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| **School: THCS LUONG VAN CHANH** | **Date:**  |
|  | **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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