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

**UNIT 1: FAMILY LIFE**

**Unit 1,** Lesson 2.3 – Pronunciation & Speaking**, (page 9)**

**1. Objectives**

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

* 1. **Language knowledge & skills**

- practice and pronounce the sound /l/ correctly.

- practice asking and answering about family members using the adjectives describing personality traits.

- tell someone about their family members.

- improve speaking skill.

**1.2. Competences**

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

**1.3. Attributes**

- become a good and critical person.

**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** |
| - Revise the adjectives and introduce the sound /l/.  - Recognize and practice saying the words.  **-** Practice the conversation and make more ones.  - Practice asking and answering about some family members.  - Decide who they would like to meet. | **-** Ss’ reaction to handouts and their performance.  - Ss’ reaction to tasks.  - Ss’ answers.  - Ss’ answers/ presentation.  - Ss’ answers/ presentation. | - T’s feedback.  - 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 the sound /l/ correctly.

b. Content: Jumbled words.

c. Expected outcomes: Review Ss’ knowledge about chores and get them ready for the lesson.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Jumbled words**  - Give Ss handout with jumbled words.  - Have Ss make meaningful words.  - Ask Ss to pronounce the words and write them on the board.   |  | | --- | | 1. *blreliae* 2. *lyaz* 3. *hefullp* 4. *sshelfi* 5. *ingenttelli* |   - Check the answers and lead to new lesson.  - For other options, have Ss play a game about vocabulary with DHA. | - Listen to T.  - Look at the handouts and do as told.  **Answer keys**   1. *reliable* 2. *lazy* 3. *helpful* 4. *selfish* 5. *intelligent* |

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

a. Objectives: to prepare Ss for the speaking activity by introducing the sound /l/ in words.

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

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

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

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

c. Expected outcomes: Ss can pronounce the sound /l/ correctly and naturally in the words.

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 (using DCR).  - Ask Ss to notice the sound /l/.  - Call some Ss to read the words.  - Give help if necessary. | - Listen to the audio file and repeat the words  - Notice the sound /l/.  - Do as told. |
| **Task c.**  - Ask Ss to look at some minimal pairs before listening to them (using DCR).  - Play the audio file 11.  - Elicit the answers from Ss.  - Check the answer | - Study the minimal pairs individually.  - Listen and circle the words they hear.  - Give their answers.  ***Answer Keys*** (Use the DCR) |
| **Task d.**  - Get Ss to work in pairs (one reads the words and the other points to them.)  - 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’ answers** |

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

a. Objectives: to help Ss pronounce the sound /l/, revise the previous grammar points and improve Ss’ speaking skill.

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

**- Practice, task a: Practice the conversation between Duy and Andy.**

**- Practice, task b: Match the adjectives to the examples. Then, make more conversations using the ideas in the box.**

**- Speaking, task a. You are talking to a friend about your family. Choose three family members to talk about. Use two adjectives to describe each person and explain why with *so* and *because*. In pairs. Take turns asking about family members.**

c. Expected outcomes: Ss can make more meaningful conversations, ask and answer about the information in the table 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 (using DCR).  - Elicit some information from the words in “blue”.  - Get Ss to work in pairs.  - Give feedback if needed. | - Study the conversation.  - Give the answers.  - Practice the conversation. |
| **Practice, task b.**  - Ask Ss to look at the table before matching them together (using DCR).  - Get Ss to work in pairs.  - Elicit the answers from Ss.  - Check the answers. | - Work in pairs to match the information, and then build more similar conversations.  - Give answers.  ***Answer Keys*** (Use the DCR) |
| **Speaking, task a.**  - Ask Ss to go on working in pairs describing their family members.  - Give them time to work.  - Call some to talk to the whole class.  - Check their answers. | - Work in pairs describing their family members.  - 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:** **Now, discuss which person from your partner’s family you would like to meet and why.**

c. Expected outcomes: Ss can express their personal preference 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 (using DCR).  - 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 comments. | - Work in pairs.  - Explain why they would like to meet someone.  - Present their answers  ***Ss’ own answers*** |

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

**-** Write a short paragraph about the person they want to meet and give the reasons for that.

- Prepare the next lesson: Lesson 3.1 – Listening & Reading, (page 10).

- Practice vocabulary in the Notebook page …..

**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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