Date of preparing: ………………………………….

Date of teaching: ………………………………….

**Period …**

**UNIT 8: THE WORLD AROUND US**

**Lesson 1 – Part 3 (Page 64) – Pronunciation, Practice and Speaking**

**I. OBJECTIVES**

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

**1. Knowledge**

- practice pronouncing/ giving stress for most gerunds correctly;

- make arrangements for a class trip;

**2. Ability**

- improve speaking skill;

- develop the ability to communicate and cooperate with their partners, to self-study, to solve problems in conversation situations;

**3. Quality**

**-** Have a positive attitude in English language learning so that they actively participate in all classroom activities, especially about the topic “The world around us”.

**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, CD player, handouts…

**III. PROCEDURES**

1. **Warm up: (5’)**

**a) Objective:** To help Ss relax and review the language learnt

**b) Content:** Asking and answering

**c) Product:** Ss canreview the language learned earlier.

**d) Competence**: Collaboration, communication, critical thinking and creativity

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| ***\* Chatting:***- Have Ss work in pairs asking and answering the question ‘Where should we go for our summer vacation?’ - Walk around to give support if necessary  | - Answer the question with a partner |

**B. New lesson (35’)**

* **Activity 1: Pronunciation (Word Stress) (5’)**

**a) Objective:** To stress for most gerunds correctly.

**b) Contents:**

**-** Listening and crossing out

- Listening and focusing on the underlined letters

**c) Product:** Ss can give correct stress for most gerunds.

**d) Competence**: Communication, collaboration

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| \* ***Presentation***:***a. Stress the first syllable for most gerunds.***- Briefly explain the pronunciation/ word stress feature.**b.** ***Listen to the words and focus on the underlined letters.***- Play the audio and draw attention to the pronunciation/ word stress feature. (CD2 - 31)- Play the audio again and ask Ss to listen and repeat with a focus on the word stress.***\* Practice*****c.** ***Listen and cross out the one with the wrong word stress.*** - Play the audio and draw attention to the word stress feature. (CD2 - 32)- Play the audio again and check answers.**d**. ***Read the words with the correct stress to a partner****.*- Have Ss say the words given with a partner- Give help if necessary  |  - Listen carefully to how to stress for most gerunds. \* Notes: Stress the first syllable for most gerunds. (The -ING ending is always unstressed). \* Ex: doing hoping seeing standing ....  - Listen and notice the word stress individually.- Listen and repeat individually. Ex: camping hiking kayaking- Listen and cross out the one that doesn't use the correct pronunciation/ word stress feature. \*Ex: playing raftingAnswer key: rafting – wrong *The stress is on the second syllable.* - Practice saying the examples with a partner using the word stress feature. |

* **Activity 2: Practice (15’)**

**a) Objective:** To make plans for a trip.

**b) Contents:**

- Practicing the conversation

- Swapping roles and repeat

- Practicing with their own ideas

**c) Product:** Ss can use the language presented to make plans for a trip.

**d) Competence**: Collaboration, communication, critical thinking, creativity

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher's activities** | **Students' activities** |
| ***\* Practice:******a. Practice the conversation. Swap roles and repeat.***- Set the context for the speaking task.- Demonstrate the activity by practicing the role-play with a student.- Have Ss practice the conversation. - Ask Ss to swap the roles and repeat. - Have students demonstrate the conversation *Teacher should ask some weaker pairs to have more practice.****\* Production*** ***b. Practice with your own ideas.*** - Have Ss practice the conversation with their own ideas and swap the roles.  | - Practice the role-play with teacher.- Work in pairs to practice the conversation.  (closed pairs)- Swap the role and repeat using the prompts/ cues on the right. (closed pairs)- Demonstrate the activity in pairs in front of the class. - Work in pairs. - Demonstrate the activity in pairs in front of the class.  |

* + **Activity 3: Speaking – *Making Arrangements for a Class Trip.* (15’)**

**a) Objective:** Tomake arrangements for a class trip.

**b) Contents:**

**-** Working in pairs

- Role-playing the activities

**c) Product:** Ss can use the language learned to makearrangements for a class trip in English.

**d) Competence**: Collaboration, communication, problem-solving, creativity

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher's activities** | **Students' activities** |
| ***\* Pre-speaking:******a. You are making plans for a class trip. Work in pairs. Student B, Turn to page 124, File 10. Student A, answer Student B's questions about Hang Tiên Caves, then ask Student B question about Cúc Phương National Park and complete the table.***- Have Ss study the task- Have 01 S to model the conversation\* ***While - speaking***- Have Ss practice speaking the conversations.- Have Ss take turns asking and answering to complete the table. - Have some pairs demonstrate the role- play in front of the class. \* ***Post -speaking***:**b**. ***Where are you going to go?*** - Let Ss practice asking and answering.- Have some pairs practice asking and answering. | - Practice the dialogue with teacher. - Student A stays on the current page and student B turns to page 124, File 10. - Work in pairs to practice the dialogue/ conversation.- Work in pairs.- Work in pairs. |

**C. Consolidation (2’)**

**\* Word Stress: Stress the first syllable for most gerunds**

**\* Asking and answering about making arrangements for a class trip**

*Where should we go on our trip?*

 *What can we do there?*

 *How should we go there?*

 *Where can we stay?*

*Where are you going to go?*

*We’re going to go to… .*

**D. Homework (3’)**

- Practice stressing for most gerunds correctly.

- Make arrangements for a class trip.

- Do homework: Writing b on page 45 in workbook.

- Prepare for the next lesson: Unit 8 - Lesson 2: New words and reading on page 65.