|  |  |
| --- | --- |
| **School: ………………………………………..** | **Date:……………………………………..** |
| **Class: …………………………….....................** | **Period: …………………………….........** |

**UNIT 10:** NEW WAYS TO LEARN

**Lesson 1.3 – Pronunciation & Speaking, (page 84)**

**1. Objectives**

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

* 1. **Language knowledge & skills**

- practice *word stress for words with suffix –ion*.

- talk about *the future of education.*

- improve speaking skill.

**1.2. Competences**

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

**1.3. Attributes**

- be aware of new ways to learn in the future.

**2. Teaching aids and materials**

**- Teacher’s aids:** Student’s book and Teacher’s book, class CDs, Digital Book, (DCR phần mềm tương tác SB, DHA (từ vựng/ cấu trúc) phần mềm trò chơi tương tác) projector / interactive whiteboard /TV (if any), PowerPoint slides.

**- Students’ aids:** Student’s book, Workbook, Notebook.

**3. Assessment Evidence**

|  |  |  |
| --- | --- | --- |
| **Performance Tasks** | **Performance Products** | **Assessment Tools** |
| - List the words ending in ION.  - Practice listening and reading the sentences with the correct word stress.  **-** Ask and answer about the future of education.  - Talk about the reasons for the predictions.  - Discuss and explain about the possible changes in education. | **-** Ss’ performance.  - Ss’ answers/ presentation.  - Ss’ answers/ presentation.  - Ss’ answers/ presentation.  - Ss’ answers/ presentation. | - T’s feedback.  - T’s feedback/ DCR.  - T’s observation/ DCR.  - T’s feedback/Peers’ feedback.  - T’s feedback/Peers’ feedback. |

**4. Procedures**

**A. Warm up: 5 minutes**

a. Objectives: to raise the Ss’ awareness of *word stress for words with suffix –ion* and get them ready for the lesson.

b. Content: **A mini game**

c. Expected outcomes: Ss can recognize the *word stress for words with suffix –ion*.

d. Organization

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **A mini game**.  - Divide the class into 2 teams.  - Introduce the game.  - Show/right the topic.  *List the words that end in –ION*  - Elicit the answer from Ss.  - Check the answers, focus on the *Word stress for words with suffix –ion*, and lead to new lesson. | - Work in teams.  - List the words.  ***Ss’ own answers*** |

**B. Pre-Speaking: 10 minutes**

a. Objectives: to prepare Ss for the speaking activity by introducing *Word stress for words with suffix –ion*.

b. Content: **Pronunciation, task b, c, d**

**Task b.** Listen to the words and focus on the underlined letters.

**Task c. Listen and cross out the word with the wrong word stress**.

**Task d. Read the words with the correct stress to a partner**.

c. Expected outcomes: Ss can practice pronouncing *Word stress for words with suffix –ion* correctly and naturally.

d. Organization

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Task b.**  - Get Ss to look at the underlined part in the words.  - Play the audio file (using DCR) and ask Ss to listen and repeat chorally and individually.  - Ask Ss to notice the stress.  - Call some Ss to read the words with the right stress.  - Give help if necessary. | - Listen to the audio file and repeat the sentences.  - Notice the stress.  - Do as told.  ***Answer Keys*** (Use the DCR) |
| **Task c.**  - Ask Ss to read the words before listening to them.  - Play the audio file (using DCR).  - Elicit the answer from Ss.  - Check the answers. | - Read the words individually.  - Listen and cross out the words with the wrong stress.  - Give their answers.  ***Answer Keys*** (Use the DCR) |
| **Task d.**  - Get Ss to work in pairs to read the words.  - Set the time for the activity.  - Move around to give help.  - Call some Ss to talk to the whole class. | - Work in pairs.  - Take turns reading the words.  - Present their answers.  **Ss’ own answers** |

**C. Practice: 15 minutes**

a. Objectives: to help Ss get used to practicing *Word stress for words with suffix –ion* and improve Ss’ speaking skill.

b. Content: **Practice, task a, b and Speaking, task a.**

**Practice, task a.** Ask and answer using the pictures and words in the box. Swap roles and repeat.

**Practice, task b. Think of reasons for these predictions and practice again.**

**Speaking, task a.** What do you think will happen in classrooms in the future? Make some predictions and tell your partner.

c. Expected outcomes: Ss can talk about *the places they visit* in a meaningful way.

d. Organization:

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Practice, task a**  - Ask Ss to have a look at the pictures and the prompts provided.  - Elicit the information.  - Ask Ss to practice asking and answering in pairs.  - Call some pairs to talk to the whole class.  - Check Ss’ answers and give feedback if needed. | - Look at the pictures and the prompts provided.  - Give the answers.  - Practice asking and answering in pairs.  ***Answer Keys*** (Use the DCR) |
| **Practice, task b**  - Ask Ss to work in pairs to thinks of reasons for the predictions.  - Set the time for the activity.  - Call some pairs to talk to the whole class.  - Check Ss’ answers and give feedback if needed. | - Work in pairs.  - Think of the reasons for the predictions.  - Present their answers.  **Ss’ own answers** |
| **Speaking, task a.**  - Introduce the task (using DCR).  - Get Ss to go on working in pairs.  - Ask Ss to practice talking about the changes in the classroom.  - Set the time for the activity.  - Call some pairs to talk to the whole class  - Check Ss’ answers and give feedback if needed. | - Go on working in pairs.  - Focus on their task.  - Practice talking about the changes in the classroom.  - Give the answers.  **Ss’ own answers** |

**D. Production: 10 minutes**

a. Objectives: to help Ss to use the language and information in the real situation.

b. Content: **Speaking, Task b**

Which predictions do you think are most likely to come true? Why?

c. Expected outcomes: Ss can present their predictions with reasons.

d. Organization

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Task b:**  - Introduce the task to Ss (using DCR).  - Ask Ss to work with a partner.  - Set the time for Ss to do.  - Get around to give help and take notes of some mistakes.  - Call some to talk to the whole class.  - Give comment. | - Work with a partner.  - Discuss the situation.  - Give their answers.  ***Ss’ own answers*** |

**E. Consolidation and homework assignments: 5 minutes**

**-** Write a short paragraph about how to be a successful learner in the future.

- Prepare the next lesson: Lesson 2.1 – Vocab & Listening, (page 85).

**5. Reflection**

a. What I liked most about this lesson today:

…………………………………………………………………………………………

1. What I learned from this lesson today:

…………………………………………………………………………………………

c. What I should improve for this lesson next time:

…………………………………………………………………………………………