**Period**

**LESSON PLAN**

**TIẾNG ANH 10 FRIENDS GLOBAL**

**UNIT 2: ADVENTURE**

**LESSON 2G: SPEAKING – PHOTO DESCRIPTION**

**I. OBJECTIVES:**

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

**1. Knowledge:**

- describe and speculate about a photo

- listen to a candidate in a speaking exam

**2. Ability:**

- main skills: listening and speaking skills

- sub skills: reading and writing skills

- use a simple structure to describe a photo

**3. Quality:**

- have positive attitude in English language learning so that they can participate enthusiastically in all classroom activities, especially with the topic conducted by the teacher

- keen on studying English

**II. TEACHER AIDS AND LEARNING MATERIALS:**

Lesson plan, PPT slides, student’s book, workbook, notebook, personal computer (if any), projector/TV, speakers, IWB software.

**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 followed.

**b) Content:** Task 1 page 30.

**c) Outcomes:** Students can gain more confidence and interest in the lesson.

**d) Competence:** communication, collaboration, guessing

**e) Organisation of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENT’S ACTIVITIES** | **CONTENTS** |
| **WARM-UP.** T-Ss/ S-S/ Indiv   * Ask students to match two or more of the pieces of equipment below with each photo A-C * Check answers as a class. * Make sure students understand what the words mean and how to pronounce them, especially dinghy /ˈdɪŋi/. | * Complete the task. * Check answers with teacher. * Understand meanings and pronounce the words properly. | ***Answers:***  A. boots, poles, rucksack  B. helmet, dinghy, life jacket, paddles  C. rope, safety harness | |

**B. New lesson (35’)**

* **Activity 1: Presentation (10’)**

**a) Objective:** Students listen to 2 candidates in speaking exam describing photo and learn some useful phrases.

**b) Content:**

*Speaking*

*Listening*

**c) Outcomes:** Students know some key phrases to describe a photo.

**d) Competence:** communication, presentation, guessing

**e) Organisation of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENT’S ACTIVITIES** | **CONTENTS** |
| **PRESENTATION.** T-Ss/ S-S/ Indiv  **Activity 1 (5’):** Task 2 page 30.   * Go through the strategy together. * Tell students they are going to listen to 2 candidates in a speaking exam. In their opinion, who follows the strategy better. * Play the recording. Ask their opinions. * Check answer as a class.   **Activity 2 (5’):** Task 3 page 30.   * Ask students to complete the phrases. * Play the recording again for students to check their answers. * Check answers as a class. Point out that *looks like* and *seems to be* are used when the speaker is not sure about something. | * Listen to the teacher and take note. * Listen to the recording and decide who follows the strategy better. * Complete the phrases. * Listen to the recording and check answers. * Check answers with teacher. Highlight what teacher points out. | ***Answer:*** |

* **Activity 2: Practice (15’)**

**a) Objective:** Students can answer the questions to critical thinking, and they can finish the tasks in the textbook. Critical thing skills (guessing/ reasoning) and communication can also be practiced.

**b) Content: Students describe how people feel in the photos,**

**c) Outcomes:**

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

**e) Organisation of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENT’S ACTIVITIES** | **CONTENTS** |
| **PRACTICE.** T-Ss/ S-S/ Indiv  **Activity 1 (5’):** Task 4 page 30.   * Ask students to work in pairs, take turn to describe how people are feeling in photos A and B. Students can use the words below or other adjectives from lesson 1A page 10. * Invite some pairs to share their ideas. * Correct students’ pronunciation if necessary.   **Activity 2 (5’):** Task 5 page 30.   * Ask students to take note the adjectives the second student uses from exercise 4. * Play the recording. * Check answers as a class.   **Activity 3 (5’):** Task 6 page 30.   * Play the recording and ask students to complete the phrases. * Check answers as a class. Then elicit translation (optional). | * Work in pairs and describe how people are feeling in two pictures. * Volunteer to share ideas. * Understand the task. * Listen and make a note. * Check answers with teacher. * Listen to the recording and complete the phrases. * Check answers with teacher. | ***Answers:***  Scared, excited, bored  ***Answers:*** |

* **Activity 3: Outcomes (10’)**

**a) Objective:** Students discuss and describe the photo C.

**b) Content**: Group Discussion

**c) Outcomes:** Students can describe photos with useful words and phrases they learnt.

**d) Competence:** Collaboration, communication, guessing

**e) Organisation of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENT’S ACTIVITIES** | **CONTENTS** |
| **PRODUCT**. T-Ss/ S-S/ Indiv   * Ask students to work in groups to describe photo C using words and phrases from this lesson. * Give students words and phrases. * Encourage students to speak up. * Invite some students to share their ideas. * Correct them if necessary. | * Work in group and describe the photo C using words and phrases in the lesson. * Volunteer to answer. |  |

**C. Consolidation (3’)**

- Students can describe and speculate about a photo.

**D. Homework (2’)**

- Practice describing photos around you.

- Do exercise

- Prepare: Unit 2 – H- (page 31 – SB)