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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**

|  |  |  |
| --- | --- | --- |
| **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

|  |  |
| --- | --- |
| **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

|  |  |
| --- | --- |
| **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:

…………………………………………………………………………………………