Date of preparing: ………………………………….

Date of teaching: ………………………………….

**Period……**

**UNIT 3: FRIENDS**

**Lesson 3 - Part 2 (Page 29) – Reading, Speaking and Writing**

**I. OBJECTIVES**

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

**1. Knowledge**

- read an article about 2 sisters from a Vietnamese folklore.

- describe personal characters.

- write an email about their best friend.

**2. Ability**

- improve the reading, speaking and writing skills.

**3. Quality**

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

- love reading books (Vietnamese and foreign books).

**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 followed.

**b) Content:** Introducing the film / the book “Harry Porter” or introducing the story “Tấm Cám”

**c) Product:** Ss can be provided with general idea about the story/characters mentioned in the lesson.

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

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s Activities** | **Students’ Activities** |
| - Give greetings  - Check attendance   * **Option 1:**   - Show the trailer of the film “Harry Porter”, then introduce something about the characters in the film: Hermione, Ron, Hagrid.  - Introduce more: The film “Harry Porter” was based on the novel with the same name by J. K. Rowling. Teenagers around the world like this work very much.  Link:  <https://www.youtube.com/watch?v=VyHV0BRtdxo>     Lead to the new lesson.   * **Option 2: Matching**   - Show pictures of some Vietnamese folklores and their names on the screen (or give handouts)  - Have Ss close books and do the matching  - Have Ss give answers  - Introduce “Tam Cam” – the story that is mentioned in this lesson     Lead to the new lesson | -Greet T  - Watch  - Listen  **-** Look and match  - Give answers  **Answer keys** |

**B. New lesson (35’)**

* **Activities 1: Reading (10’)**

**a) Objective:** Ss improve their reading skill (scanning, skimming)

**b) Content:**

**-** Reading the article and circle the best headline.

- Reading and finding detailed information.

**c) Products:** Ss can practice skimming and scanning in reading comprehension.

**d) Competence**: Collaboration, analytical and synthesizing skills, communication.

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s Activities** | **Students’ Activities** |
| **a. Read the article and circle the best headline**  - Have Ss read the article individually  - Have some Ss read the article aloud  - Have Ss circle the best headline  - Check answers as a whole class.  **b. Read and find things that show Tấm and Cám’s personalities. Write an example next to each adjective**   * **Option 1:**   - Have Ss read the article again  - Have Ss work in pairs to write an example next to each adjective  - Call Ss to give answers  - Check answers as a whole class.   * **Option 2: Matching** (for class with low-level students)   - Have Ss read the article again and work in pairs to match  - Have Ss underline the phrases that show Tam and Cam’s personalities in the article    - Call Ss to give answers,  - Check answers as a whole class.  - Have Ss write an example next to each adjective | - Read in silence  - Read in front of the class  - Do the task  - Check and correct mistakes  **Answer key**  *1. Good Sister, Bad Sister*  - Work individually  - Read  - Work in pairs  - Give answers, explain  **Answer keys**  *2. kind: thinks about other people*  *3. lazy: never does any chores*  *4. selfish: doesn’t share anything*  - Read, work in pairs to match  - Underline  - Give answers  -Write |

* **Activity 2: Speaking: Describing characters (10’)**

**a) Objective:** Ss can describe characters.

**b) Content:**  Talking about the characters in the Harry Porter book.

**c) Products:** Ss can apply what they have learnt in communication.

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

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s Activities** | **Students’ Activities** |
| **You’re in a book club meeting. Work in pairs. Take turns talking about the characters from the Harry Porter books.**   * **Option 1:**   - Demonstrate the activity by practicing the role play with a student  - Have Ss practice the conversation in pairs  - Have Ss take turns talking about the characters from the Harry Porter books, remind Ss to use the structures to ask about personal appearance and personalities  - Have some pairs act out the conversation in front of the class.  - Give feedback and evaluation   * **Option 2:**   - Follow the same steps as option 1  - Give an extra activity: Have Ss talk about the characters in the “Tấm Cám” tale, using the information from the “Reading” task  - Call some pairs to demonstrate the activity in front of the class.  - Give feedback and evaluation | - Observe and listen  - Work in pairs  - Work in pairs  - Present  - Work in pairs  - Present  **Suggested conversation**  *A: I like Tấm.*  *B: What’s she like?*  *A: She’s very kind and helpful.*  *B: What does she look like?*  *A: She’s tall and pretty.*  *B: What does she do?*  *A: She thinks about other people and tries to help her family.* |

* **Activity 3: Writing (15’)**

**a) Objective:** Ss can write an email about their best friend.

**b) Content:**  writing an email about their best friend, 40 to 50 words

**c) Products:** Ss can use what they have learnt in producing an informal email writing.

**d) Competence**: Collaboration, communication, critical thinking and creativity.

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s Activities** | **Students’ Activities** |
| **Write an email about your best friend.**  - Focus on the Writing Tip box, remind Ss to follow the outline:  - Explain the format of an e-mail  - Have Ss write an email about their best friend  - Have some Ss write their email on the board (If Ss write in the extra board, have them hang the extra board on the big board)  - Check Ss’ writings, correct Ss’ writings if necessary.  - Give evaluation | - Look and read  - Listen  - Work individually  - Write  **Suggested writing**  *Dear Peter,*  *Thanks for your email. Your best friend seems really nice.*  *Let me tell you about my best friend.*  *My best friend is Lan. She’s 12 years old. She’s a student. She’s my classmate at school. She’s very friendly ad funny. She likes making new friends and telling jokes. She’s tall and thin. She has brown eyes and short hair.*  *Write back soon,*  *Britney* |

**C. Consolidation (3’)**

**\* Asking about personal appearance:** *What does he / she look like?*

**\* Asking about personal character:** *How is he / she like?*

**\*** **Writing an email about your best friend:** *Name, age, characteristics, appearance and activities of your best friend*

**D. Homework (2’)**

- Finish the writing part.

- Read more books for children.

- Do exercises in Workbook: Reading and Writing (page 19).

- Prepare: Unit 3 - Review (page 90 – SB).