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| **Class: 10/1, 10/11** | **Period: 13** |

**UNIT 2: ENTERTAINMENT AND LEISURE**

**Unit 2, Lesson 1.3 – Pronuciation & Speaking, (page 14)**

**1. Objectives**

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

* 1. **Language knowledge & skills**

- read the sentence with the correct sentence stress.

**-** describe how much they like or dislike something.

- practice asking and answering about free time activities.

- improve speaking skill.

**1.2. Competences**

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

 **1.3. Attributes**

 - Be aware of the time for entertainment and leisure.

**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**

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| **Performance Tasks** | **Performance Products** | **Assessment Tools** |
| - Talk about the activities in the pictures.- Practice reading the sentences with the correct sentence stress.**-** Practice asking and answering about free time activities.- Talk about the activities they like or don’t like doing. | **-** Ss’ reaction to pictures and their performance.- Ss’ answers.- Ss’ answers.- Ss’ answers/ presentation. | - T’s feedback.- T’s feedback.- T’s observation/ DCR.- T’s feedback/Peers’ feedback. |

**4. Procedures**

**A. Warm up: 5 minutes**

a. Objectives: to raise the Ss’ awareness of the topic and get them ready for the lesson.

b. Content: Picture prompts.

c. Expected outcomes: Ss can speak out the activity they like or don’t like doing.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| - Show some pictures about free time activities and elicit the answers from Ss.- Ask Ss to give answers in each picture.Picture 1D:\DTP2021\EDU WORLD\SMART WORLD\photo\aerobics.jpgPicture 2D:\DTP2021\EDU WORLD\SMART WORLD\photo\football.jfif- Check the answers and lead to new lesson.  | - Listen to T.- Look at the pictures and do as told.**Ss’ own answers** |

**B. Presentation: 10 minutes**

a. Objectives: to prepare Ss for the speaking activity by introducing the sentence stress.

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

**Task b.** Listen to the sentences and focus on the stressed words.

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

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

c. Expected outcomes: Ss can make stress on sentence stress correctly and naturally.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Task b.**- Play the audio file (using DCR) and ask Ss to listen and repeat chorally and individually.- Ask Ss to notice the stress in each sentence- Call some Ss to read the sentence with the right sentence stress.- Give help if necessary. | - Listen to the audio file and repeat the sentences.- Notice the sentence stress.- Do as told.  |
| **Task c.**- Ask Ss to read the two sentences before listening to them.- Play the audio file (using DCR).- Elicit the answer from Ss.- Check the answers. | - Read the two sentences individually.- Listen and cross out the one with wrong sentence stress.- Give their answer.***Answer Keys*** (Use the DCR) |
| **Task d.**- Get Ss to work in pairs to read the sentences.- 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 sentences.- Present their answer.**Ss’ own answers** |

**C. Practice: 15 minutes**

a. Objectives: to help Ss get used to using the sentences stress and improve Ss’ speaking skill.

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

**- Practice, task a.** Ask and answer using the pictures and prompts.

**- Practice, task b.** Practice with your own ideas.

**- Speaking, task a. Add four activities to the list. In fours: Talk about how you feel about each activity in the list and say why you like or don't like the activities.**

c. Expected outcomes: Ss can talk about free time activities that they like and don’t like doing.

d. Organization:

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| **Teacher’s activities** | **Students’ activities** |
| **Practice**, **task a.**- Ask Ss to have a look at the pictures and the words below each one (using DCR).- Elicit the information. - Ask Ss to practice the dialogue in pairs.- Check Ss’ answers and give feedback if needed. | - Study the pictures.- Give the answers.- Practice the dialogue.***Answer Keys*** (Use the DCR) |
| **Practice**, **task b.**- Ask Ss to talk about themselves in pairs.- Call some to talk to the whole class.- Check their answers. | - Work in pairs.- Talk to the whole class.***Ss’ own answers*** |
| **Speaking, task a.** - Get Ss to add four more activities, then work in groups of four.- Set the time for the activity.- Get around to assist Ss and notes down some possible mistakes.- Call some Ss to talk to the whole class. | - Complete the list with four more activities.- Work in groups of four.- Present 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**

**Task b:** Which activity does your group like the most? Which activity do you like the least? Why?

 c. Expected outcomes: Ss can talk about the activities they like to do the most or the least and explain why.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Task b:** - Ask Ss to work in pairs.- Introduce the task to Ss.- Set the time for Ss to do.- Get round to give help and take notes of some mistakes.- Call some to talk to the whole class.- Check and give comment. | - Work in pairs.- Talk about the activities they like to do the most or the least and explain why.- Give their answers.***Ss’ own answers*** |

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

**-** Make a list of free time activities that you and your family do together.

- Prepare the next lesson: Lesson 2.1 – Vocab & Listening, (page 15)

**5. Reflection**

a. What I liked most about this lesson today:

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1. 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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