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

**UNIT 5: HEALTHY LIVING**

**Lesson 2.3: Pronunciation & Speaking (Pages 50 & 51)**

**1. Objectives**

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

**1.1. Language knowledge/ skills**

- know to stress the word in adverbial clauses/phrases of concession.

- talk about surprising health facts.

- improve speaking skills.

**1.2. Competences**

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

**1.3. Attributes**

- foster Ss’ understanding of health problems.

**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 sentences and focus on the stressed words. * Listen and cross out the sentence that doesn't follow the note in Task a. * Read the sentences with the sentence stress noted in Task a. to a partner. * Make 2 - 3 more conversations using the provided ideas. | * Ss’ performance. * Ss’ answers. * Ss’ performance. * Ss’ performance. | - Observation.  - Observation and feedback.  - Observation and feedback.  - Observation and feedback. |

**4. Procedures**

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

a. Objectives: to review adverbial clauses/phrases of concession and introduce sentence stress.

b. Content: Matching game.

c. Expected outcomes: Ss can write adverbial clauses/phrases of concession.

d. Organization

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **MAGIC SENTENCE MATCH**  - Divide the class into 2 teams.  - Go over ground rules.  - Randomly match the first and second halves of the sentences together and read them aloud. | * Work in teams * Listen to the instructions. * Write half of adverbial clauses/phrases of concession.   ***Students’ answers.*** |

**B. New Lesson (35’)**

**1. Pronunciation (15’)**

a. Objectives: To help Ss practice stressing the word in adverbial clauses/phrases of concession.

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

c. Expected outcomes: Ss can improve their sentence stress.

d. Organization

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Task a:** **Stress the adverbial conjunction in sentences with adverbial clauses/phrases of concession.**  - Explain that By stressing the adverbial conjunction in sentences with adverbial clauses/phrases of concession, speakers emphasize the statement of an event described in the clause.  - Have Ss repeat the sentence. | - Listen and take notes.  - Listen and repeat the sentence. |
| **Task b:** **Listen. Notice the stress of the underlined words.**  - Play the audio. Have Ss listen and notice the stressed words.  *Though chocolate isn't good for us, it's the most popular snack in the world. He eats a lot of candy although he knows it's bad for him.* | - Listen and focus on the stressed words. |
| **Task c:** **Listen and cross out the sentence that doesn't follow the note in Task a**.  - Play the audio. Have Ss listen and cross out the sentence that doesn't follow the note in Task a.  - Play the audio again and check answers as a whole class. | - Listen and choose the correct answer.  ***Answers:***  *Although I know exercise is good for me, I'm just too lazy.* |
| **Task d: Read the sentences with the sentence stress noted in Task a. to a partner.**  **-** Have Ss practice the sentences with a partner.  - Have some students read the sentence aloud.  - Give some feedback or correction.  *1. Though chocolate isn't good for us, it's the most popular snack in the world. 2. He eats a lot of candy although he knows it's bad for him.*  *3. Although I know exercise is good for me, I'm just too lazy. 4. I like to eat chocolate cake though it's not good for me.* | - Practice saying the sentences with a partner.  - Read the sentences aloud. |

**2. Practice (10’)**

a. Objectives: To help Ss practice sentence stress in the conversation.

b. Content: Tasks a and b.

c. Expected outcomes: Ss can improve their sentence stress in the conversation.

d. Organization:

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Task a:** **In pairs: Take turns telling your partner about healthy living using the pictures and the information. End the discussion using the expressions in the Conversation Skill box.**  - Demonstrate the activity by practicing the role-play with a student. - Divide the class into pairs. - Have pairs take turns telling their partner about healthy living using the pictures and the information. - Have some pairs demonstrate the activity in front of the class. | - Practice the conversation with a partner and swap roles.  - Perform in front of the class. |
| **Task b:** **Practice with your own ideas.**  - Have Ss repeat the activity using their own ideas.  - 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. Speaking (10’)**

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

b. Content: Tasks a and b.

c. Expected outcomes: Ss can talk about teens’ health problems using adverbial clauses/phrases of concession.

d. Organization

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Task a: You're in a city council meeting about teenagers' health. In pairs: Discuss whether teens follow the health advice below and find solutions for each problem.**  - Have Ss work in pairs and discuss whether teens follow the health advice and find solutions for each problem.  - 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.  - Perform in front of the class.  ***Suggested answers:***  *A: Although doctors suggest teens get 8–10 hours of sleep a night, most teens only get 6–7 hours.*  *B: Yeah, I agree. What should we do to improve it?*  *A: I think school should start later and give students less homework.* |
| **Task b: Join another pair. Discuss the three biggest problems and give solutions to them.**  - Have Ss work with a different partner and discuss the three biggest problems and give solutions for them.  - Monitor the class and help them if necessary.  - Elicit answers from some students. | - Discuss in pairs.  - Share their ideas with the class.  ***Suggested answer:***  *- 60 minutes of exercise a day 🡺 increase physical or outdoor activities*  *- 400g of fruit and vegetables a day 🡺 tell teens the benefits of fruit & vegetables and include them in teens’ meal*  *- Maintain a healthy weight 🡺 limit fast food/junk food* |

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

* Practice stressing the adverbial conjunction in sentences with adverbial clauses/phrases of concession.
* Prepare for the next lesson (Reading - page 52 - SB).
* Play the consolidation games on [www.eduhome.com.vn](http://www.eduhome.com.vn/)

**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:

…………………………………………………………………………………………