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| **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**

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| **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

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| **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

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| **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:

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| **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

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| **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:

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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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