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

**UNIT 8:** ECOLOGY AND THE ENVIRONMENT

**Lesson 2.3 – Pronunciation & Speaking, (page 69)**

**1. Objectives**

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

* 1. **Language knowledge & skills**

- practice *sound change of Would*.

- talk about *improving the environment*.

- 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. - Recognize and practice the *sound change of Would*.**-** Practice discussing problems and solutions.- Practice suggesting solutions. | **-** 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 *sound change of Would* and get them ready for the lesson.

b. Content: **Checking homework**

c. Expected outcomes: Ss can have a general view of the *sound change of Would*.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Checking homework**- Get the answers from Ss.- Get other Ss to give comment.- Check the answers, focus on the *sound change of Would* 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 *sound change of Would*.

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

**Task b.** Listen. Notice the sound changes of the underlined words.

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

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

c. Expected outcomes: Ss can make the *sound change of Would* correctly and naturally.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Task b.**- Ask Ss look at the sentences provided.- Play the audio file and ask Ss to listen and repeat chorally and individually.- Ask Ss to notice the *sound change of Would*.- Call some Ss to read the sentences.- Give help if necessary. | - Listen to the audio file and repeat.- Notice the *sound change of Would*.- 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 sound changes.- 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. | - Work in pairs.- Do as told.**Ss’ own answers** |

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

a. Objectives: to help Ss pronounce the *sound change of Would* correctly, and improve Ss’ speaking skill.

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

**Practice, task a:** What problems would these things solve? Do you think they would be good solutions? Discuss.

**Practice, task b:** Think of more advantages and disadvantages for the solutions.

**Speaking, task a.** Imagine you are a scientist who wants to save the environment. What would you invent? In pairs: Discuss and choose two solutions for each problem below.

c. Expected outcomes: Ss can think of creative solutions, and develop their speaking skill.

d. Organization:

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| **Teacher’s activities** | **Students’ activities** |
| **Practice**, **task a.**- Ask Ss to practice discussing in pairs.- Set the time for the activity.- Call some Ss to act out.- Check Ss’ answers and give feedback if needed. | - Practice discussing in pairs.- Present their answers.***Answer Keys*** (Use the DCR) |
| **Practice**, **task b.**- Ask Ss to think of more advantages and disadvantages with a partner.- Set the time for the activity.- Call some to write their answers on the board.- Give comment. | - Do as directed.- Give their answers.***Ss’ own answers*** |
| **Speaking, task a.** - Divide the class into pairs.- Give them time to invent something for each problem.- Set the time for the activity.- Call some to talk to the whole class.- Check their answers. | - Work in pairs to invent something for each problem.- Talk to the whole class.***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:** Join another pair and discuss to choose one best solution for each problem. Share with the class.

 c. Expected outcomes: Ss can present their solutions and choose the best one.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Task b:** - Introduce the task to Ss.- Ask Ss to work with two other 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 solution with two other pairs.- Choose the best solution.- Present their answers.***Ss’ own answers*** |

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

**-** Make a list of five environmental problems in your village.

- Prepare the next lesson: Lesson 3.1 – Listening & Reading, (page 70).

**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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