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| **School: Tran Phu high school** | **Week: 15**  **Date: 11/12/24** |
| **Class: 12a6** | **Period: 42** |

**UNIT 5: Lifelong Learning**

**Lesson 1.3: Pronunciation & Speaking (Pages 52 & 53)**

**1. Objectives**

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

**1.1. Language knowledge/ skills**

- Practice the sound /ɔɪ/

- Talk about skills they want to learn after graduation and how those skills will help them.

**1.2. Competences**

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

**1.3. Attributes**

- cultivate a heightened curiosity for diverse learning methodologies.

**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 to the words and focus on the underlined words. | **-** Ss’ answers. | - Observation/feedback. |
| - Listen and circle the words. | - Ss’ answers. | - Observation/feedback. |
| -Take turns saying the words in Task c while your partner points to them. (Pair work) | - Ss’ answers. | - Observation/feedback. |
| - Practice with your own ideas. | - Ss’ answers. | - Observation/feedback. |
| - Choose two types of skills that you want to learn after finishing school. | - Ss’ answers. | - Observation/feedback. |
| - Discuss the skills you want to learn and why, as well as the benefits and results you hope to achieve. | - Ss’ answers. | - Observation/feedback |
| - Talk about what difficulties you think you might have when learning these skills and what can be done to help you overcome the difficulties | - Ss’ answers. | - Observation/feedback. |

**4. Procedures**

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

a. Objectives: to introduce the sound /ɔɪ/

b. Content: Pronunciation game: the sound /ɔɪ/

c. Expected outcomes: Ss can identify the sound /ɔɪ/

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| ***Warm-up activities: COMPETITION TIME:*** |  |
| - Create groups/teams of 5 students. | - Work in groups. |
| - You will be given some English words | - Follow the instructions. |
| - Ask students to circle the words that contain the sound /ɔɪ/. The team(s) with the most correct answers win(s). | - Circle the words that contain the sound /ɔɪ/. |
| - Check Ss’ answers and give feedback. | - Correct the answers. |
| **QUESTIONS:**  Circle the words that contain the sound /ɔɪ/.  Example: boy /bɔɪ/  •mountain• employ •hotel • choice  •poison •lonely •appointment • royal  • oyster •fountain • moist •fault  •annoy •voyage • lawyer •cozy | ***Suggested answers***     |  |  | | --- | --- | | *Words with the sound /ɔɪ/.* | *Pronunciation* | | *• annoy* | */əˈnɔɪ/* | | *• appointment* | */əˈpɔɪntmənt/* | | *• choice* | */tʃɔɪs/* | | *• employ* | */ɪmˈplɔɪ/* | | *• lawyer* | */ˈlɔɪər/* | | *• moist* | */mɔɪst/* | | *• oyster* | */ˈɔɪstər/* | | *• poison* | */ˈpɔɪzn/* | | *• royal* | */ˈrɔɪəl/* | | *•voyage* | */ˈvɔɪɪdʒ/* | |

**B. New Lesson (35’)**

**1. Presentation (Pronunciation) (15’)**

a. Objectives: To help Ss practice saying the sound /ɔɪ/.

b. Content: Tasks a, b, c and d.

c. Expected outcomes: Ss can improve their pronunciation by saying the sound /ɔɪ/..

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Task a:** **Focus on the sound /ɔɪ/.**  **Notes:**  **/ɔɪ/** is a long sound. It moves from **/ɔ/** to **/ɪ/.** |  |
| - Ask Ss to take notes. | - Listen and take some notes. |
| **Task b: Listen and notice the sounds of the**  **underlinedletters.CD1-Track 66**  **join enjoy oil** |  |
| - Ask students to listen and notice the pronunciation feature. | - Notice the pronunciation feature. |
| - Play audio and draw attention to the pronunciation feature. | -Listen to the audio and repeat. |
| *SCRIPT*  *Track 66*  *M: join, enjoy, oil* |  |
| **Task c: Listen and circle the words you hear.**  **CD1-Track 67** |  |
| -Play audio. Have students listen and circle the words they hear. | -Listen and circle the words they hear. |
| -Play audio again and check answers as a whole class. | -Listen to the audio and repeat. |
| *SCRIPT*  *CD1-Track 67*  *M: 1. bore*  *M: 2. toy*  *M: 3. soy* | ***Answer key:***  *1. bore 2. toy 3. soy*   |  |  | | --- | --- | | ***1.bore*** | ***toy*** | | */bɔːr/* | */tɔɪ/* | | ***2.toy*** | ***tie*** | | */tɔɪ/* | */taɪ/* | | ***3.say*** | ***soil*** | | */seɪ/* | */sɔɪl/* | |
| **Task d: Take turns saying the words in Task c while your partner points to them.** |  |
| -Have students practice saying the words in Task c. while their partner points to them. | - Say the words in Task c. while their partner points to them |
| -Ask some students to read the sentences out loud | - Read the sentences out loud. |
| -Give some feedback or correction | - Listen to feedback |

**2. Practice (10’)**

a. Objectives: To help Ss practice talking about what people want to learn.

b. Content: Tasks a and b.

c. Expected outcomes: Ss can talk about what people want to learn.

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 68** |  |
| - Play audio. Have students listen. | - Listen to the audio. |
| - Demonstrate the activity by asking and answering with a student. | - Watch the demonstration |
| - Divide the class into pairs. | - Work in pairs. |
| - Ask pairs to take turns asking and answering using the pictures and prompts. | - Take turns asking and answering using the pictures and prompts |
| - Have some pairs demonstrate the activity in front of the class. | - Demonstrate the activity in front of the class. |
| - Give some feedback or correction | - Listen to feedback |
| SCRIPT  *CD1- Track 68*  *B: What do you want to learn?*  *G: I want to learn how to paint.*  *B: Why?*  *G: I want to learn how to paint so that I can paint animals and nature.* | ***Suggested answer:***  *1.* ***B****: What do you want to learn?*  ***G****: I want to learn how to paint.*  ***B****: Why?*  ***G****: I want to learn how to paint so that I can paint animals and nature.*  *2.****B:*** *What do you want to learn?*  ***G:*** *I want to learn about data analysis.*  ***B:*** *Why?*  ***G:*** *I want to learn about data analysis because if I do, I'll have a competitive advantage*  *3.* ***B:*** *What do you want to learn?*  ***G:*** *I want to learn how to speak Spanish*  ***B:*** *Why?*  ***G:*** *I want to learn how to speak Spanish because when I travel to Spain, I want to speak to locals.*  *4.* ***B:*** *What do you want to learn?*  ***G:*** *I want to learn how to maintain self-discipline.*  ***B:*** *Why?*  ***G:*** *I want to learn how to maintain self-discipline because it could help me study better.*  *5.* ***B:*** *What do you want to learn?*  ***G:*** *I want to learn how to play tennis.*  ***B:*** *Why?*  ***G:*** *I want to learn how to play tennis because my dad had a passion for it, and I want to play with him*  *6.*  ***B:*** *What do you want to learn?*  ***G:*** *I want to learn how to make pizza.*  ***B:*** *Why?*  ***G:*** *I want to learn how to make pizza because I love cooking, and it would make my family happy.* |
| **Task b: Practice with your own ideas.** |  |
| -Have students practice the activity with their own ideas. | - Share the ideas with a partner. |
| -Have some pairs demonstrate the activity in front of the class. | - Demonstrate the activity in front of the class. |
| -Give some feedback or correction. | - Listen to feedback. |
|  | *Suggested answer:*    *B: What are you interested in learning?*  *G: I want to learn how to knit.*  *B: Why?*  *G: I want to learn how to knit because it's a relaxing hobby, and I could create handmade gifts for my family and friends.* |

**3. Production (Speaking) (10’)**

a. Objectives: To help Ss discuss the skills they want to learn and why, as well as the benefits and results they hope to achieve

b. Content: Tasks a and b.

c. Expected outcomes: Ss can discuss the skills they want to learn and why, as well as the benefits and results they hope to achieve

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Task a: Choose two types of skills that you want to learn after finishing school. In pairs: Discuss the skills you want to learn and why, as well as the benefits and results you hope to achieve. Use as many of the new words as you can.** |  |
| ***Arts and crafts:*** *drawing, oil painting, sewing, etc.*  ***Fitness:*** *yoga, tennis, etc.*  ***Computer:*** *data analysis, web design, etc.*  ***Language:*** *Japanese, French, etc.*  ***Cooking and baking:*** *international cuisine, making bread, etc.*  ***Others*** |  |
| -Demonstrate the activity by practicing with a student. | -Watch the demonstration |
| - Have students choose two types of skills that they want to learn after finishing school | - Choose two types of skills that they want to learn after finishing school |
| -Divide the class into pairs. | - Work in pairs. |
| - Have pairs discuss what skills they want to learn, the reasons they want to learn, as well as the benefits and results they hope to achieve from learning the skills. | - Share the ideas with a partner. |
| -Have some pairs demonstrate the activity in front of the class. | - Demonstrate the activity in front of the class. |
| -Give some feedback or correction | - Listen to feedback |
|  | ***Suggested answer:***  1*.* ***Fitness: yoga, tennis, etc****.*  *We want to learn fitness skills like yoga and tennis because I want to improve my health. Yoga helps with flexibility and relaxation, while tennis improves coordination and fitness levels.*  *2.* ***Cooking and baking: international cuisine, making bread, etc.***  *I want to learn cooking international dishes and making bread because I enjoy cooking. Trying different cuisines gives me culinary variety, and baking bread lets me enjoy homemade treats and healthier choices.* |
| **Task b: What difficulties do you think you might have when learning these skills? What can be done to help you overcome the difficulties?** |  |
| -Ask students to discuss the questions. | - Share the ideas with a partner. |
| -Ask some students to share their ideas with the class. | - Share the ideas with the class. |
| -Give some feedback or correction. | - Listen to feedback. |
|  | ***Suggested answer:***  *I think managing my time will be difficult. I want to find a part-time job, so I won't have much free time to learn.* |

**C. Consolidation and homework assignments (5’)**

**- Speaking:** Ask and answer the question below with your partner about learning skills

***" What can your family and friends help you overcome the difficulty of learning English?”***

**Suggested answers:**

*My family and friends can help me overcome the difficulty of learning English by practicing speaking with me, providing encouragement, and helping me with my studies.*

* Practice the sound /ɔɪ/
* Prepare for the next lesson (Vocabulary & Listening - pages 54 & 55 - SB).
* Play the consolidation games on www.eduhome.com.vn

**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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