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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:

…………………………………………………………………………………………

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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