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

**UNIT 4:** INTERNATIONAL ORGANIZATIONS & CHARITIES **Lesson 1.3 – Pronuciation & Speaking (page 32)**

**1. Objectives**

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

* 1. **Language knowledge & skills**

- practice *word stress for two-syllable verbs*.

- practice pronouncing the words in the conversation.

- practice talking about *charity*.

- 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** |
| - Complete the jumbled words.  - Practice listening and reading the words with the correct word stress.  **-** Ask and answer about charity.  - Make an interview about charity. | **-** 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 word stress and get them ready for the lesson.

b. Content: **Jumbled words**

c. Expected outcomes: Ss can be familiar with two-syllable verbs.

d. Organization

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| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Jumbled words**  - Show/write some jumbled words and elicit the answers from Ss.  (*support, donate, provide, supply, …)*  - 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 correct words.  - 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 verbs.

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 verbs 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.  ***Answer Keys*** (Use the DCR) |
| **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.** Ask and answer, using the pictures and prompts.

**Speaking, task a. You're a journalist interviewing a charity volunteer. In pairs: Student A, use your notes and interview the volunteer. Student B, use your own ideas to answer the questions. Swap roles and repeat.**

c. Expected outcomes: Ss can talk about *charity* in a meaningful way.

d. Organization:

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| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Practice**  - Ask Ss to have a look at the pictures and the prompts below each picture.  - Elicit the information.  - Ask Ss to practice asking and answering in pairs.  - Check Ss’ answers and give feedback if needed. | - Study the pictures and the prompts below each picture.  - Give the answers.  - Practice asking and answering in pairs.  ***Answer Keys*** (Use the DCR) |
| **Speaking, task a.**  - Get Ss to look at the notes and think about the questions to ask a partner.  - 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. | - Look at the notes and think about the questions to ask a partner.  - 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:** Now, join another pair and role-play your interview to them.

c. Expected outcomes: Ss can make a real interview about charity.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Task b:**  - Introduce the task to Ss (using DCR).  - Ask Ss to interview another 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. | - Interview another partner.  - Give their answers.  ***Ss’ own answers*** |

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

**-** Make a clip about your interview with a partner.

- Prepare the next lesson: Lesson 2.1 – Vocab & Reading, (page 33).

**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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