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

**UNIT 2: ENTERTAINMENT AND LEISURE**

**Unit 12, Lesson 2.3 – Pronunciation & Speaking, (page 17)**

**1. Objectives**

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

* 1. **Language knowledge & skills**

- practice and pronounce the /-ed/ sounds correctly.

- make sentences using the verbs and the pictures.

- invite their friends to do things together and find a time to meet.

- improve speaking skill.

**1.2. Competences**

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

**1.3. Attributes**

- become an independent and responsible 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 verbs and introduce the ED sounds.  - Recognize and practice saying the sounds.  **-** Take turns making sentences using the verbs**.**  - Practice talking about their ideas. | **-** Ss’ reaction to handouts and their performance.  - Ss’ reaction to tasks.  - Ss’ answers.  - Ss’ answers/ presentation. | - T’s feedback.  - T’s feedback/ DCR.  - T’s feedback / 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 -ED sounds.

b. Content: **Handouts about verbs**

c. Expected outcomes: Ss can have a general view of the ED sounds and get them ready for the lesson.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Handouts about verbs**  - Give Ss handout with verbs.   |  |  | | --- | --- | | **VERBS** | **VERB-ED** | | 1. agree |  | | 2. refuse |  | | 3. decide |  | | 4. offer |  | | 5. promise |  | | 6. arrange |  |   -Have Ss add ED to each verb.  - Ask Ss to write their answers on the board.  - Check the answers and lead to new lesson. | - Listen to T.  - Look at the handouts and do as told.  **Answer keys**   |  |  | | --- | --- | | **VERBS** | **VERB-ED** | | 1. agree | 1. agreed | | 2. refuse | 2. refused | | 3. decide | 3. decided | | 4. offer | 4. offered | | 5. promise | 5. promised | | 6. arrange | 6. arranged | |

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

a. Objectives: to prepare Ss for the speaking activity by introducing the ED sounds 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 cross out the word that has the underlined part pronounced differently from the others.

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

c. Expected outcomes: Ss can pronounce the ED sounds correctly and naturally in the words.

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 ED sounds.  - Call some Ss to read the words.  - Give help if necessary. | - Listen to the audio file and repeat the words.  - Notice the ED sounds.  - Do as told.  ***Ss’ own answers*** |
| **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 answer. | - Study the words individually.  - Listen and circle the word that has the underlined part pronounced differently from the others.  - Give their answers.  ***Answer Keys*** (Use the DCR) |
| **Task d.**  - Get Ss to work in pairs to read the words with the correct sound 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 ED sounds correctly, and improve Ss’ speaking skill.

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

**Practice, task a:** Take turns making sentences using the verbs and the pictures. Use the Past Simple.

**Practice, task b:** Practice with your own ideas.

**Speaking, task a.** You're arranging to meet your friend. In pairs: Student A: Fill in the green areas. Student B: Fill in the pink areas. Take turns inviting each other and fnd a time to meet.

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 pictures and the words given under each picture.  - Elicit some information from the words and the pictures.  - Get Ss to work in pairs.  - Call some Ss to give answers.  - Give feedback if needed. | - Study the words and the pictures.  - Give the answers.  - Take turns making sentences using the verbs and the pictures.  ***Answer Keys*** (Use the DCR) |
| **Practice, task b.**  - Get Ss to work in pairs to practice with their own ideas.  - Elicit the answers from Ss.  - Check the answers. | - Work in pairs to build more similar sentences.  - Give answers.  ***Answer Keys*** (Use the DCR) |
| **Speaking, task a.**  - Ask Ss to complete the table individually before working with a friend.  - Give them time to work.  - Call some to talk to the whole class.  - Check their answers. | - Complete the table.  - Work in pairs to invite friends and find a tome to meet.  - 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:** What did you arrange to do and when? Share your ideas with the class.

c. Expected outcomes: Ss can talk about their arrangement and the time.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Task b:**  - Ask Ss to work in pairs.  - Introduce the task to Ss.  - 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.  - Explain why they would like to meet someone.  - Present their answers.  ***Ss’ own answers*** |

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

**-** Write a short arrangement about going to the cinema with someone in your family.

- Prepare the next lesson: Lesson 3.1 – Listening & Reading, (page 18).

**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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