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

**UNIT 6:** COMMUNITY LIFE

**Lesson 1.3 – Pronuciation & Speaking, (page 50)**

**1. Objectives**

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

* 1. **Language knowledge & skills**

- practice */kr/* and */kl/* sounds.

- talk about *changes in the community.*

- 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** |
| - Complete the handout about jumbled words.  - Practice listening and reading the words with the correct pronunciation.  **-** Ask and answer about a place.  - Discuss the changes in their area. | **-** 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/ DCR.  - T’s feedback/Peers’ feedback. |

**4. Procedures**

**A. Warm up: 5 minutes**

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

b. Content: **Jumbled words**

c. Expected outcomes: Ss can recognize the pronunciation of the two sounds.

d. Organization

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| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **WH-questions**  - Give out handout.   |  |  | | --- | --- | | **Jumbled words** | **Keys** | | clsas |  | | aseincre |  | | clane |  | | thcloes |  | | chmero |  |   - Ask Ss to work in pairs.  - Call some Ss to write their answers on the board.  - Check the answers, call some Ss to pronounce the words, and lead to new lesson. | - Ask and answer the questions in pairs.  - Present their answers.  **Suggested answers**   |  |  | | --- | --- | | **Jumbled words** | **Keys** | | clsas | class | | aseincre | increase | | clane | clean | | thcloes | clothes | | chmero | chrome | |

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

a. Objectives: to prepare Ss for the speaking activity by introducing pronunciation of the two sounds.

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

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

**Task c.** Listen and circle the words you hear.

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

c. Expected outcomes: Ss can practice pronouncing of the two sounds correctly and naturally.

d. Organization

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Task b.**  - Get Ss to look at the words in b.  - Play the audio file (using DCR).and ask Ss to listen and repeat chorally and individually.  - Ask Ss to notice the pronunciation.  - Call some Ss to read the words with the right pronunciation.  - Give help if necessary. | - Listen to the audio file and repeat the words.  - Notice the pronunciation.  - Do as told.  ***Answer Keys*** (Use the DCR) |
| **Task c.**  - Ask Ss to read the pairs of 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 circle the correct words.  - 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 pronunciation of the two sounds and improve Ss’ speaking skill.

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

**Practice.** Take turns describing the changes in Gotham City.

**Speaking, task a.** You’re working on a school geography project about how towns change. In pairs: Student B, p 94. File 4. Student A, add your own idea for Palshaw Post Offce to the table. Ask Student B about Aston.

**Speaking, task b.** Answer Student B’s questions about Palshaw.

c. Expected outcomes: Ss can talk about *changes in the community* in a meaningful way.

d. Organization:

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Practice**  - Ask Ss to have a look at the timelines about a town and the information provided.  - Elicit the information.  - Ask Ss to practice describing in pairs.  - Call some pairs to talk to the whole class.  - Check Ss’ answers and give feedback if needed. | - Look at the timelines about a town and the information provided.  - Give the answers.  - Practice describing in pairs.  ***Answer Keys*** (Use the DCR) |
| **Speaking, task a.**  **-** Get Ss to work in pairs and assign their part.  - Get Ss to look at their part and add the needed information.  - Set the time for the activity.  - Get around to assist Ss and note down some possible mistakes. | - Look at the table and add needed information.  ***Answer Keys*** (Use the DCR) |
| **Speaking, task b.**  **-** Get Ss to ask and answer in pairs.  - Set the time for the activity.  - Get around to assist Ss and note down some possible mistakes.  - Call some pairs to talk to the whole class.  - Check Ss’ answers and give feedback if needed. | - Ask and answer in pairs to complete the table.  - Present their answers.  ***Answer Keys*** (Use the DCR) |

**D. Production: 10 minutes**

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

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

**Task b:** In pairs: Discuss changes in your area. Did the changes make things better? Why (not)?

c. Expected outcomes: Ss can talk about the changes in their area.

d. Organization

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| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Task b:**  - Introduce the task to Ss.  - Ask Ss to work with a partner.  - 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 with a partner.  - Discuss the situation.  - Give their answers.  ***Ss’ own answers*** |

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

**-** Write a short paragraph about the things that should be changed in your town.

- Prepare the next lesson: Lesson 2.1 – Vocab & Reading, (page 51).

**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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