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

**UNIT 10:** NEW WAYS TO LEARN

**Lesson 2.3 – Pronunciation & Speaking, (page 87)**

**1. Objectives**

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

* 1. **Language knowledge & skills**

- practice */pr/ sound*.

- talk about *future learning plans and actions*.

- improve speaking skill.

**1.2. Competences**

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

**1.3. Attributes**

- become an independent learner.

**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** |
| - Complete the jumbled words.  - Recognize and practice the */pr/ sound*.  **-** Practice the conversation.  - Discuss the pros and cons of new ways to learn. | **-** Ss’ homework and their performance.  - Ss’ reaction to tasks.  - Ss’ answers/ presentation.  - Ss’ answers/ presentation. | - T’s feedback.  - T’s feedback/ DCR.  - T’s feedback.  - T’s feedback/Peers’ feedback. |

**4. Procedures**

**A. Warm up: 5 minutes**

a. Objectives: to raise the Ss’ awareness of the */pr/ sound* and get them ready for the lesson.

b. Content: **Jumbled words**

c. Expected outcomes: Ss can recognize the pronunciation of the */pr/ sound*.

d. Organization

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| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Jumbled words**  - Give handout   |  |  | | --- | --- | | Jumbled words | Keys | | lApri |  | | Prticeac |  | | zePri |  | | Protionnuncia |  | | entPres |  |   - Set the time for the activity.  - Get the answers from Ss.  - Get other Ss to give comment.  - Check the answers, focus on the */pr/ sound* and lead to new lesson. | - Complete the handout.   |  |  | | --- | --- | | Jumbled words | Keys | | lApri | April | | Prticeac | Practice | | zePri | Prize | | Protionnuncia | Pronunciation | | entPres | Present |   - Give answers on the board.  **Ss’ own answers** |

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

a. Objectives: to prepare Ss for the speaking activity by introducing the */pr/ sound*.

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

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

**Task c.** Listen and circle the words that you hear.

**Task d.** Take turns saying the words in c. while your partner points to them.

c. Expected outcomes: Ss can make the */pr/ sound* correctly and naturally.

d. Organization

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| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Task b.**  - Ask Ss look at the words provided.  - Play the audio file (using DCR) and ask Ss to listen and repeat chorally and individually.  - Ask Ss to notice the */pr/ sound*.  - Call some Ss to read the words.  - Give help if necessary. | - Listen to the audio file and repeat.  - Notice the */pr/ sound*.  - Do as told.  ***Answer Keys*** (Use the DCR) |
| **Task c.**  - Ask Ss to look at the pairs of words before listening to them.  - Play the audio file (using DCR).  - Elicit the answers from Ss.  - Check the answers. | - Study the words individually.  - Listen andcircle the word.  - Give their answer.  ***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 do in front of the whole class.  - Give comment. | - Work in pairs.  - Do as told.  **Ss’ own answers** |

**C. While-speaking: 15 minutes**

a. Objectives: to help Ss pronounce the */pr/ sound* correctly, and improve Ss’ speaking skill.

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

**Practice, task a.** Practice the conversation using the pictures and prompts.

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

**Speaking, task a.** You are talking with your friends about new ways to learn. In threes: Choose one way that you are definitely going to use and tell your friends about it. Then, discuss your friends' options and decide if you will try them.

c. Expected outcomes: Ss can talk about how they are going to learn, and develop their speaking skill.

d. Organization:

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| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Practice**, **task a.**  - Ask Ss to practice the conversation using the pictures and prompts in pairs.  - Set the time for the activity.  - Call some Ss to act out.  - Check Ss’ answers and give feedback if needed. | - Practice the conversation using the pictures and prompts in pairs.  - Present their answers.  ***Answer Keys*** (Use the DCR) |
| **Practice**, **task b.**  - Ask Ss to practice the conversation using their own ideas in pairs.  - Set the time for the activity.  - Call some Ss to act out.  - Check Ss’ answers and give feedback if needed. | - Practice the conversation using their own ideas in pairs.  - Present their answers.  ***Ss’ own answers*** |
| **Speaking, task a.**  - Ask Ss to work in groups of three to complete the task as required.  - Set the time for the activity.  - Call some to present their work.  - Give comment. | - Do as directed.  - Give their answers.  ***Ss’ own answers*** |

**D. Post- speaking: 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 new ways to learn are the most effective? Are there any disadvantages? Discuss with your partner.

c. Expected outcomes: Ss can present their opinion about pros and cons of new ways to learn.

d. Organization

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| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Task b:**  - Introduce the task to Ss (using DCR).  - Ask Ss to work with in pairs.  - 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.  - Check and give comment. | - Work in pairs.  - Share their opinion in pairs.  - Present their answers.  ***Ss’ own answers*** |

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

**-** Make a list of five things that help choose a suitable way to learn.

- Prepare the next lesson: Lesson 3.1 – Listening & Reading, (page 88).

**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:

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