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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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