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|  | **Date: Feb 2nd, 2023** |
| **Class: 10/1, 10/11** | **Period: 60** |

**UNIT 6:** COMMUNITY LIFE

**Lesson 2.3 – Pronunciation & Speaking, (page 53)**

**1. Objectives**

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

* 1. **Language knowledge & skills**

- practice *final /ts/* sound.

- talk about *rules*.

- improve speaking skill.

**1.2. Competences**

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

 **1.3. Attributes**

 - develop patriotism.

**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** |
| - Respond to pictures. - Recognize and practice pronouncing the sound.**-** Practice saying the rules.- Practice making rules. | **-** Ss’ reaction to pictures 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 *final /ts/* sound and get them ready for the lesson.

b. Content: **Picture prompts**

c. Expected outcomes: Ss can have a general view of the *final /ts/* sound.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Picture prompts** - Show/write some pictures.*Picture 1*D:\DTP2021\EDU WORLD\SMART WORLD\photo\tent.jpg*Picture 2**D:\DTP2021\EDU WORLD\SMART WORLD\photo\nguyen-hue-walking-street-saigon-0916-00001_14737749631.jpg**Picture 2*D:\DTP2021\EDU WORLD\SMART WORLD\photo\ueh-student21420x550.jpg- Get the answers from Ss.- Check the answers, focus on the *final /ts/* sound and lead to new lesson. | - Present their answers.**Ss’ own answers** |

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

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

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

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

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

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

c. Expected outcomes: Ss can make the *final /ts/* 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 *final /ts/* sound.- Call some Ss to pronounce the words.- Give help if necessary. | - Listen to the audio file and repeat.- Notice the *final /ts/* sound.- Do as told. ***Answer Keys*** (Use the DCR) |
| **Task c.**- Ask Ss to look at the words before listening to them.- Play the audio file (using DCR).- Elicit the answers from Ss.- Check the answers. | - Study the words individually.- Listen andcross out the one with the wrong pronunciation.- Give their answer.***Answer Keys*** (Use the DCR) |
| **Task d.**- Get Ss to work in pairs to pronounce the words.- 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 *final /ts/* sound correctly, and improve Ss’ speaking skill.

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

**Practice, task a:** Match the rules to the pictures and take turns saying the rules for each place.

**Practice, task b:** Think of one more rule for each place.

**Speaking, task a.** You are going to make some new rules for your school. In pairs: Choose one of the following places: gym, library, and schoolyard. Discuss and write six rules for that place.

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

d. Organization:

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| **Teacher’s activities** | **Students’ activities** |
| **Practice**, **task a.**- Get Ss to match the rules to the pictures.- Ask Ss to practice saying the rules in pairs.- Set the time for the activity.- Call some Ss to act out.- Check Ss’ answers and give feedback if needed. | - Practice saying the riles in pairs.- present their answers.***Answer Keys*** (Use the DCR) |
| **Practice**, **task b.**- Ask Ss to add one more rule for each place.- Set the time for the activity.- Call some to write their answers on the board.- Give comment. | - Add one more rule for each place.- Give their answers.***Ss’ own answers*** |
| **Speaking, task a.** - Divide the class into pairs.- Give them time to complete the rules for the place they have chosen.- Call some to talk to the whole class.- Check their answers. | - Work in pairs to ask and answer.- Complete the rules.- 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:** Listen to another pair's rules. Do you agree that they are good rules? How would you change them?

 c. Expected outcomes: Ss can express their agreement and disagreement and suggest the way to change.

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.- Listen to other pair’s rules.- Express their agreement and disagreement and suggest the way to change.- Present their answers.***Ss’ own answers*** |

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

**-** Make a clip about rules for a place in your school.

- Prepare the next lesson: Lesson 3.1 – Listening & Reading, (page 54).

**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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