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

**UNIT 6: NATURAL WONDERS**

**Lesson 2.3: Pronunciation & Speaking (Pages 60 & 61)**

**1. Objectives**

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

**1.1. Language knowledge/ skills**

- practice **intonation** for **contrasting sentences**.

- discuss how to **preserve and protect our natural wonders**.

- improve **speaking** and **problem-solving** skills.

**1.2. Competences**

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

**1.3. Attributes**

- cultivate an awareness of preserving and protecting natural wonders.

**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 sentences and focus on the intonation falls, then rises and falls again. * Listen and cross out the intonation that doesn’t follow the note. * Read the sentences focusing on the intonations. * Take turns asking and answering about how to preserve and protect natural wonders. (Pair work) * Practice with your own ideas. * Join another group and tell them about your ideas. | * Ss’ performance. * Ss’ answers. * Ss’ performance. * Ss’ performance. * Ss’ answers/presentation. * Ss’ answers/presentation. | - Observation.  - Observation and feedback.  - Observation and feedback.  - Observation and feedback.  - Observation and feedback.  - Observation and feedback. |

**4. Procedures**

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

a. Objectives: to introduce how to make contrasting sentences.

b. Content: Sentence completion game.

c. Expected outcomes: Ss can understand and give contrasting ideas to complete sentences.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **COMPETITION TIME:**   * Create groups/teams of 5 students. * You will be given incomplete sentences. * You have to complete the sentences with your ideas. * The team(s) with the most similar correct answers win(s). * Time limit: 5 minutes      1. I like you a lot, but ………. 2. People know that plastic bags can harm the environment, but ……….. 3. People know that they shouldn’t disturb animals, but ............. 4. It’s a great idea, but ………… 5. Smoking is not good for people’s health, but …… 6. 6. Cheating is not a good thing, but ……… 7. 7. The government put more trash cans in national parks, but …………………. 8. 8. It’s a good idea to fine people who litter in public places, but ……. | * Listen to the instructions. * Work in groups and give contrasting ideas to complete sentences. * Ss’ answers   ***Suggested answers:***   1. I like you a lot, but **I don’t love you**. 2. People know that plastic bags can harm the environment, but **they still use them daily.** 3. People know that they shouldn’t disturb animals, but **they still feed them.** 4. It’s a great idea, but **not many people like it.** 5. Smoking is not good for people’s health, but **a lot of people still smoke.** 6. Cheating is not a good thing, but **many students often do it.** 7. The government put more trash cans in national parks, but **people still litter.** 8. It’s a good idea to fine people who litter in national parks, but **rangers are too busy to do it.** |

**B. New Lesson (35’)**

**1. Pronunciation (15’)**

a. Objectives: To help Ss understand the rules of intonation in contrasting sentences.

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

c. Expected outcomes: Ss can improve their pronunciation by saying contrasting sentences with correct intonation.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Task a:** **Notes:**    - Ask Ss to take notes. | - Listen and take some notes. |
| **Task b:** **Listen to the sentences and notice how the intonation falls, then rises and falls again.**  - Ask Ss to listen and focus on the intonations. | - Listen to the sentences and focus on the intonation in contrasting sentences.  ***Answer:*** |
| **Task c:** **Read the sentences with the correct intonation to a partner.**  - Ask Ss to read the sentences with the correct intonation to a partner. | - Read and practice saying the sentences in pairs. |
| **Task d: Practice saying the sentences with correct intonation in the “warm up” activity.**  - Ask Ss to practice saying the sentences out loud in pairs.  - Monitor the class and help them if necessary.  - Ask some Ss to say sentences out loud and give some feedback to correct the intonation.   1. I like you a lot, but **I don’t love you**. 2. People know that plastic bags can harm the environment, but **they still use them daily.** 3. People know that they shouldn’t disturb animals, but **they still feed them.** 4. It’s a great idea, but **not many people like it.** 5. Smoking is not good for people’s health, but **a lot of people still smoke.** 6. Cheating is not a good thing, but **many students often do it.** 7. The government put more trash cans in national parks, but **people still litter.** 8. It’s a good idea to fine people who litter in national parks, but **rangers are too busy to do it.** | * Practice saying the sentences with a partner. * Read the sentences out loud. |

**2. Practice (10’)**

a. Objectives: To help Ss practice saying sentences with correct intonation to talk about how they feel about the actions and suggest solutions, then politely disagree and give the next solution.

b. Content: Task a

c. Expected outcomes: Ss can share how they feel about the actions and suggest solutions, then politely disagree and give the next solution with the correct intonation.

d. Organization:

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| **Teacher’s activities** | **Students’ activities** |
| **Task a:** **In pairs: Take turns asking and answering about how you feel about the actions and suggesting solutions, then politely disagree and give the next solution.**  - Ask Ss to work in pairs and share their ideas.  - Ask Ss to share their ideas with the class.  - Check some SS’s answers and give feedback. | - Get and share ideas with a partner.  - Share the ideas with the class.  - Share ideas in front of the class.  ***Suggested answers:*** |

**3. Speaking (10’)**

a. Objectives: To help Ss further practice intonation to discuss how to preserve and protect natural wonders.

b. Content: Tasks and b.

c. Expected outcomes: Ss can discuss how to preserve and protect natural wonders.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Task a: In pairs: Asking and answering this question “What problems might these wonders have?**  - Ask Ss to work in in pairs and discuss the problems might these wonders have.  - Monitor the class and help them if necessary.  - Elicit answers from some students. | - Work in pairs to share their ideas.  - Share their ideas with the class.  ***Suggested answers:*** |
| **Task b: In pairs: Discuss your feelings about the actions, any potential problems they could cause, and solutions to them.**   * Ask Ss to work in pairs. * Monitor the class and help them if necessary. | - Work in pairs. |
| **Task c: Join another pair. Tell them how you feel about each of the actions, then share the solutions you discussed.**   * Ask Ss to join other pairs to share ideas. * Monitor the class and help them if necessary. * Elicit some ideas from some Ss. | - Work in pairs to share their ideas.  - Share their ideas with the class.  ***Suggested answer:*** |

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

* Practice saying the contrasting sentences with correct intonation in the Pronunciation (SB) and in the “warm-up” activity.
* Practice speaking about how to preserve and protect our natural wonders.
* Prepare for the next lesson (Reading - page 62 - 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:

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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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