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

**UNIT 9:** TRAVEL AND TOURISM

**Lesson 2.3 – Pronunciation & Speaking, (page 79)**

**1. Objectives**

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

* 1. **Language knowledge & skills**

- practice *falling intonation*.

- talk about *experiences on vacations*.

- improve speaking skill.

**1.2. Competences**

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

 **1.3. Attributes**

 - be aware of the need and the importance of tourism.

**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** |
| - Present their homework. - Recognize and practice the *falling intonation*.**-** Practice discussing problems on vacations.- Practice telling stories about vacations. | **-** Ss’ homework and their performance.- Ss’ reaction to tasks.- Ss’ answers/ presentation.- Ss’ answers/ presentation. | - T’s feedback.- T’s feedback/ DCR.- T’s feedback.- T’s feedback/Peers’ feedback. |

**4. Procedures**

**A. Warm up: 5 minutes**

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

b. Content: **Checking homework**

c. Expected outcomes: Ss can have a general view of the *falling intonation*.

d. Organization

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Checking homework**- Get the answers from Ss.- Get other Ss to give comment.- Check the answers, focus on the *falling intonation* and lead to new lesson. | - Present their answers.- Give comment.**Ss’ own answers** |

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

a. Objectives: to prepare Ss for the speaking activity by introducing the *falling intonation*.

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

**Task b.** Listen. Listen to the sentences 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 make the *falling intonation* correctly and naturally.

d. Organization

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Task b.**- Ask Ss look at the sentences provided.- Play the audio file (using DCR) and ask Ss to listen and repeat chorally and individually.- Ask Ss to notice the *falling intonation*.- Call some Ss to read the sentences.- Give help if necessary. | - Listen to the audio file and repeat.- Notice the *falling intonation*.- Do as told. ***Answer Keys*** (Use the DCR) |
| **Task c.**- Ask Ss to look at the sentences before listening to them.- Play the audio file (using DCR).- Elicit the answers from Ss.- Check the answers. | - Study the sentences individually.- Listen andcross out the one with the wrong *intonation*.- Give their answer.***Answer Keys*** (Use the DCR) |
| **Task d.**- Get Ss to work in pairs to read the sentences.- Set the time for the activity.- Move around to give help.- Call some Ss to do in front of the whole class.- Give comment. | - Work in pairs.- Do as told.**Ss’ own answers** |

**C. While-speaking: 15 minutes**

a. Objectives: to help Ss pronounce the *falling intonation* correctly, and improve Ss’ speaking skill.

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

**Practice:** Take turns making sentences using the pictures and prompts.

**Speaking, task a.** You had a nightmare vacation. In pairs: Page 93, file 3. Look at the pictures and make a story. Tell your story to your partner

c. Expected outcomes: Ss can talk about their bad vacations, and develop their speaking skill.

d. Organization:

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Practice**, **task a.**- Ask Ss to practice making sentences using the pictures and prompts in pairs.- Set the time for the activity.- Call some Ss to act out.- Check Ss’ answers and give feedback if needed. | - Practice making sentences using the pictures and prompts in pairs.- Present their answers.***Answer Keys*** (Use the DCR) |
| **Speaking, task a.**- Ask Ss to look at Page 93, file 3 and work with a partner.- Set the time for the activity.- Call some to present their work.- Give comment. | - Do as directed.- Give their answers.***Ss’ own answers*** |

**D. Post- speaking: 10 minutes**

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

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

**Task b:** In pairs: Have you ever had any problems while traveling? Tell your partner.

 c. Expected outcomes: Ss can present their problems while travelling.

d. Organization

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Task b:** - Introduce the task to Ss (using DCR).- Ask Ss to work with in pairs.- 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 in pairs.- Share their problems in pairs.- Present their answers.***Ss’ own answers*** |

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

**-** Make a list of five things that help you have good vacations.

- Prepare the next lesson: Lesson 3.1 – Listening & Reading, (page 80).

**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:

…………………………………………………………………………………………