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).