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| **School: ………………………………………..** | **Date:……………………………………..** |
| **Class: …………………………….....................** | **Period: 10** |

**LESSON 1D: MY WORLD**

**Everyday English (Page 19)**

**1. Objectives**

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

**1.1. Language knowledge/ skills**

- learn and practise pronunciation: sentence stress, speak with correct pronunciation and intonation.

- clarify *Informal/Formal style.*

- practise reading for specific information.

- listen for confirmation and specific information.

- make a dialogue (describing a person).

**1.2. Competences**

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

**1.3. Attributes**

- develop their patriotism, kindness, honesty and accountability.

**2. Teaching aids and materials**

**- Teacher’s aids:** Student’s book and Teacher’s book, class CDs, IWB – Phần mềm tương tác trực quan, 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** |
| - Read the dialogue and choose the teacher Jessica and Rita are talking about.  - Complete the dialogue by using the sentences in the list.  - Decide if the dialogue is formal or informal.  - Listen and identify the stressed words in each sentence.  - Read the dialogue again and answer the questions.  - Practise the dialogue and pay attention to sentence stress.  - Act out their dialogue in front of the class. | **-** Ss’ answers.  - Ss’ answers.  - Ss’ answers.  - Ss’ answers.  - Ss’ pronunciation.  - Ss’ dialogue.  - Ss’ presentation/ performance. | - Observation.  - Observation.  - Observation.  - Observation.  - Observation.  - Observation.  - Observation. |

**4. Procedures**

**A. Warm up: 5 minutes**

a. Objectives: to help Ss brainstorm the topic and introduce some expressions of describing someone.

b. Content: Identifying a person.

c. Expected outcomes: Ss can identify a person by using their language and think about the new lesson.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Task 1.a) Read the dialogue. Which teacher (A or B) are Jessica and Rita talking about?**    - Ask Ss to read the dialogue and then identify the person the speakers are talking about. | - Read the dialogue and then identify the person the speakers are talking about.  **Answer key:**  *Teacher A* |

**B. Pre – speaking: 10 minutes**

a. Objectives: to give Ss a sample dialogue for speaking, listen and read for specific information, identify *Informal/Formal style*; practise the sentence stress.

b. Content: task 1b, task 2 and pronunciation.

c. Expected outcomes: Ss can understand the dialogue and do the task correctly; put tress on the words correctly.

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| **Teacher’s activities** | **Students’ activities** |
| **Task 1b**: **b) Complete the dialogue. Use the sentences in the list. One sentence is extra. Is the dialogue formal or informal?**  - Read out the *Informal/Formal style*box and explain the differences between informal and formal style. Then elicit if the dialogue in Exercise 1 is formal or informal.  - Give Ss time to complete the dialogue with the missing sentences (A-E). | - Read the *Informal/Formal style*box.  - Decide if the dialogue is formal or informal.  ***Answer key***:  Informal  - Complete the dialogue with the missing sentences (A-E). |
| **Task 2 Listen, read and check.**  - Play the recording.  - Ask Ss to listen and check their answers to Exercise 1b. | - Listen and check their answers.  ***Answer keys:***  *1. B 2. A 3. D 4. E* |
| **PRONUNCIATION: SENTENCE STRESS**  **Sentence stress** is stress on certain words within a sentence.  e.g. He is **honest** and **generous**.  **Pronunciation.**  **Listen and repeat. Which words are stressed in each sentence? Underline them and practise saying them with a partner.**  - Play the recording.  - Check Ss’ answers.  - Play the recording again with pauses for Ss to listen and repeat chorally and/or individually.  - Check Ss’ pronunciation. | - Listen and identify the stressed words in each sentence.  ***Answer keys:***  **1** He’s of medium height and he’s quite slim.  **2** The new teacher in our school is great!  **3** She’s tall and thin with long straight brown hair.  - Listen and repeat chorally and/or individually. |

**C. While – speaking: 15 minutes**

a. Objectives: to help Ss practise the dialogue and read for specific information.

b. Content: task 3.

c. Expected outcomes: Ss can act out the dialogue with right intonation and rhythm.

d. Organization:

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| **Teacher’s activities** | **Students’ activities** |
| **Task 3: Take roles and read the dialogue in Exercise 1 aloud. What does the new teacher look like? What is he like?**  - Give Ss time to read the dialogue again and elicit answers to the questions from Ss around the class.  - Ask Ss to work in pairs and practise the dialogue twice. | - Read the dialogue again and answer the questions.  ***Answer keys:***  *The new teacher is of medium height and quite slim. He’s got dark hair, a short beard and moustache. He’s cheerful and very popular.*  - Work in pairs and practise the dialogue twice. |

**D. Post – speaking: 10 minutes**

a. Objectives: to help Ss role play a dialogue describing a person and make a similar one.

b. Content: dialogue in Task 4.

c. Expected outcomes: Ss can make and practise a dialogue and present it in front of class.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| Task 4. **Act out a similar dialogue. Describe teacher C or D using the dialogue in Exercise 1 as a model.**    - Explain the situation.  - Tell Ss that they can use the pictures and the accompanying vocabulary to complete the task.  - Write this diagram on the board for Ss to follow.    - Monitor the activity around the class and then ask various pairs to act out their dialogues in front of the class. | - Listen to the teacher’s instruction.  - Complete the task in pairs.  ***Suggested answer:***  *A: The new teacher in our school is great!*  *B: Really? What does she look like?*  *A: Well, she’s tall and slim.*  *B: Oh, really? Is her hair dark?*  *A: Yes, and it’s long and curly.*  *B: What’s she like?*  *A: She is quite funny and very clever! Look!*  *She’s chatting with Mr Prosser!*  - Practise the dialogue and pay attention to sentence stress.  - Act out their dialogue in front of the class. |

**E. Consolidation and homework assignments: 5 minutes**

**-** Pronunciation: sentence tress.

- Do the exercises in workbook on page 13.

- Prepare the next lesson: Grammar 1e (page 20).

**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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