Date of preparing: ………………………………….

Date of teaching: ………………………………….

**Period …**

**UNIT 1: HOME**

**Lesson 1 - Part 3 (Page 8) – Pronunciation and Speaking**

**I. OBJECTIVES**

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

**1. Knowledge**

- use intonation for Yes / No questions.

- ask and answer about home.

- conduct a survey about home.

**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 home and family.

**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:** Revision of vocabulary about homes.

**c) Product:** Ss remember vocabularies in the previous lessons and use them in other speaking activities.

**d) Competence**: Collaboration, observation, critical thinking.

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s Activities** | **Students’ Activities** |
| - Give greetings  - Check attendance   * **Option 1: Game “BINGO”**   - Explain The rules of the game: T gives each S / each pair a small piece of paper containing 15 words. T can prepare as many pieces of paper with different words as possible  - Show word by word on the screen (randomly)  - Have Ss use a red pen to check whether the words on the screen are the same as those in their paper  - The first student / pair to get all 5 words from the screen in a horizontal line will say “BINGO” and be the winner of the game  - Give a small gift to the winner  - Lead to the new lesson  **Illustration:**     * **Option 2: Game: “CHAIN GAME”**   - Give a sentence, have Ss add more information to the sentence to make it longer  - The group that can make the sentence the longest with correct grammar and spelling will be the winner  🡪 Lead to the new lesson | -Greet T  - Take part in the game as a whole class  - Say “BINGO” when have all 5 words in a horizontal line  - Listen and say all the words together  - Take part in the game  **Suggested sentences**  T’s sentence: *My house has a gym.*  Ss’ sentences: *My house has a gym and a garage.*  Ss’ sentences: *My house has a gym and a garage. The garage is very big.*  Ss’ sentences: *My house has a gym and a garage. The garage is very big. There are 3 cars in the garage.*  Ss’ sentences: … |

**B. New lesson (35’)**

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

**a) Objective:** Ss know how to use intonation for Yes / No questions.

**b) Content:**

**-** Recognizing the tone in Yes / No questions

**-** Listening and checking, finding mistakes

- Saying them

**c) Products:** Ss can use intonation to improve their speaking skill.

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

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s Activities** | **Students’ Activities** |
| **a + b. Listen to the sentences and focus on the intonation**  - Play the recording (CD1, track 06)  - Ask Ss to listen and pay attention to the intonation  - Call Ss to make their comments on the intonation of the Yes/No question they’ve just listened to  - Give feedback, explain the pronunciation feature: *intonation for Yes/No question goes up*  - Play the recording again, have Ss listen and repeat with a focus on the pronunciation feature  **c + d. Listen and cross out the one with the wrong intonation, then read the sentences with the correct intonation**  - Play the recording (CD 1 – Track 07), have Ss listen and cross out the option that doesn’t use the correct intonation  - Call Ss to give answers  - Play the recording again and check answers as a whole class  - Then have Ss practice saying the sentences with a partner, using the correct intonation, encourage Ss to use their own idea  - Call some pairs to read in front of the class  - Give feedback if necessary | - Listen  - Comment  - Listen  - Listen again and repeat  - Listen and cross out  - Give answers  - Listen again and check  - Work in pairs  - Present |

* **Activity 2: Practice (10’)**

**a) Objective:** Ss can ask and answer questions about home.

**b) Content:**  Pointing, asking and answering, then practicing.

**c) Products:** Ss practice and produce the target language successfully.

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

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s Activities** | **Students’ Activities** |
| **a. Point, ask and answer.**  - Demonstrate the activity by asking and answering with a student  - Have Ss work in pairs, point to the pictures, ask and answer  - Have pairs ask and answer, using the pictures  - Have some pairs demonstrate the activity in front of the class  **b. Practice with your own ideas**  - Have pairs practice the conversation with their own ideas, then swap roles  - Call some pairs to demonstrate the activity in front of the class  - Give feedback and evaluation | - Listen  - Work in pairs  - Present  - Work in pairs  - Present  **Suggested questions**  - *Do you live in an apartment?*  *- Does your house have a gym?*  *- Is there a yard?*  *- Is there a pool in your house?*  *- Is there a garage in your house?*  *- Is there a basement / balcony in your house?* |

* **Activity 3: Speaking – *Do you live in a house?* (15’)**

**a) Objective:** Ss can conduct a survey about home.

**b) Content:**  Asking questions, then filling in the survey.

**c) Products:** Ss produce the new language successfully.

**d) Competence**: Collaboration, communication, creativity, group & time management.

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s Activities** | **Students’ Activities** |
| **a. Add two more words in the table, then complete the survey about your home. After that, ask 3 friends about theirs**  - Demonstrate the activity by practicing role-play with a student  - Have Ss fill complete the table with information about their home  - Have Ss work in groups to ask their friends about their home  - Observe, give help if necessary    **b. Report to the class about your group**  - Have Ss report to the class about their group, follow this example:    - Give feedback and evaluation | - Add 2 more words about things/places in/around home  - Work in groups  - Present  - Listen |

**C. Consolidation (3’)**

**\* Intonation**: Intonation for Yes / No questions goes up.

**\* Asking and answering about homes/ things in or around homes.**

*Do you live in …?*

*Does your house have a …?*

*Is there a … in your house?*

**D. Homework (2’)**

- Practice using intonation for Yes / No questions.

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

- Prepare: Lesson 2 – New Words and Reading (page 9 – SB).