Play audio. Have Ss listen.- Demonstrate the activity by practicing with a student.- Divide the class into pairs.- Have pairs take turns talking about what could be good or bad in each job, and what could be done to make each job more enjoyable 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 talking, and 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) | - Share the ideas with their partner. |

**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 future careers.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Task a: You're discussing future careers with your friend. In pairs: Look at the jobs below. What are some aspects that could be good or bad for each job? How could you make some of the negative things positive?**- Demonstrate the activity by practicing with a student.- Divide the class into pairs.- Have pairs discuss the positive and negative aspects of each job, then discuss how they could improve on some of the negative aspects.- Have some Ss share their ideas with the class.  | - Work in pairs to answer the questions. - Share their ideas. |
| **Task b: What career do you want in the future? Discuss the positives and negatives as well as ways to make some of the negative things positive.**- Have pairs continue discussing the careers they want in the future.- Have some Ss demonstrate the activity in front of the class. | - Discuss the question with a partner.- Share their ideas |
| **Task c: Join another pair. Discuss your ideas. Do you agree? What other advice do you have?****-** Have pairs join another pair. - Have students discuss their ideas and whether they agree. - Have students take turns giving each other extra advice. - Have some students share their ideas with the class. | - Work in pairs.- Discuss their ideas.- Share their ideas  |

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

**-** Review sentence stress

- Do the Writing exercises in the workbook on page 23.

- Prepare the next lesson: Lesson 3.1 – Listening & Reading, pages 47 & 48.

**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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