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|  | **Preparing Date: Oct 16th, 2022** |
|  | **Period:22** |

**UNIT 3: SHOPPING**

**Lesson 1.3 – Pronuciation & Speaking, (page 22)**

**1. Objectives**

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

* 1. **Language knowledge & skills**

- practice *word stress for two-syllable nouns*.

- practice pronouncing the words in the conversation.

- practice talking about *shopping habits*.

- improve speaking skill.

**1.2. Competences**

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

 **1.3. Attributes**

 - Be aware of the way to spend money.

**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** |
| - Tell the names of objects in the classroom.- Practice listening and reading the words with the correct word stress.**-** Discuss the shopping habits in groups.- Make a report about the shopping habits in their groups. | **-** Ss’ reaction to tasks and their performance.- Ss’ answers.- Ss’ answers/ presentation.- Ss’ answers/ presentation. | - T’s feedback.- T’s feedback/ DCR.- T’s observation.- T’s feedback/Peers’ feedback. |

**4. Procedures**

**A. Warm up: 5 minutes**

a. Objectives: to raise the Ss’ awareness of the word stress and get them ready for the lesson.

b. Content: **Word prompts**

c. Expected outcomes: Ss can be familiar with two-syllable nouns.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Word prompts**- Point to some objects in the classroom and elicit the answers from Ss.(*blackboard, notebook, ruler, pencil, …)*- Ask Ss to give answers on the board.- Call some Ss to pronounce the words.- Check the answers and lead to new lesson.  | - Listen to T and give the names of the objects in the classroom.- Write the answers on the board.- Pronounce the words.**Ss’ own answers** |

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

a. Objectives: to prepare Ss for the speaking activity by introducing the stress on two-syllable nouns.

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 one that has the wrong word stress.

**Task d.** Read the words with the correct stress to a partner.

c. Expected outcomes: Ss can make stress on two-syllable nouns 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 stress in each word.- Call some Ss to read the words with the right stress.- Give help if necessary. | - Listen to the audio file and repeat the sentences- Notice the word stress.- Do as told.  |
| **Task c.**- Ask Ss to read the words before listening to them.- Play the audio file (using DCR).- Elicit the answer from Ss.- Check the answers. | - Read the words individually.- Listen and cross out the one with wrong stress.- Give their answers.***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 talk to the whole class. | - Work in pairs.- Take turns reading the words.- Present their answers.**Ss’ own answers** |

**C. Practice: 15 minutes**

a. Objectives: to help Ss get used to using the words stress and improve Ss’ speaking skill.

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

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

**Practice, task b.** Make another conversation using the ideas on the right.

**Speaking, task a.** Add one more question. In fours: Discuss the questions.

c. Expected outcomes: Ss can talk about their shopping habits in a meaningful way.

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 with the words on the right in pairs.- Call some to talk to the whole class.- Check their answers. | - Work in pairs.- Talk to the whole class.***Ss’ own answers*** |
| **Speaking, task a.** - Get Ss to add one more question, then work in groups of four.- Set the time for the activity.- Get around to assist Ss and note down some possible mistakes.- Call some Ss to talk to the whole class. | - Add one more question.- Work in groups of four.- Present the answers.***Ss’ own answers*** |

**D. Production: 10 minutes**

a. Objectives: to help Ss to use the language and information in the real situation.

b. Content: **Speaking, Task b**

**Task b:** Report the results to your class.

 c. Expected outcomes: Ss can make a report about shopping habits in their group.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Task b:** - Introduce the task to Ss (using DCR).- Ask Ss to make a report individually before reading it to a partner.- 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 comment | - Work individually before reading it to a partner.- Give their answers.***Ss’ own answers*** |

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

**-** Make a clip to advice your friend to shop smartly.

- Prepare the next lesson: Lesson 2.1 – Vocab & Listening, (page 23).

**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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