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|  | **Preparing date: 26th November** |
| **Class: 10/1, 10/11** | **Period: 38** |

**UNIT 4:** INTERNATIONAL ORGANIZATIONS & CHARITIES

**Lesson 2.3 – Pronunciation & Speaking (page 35)**

**1. Objectives**

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

* 1. **Language knowledge & skills**

- practice the sound change for *have* and *has* correctly.

- talk about *how charities have helped*.

- improve speaking skill.

**1.2. Competences**

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

 **1.3. Attributes**

 - Become a helpful citizen.

**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** |
| - Write their homework. - Recognize and practice saying the sound change.**-** Practice the conversation.- Practice talking about their ideas. | **-** Ss’ reaction to 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 sound change for *have* and *has* and get them ready for the lesson.

b. Content: **Checking homework**

c. Expected outcomes: Ss can have a general view of the sound change for *have* and *has*.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Checking homework** - Call some Ss to write their homework on the board.- Get other Ss to give comment on their friends’ homework.- Check the answers, focus on the pronunciation of *have* and *has* and lead to new lesson. | - Write their answers.- Give comment.**Ss’ own answers.** |

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

a. Objectives: to prepare Ss for the speaking activity by introducing the sound change.

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

**Task b.** Notice the sound changes of the underlined words.

**Task c.** Listen and cross out the one with the wrong sound changes.

**Task d.** Read the sentences with the correct sound changes to a partner.

c. Expected outcomes: Ss can pronounce the sound changes correctly and naturally.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Task b.**- Play the audio file and ask Ss to listen and repeat chorally and individually.- Ask Ss to notice the sound change.- Call some Ss to read the questions.- Give help if necessary. | - Listen to the audio file and repeat.- Notice the sound change.- Do as told. ***Ss’ own answers*** |
| **Task c.**- Ask Ss to look at the two sentences before listening to them.- Play the audio file.- Elicit the answers from Ss.- Check the answers. | - Study the two questions individually.- Listen andcross out the one with the wrong sound changes.- Give their answer.***Answer Keys*** (Use the DCR) |
| **Task d.**- Get Ss to work in pairs to read the sentences with the correct sound changes to a partner.- Set the time for the activity.- Move around to give help.- Call some Ss to do in front of the whole class. | - Work in pairs.- Do as told.**Ss’ own answers** |

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

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

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

**Practice, task a:** Practice the conversation. Swap roles and repeat.

**Practice, task b:** Make two more conversations using the ideas on the right.

**Speaking, task a.** You want to donate to a charity. In pairs: Student B p 95. File 6 . Student A, ask Student B about Animal Help and fill in the chart. Swap roles. Student B, ask Student A about World Love and fll in the chart.

c. Expected outcomes: Ss can make a meaningful conversation, and develop their speaking skill.

d. Organization:

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| **Teacher’s activities** | **Students’ activities** |
| **Practice**, **task a.**- Ask Ss to have a look at the conversation and the words on the right.- Elicit the information.- Ask Ss to practice the conversation in pairs.- Check Ss’ answers and give feedback if needed. | - Study the conversation and the words.- Give the answers.- Practice the conversation.***Ss’ own answers*** |
| **Practice**, **task b.**- Ask Ss to practice the conversation twice with the words on the right in pairs.- Call some to talk to the whole class.- Give comment. | - Work in pairs- Talk to the whole class.***Ss’ own answers*** |
| **Speaking, task a.** - Divide the class into pairs.- Assign their role A or B, and ask them to turn the page.- Give them time to work- Call some to talk to the whole class.- Check their answers. | - Work in pairs to ask and answer.- Complete the table.- Talk to the whole class.***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 charity do you think is more important? Why?

 c. Expected outcomes: Ss can express their ideas which charity is more important.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Task b:** - Introduce the task to Ss.- Ask Ss to work 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.- Present their answers.***Ss’ own answers*** |

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

**-** Write a shot paragraph about the importance of charity for disadvantaged children.

- Prepare the next lesson: Lesson 3.1 – Listening & Reading, (page 36).

**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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