Date of preparing: ………………………………….

Date of teaching: ………………………………….

**Period……**

**UNIT 2: SCHOOL**

**Lesson 2 - Part 3 (Page 19) – Pronunciation and Speaking**

**I. OBJECTIVES**

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

**1. Knowledge**

- use intonation for positive and negative answers.

- ask and answer about school clubs.

**2. Ability**

- improve speaking skills.

**3. Quality**

**-** have positive attitude in English language learning so that they actively participate in all classroom activities, especially with the topic “School” conducted by the teacher.

- love their school and take part in school activities.

**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:** Introduction of school clubs

**c) Product:** Ss know more school clubs and think about which is (are) suitable for them to sign up.

**d) Competence**: Collaboration, observation, critical thinking.

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s Activities** | **Students’ Activities** |
| - Give greetings- Check attendance* **Option 1: School clubs**

- Have Ss close all books- Show pictures and ask Ss to look at the pictures (symbols) to guess the names of the clubs- Have Ss give answers, call other Ss to give other answers if the first one is incorrect- Ask Ss to list more school clubs they know Lead to the new lesson* **Option 2: “KIM’S GAME”**

- Have Ss close all books- Show a clip, or a picture with a lot of school clubs- Have Ss observe, remember as many school clubs as they can in about 1 minute- Call Ss to say what school clubs they can remember - Check, give feedback Lead to the new lesson | -Greet T- Close books- Look, give names of clubs**Answers keys**- Share more school clubs with the class- Close books- Look and remember**Answers keys**1. music club 2. I.T club3. art club 4. science club5. book club 6. arts and crafts club7. cooking club 8. language club9. dance club 10. drama club- Give answers (Say or write)- Listen |

**B. New lesson (35’)**

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

**a) Objective:** Ss know how to use intonation for positive and negative answers.

**b) Content:**

**-** Introduction of intonation for positive and negative answers

**-** Listening and focusing the intonation, finding and correcting mistakes

- Practicing intonation

**c) Products:** Ss can use right intonation to improve their speaking skill.

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

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s Activities** | **Students’ Activities** |
| **a + b. Listen to the sentences and focus on how the intonation goes up or down**- Play the recording (CD1, track 24)- Ask Ss to listen and pay attention to the intonation- Call Ss to make their comments on the intonation of the positive and negative answers they’ve just listened to- Give feedback, explain the pronunciation feature: *intonation for positive answers goes up, for negative answers goes down*- 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 intonation, then read the sentences with the correct intonation to a partner**- Play the recording, have Ss listen and cross out the option that doesn’t use the correct intonation- 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 intonation, then encourage Ss to use their own sentences- Call some pairs to read in front of the class | - 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 the school clubs they like or don’t like to sign up for.

**b) Content:**  asking and answering about book club, IT club and other clubs.

**c) Products:** Ss can practice the target language learnt in 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. (controlling practice)*** **Option 1:**

- Demonstrate the activity by practicing role-play with a student- 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* **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 discuss and decide on a club to join

**b) Content:**  asking and answering questions about activities in school clubs

**c) Products:** Ss can use the target language learnt in communication.

**d) Competence**: Collaboration, communication, creativity, persuasion

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s Activities** | **Students’ Activities** |
| **a. You want to sign up for some clubs for next year. Find out what activities your partner likes doing and then decide on one club to join together*** **Option 1:**

- Demonstrate the activity by practicing role-play with a student- Remind Ss to use the structure: Like + V-ing and some structures of making suggestions- Have Ss work in pairs, take turns suggesting two activities for their friends to join next year, let Ss try to be creative- Have Ss decide on a club they can join together- Have some pairs demonstrate their role-play in front of the class* **Option 2**: (for class with many low-level students)

- Follow the same steps as option 1. However, before Ss work in pairs, T gives them some suggested activities in some school clubs**Suggested activities**- T go round and give help if necessary**b. Join another pair. Which club do most people want to join?**- Have Ss join another pair and discuss which club most people want to join- Ask Ss to share their findings with the class- Give feedback and evaluation | - 1 S practices role-play with the teacher- Work in pairs- Decide- Act out the role-play**Suggested conversation***T: Which club do you want to sing up for next year?* *S: I don’t know.* *T: Let’s join a cooking club? Do you like preparing food?* *S: Hmm. It’s ok. But I want to try another club.* *T: There’re also many other clubs in our school such as book club, arts and craft club, science club and even dancing club. Which one do you like?* *S: Oh, I like making things by hand.*  *T: Oh, me too. Why don’t we sign up for an arts and crafts club?* *S: Yes, good idea.*- Work in another pair- Present |

**C. Consolidation (3’)**

**\* Intonation**: Intonationfor positive answers goes up, for negative answers goes down.

**\* Asking and answering about school clubs you like to sign up for:** Which club do you want to sign up for?

**\* Giving suggestions**

How about / What about + V-ing / noun

Why don’t we + V bare infinitive

Let’s + V bare infinitive

**D. Homework (2’)**

- Practice using intonation for positive and negative answers

- Review school names and their activities.

- Make 2 sentences for each structure of giving suggestions

- Prepare: Lesson 3 – New Words and Listening (page 20 – SB)