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| **School: ………………………………………..** | **Date:……………………………………..** |
| **Class: …………………………….....................** | **Period: 61** |

**UNIT 4: ALL THINGS HIGH-TECH**

**Everyday English (Page 69)**

**1. Objectives**

By the end of this lesson, students will be able to…

**1.1. Language knowledge/ skills**

- learn and practise intonation in questions; speak with correct intonation.

- practise asking and giving instructions.

- practise listening for confirmation and order of events.

- make a dialogue about giving instructions.

**1.2. Competences**

- improve Ss’ communication, collaboration, analytical and critical thinking skills.

**1.3. Attributes**

- become knowledgeable people.

- develop their love for high technology.

**2. Teaching aids and materials**

**- Teacher’s aids:** Student’s book and Teacher’s book, class CDs, IWB – Phần mềm tương tác trực quan, projector/interactive whiteboard /TV (if any), PowerPoint slides.

**- Students’ aids:** Student’s book, Workbook, Notebook.

**3. Assessment evidence**

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| **Performance Tasks** | **Performance Products** | **Assessment Tools** |
| - Give instructions.  - Fill in the blanks.  **-** Listen and check.  - Act out dialogue.  - Make a dialogue. | **-** Ss’ answers.  - Ss’ answers.  - Ss’ answers.  - Ss’ pronunciation.  - Ss’ dialogue. | - Observation.  - Observation.  - Observation.  - Observation.  - Observation. |

**4. Procedures**

**A. Warm up: 5 minutes**

a. Objectives: to help Ss brainstorm the topic.

b. Content: A scene to give instructions.

c. Expected outcomes: Ss can some ideas and think about the topic.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Set the scene:**  ***“Lily wants to create a Facebook account, but she doesn’t know how to do. Can everyone help her?”***  - Set the scene. Ask Ss to tell how to create a Facebook account.  - Elicit the steps to create a Facebook account.  - Explain that they are giving instructions to Lily. | - Listen to the scene.  - Try to tell the steps to create a Facebook account.  ***Suggested answers:***  *- Enter your name, email or cell phone number, password, date of birth, and gender.*  *- Click Create an account.*  *- Confirm the email address or cell phone number you entered.* |

**B. Pre – speaking: 10 minutes**

a. Objectives: to give Ss a sample dialogue for speaking.

b. Content: task 1 and task 2 and intonation.

c. Expected outcomes: Ss can understand the dialogue; put the correct intonation on sentences.

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| **Teacher’s activities** | **Students’ activities** |
| **Task 1:** **Complete the dialogue. Use the sentences (A-E).**  **Geogre:** Excuse me, Mr Banks. I’m afraid I can’t upload my assignment to the school portal. **1)\_\_\_\_\_**  **Mr. Banks:** Of course. First, open your Internet browser and go to [**www.herefordhs.com/portal**](http://www.herefordhs.com/portal).  **Geogre:**OK. **2)\_\_\_\_\_\_**  **Mr. Banks:** Then click on where it says *Log in*.  **Geogre:** Got it! **3)\_\_\_\_\_\_**  **Mr. Banks:** Yes, exactly! Type in your username and password. Then click *Enter*.  **Geogre:** OK. What’s next?  **Mr. Banks:** Now, choose *History* and click on *Upload assignment*.  **Geogre: 4)\_\_\_\_\_\_**  **Mr. Banks:** Almost. Now open the window, find your file, click on it, then click on *Open*. **Geogre:** OK. Then on the browser I click on *Upload this file*, right?  **Mr. Banks:** Yes, your file is now on the portal.  **Geogre: 5)** \_\_\_\_\_  **Mr. Banks:** You’re welcome, George.  **A** What do I do then? **B** Is that all? **C** Could you help me? **D** That’s where I sign in, right? **E** All right. Thank you very much, Mr.Banks.  - Ask Ss to read the sentences (A-E) and then give Ss time to read the dialogue and complete it with the missing sentences. | - Read the dialogue quickly and fill in the blanks with the given sentences. |
| **Task 2: Listen and check. Then put pictures (a-e) in the correct order. Compare with your partner.**  - Play the recording, using the IWB (if any) for Ss to check their answers to Exercise 1.  - Then give Ss time to order the pictures and check with their partner.  - Check Ss’ answers using IWB. | - Listen to the recording and check answer.  - Order the pictures and compare answers with partner.  - Check answers.  ***Answer Keys:***  *1.C 2.A 3.D 4.B 5.E*  *Order of pictures: B-A-C-D-E* |
| **Intonation in questions**  **Listen and repeat. Then practise saying them with a partner. Mind the intonation.** What are you doing? ➘ Can you fix it? ➚ Is everything OK? ➚ When can you help me? ➘ How do you do this? ➘ Do you need any help? ➚ Where can I put this? ➘  **Notes!**  Wh-questions ➘ falling intonation Yes/No questions ➚ rising intonation  - Read out the ***Note!*** box and explain when we use rising/falling intonation. - Play the recording with pauses for Ss to listen and repeat chorally and/or individually. - Check Ss’ intonation. | - Read the note and listen to teacher and take notes.  - Listen the recording and repeat the sentences.  - Practise the sentences with partners. |

**C. While – speaking: 15 minutes**

a. Objectives: to help Ss practise making a dialogue to give instructions successfully.

b. Content: task 3.

c. Expected outcomes: Ss can make a dialogue and give instructions.

d. Organization:

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| **Teacher’s activities** | **Students’ activities** |
| **Task 3: Look at the pictures (a-e) and act out the dialogue. Mind your intonation and rhythm.**  - Ask Ss to take roles and act out the dialogue in closed or open pairs.  - Go around the class to observe and help Ss. | - Act out the dialogue in pairs. |

**D. Post – speaking: 10 minutes**

a. Objectives: to help Ss to use the language and information in the real situation.

b. Content: dialogue to ask for and give instructions.

c. Expected outcomes: Ss can make a dialogue; ask for and give instructions.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Giving instructions**  - Ask Ss to work in pairs to make a dialogue to ask for and give instructions about how to use something around them.  - Go around the class to observe and help Ss if necessary. | - Work in pairs to make a dialogue to ask for and give instructions. |

**E. Consolidation and homework assignments: 5 minutes**

**-** Pronunciation: intonation in question.

- Do the exercises in workbook on page 35.

- Prepare the next lesson: Grammar 4e (page 70).

**5. Reflection**

a. What I liked most about this lesson today:

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b. What I learned from this lesson today:

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c. What I should improve for this lesson next time:

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