Date of preparing: ………………………………….

Date of teaching: ………………………………….

**Period……**

**UNIT 3: FRIENDS**

**Lesson 2 - Part 3 (Page 27) – 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 are you doing?”

- invite a friend out and discuss things to do together.

**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:** Introduce the new lesson and set the scene for Ss to acquire new language; 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:** Introduction of some weekend activities.

**c) Product:** Ss know more interesting weekend activities and have plans for them.

**d) Competence**: Collaboration, observation

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s Activities** | **Students’ Activities** |
| - Give greetings  - Check attendance   * **Option 1: Weekend activities**   - Have Ss close all books  - Show pictures on the screen (or use handouts)  - Have Ss look at the pictures and give the name of the activity in the picture  - Have Ss give answers, call other Ss to give other answers if the first one is incorrect  🡪 Lead to the new lesson     * **Option 2:**   - Have Ss close all books  - Have Ss work in groups and list things they can do on the weekend (in 1 minute)  - Have Ss write answers on the board  - The group which has most correct answers will be the winner  - Have class give a round applause to the winner  🡪 Lead to the new lesson. | -Greet T  - Close books  - Look, name the activities  - Give answers  **Answers keys**    - Close books  - List activities Ss often do on the weekend  - Write answers  - Check answers with the teacher. |

**B. New lesson (35’)**

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

**a) Objective:** Ss know how to use sound changes in the question: “What are you doing?”

**b) Content:**

**-** Recognizing the sound changes in the question: “What are you doing?”

**-** Listening and focusing pronunciation feature, find and correct mistakes.

- Practicing the pronunciation as directed.

**c) Products:** Ss can apply the sound changes when speaking.

**d) Competence**: Communication, collaboration, listening.

**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 36)  - 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 are you doing?”  - Give feedback, explain the pronunciation feature: *“What are you doing …?” often sounds like /wɒdəjədu:ɪŋ/*  - 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 activities on the weekend.

**b) Content:**  Practicing a conversation by using pictures on the right as a cue

**c) Products:** Ss can use the language provided successfully in their communication.

**d) Competence**: Collaboration, communication, creativity, public speaking

**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 give suggestions  *Do you want to come?*  *What about / How about Tuesday?*  *Would you like to come?*  - Have pairs practice the conversation  - Call some pairs to read in front of the class  - Have pairs swap roles and repeat-using the ideas 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  - Act out the conversation  - Listen  - Work in pairs  - Present |

* **Activity 3: Speaking (15’)**

**a) Objective:** Ss can invite friend out and discuss things to do together.

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

**c) Products:** Ss can apply the target language learnt in the lesson to produce the language successfully.

**d) Competence**: Collaboration, communication, critical thinking, persuasion.

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s Activities** | **Students’ Activities** |
| **a. You want to invite your friend out. Student A use the information on page 27, choose an activity from his calendar and ask his partner to join. Student B goes to page 125, file 12. Then, swap the roles and repeat**  - Demonstrate the activity by practicing role-play with a student  - Remind Ss to use the Present Continuous tense and some structures of making suggestions  - Have student A look at the schedule on the bottom of the page and student B turn to page 125, file 12.  - Have Ss do the role-play for Week 1  - Have Ss find out which days they’re both free and choose an activity to do together  - Have some pairs demonstrate their role-play in front of the class.  **b. Complete your calendar for Week 2 with activities. Continue the conversation. Talk about what you and your partner are doing together.**  - Have Ss fill in the blanks for Week 2, using their own ideas and continue the conversation  - Ask Ss to demonstrate the role-play on front of 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 are you doing …?” often sounds like /wɒdəjədu:ɪŋ/*

**\* Weekend activities:** *Making a cake, going swimming, playing sports, having a barbecue, having a party, going shopping, watching a movie, having a picnic …*

**\* Giving suggestions**

*How about / What about + V-ing / noun*

*Why don’t we + V bare infinitive*

*Let’s + V bare infinitive*

*Do you want to …? / Would you like to …?*

**D. Homework (2’)**

- Practice using sound changes in the question: “What are you doing?”

- Find more useful activities Ss often do on the weekend.

- Make 2 sentences for each structure of giving suggestions.

- Prepare: Lesson 3: Literature – New Words and Listening (page 28 – SB).