**Period…………**

**LESSON PLAN**

**TIẾNG ANH 10 FRIENDS GLOBAL**

**UNIT 4: OUR PLANET**

**LESSON 4G: SPEAKING- PHOTO COMPARISON**

**I. OBJECTIVES:**

By the end of the lesson, students will be able to compare and contrast photos.

**1. Knowledge:**

* **Vocabulary:** Street vocabulary
* **Exam topic:** Doing a photo comparison task
* **Listening:** Two candidates in a speaking exam
* **Speaking:** Comparing and contrasting photos

**2. Ability:**

- Main skills: Speaking and Listening skills

- Sub skills: Reading and Writing skills

\*\* They can also use ‘must be’ and ‘can’t be’ to speculate about photos and express my opinion about a photo.

**3. Quality:**

- Have a positive attitude in English language learning so that they can participate enthusiastically in all classroom activities, especially with the topic conducted by the teacher.

- Know how to make comparisons precisely.

**II. TEACHER AIDS AND LEARNING MATERIALS:**

Lesson plan, PPT slides, student’s book, workbook, notebook, personal computer (if any), projector/TV, speakers, IWB software.

**III. PROCEDURES:**

**A. Warm up (3’)**

**a) Objective:** Introduce the new lesson and set the scene for students to acquire a new language; get students' attention at the beginning of the class by utilizing enjoyable as well as engaging them in the steps that followed.

**b) Content:** Have a small conversation about Ss opinions.  
**c) Outcomes:** Students can gain more confidence and interest in the lesson.

**d) Competence:** communication.

**e) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENT’S ACTIVITIES** | **CONTENTS** |
| **LEAD-IN**. (T- Ss/ S – S/ Indiv)   * Introduces the lesson with warm-up questions. * Asks: “*Where do you like to go with friends to have fun? Do you prefer being inside or outside? Why?”* * Elicits answers. * Leads-in to Section 1. | * Pay attention to the screen while listening to the teacher. * Volunteer to answer the questions freely in a complete structure and give reasons. * Listen to the teacher’s comments * Open Student’s Book. |  |

**B. New Lesson (37’)**

* **Activity 1: DISCUSSION (2’)**

**a) Objective:** Students describe the photos and get to know their contents/events.

**b) Content:** Matching photos with their events.

**c) Outcomes:** Students can identify the events in reality.

**d) Competence:** communication, critical thinking.

**e) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENT’S ACTIVITIES** | **CONTENTS** |
| **DISCUSSION** (T-Ss/ S-S)   * Focuses attention on the photos and asks students to answer the question. * Asks Ss to match the pictures with the right words. * Checks answers as a class. | * Pay attention to the photo and answer the question. * Matching the events with the pictures. * Volunteer to correct the task. | ***\*\*Answer keys:***   1. **street market** 2. **river market** 3. **parade** |

* **Activity 2: VOCABULARY (5’)**

**a) Objective:** Students gain new words. **b) Content:**

* ***Vocabulary:*** pedestrian crossing, road sign, shop sign, traffic light, pavement.
* ***Section 2:*** Students look for the things in photo C.

**c) Outcomes:** Students know how to pronounce the new words precisely and use them appropriately.

**d) Competence:** communication, drilling

**e) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENT’S ACTIVITIES** | **CONTENTS** |
| **PRESENTATION.** **(3’)**  (T-Ss/ S-S/ Individual)   * Teaches new vocabulary. * Uses pictures and explanations to present new words. * Has the students practiced their pronunciation drills.   **PRACTICE (2’):** **Section 2**.   * Go through the words in the box together and recheck their meaning and pronunciation. * Asks students to look for the things in photo C. * Check answers as a class. | * Pay attention to the slide and listen to the teacher. * Look, listen and repeat in chorus and individuals. * Write new words into notebook. * Read through all the words in the box and their meaning again. * Try to look for the things in photo C. * Correct answer with class. | ***\*\*New words:***  **pedestrian crossing, road sign, shop sign, traffic light, pavement.**    ***\*\*Answer keys:***  **pedestrian crossing, road sign, shop sign, traffic light.** |

* **Activity 3: LISTENING (8’)**

**a) Objective:** Students can answer the questions to critical thinking, and they can finish the tasks in the textbook. Critical thing skills (guessing/ reasoning) and communication can also be practiced.

**b) Content:** Section 3 and 4.

**c) Outcomes:** Students can listen for general ideas to distinguish the contents of the photos.

**d) Competence:** communication, critical thinking.

**e) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENT’S ACTIVITIES** | **CONTENTS** |
| **PRACTICE**. (T- Ss/ Individual)   * **Activity 3 (5’):** **Speaking strategy and Comparison** * Explains to students that when they compare two or more photos, they cannot always be sure what is happening, so they have to speculate. * Goes through the strategy together. * Tells students they are going to listen to two candidates in an exam comparing two photos. * Plays the recording for students to answer the questions. * Tells students that the candidates might not be comparing the same photos. * Check answers as a class. * **Activity 4 (3’):** *Learn this box*! and complete sentences. * Students listen to the first candidate again and complete the deductions. * Mentions Ss to highlight keywords in the sentences to catch up with the necessary information while listening.   \*With a weaker class, stop the recording after each question is answered.   * Check answers as a class. | * Pay attention and listen carefully when teacher elicits the ideas and meaning in the Strategy box. * Read the Speaking Strategy individually. * Listen to the teacher’s instructions. * Start listening to the recording in silence. * Notice the reminder and answer the questions. * Correct answer with teacher. * Listen to the recording of the first candidate again. * Complete the deductions. * Highlight the keywords in the sentences and keep them in mind. * Correct answers with teacher. | ***\*\*Answer keys:***   1. **Candidate 1: Photo A&B**   **Candidate 2: Photo B&C**  **2. Yes, they do.**      ***\*\*Answer keys:***   1. **It can’t be in Britain because some of the shop signs aren’t in English.** 2. **It must be a rainy day because they are wearing raincoats.** 3. **It must be a cold night because the people are wearing winter coats and scarves.** |

* **Activity 4: GRAMMAR (12’)**

**a) Objective:** To sum up all the important information contained in the Reading text with a competitive game.

**b) Content:** Key phrases – Section 5, 6 and 7.  
**c) Outcomes:** Students can gain more confidence and remember the main ideas in the reading text.

**d) Competence:** communication, collaboration.

**e) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENT’S ACTIVITIES** | **CONTENTS** |
| * **PRESENTATION**.   (T- Ss/ S-S/ Individual)   * **Activity 5 (4’):** **Key Phrases** * Explain the ***Compare*** (Similarities) ***and Contrast*** (Differences) ***in Essay.*** * Has the Ss read the key phrases together and check their meaning and pronunciation. * Asks Ss to notice the ***Signal Words*** and be able to apply them in writing Essay. * **Practice**: * Asks Ss to have a look through the information in the given Topic and Examples below. * Ss based on the previous definition to make their sentences from the given topic. * Listens to Ss’ answers and corrects them. * **PRACTICE.**   (T-S/S-S/Individual)   * **Activity 6 (5’):** **Listening.** * Asks students to listen to the second candidate and say which phrases from exercise 5 she uses. * Checks the answers as a class. * **Activity 7 (3’): Speaking Strategy.** * Asks students to work in pairs to contrast photos A and C. * Reminds them to use the key phrases in exercise 5 and the information in the speaking strategy. * Monitors and helps where necessary. * Has the students performed their photo comparisons for the class. | * Pay attention to the slides and listen to teacher carefully. * Read in silence then volunteer to read aloud. * Note down the Signal Words in their notebook. * Read through the information in the given Topic and Examples below. * Make their sentences and write in their notebook. * Ss volunteer to read their sentences. * Ss listen to the recording of the second candidate again and select which phrases did she use. * Correct the answers with teacher. * Choose a partner and work in pairs. * Review the Key Phrases and the Speaking Strategy. * May ask for the teacher’s help if needed. * Perform the task in pairs. * Correct answers with teacher. | ***\*\*Answer keys:***   1. **... seems quite similar in both photos** 2. **in the first photo ..., whereas in the second photo ...** 3. **The main difference between the photos is that ...** 4. **in the first photo ... In contrast, in the second photo ...** |

* **Activity 5: OUTCOMES (10’)**

**a) Objective:** Students start to make short essay about comparing and contrasting.

**b) Content:** *Writing, Speaking.*  
**c) Outcomes:** Students can apply what they have learned about comparing and contrasting to writing skills.

**d) Competence:** communication, collaboration, presentation.

**e) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENT’S ACTIVITIES** | **CONTENTS** |
| **PRODUCT**. (S – S/ T- S)   * First, let the Ss have a look through the Example of Lion and Tiger, and the Key Phrases. * Turns on the next slide of the Sample Answer for Ss to read through. * Divides class into 4 groups. * Has the Ss to look at the Practice A-B-C-D slide and read through the rules. * Explains to Ss if they still don’t understand. * Invites each group to choose 1 letter which leads to a topic and start making a comparing and contrasting essay about 2 pictures included in the slide. * Picks randomly some Ss from each group to perform their work in front of the class. * Elicit and gives comments to the class. | * Ss look at the pictures of Lion and Tiger then use the given Key phrases to come up with some ideas to compare and contrast them. * Read the Sample Answer to understand the structure and apply it to the activity which they’re going to do. * Check what group are they in. * Read the rules on the slide. * May ask teacher to have a clearer understanding if needs. * Discuss with teammates to choose 1 letter and start making their essay based on the topic they chose. * Volunteer or Recommend some Ss from each team to come front and present their work. * Listen to the teacher’s corrections. |  |

**C. Consolidation (3’)**

**a) Vocabulary:** Verb of actions and movements

**b) Grammar:** Past Continuous and Past Simple

**D. Homework (2’)**

- Learn by heart all the new words and key phrases.

- Review Speaking strategy and Signal words in Comparing and Contrasting.

- Do exercises in Workbook.

- Prepare Unit 4H – Writing (P.55).