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

**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:

…………………………………………………………………………………………

1. What I learned from this lesson today:

…………………………………………………………………………………………

c. What I should improve for this lesson next time:

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