Date of preparing: ………………………………….

Date of teaching: ………………………………….

**Period……**

**UNIT 4: FESTIVALS and FREE TIME**

**Lesson 2 - Part 3 (Page 35) – Pronunciation and Speaking**

**I. OBJECTIVES**

By the end of the lesson, Ss will be able to…

**1. Knowledge**

- use sound changes in the question: “What time …?”.

- talk about festival activities.

**2. Ability**

- improve speaking skills.

**3. Quality**

**-** have positive attitude in English language learning so that they actively participate in all classroom activities.

- take part in some useful activities with friends to relax after school time.

**II. TEACHING AIDS AND LEARNING MATERIALS**

Lesson plan, PPT slides, student’s book, workbook, notebook, personal computer (if any), projector/TV, speakers, DCR & DHA on Eduhome, handouts…

**III. PROCEDURES**

**A. Warm up: (5’)**

**a) Objective:** to introduce the new lesson and set the scene for Ss to acquire new language; to get students' attention at the beginning of the class by means of enjoyable and short activities as well as to engage them in the steps that follow.

**b) Content:** revision of how to say the time in English /vocabulary.

**c) Product:** Ss review knowledge in the previous lessons and they are ready for the new lesson.

**d) Competence**: collaboration, observation, synthesizing skill.

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s Activities** | **Students’ Activities** |
| - Give greetings  - Check attendance   * **Option 1: Telling the Time**   - Have Ss close all books  - Show some clocks with different time markers, have Ss read the time  - Call Ss to give answers  - Give feedback, correct Ss’ answers if necessary  🡪 Lead to the new lesson     * **Option 2: FIND THE OPPOSITE**   - Have Ss close all books  - Give some words, have Ss find their opposites  *1. start*  *2. open*  *3. begin*  *4. boring*  *5. wrong*  *6. false*  - Call Ss to give answers  - Give feedback, check answers as a whole class  🡪 Lead to the new lesson | -Greet T  - Close books  - Look, read the time  - Give answers  **Answers keys**    - Close books  - Find the opposites  - Read answers  - Check answers with the teacher  **Answers keys**  *1. start >< end*  *2. open >< close*  *3. begin >< finish / end*  *4. boring >< interesting*  *5. wrong >< right*  *6. false >< true* |

**B. New lesson (35’)**

* **Activities 1: Pronunciation (10’)**

**a) Objective:** Ss know how to use sound changes in the question: “What time …?”

**b) Content:**

**-** recognizing the sound changes in the question: “What time …?”.

**-** listening and focusing pronunciation feature, finding and correcting mistakes.

- practice saying the target pronunciation point.

**c) Products:** Ss can apply the sound changes to their speaking skill.

**d) Competence**: communication, collaboration, presentation.

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s Activities** | **Students’ Activities** |
| **a + b. Listen. Notice the sound changes of the underlined words**  - Play the recording (CD1, track 49)  - Ask Ss to listen and pay attention to the sound changes  - Call Ss to make their comments on the sound changes of the questions: “What time …?”  - Give feedback, explain the pronunciation feature: *“What time …?” often sounds like /*wʌˈtaɪm*/*  - Play the recording again, have Ss listen and repeat with a focus on the pronunciation feature  **c + d. Listen and cross out the one with the wrong sound changes, then read the sentences with the correct sound changes to a partner.**  - Play the recording, have Ss listen and cross out the option that doesn’t use the correct sound changes  - Call Ss to give answers  - Play the recording again and check answers as a whole class.  - Then have Ss practice saying the sentences with a partner, using the correct sound changes, then encourage Ss to use their own sentences  - Call some Ss to read their sentences in front of the class  -Check and correct Ss’ pronunciation | - Listen  - Comment  - Listen  - Listen again and repeat  - Listen and cross out  - Give answers  - Listen again and check  - Work in pairs  - Present |

* **Activity 2: Practice (10’)**

**a) Objective:** Ss can ask and answer questions about events and time.

**b) Content:** practicing a conversation and using pictures on the right as a cue.

**c) Products:** Ss can apply what they have learnt into practice and into producing the language successfully.

**d) Competence**: collaboration, communication, creativity.

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s Activities** | **Students’ Activities** |
| **a. Practice the conversation. Swap the roles and repeat. (Controlled practice)**   * **Option 1:**   - Demonstrate the activity by practicing role-play with a student  - Emphasize the structures to ask about time:  *What time does it begin / end?*  *What time does it / do they open / close?*  *🡪What time + do / does / + S + V…?*  - Have pairs practice the conversation  - Call some pairs to read in front of the class  - Have pairs swap roles and repeat-using the pictures on the right  - Have some pairs demonstrate the activity in front of the class  - Check Ss’ pronunciation   * **Option 2**: (for class with better students)   - Follow the same steps as option 1  - Then give Ss an extra activity: Practice the conversation in the textbook; however, they try to remember the conversation content  - Have some pairs demonstrate the activity in front of the class, not looking at the textbook; encourage Ss to present as naturally as possible  - Give feedback and evaluation  **b. Practice with your own ideas. (Free - practice)**  - Have pairs practice the conversation with their own ideas, then swap roles  - Go round, observe Ss’ work and give help if necessary  - Call some pairs to demonstrate the activity in front of the class  - Give feedback and evaluation | - Listen  - Work in pairs  - Act out the conversation  - Listen to the instruction and work in pairs. Ss can practice the new conversation with the information in the pictures.  - Act out the conversation  - Listen  - Work in pairs  - Present |

* **Activity 3: Speaking (15’)**

**a) Objective:** Ss can discuss things to do when they go to a festival.

**b) Content:**  asking and answering questions about activities.

**c) Products:** Ss produce the language naturally, confidently and successfully.

**d) Competence**: collaboration, communication, creativity.

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s Activities** | **Students’ Activities** |
| **a. You are going to a festival. Student B goes to page 120, file 2. Look at the schedule for the festival. Take turns asking about the activities. Choose at least 3 things to do.**  - Demonstrate the activity by practicing role-play with a student  - Remind Ss to use the Present Simple tense and some structures of asking time  - Have student A stay on page 35 and student B turn to page 120, file 2  - Have Ss ask and answer and choose at least 3 things to do.  - Have some Ss share their ideas with the class  - Give feedback and evaluation  **b. Join another pair. Did you choose the same activities?**  - Have Ss join another pair, discuss which activities they choose to do  - Have some Ss share their ideas with the class  - Give feedback and evaluation | - 1 S practices role-play with the teacher  - Listen  - Work in pairs  - Role play  - Work in pairs |

**C. Consolidation (3’)**

**\* Pronunciation**: *“What time …?” often sounds like /*wʌˈtaɪm*/*

**\* Asking about the time of the activities**

*What time does it begin / end?*

*What time does it / do they open / close?*

**D. Homework (2’)**

- Practice using sound changes in the question: “What time …?”.

- Practice asking and answering about festival activities.

- Prepare: Lesson 3: Social Studies – New Words and Listening (page 36 – SB).