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| **School: ………………………………………..** | **Date:……………………………………..** |
| **Class: …………………………….....................** | **Period: 14** |

**UNIT 2: LIFE IN THE COUNTRY**

**Lesson 1.3 – Pronunciation & Speaking, pages 16 & 17**

**1. Objectives**

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

**1.1. Language knowledge/ skills**

- practice /tʃ/ sound

- talk about talk about life in the country and the city, using *quantifiers* with *countable and uncountable nouns* and politely disagreeing**.**

**1.2. Competencies**

- improve Ss’ communication and collaboration.

**1.3. Attributes**

- know good and bad points about life in the country and life in the city.

**2. Teaching aids and materials**

**- Teacher’s aids:** Student’s book and Teacher’s book, class CDs, DCR– Phần mềm tương tác trực quan, DHA – Ứng dụng 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** |
| - Listen and cross out the one with the different sound.  - Read the words to your partner.  - Practice the conversation  - Make two more conversations using the ideas on the right.  - In your group, choose the two best and worst things about life in the city and life in the country, and present to the class. | **-** Ss’ answers.  - Ss’ answers.  - Ss’ performance.  - Ss’ performance.  - Ss’ performance | - Observation.  - Observation.  - Observation.  - Observation.  -Observation. |

**4. Procedures**

**A. Warm up: 5’**

a. Objective: lead in the new lesson.

b. Content: pronunciation activity.

c. Expected outcomes: Ss can find the words with different underlined sounds and the words with different main stress.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Choose the word whose underlined part is pronounced differently form that of the others.**  *1. A. school B. child C. chair D. chore*  *2. A. peace B. bread C. meat D. beach*  *3. A. nature B. nation C. fashion D. bacon*  - Ask Ss to work in pairs to choose the word with different underlined sounds.  - Pick some Ss to give their answer.  - Give feedback.  **Choose the words whose main stress is placed differently from the others.**  *1. A. vehicle B. library*  *C. pollution D. hospital*  *2. A. theater B. animal*  *C. computer D. vegetable*  *3. A. facility B. activity*  *C. environment D. transportation*  - Ask Ss to work in pairs to choose the word with different main stress.  - Pick some Ss to give their answer.  - Give feedback. | - Work in pairs to choose the word with different underlined sounds.  -Give answers.  ***Answer keys:***  1. A 2. B 3. C  - Work in pairs to choose the word with different main stress.  - Give answers.  **Answer keys:**  *1. C 2. C 3. D* |

**B. New lesson (35’)**

**1. Pronunciation: 10’**

a. Objective: to help Ss pronounce /tʃ/ sound correctly.

b. Content: tasks a, b, c & d.

c. Expected outcomes: Ss can pronounce /tʃ/ sound correctly

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Presentation:**  **Task a:**  - List some words with /tʃ/ sound on the board.  *Chair, chore, child, chalk, teacher*  - Show them how to pronounce /tʃ/ sound.  - Say the words on the board and ask them to listen and repeat.  **Task b:**  - Ask Ss to listen to the words and focus on  the underlined letters (using the DCR/PPT slides).  *much, nature*  -Get Ss to pay attention to some exceptions:  *Nature, picture, question, suggestion*  *school, character, scholarship, Christmas*  **Practice**  **Task c: Listen and cross out the one with the different sound.**  **such cheese stomach chair**  - Ask Ss to listen and cross out the one with the different sound.  - Pick some Ss to say the words and give the answers.  - Check their answers.  - Get Ss to listen again and repeat.  **Task d: Read the words to your partner using the sounds noted in "a."**  - Ask Ss to work in pairs to read the words to their partners with the correct pronunciation.  - Pick some students to say the words and correct their pronunciation if necessary. | -Listen and take notes.  - Listen and repeat  -Listen and take notes  -Listen and cross out the one with the different sound.  -Say the words and give the answers.  ***Answer Key:***  *Stomach*  -Listen again and repeat.  -Work in pairs to read the words to their partners with the correct pronunciation |

**2. Practice: 10’**

a. Objectives: to help Ss practice talking about life in the country and life in the city.

b. Content: task a, task b

c. Expected outcomes: Ss can make a conversation about life in the country and life in the city.

d. Organization:

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| **Task a: Practice the conversation. Swap roles and repeat.**  - Ask Ss to work in pairs to practice the conversation.  - Pick some pairs to perform the conversation in front of the class.  - Correct their pronunciation if necessary.  ***Annie****: Hi, James. Do you think it's better to live in the city or the country?*  ***James****: Hi, Annie. I think it's better to live in the country.*  ***Annie****: Really? Why?*  ***James****: Because there is lots of fresh air in the country.*  ***Annie****: Yes, but it's boring. I want to live in the city because there are lots of facilities.*  ***James****: Really? I think there are too many vehicles in the city, and there isn't enough room.*  ***Annie:*** *That's true, but there are lots of schools and hospitals in the city.*  ***James****: Yes, but I still prefer the country. I want to live there when I'm older.*  **Task b: Make two more conversations using the ideas on the right.**  - Ask Ss to work in pairs to make two more conversations using the ideas on the right.  - Pick two pairs to perform two conversations in front of the class.  - Correct their pronunciation if necessary. | -Work in pairs to practice the conversation.  -Perform the conversation in front of the class.  - Work in pairs to make two more conversations using the ideas on the right.  - Perform two conversations in front of the class.  ***Answer keys:***  ***Conversation 1***  ***Annie****: Hi, James. Do you think it's better to live in the city or the country?*  ***James****: Hi, Annie. I think it's better to live in the country.*  ***Annie****: Really? Why?*  ***James****: Because there is lots of nature in the country.*  ***Annie****: Yes, but it's boring. I want to live in the city because there is lots of entertainment.*  ***James****: Really? I think isn't enough peace and quiet in the city, and there isn't enough fresh air.*  ***Annie****: That's true, but there are lots of shops and movie theaters in the city.*  ***James****: Yes, but I still prefer the country. I want to live there when I'm older.*  ***Conversation 2***  ***Annie****: Hi, James. Do you think it's better to live in the city or the country?*  ***James****: Hi, Annie. I think it's better to live in the country.*  ***Annie****: Really? Why?*  ***James****: Because there are lots of animals in the country.*  ***Annie:*** *Yes, but it's boring. I want to live in the city because there are lots of things to do.*  ***James****: Really? I think is too much noise in the city, and there isn't enough nature.*  ***Annie****: That's true, but there are lots of markets and cafes in the city.*  ***James****: Yes, but I still prefer the country. I want to live there when I'm older.* |

**3. Speaking: 15’**

a. Objectives: to help Ss practice talking about life in the country and life in the city.

b. Content: task a, task b

c. Expected outcomes: Ss can present advantages and disadvantages about the country and the city.

d. Organization:

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| **Teacher’s activities** | **Students’ activities** |
| **Task a:** **In threes: Compare the points below, and say which place you think is better to live in and why.**  **• fresh air**  **• nature**  **• room**  **• noise/peace and quiet**  **• vehicles**  **• facilities (your own ideas)**  **• entertainment (your own ideas)**  - Introduce the task.  - Divide the class in groups of three.  - Ask Ss to share their ideas about the above points in the country and in the city.  - Ask each group to choose one to take notes the ideas of every member in the group on each point.  - Go around and help if necessary. | -Share their ideas about the above points in the country and in the city and take notes.  ***Sample answers:***  *A: I would like to live in the country*  *because there is lots of nature.*  *B: That's true, but the country is boring, and there isn't enough entertainment like shopping malls. I'd prefer to live in the city.*  *C: Yes, but there is too much noise in the city.* |
| **Task b:** **In your group, choose the two best and worst things about life in the city and life in the country, and present to the class.**  - Ask Ss to discuss in their group and decide two best and worst things about life in the city and life in the country (based on the ideas they have shared).  - Pick some Ss to present their group’s ideas.  - Give feedback. | -Discuss in their group and decide activities the youth center should have next summer.  -Share their ideas. |

**C. Consolidation and homework assignments: 5’**

- Pronunciation: the /tʃ/ sound.

- Prepare the next lesson: Lesson 2.1 – Vocab & Reading, pages 18 & 19

**5. Reflection**

a. What I liked most about this lesson today:

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b. 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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