|  |  |
| --- | --- |
| **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:

…………………………………………………………………………………………