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

**UNIT 4:** INTERNATIONAL ORGANIZATIONS & CHARITIES

**Lesson 2.3 – Pronunciation & Speaking (page 35)**

**1. Objectives**

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

* 1. **Language knowledge & skills**

- practice the sound change for *have* and *has* correctly.

- talk about *how charities have helped*.

- improve speaking skill.

**1.2. Competences**

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

**1.3. Attributes**

- Become a helpful citizen.

**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 sound change.  **-** Practice the conversation.  - Practice talking about their ideas. | **-** 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 sound change for *have* and *has* and get them ready for the lesson.

b. Content: **Checking homework**

c. Expected outcomes: Ss can have a general view of the sound change for *have* and *has*.

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 pronunciation of *have* and *has* 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 sound change.

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

**Task b.** Notice the sound changes of the underlined words.

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

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

c. Expected outcomes: Ss can pronounce the sound changes correctly and naturally.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Task b.**  - Play the audio file and ask Ss to listen and repeat chorally and individually.  - Ask Ss to notice the sound change.  - Call some Ss to read the questions.  - Give help if necessary. | - Listen to the audio file and repeat.  - Notice the sound change.  - Do as told.  ***Ss’ own answers*** |
| **Task c.**  - Ask Ss to look at the two sentences before listening to them.  - Play the audio file.  - Elicit the answers from Ss.  - Check the answers. | - Study the two questions individually.  - Listen andcross out the one with the wrong sound changes.  - Give their answer.  ***Answer Keys*** (Use the DCR) |
| **Task d.**  - Get Ss to work in pairs to read the sentences with the correct sound changes 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 sound changes 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:** Make two more conversations using the ideas on the right.

**Speaking, task a.** You want to donate to a charity. In pairs: Student B p 95. File 6 . Student A, ask Student B about Animal Help and fill in the chart. Swap roles. Student B, ask Student A about World Love and fll in the chart.

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 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 twice with the words on the right in pairs.  - Call some to talk to the whole class.  - Give comment. | - Work in pairs  - Talk to the whole class.  ***Ss’ own answers*** |
| **Speaking, task a.**  - Divide the class into pairs.  - Assign their role A or B, and ask them to turn the page.  - Give them time to work  - Call some to talk to the whole class.  - Check their answers. | - Work in pairs to ask and answer.  - Complete the table.  - 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:** Which charity do you think is more important? Why?

c. Expected outcomes: Ss can express their ideas which charity is more important.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Task b:**  - Introduce the task to Ss.  - 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.  - Present their answers.  ***Ss’ own answers*** |

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

**-** Write a shot paragraph about the importance of charity for disadvantaged children.

- Prepare the next lesson: Lesson 3.1 – Listening & Reading, (page 36).

**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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