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

**UNIT 5:** GENDER EQUALITY

**Lesson 2.3 – Pronunciation & Speaking, (page 43)**

**1. Objectives**

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

* 1. **Language knowledge & skills**

- practice *intonation for reported speech*.

- talk about *achievements and their feelings about them*.

- improve speaking skill.

**1.2. Competences**

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

 **1.3. Attributes**

 - become aware of feminism.

**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 intonation.**-** Practice the conversation.- Practice reporting the interview. | **-** 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 *intonation for reported speech* and get them ready for the lesson.

b. Content: **Checking homework**

c. Expected outcomes: Ss can have a general view of the *intonation for reported speech*.

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 *intonation for reported speech* 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 *intonation for reported speech*.

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

**Task b.** Listen to the sentence and notice how the intonation rises and falls.

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

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

c. Expected outcomes: Ss can make *intonation for reported speech* 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 *intonation for reported speech*.- Call some Ss to read the sentence.- Give help if necessary. | - Listen to the audio file and repeat.- Notice the *intonation for reported speech*.- Do as told. ***Answer Keys*** (Use the DCR) |
| **Task c.**- Ask Ss to look at the two sentences before listening to them.- Play the audio file (using DCR).- Elicit the answers from Ss.- Check the answers. | - Study the two sentences individually.- Listen andcross out the one with the wrong intonation.- Give their answer.***Answer Keys*** (Use the DCR) |
| **Task d.**- Get Ss to work in pairs to read the sentence with the correct intonation 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 intonation 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:** Take turns reporting the conversation using reported speech.

**Speaking, task a.** Student A, you’re a journalist. Add two more questions and then interview Lisa Hackett. Student B, you’re Lisa Hackett, an astronaut. You’ve just returned from a fve-day mission to the Moon.

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 practice the conversation in pairs.- Set the time for the activity.- Call some Ss to act out the conversation.- Check Ss’ answers and give feedback if needed. | - Practice the conversation in pairs.- Act out the conversation.***Ss’ own answers*** |
| **Practice**, **task b.**- Ask Ss to practice reporting the questions and answers in pairs.- Set the time for the activity.- Call some to talk to the whole class.- Give comment. | - Work in pairs.- Talk to the whole class.***Answer Keys*** (Use the DCR) |
| **Speaking, task a.** - Divide the class into pairs.- Assign their role A or B, and ask them to turn to the page mentioned.- Ask them to add two more questions to the list.- Give them time to ask and complete the notes.- Call some to talk to the whole class.- Check their answers. | - Add two more questions. - Work in pairs to ask and answer.- Complete the notes.- 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:** Find a new partner and report your interview with Lisa Hackett.Swap roles and repeat.

 c. Expected outcomes: Ss can report the information to a new partner.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Task b:** - Introduce the task to Ss (using DCR).- 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.- Report the interview.- Present their answers.***Ss’ own answers*** |

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

**-** Write a shot paragraph about the information from the interview.

- Prepare the next lesson: Lesson 3.1 – Listening & Reading, (page 44).

**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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