

Date of planning: 19/10/2020

Date of teaching: 26/10/2020

UNIT 3: MY FRIENDS

Period 24: Lesson 7: Looking back and project

I. Objectives:

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

- + use the items related to the topic "My friends"
- + pronounce correctly the sounds / b/, / p/ in isolation and in context
- + describe their friends' appearance and personalities
- + use the present continuous in order to talk about their plan and complete their project.
- + Work as a team to make a class yearbook and introduce it to their friends

II. Language focus:

1. *Vocabulary*: the lexical items related to the topic "My friends".

2. *Grammar*: What are you doing tomorrow?

I'm playing football with my friends.

III. *Teaching aids*: Course book, lesson plan, board, chalk

IV. Procedures:

Steps	Teacher's and students' activities	Contents	Modes
Warm up 5ms	<ul style="list-style-type: none">- Have Ss write the correct words on the faces. (p66)- Monitor and give feedback- Ask them to read the words aloud	<div style="border: 2px solid orange; border-radius: 15px; padding: 10px;"><p>Creative boring funny Confident hard - working kind clever talkative sporty shy patient serious</p></div> <p>Key: 1. creative, funny, confident, hard – working, kind, clever, sporty, patient. 2. boring, talkative, ..</p>	Group – work Whole class
Presentation 5ms	<ul style="list-style-type: none">- Explain that Haiku is a traditional form of Japanese poetry.- Ask Ss to make a Haiku poem about their friends without saying their names, and let the others guess.- Give comments	2. Write a three line Haiku poem to describe your friend.	Individual Work Group work
Practice 4ms	<ul style="list-style-type: none">- Elicit the language being practiced in this activity (present continuous).- Ask Ss to complete the conversations individually- Ss can share answers with a partner, but they should record their original answers to guide their self -	4. Complete the dialogue. Key: A: are – doing B: meeting – are going A: am playing B: am watching	Individual Work Pair - work

	<p>assessment.</p> <ul style="list-style-type: none"> - Call some pairs to practice the dialogue. - Listen and correct 		
5ms	<ul style="list-style-type: none"> - Divide Ss into pairs. Allow Ss to complete the communication activity. Ask Pairs to join other pairs forming groups of 4. - As and Bs can share what they learnt about their partners' schedules before discussing with the class. 	<p>5. Student A looks at the schedule on this page. Student B looks at the schedule on the next page.</p> <p><i>Example:</i></p> <p>A: What are you doing tomorrow?</p> <p>B: I'm playing football with my friends.</p> <p>or</p> <p>I'm not doing anything.</p>	Pair - work
Production 20ms	<ul style="list-style-type: none"> - Have Ss show their project before the class. - Listen, feedback and give marks. 	6. Project	Whole class
Homework 1ms	- Consolidate the lesson and give homework	- Prepare for the next lesson : <i>(Unit 3: My Friends Lesson 1: Getting Started)</i>	

Experience:

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