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

**UNIT 5: HEALTHY LIVING**

**Lesson 1.3: Pronunciation & Speaking (Pages 46 & 47)**

**1. Objectives**

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

**1.1. Language knowledge/ skills**

- pronounce the /tr/ and /tʃ/ sound.

- talk about what health experts say.

- improve speaking skills.

**1.2. Competences**

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

 **1.3. Attributes**

 - foster Ss’ understanding of the importance of healthy habits

**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 to the words and focus on the underlined letters.
* Listen and circle the words you hear.
* Practice the conversation. Swap roles and repeat.
* Make two more conversations using the provided ideas.
* In pairs, talk about health myths or facts
 | * Ss’ performance.
* Ss’ answers.
* Ss’ performance.
* Ss’ answers/presentation.
* Ss’ answers/presentation.
 | - Observation.- Observation and feedback.- Observation and feedback.- Observation and feedback.- Observation and feedback. |

**4. Procedures**

**A. Warm-up: 5 minutes**

a. Objectives: to review and learn more words about health and the human body

b. Content: Game

c. Expected outcomes: Ss can find out the target words.

d. Organization

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Who’s faster:**- Divide the class into groups of 5 students.- Say 10 definitions (one at a time). - Have Ss listen and write the words on the board. - Support by giving the first letter of each word.- Which team(s) with most correct answers win(s). | - Work in groups of 5.- Listen and answer.***Answer Keys*** *1. teacher**2. diabetes**3. exercise**4. flexibility**5. physical* *6. stress**7. convenience food**8. snack**9. addiction**10. obesity*  |

**B. New Lesson (35’)**

**1. Pronunciation (15’)**

a. Objectives: To help Ss practice stressing content words in a sentence.

 b. Content: Tasks a, b, c and d.

c. Expected outcomes: Ss can improve their pronunciation by stressing content words in sentences.

d. Organization

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Task a:** **Focus on the /tr/ and /tʃ/** **sound.**- Explain the combination of the stop sound /t/ and /r/ to make an /tr/ sound- Repeat the same procedure with /tʃ/ sound- Demonstrate how to pronounce the /tr/ and /tʃ/ sound.- Have Ss repeat the sound. | - Listen and take notes.- Listen and repeat. |
| **Task b:** **Listen to the words and focus on the underlined letters.** - Play the audio. Have Ss listen and notice the /tr/ and /tʃ/sounds.- Have Ss listen and repeat the words.truth nutrient chooses teacher | - Listen and focus on the underlined letters.- Listen and repeat the words. |
| **Task c:** **Listen and circle the words you hear.**- Play the audio. Have Ss listen and circle the words they hear.- Play the audio again and check answers as a whole class. | - Listen and choose the correct answer.***Answers:***1. *chip*
2. *true*
3. *train*
 |
| **Task d: Take turns saying the words in Task c. while your partner points to them.**- Have some Ss read the words out loud.- Give feedback or correction. | - Practice saying the words with a partner.- Read the words out loud. |

**2. Pre & While-Speaking (10’)**

a. Objectives: To help Ss practice some words with the /dʒ/ sound in the conversation.

b. Content: Tasks a and b.

c. Expected outcomes: Ss can pronounce some words with the /dʒ/ sound.

d. Organization:

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Task a:** **In pairs: Take turns asking and answering if the health tips are a myth or a fact, then ask and answer about what doctors suggest.**- Have Ss practice the conversation in pairs and swap roles.- Have some pairs demonstrate the conversation in front of the class.- Give feedback or any correction on their pronunciation. | - Practice the conversation with a partner, using prompts and swap roles.- Perform in front of the class. |
| **Task b:** **Practice with your own ideas.**- Have Ss make 2 – 3 more conversations with other partners.- Invite two pairs of Ss to perform in front of the class.- Give feedback or any correction on their pronunciation. | - Make 2 – 3 more conversations with different partners.- Perform in front of the class. |

**3. Post - Speaking (10’)**

a. Objectives: To help Ss further practice their pronunciation and speaking skills.

b. Content: Tasks a and b.

 c. Expected outcomes: Ss can talk about health myths or facts.

d. Organization

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Task a: In pairs: Discuss whether the sentences below are myths or facts, why you think so, and what doctors suggest on each topic.** - Have Ss work in pairs and discuss whether the sentences are myths or facts, and why.- Have Ss discuss what doctors suggest on each topic.- Monitor the class and help them if necessary.- Invite some pairs to perform in front of the class.- Give feedback to encourage Ss. | - Work in pairs to talk about an event.- Perform in front of the class.***Suggested answers:****A: Drinking juice will detox your body. Is it a myth or a fact?**B: I think it’s a myth. Your body has organs that help you detox.**A: I think you’re right. So, what do doctors suggest?* |
| **Task b: What other health myths do you know**- Have Ss work with a different partner and discuss other health myths or facts.- Invite some Ss to share their ideas with the class. | - Discuss in pairs.- Share their ideas with the class.***Suggested answer:**** *Breakfast foods are full of nutrients.*
* *Eggs are not healthy.*
* *Coffee stunts your growth.*
* *All fat is bad.*
* *Sugar makes kids hyperactive.*
 |

**C. Consolidation and homework assignments (5’)**

- Practice saying the /tr/ and /tʃ/sounds.

- Do the Writing exercise on page 27 - WB

- Prepare for the next lesson (Vocabulary & Listening - pages 48 & 49 - SB).

**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:

…………………………………………………………………………………………