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).