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| **School: ………………………………………..** | **Date:……………………………………..** |
| **Class: …………………………….....................** | **Period: 7** |

**UNIT 1: FREE TIME**

**Lesson 2.3 – Pronunciation & Speaking, pages 10 & 11**

**1. Objectives**

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

**1.1. Language knowledge/ skills**

- practice the sound /sk/

- make free time activity plans with friends, using Present Simple for future meaning and prepositions of time

**1.2. Competences**

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

**1.3. Attributes**

- have healthy lifestyles.

- spend free time in a good way.

**2. Teaching aids and materials**

**- Teacher’s aids:** Student’s book and Teacher’s book, class CDs, DCR– Phần mềm tương tác trực quan, DHA – Ứng dụng trò chơi tương tác, 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** |
| - Listen and cross out the one with the different sound.  - Read the words to your partner the correct pronunciation.  - Practice the conversation. Fill in the blanks with the correct prepositions.  - Make familiar conversations using the given ideas.  - Work in fours: Take turns role-playing phone calls inviting a friend to join you for each activity.  - Tell a partner about your plans for the weekend. | **-** Ss’ answers.  - Ss’ answers.  - Ss’ answers.  - Ss’ answers.  - Ss’ answers.  - Ss’ answers. | - Observation.  - Observation.  - Observation.  - Observation.  - Observation.  - Observation. |

**4. Procedures**

**A. Warm up: 5 minutes**

a. Objective: to review lesson 2.2 and lead in the new lesson.

b. Content: speaking activity.

c. Expected outcomes: Ss can talk about their schedule on the weekends.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Speaking activity.**  - Ask Ss to go around to ask their friends’ schedule on the weekend and take notes the names, the activities, and the times.  - Give Ss three minutes.  - Go around to help if necessary.  - Decide the winner with the most information and ask him/her to report the result. | -Go around to ask their friends’ schedule on the weekend and take notes the names, the activities, and the times.  -Report the result. |

**B. New lesson (35’)**

**1. Pronunciation: 10’**

a. Objective: to help Ss pronounce /sk/

b. Content: task a, b, c & d.

c. Expected outcomes: Ss can pronounce /sk/ correctly

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Task a:**  - Introduce the sound /sk/  - Explain how to pronounce it.  - Give some examples:  *skating, basketball, school*  -Ask Ss to give more examples.  **Task b:**  - Ask Ss to listen to the words and focus on  the underlined letters (using the IWB).  *skating, basketball, school*  - Gets Ss to listen again and repeat chorally.  - Pick some Ss to say the words individually and correct their pronunciation if necessary.  **Task c: Listen and cross out the one with the different sound.**  *skateboard science scooter basket*  - Ask Ss to listen and cross out the one with the different sound.  - Pick some Ss to give the answers.  - Check their answers.  - Get Ss to listen again and repeat.  **Task d: Read the words to your partner using the sounds noted in "a."**  -Ask Ss to work in pairs, reading the words to their partners with the correct pronunciation.  - Pick some students to say the words and correct their pronunciation if necessary. | - Listen and take notes.  - Give more examples.  -Listen to the words and focus on  the underlined letters.  -Listen again and repeat.  - Listen and cross out the one with the different sound.  - Give their answers.  ***Answer Keys:*** *science*  -Listen again and repeat.  -Work in pairs, reading the words to their partners with the correct pronunciation. |

**2. Practice: 15’**

a. Objective: to help Ss practice talking about schedules.

b. Content: task a & b

c. Expected outcomes: Ss can make conversations about schedules, using given ideas.

d. Organization:

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| **Teacher’s activities** | **Students’ activities** |
| **Task a: Practice the conversation. Fill in the blanks with the correct prepositions.**  **Swap roles and repeat.**    - Ask Ss to work in pairs, filling in the blanks with the correct prepositions and practicing the conversation.  - Go around and help if necessary.  - Pick one pair to read the conversation.  - Check their answers. | -Work in pairs, filling in the blanks with the correct prepositions and practicing the conversation.  ***Answer keys:***  *On; at; on; from; to* |
| **Task b:** **Make two more conversations using the ideas on the right.**    - Ask Ss to work in pairs to make two more conversations using the ideas on the right.  - Pick two pairs to perform the new conversations.  - Give feedback. | *-Work in pairs to make two more conversations using the ideas on the right.*  ***Answer keys:***  ***Conversation 1:***  ***Josh****: Hi Daniel. What’s up?*  ***Daniel****: Oh, hey, Josh.*  ***Josh****: Do you want to come with me to a roller skating competition on Wednesday afternoon?*  ***Daniel****: Sorry, I can’t. I have basketball practice at 9 p.m. But do you want to play a board game on Saturday evening?*  ***Josh****: Maybe. When is it?*  ***Daniel****: It’s from 6 p.m. to 8:30 p.m.*  ***Josh****: Sorry, I can’t. Let’s go another time.*  ***Daniel****: OK. No problem. Talk to you later.*  *Conversation 2*  ***Josh****: Hi Daniel. What’s up?*  ***Daniel****: Oh, hey, Josh.*  ***Josh****: Do you want to come with me to a cycling competition on Thursday morning?*  ***Daniel****: Sorry, I can’t. I have a knitting class at 11:30 a.m. But do you want to go to a dance class on Sunday morning?*  ***Josh****: Maybe. When is it?*  ***Daniel****: It’s from 8:30 a.m. to 11:30 a.m.*  ***Josh****: Sorry, I can’t. Maybe next weekend.*  ***Daniel****: OK. See you soon.* |

**3. Speaking: 10’**

a. Objective: to help Ss practice talking about their schedule.

b. Content: task a, b and c.

c. Expected outcomes: Ss can talk about their schedule.

d. Organization:

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| **Teacher’s activities** | **Students’ activities** |
| **Task 3a: You have lots of plans this weekend and you want your friends to join you. Look at the table and write six activities you have over the weekend.**    - Ask Ss to write six activities they have over the weekend in the table. | -Write six activities they have over the weekend in the table. |
| **Task b:** **In fours: Take turns role-playing phone calls inviting a friend to join you for each activity. Invite each person in your group at least once. Note who you will do each activity with.**      - Ask Ss to work in group of four, taking turns role-playing phone calls inviting a friend to join them for each activity; inviting each person in their group at least once; noting who they will do each activity with.  - Go around to help if necessary.  - Pick some pairs to perform their conversations.  - Give feedback. | -Work in group of four, taking turns role-playing phone calls inviting a friend to join them for each activity; inviting each person in their group at least once; noting who they will do each activity with. |
| **Task c. Tell a partner about your plans for the weekend.**    - Ask Ss to tell a partner about their plans for the weekend, using the information in the table.  - Pick some Ss to share their plans.  - Give feedback. | - Tell a partner about their plans for the weekend, using the information in the table.  - Share their plans to the whole class. |

**C. Consolidation and homework assignments: 5’**

- Pronunciation: the sound /sk/

- Prepare the next lesson: Lesson 3.1 – Reading & Writing, pages 12 & 13

**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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