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

**UNIT 8:** ECOLOGY AND THE ENVIRONMENT

**Lesson 1.3 – Pronunciation & Speaking, (page 66)**

**1. Objectives**

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

* 1. **Language knowledge & skills**

- practice *Intonation for conditional sentences*.

- talk about *making the school green.*

- improve speaking skill.

**1.2. Competences**

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

**1.3. Attributes**

- develop environmentally-friendly awareness.

**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** |
| - Present their homework.  - Practice listening and reading the sentences with the correct intonation.  **-** Ask and answer about actions and results.  - Discuss the best idea to make the school green. | **-** Ss’ homework and their performance.  - Ss’ answers/ presentation.  - 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 *Intonation* for *conditional sentences* and get them ready for the lesson.

b. Content: **Checking homework**

c. Expected outcomes: Ss can recognize the *Intonation* for *conditional sentences*.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Checking homework**.  - Ask Ss to present their homework on the board.  - Get some Ss to give comment.  - Check the answers, focus on the *Intonation* for *conditional sentences*, and lead to new lesson. | - Present their answers on the board.  - Give comment on their friends’ work.  ***Ss’ own answers*** |

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

a. Objectives: to prepare Ss for the speaking activity by introducing *Intonation for conditional sentences*.

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

**Task b.** Listen to the sentence and notice how the intonation falls.

**Task c.** Listen and cross out the sentence with the wrong intonation.

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

c. Expected outcomes: Ss can practice putting *Intonation for conditional sentences* correctly and naturally.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Task b.**  - Get Ss to look at the sentence in b.  - Play the audio file (using DCR) and ask Ss to listen and repeat chorally and individually.  - Ask Ss to notice the intonation.  - Call some Ss to read the sentence with the right intonation.  - Give help if necessary. | - Listen to the audio file and repeat the sentence.  - Notice the intonation.  - Do as told.  ***Answer Keys*** (Use the DCR) |
| **Task c.**  - Ask Ss to read the sentences before listening to them.  - Play the audio file (using DCR).  - Elicit the answer from Ss.  - Check the answers. | - Read the sentences individually.  - Listen and cross out the sentence with the wrong intonation.  - Give their answers.  ***Answer Keys*** (Use the DCR) |
| **Task d.**  - Get Ss to work in pairs to read the sentence.  - 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 sentence.  - Present their answers.  **Ss’ own answers** |

**C. Practice: 15 minutes**

a. Objectives: to help Ss get used to practicing *Intonation* for *conditional sentences* and improve Ss’ speaking skill.

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

**Practice, task a.** Ask and answer using the pictures and prompts.

**Practice, task b. Practice with your own ideas**.

**Speaking, task a.** You are planning a presentation about protecting the environment in your school. In pairs: Add two more ideas for what you can do. Write why your ideas are good.

c. Expected outcomes: Ss can talk about *making the school green* in a meaningful way.

d. Organization:

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| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Practice, task a**  - Ask Ss to have a look at the pictures and the prompts provided.  - Elicit the information.  - Ask Ss to practice asking and answering in pairs.  - Call some pairs to talk to the whole class.  - Check Ss’ answers and give feedback if needed. | - Look at the pictures and the prompts provided.  - Give the answers.  - Practice asking and answering in pairs.  ***Answer Keys*** (Use the DCR) |
| **Practice, task b**  - Get Ss to go on working in pairs.  - Have them use their ideas to ask and answers.  - Set the time for the activity.  - Call some pairs to talk to the whole class.  - Check Ss’ answers and give feedback if needed. | - Go on working in pairs.  - Use their ideas to ask and answers.  - Give the answers.  **Ss’ own answers** |
| **Speaking, task a.**  **-** Get Ss to work in pairs to add two more ideas and reasons.  - Set the time for the activity.  - Get around to assist Ss and note down some possible mistakes.  - Call some Ss to present their answers.  - Check the answers and give comment. | - Do as directed.  - Present their 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**

Join another pair. Present your ideas to them. As a group, decide which idea is the best. Why do you think so?

c. Expected outcomes: Ss can present their view and decide the best idea.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Task b:**  - Introduce the task to Ss (using DCR).  - 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.  - Give comment. | - Work with a partner.  - Discuss the situation.  - Give their answers.  ***Ss’ own answers*** |

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

**-** Make a short clip to advise your friends to make your school greener.

- Prepare the next lesson: Lesson 2.1 – Vocab & Reading, (page 67).

**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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