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| **School: ………………………………………..** | **Date:……………………………………..** |
| **Class: …………………………….....................** | **Period: 43** |

**UNIT 4: FREE TIME**

**Lesson 2.3 – Pronunciation & Speaking, pages 40 & 41**

**1. Objectives**

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

**1.1. Language knowledge/ skills**

- practice sentence stress

- give advice on what to do in a disaster, using *prepositions of place and movement and conversation skill - Working through tasks in groups*.

 **1.2. Competences**

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

 **1.3. Attributes**

 - know what to do/ not to do before and during a disaster.

**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 sentence that doesn't have stress on *shouldn’t*. - Take turns asking and answering about safety tips. Say at least two tips to prepare for and one tip to do during disasters. - Make a poster with safety tips for disasters.- Present your posters and decide which one would be the most useful in your area. | **-** Ss’ answers.- Ss’ answers.- Ss’ answers.- Ss’ answers. | - Observation.- Observation.- Observation.- Observation. |

**4. Procedures**

**A. Warm up: 5 minutes**

a. Objective: to review lesson 2.2 and lead in the new lesson.

b. Content: speaking activity.

c. Expected outcomes: Ss can talk about their schedule on the weekends.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Speaking activity.**- Ask Ss to discuss in their group what they should/shouldn’t do when there is a bad storm.- Give Ss three minutes.- Go around to help if necessary.- Pick some groups to share their ideas.- Give feedback.  | - Discuss in their group what they should/ shouldn’t do when there is a bad storm-Share their ideas. |

**B. New lesson (35’)**

**1. Pronunciation: 10’**

a. Objective: to help Ss stress *shouldn’t* correctly.

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

c. Expected outcomes: Ss can stress *shouldn’t* correctly when giving negative advice.

d. Organization

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| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Task a:**- Write some examples on the board: *You shouldn't open the door.**We shouldn't try to swim.*-Ask Ss to underline the word they put the stress on.- Give feedback.- Say that we put the stress on *shouldn’t* when giving negative advice.**Task b:**- Ask Ss to listen to the words and focus on the underlined letters (using the IWB). *You shouldn't open the door.**We shouldn't try to swim.*- Gets Ss to listen again and repeat chorally.- Pick some Ss to say the words individually and correct their pronunciation if necessary.**Task c: Listen and cross out the sentence that doesn't follow the note in "a.".** *We shouldn't try to drive.**You shouldn't go to the beach.*- Ask Ss to listen and cross out the one that doesn’t have stress on *shouldn’t*. - Pick some Ss to give the answers.- Check their answers.- Get Ss to listen again and repeat.**Task d: Read the sentences with the sentence stress noted in "a." to a partner.**- Ask Ss to work in pairs, reading the sentences to their partners with the correct stress.- Pick some students to say the sentences and correct their pronunciation if necessary. | - Underline the word they put the stress on.***Answer keys****You shouldn't open the door.**We shouldn't try to swim.*-Listen to the words and focus on the underlined letters.-Listen again and repeat- Listen and cross out the one with the different sound - Give their answer***Answer Keys:*** *You shouldn’t go to the beach. -- Wrong. (The stress is on* ***go)***-Listen again and repeat.-Work in pairs, reading the sentences to their partners with the correct stress. |

**2. Practice: 15’**

a. Objective: to help Ss practice talking about safety tips.

b. Content: task a & b

c. Expected outcomes: Ss can give advice on how to prepare for a disaster and how to keep safe during a disaster.

d. Organization:

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| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Task a: Take turns asking and answering about safety tips. Say at least two tips to prepare for and one tip to do during disasters. Pass your turn for the next disaster.**- Ask Ss to work in pairs, take turns asking and answering about safety tips. Say at least two tips to prepare for and one tip to do during disasters.- Go around and help if necessary.- Pick some pairs to share their ideas.- Give feedback. | -Work in pairs, take turns asking and answering about safety tips. Say at least two tips to prepare for and one tip to do during disasters.***Sample Answer:****A: How should you prepare for a flood?**B: You should keep emergency items in a* *safe place and keep your phone near you* *and make sure it has enough battery.**A: What should you do during a flood?**B: You shouldn't drive or walk into flood water.* |
| **Task b:** **Practice with your own ideas.**- Ask Ss to work in pairs to take turns asking and answering about safety tips, using their own ideas.- Pick some pairs to perform their conversations.- Give feedback. | -Take turns asking and answering about safety tips, using their own ideas.***Sample Answer:****A: How should you prepare for a wildfire?**B: You should keep fire extinguishers in a safe place, and keep a first aid kit in every bathroom.* *A: What should you do during a wildlife?**B: You should call the emergency services if you are in danger.* |

**3. Speaking: 10’**

a. Objective: to help Ss practice talking about what to do in a disaster.

b. Content: task a, b.

c. Expected outcomes: Ss can talk about what they should/shouldn’t do in a disaster.

d. Organization:

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| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Task a: You're making a poster with safety tips for disasters. In pairs: Discuss what you should (or shouldn't) do before and during disasters. Then, choose one disaster and make a poster with the three best safety tips for that disaster.**- Ask Ss to discuss what they should (or shouldn't) do before and during disasters, then choose one disaster and make a poster with the three best safety tips for that disaster.-Give Ss some time to discuss and make their poster.- Go around to help if necessary. | - Discuss what you should (or shouldn't) do before and during disasters, then choose one disaster and make a poster with the three best safety tips for that disaster. |
| **Task b:** **Join another pair. Present your posters and decide which one would be the most useful in your area.** - Ask Ss to join another pair, present their posters and decide which one would be the most useful in their area. - Go around to help if necessary.- Pick some Ss to present their posters.- Give feedback. | -Join another pair, present their posters and decide which one would be the most useful in their area.-Present their posters ***Sample answer:****We have three tips for fire safety. First, you should…* |

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

- Pronunciation: Stress shouldn't for negative advice

- Prepare the next lesson: Lesson 3.1 – Reading & Writing, pages 42 & 43

**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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