|  |  |
| --- | --- |
| **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**

|  |  |  |
| --- | --- | --- |
| **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

|  |  |
| --- | --- |
| **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

|  |  |
| --- | --- |
| **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:

|  |  |
| --- | --- |
| **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:

|  |  |
| --- | --- |
| **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:

…………………………………………………………………………………………

b. What I learned from this lesson today:

…………………………………………………………………………………………

c. What I should improve for this lesson next time:

…………………………………………………………………………………………