Date of preparing: ………………………………….

Date of teaching: ………………………………….

**Period……**

**UNIT 3: FRIENDS**

**Lesson 1 - Part 3 (Page 24) – Pronunciation and Speaking**

**I. OBJECTIVES**

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

**1. Knowledge**

- pronoun the sound /bl/.

- ask and answer about what people look like.

- describe friends in class.

**2. Ability**

- improve speaking skills.

**3. Quality**

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

- love their school and friends.

**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 the cluster: /bl/.

**c) Product:** Ss know some words containing sound /bl/.

**d) Competence**: Collaboration, observation, memorizing, imagination

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s Activities** | **Students’ Activities** |
| - Give greetings  - Check attendance   * **Option 1:**   - Show a picture and ask Ss to describe the picture    - Show teacher’s sentence:  *The* ***black*** *dog is* ***blow****ing a* ***blue*** *whistle.*  - Have Ss read this sentence  - Introduce the word *black, blow, blue* which contains the sound Ss are going to study today   Lead to the new lesson.   * **Option 2: SONG: The /bl/ sound**   - Let Ss listen to the song “*The /bl/ sound*”. Ss can sing together while the song is being played. (T doesn’t need to play all song, 1m20s is ok)  - Have Ss listen to the song and try to remember the words with the sound /bl/ (same as “Kim’s Game)  - Have Ss give answers  - Link from youtube:  <https://www.youtube.com/watch?v=gr5sorDoH2s>    Or:  <https://www.youtube.com/watch?v=li52N4KKzro>    - Give feedback   Lead to the new lesson | -Greet T  - Look and describe  **Expected answers**  1. The dog is black  2. The whistle is blue  …  - Look and read  - Listen  - Listen and remember  - Write answers on the board / or read answers  - Listen |

**B. New lesson (35’)**

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

**a) Objective:** Ss know how to pronounce /bl/ sound.

**b) Content:**

**-** Listening, repeating, practicing the sound.

**c) Products:** Ss can pronounce the correct sound /bl/ when speaking.

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

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s Activities** | **Students’ Activities** |
| **a, b, c, d: Listen to the words and focus on the underlined letters, then repeat**  - Play the recording (CD1, track 33)  - Ask Ss to listen and pay attention to the /bl/ sound  - Play the audio again. Have Ss listen and repeat with a focus on the sound.  - Have Ss practice saying the examples using the sound correctly.  - Call some Ss to read in front of the class.  - Check Ss’ pronunciation if necessary | - Listen  - Work individually  - Read |

* **Activity 2: Practice (10’)**

**a) Objective:** Ss can ask and answer about what people look like.

**b) Content:**  Asking and answering by using the pictures

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

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

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s Activities** | **Students’ Activities** |
| **Ask and answer**   * **Option 1:**   - Emphasize the structure used to ask about personal appearance:  *What does he / she look like?*    - Demonstrate the activity by asking and answering with a student  - Have Ss work in pairs to ask and answer, using the pictures  - Have some pairs demonstrate the activity in front of the class  - Give feedback and evaluation   * **Option 2**: (for class with better students)   - Follow the same steps as option 1  - Provide more questions / structures for Ss to practice:  How old is he / she?  How tall is he / she?  - Have some pairs demonstrate the activity in front of the class  - Have another pair act out the conversation in front of the class without looking at the book  - Give feedback and evaluation | - Listen, take notes  - Listen  - Work in pairs  - Present  **Suggested conversation**  *A: I’m looking for my friend.*  *B: Is your friend a boy or a girl?*  *A: A girl*  *B: What does she look like?*  *A: She’s tall and she has black hair.*  *B: Is she carrying a bag?*  *A: No, she isn’t*  *B: Is it Mai?*  - Listen and take notes  - Present  - Present |

* **Activity 3: Speaking (15’)**

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

**b) Content:**  Asking and answering questions about looking for friends at a party.

**c) Products:** Ss use the language provided confidently, fluently and naturally.

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

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s Activities** | **Students’ Activities** |
| **a. You are looking for friends at a party. Work in pairs. Student A use information in File 1 (p.120) and Student B use information in File 8 (p.123)**  - Demonstrate the activity by practicing role-play with a student  - Have Ss work in pairs. Student A use information in File 1 (p.120) and Student B use information in File 8 (p.123)  - Have Ss role-play the conversation, swap roles and repeat  - Observe, give help if necessary  **b. Take turns to describe friends in your class for your partner to guess.**  - Have Ss take turns to describe and guessing their friends in class  - Have some Ss demonstrate the activity in front of the class  - Give feedback and evaluation | - Observe and listen  - Work in pairs  - Present  **Suggested conversation**  *A: I’m looking for my friend Toby*  *B: What does he look like?*  *A: He’s wearing brown shorts and a green T-shirt.*  *B: Oh, he’s in the dining room.*  - Work in pairs  - Present |

**C. Consolidation (3’)**

**\* /bl/ sound**: blue, black, blow, blind, blast

**\* Asking and answering about personal appearance**

What does he / she look like?

 He / She is … or: He / she has got …

**D. Homework (2’)**

- Practice the /bl/ sound.

- Review the structures used to ask and answer about personal appearance.

- Complete the survey for those who haven’t finished it in class.

- Do exercises in WB: Grammar (Part b, c), page 15.

- Prepare: Lesson 2 – New Words and Reading (page 25 – SB).