Date of preparing: ………………………………….

Date of teaching: ……………………………………

**Period……**

**UNIT 10: CITIES AROUND THE WORLD**

**Lesson 1 - Part 3 (Page 80) – Pronunciation & Speaking**

**I. OBJECTIVES**

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

**1. Knowledge**

- Pronounce the sound - /ð/ and do this well in the test;

- Use the sound exactly in their speaking;

**2. Ability**

- improve the use of language (Main skills: Writing - Speaking);

- develop the ability to communicate and cooperate with their partners, to self-study;

**3. Quality**

**-** have positive attitude in English language learning and actively participate in all classroom activities related to using the sound and the grammatical point in their speaking.

**II. TEACHING EQUIPMENT 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**

**A. New lesson (40’)**

* **Activity 1: Pronunciation (10’)**

**a) Objectives:**

**-**  To introduce what need to learn in the lesson;

- To develop Ss’ collaboration and communication skills.

**b) Content:** reviewing and introducing a new phonetic item

**c) Product:** Students can understand how to pronounce the sound - /ð/ and use the first conditional sentence exactly in their speaking.

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

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **a) Focus on the /ð/** **sound**  \* Option 1:  - Ask Ss to look at the sentences and say out loud them, notice the sound in the sentences.  + For example:   1. I **th**ink **th**at the wea**th**er will be fine **th**ere. 2. **Th**ey believe **th**is problem will be **th**rough.   *-* Ask students to notice to the sound and read after T  - Lead to the new lesson.  \* **Option 2**:  - briefly explain the focus sound /ð/.  - explain how to pronounce the sound  - check Ss’ understanding  **b) Listen to the words and focus on the underlined letters.**  - Play the audio and draw their attention to the focus sound.  - Ask Ss to read the words several times.  - Check and give them feedback.  **c) Practice 1**  - Play the audio and have Ss listen and repeat with a focus on the sound.  - Check Ss’ answers.  - Correct if necessary.  **d) Practice 2**  - Have Ss practice saying the examples using the sound correctly.  + Examples:   1. a. thing b. thick c. through d. those 2. a. they b. this c. that d. thrill 3. a. earth b. though c. the d. other 4. a. south b. southern c. weather d. that   - Check some pairs, give comments, and correct. | - Look at the sentences and try to say out loud the sentences.  - Listen to T and repeat.  - Guess in pairs /ð/ and /θ/ of “**th**”  - Listen to T and repeat.  - Listen to the audio and focus on the underlined letters.  **th**e, wea**th**er, **th**ere  - Read the words several times.  - Read the words out loud with the class.  - Listen and repeat with a focus on the sound  - Read aloud the words individually.  - Work in pairs.  - Practice saying the examples using the sound correctly.  **+** Examples:  1. a. thing b. thick c. through d. **th**ose  2. a. they b. this c. that d. **th**rill  3. a. ear**th** b. though c. the d. other  4. a. sou**th** b. southern c. weather d. that  - Say out loud with the class. |

* **Activity 2: Practice (15’)**

**a) Objectives:**

**-**  To review and exactly pronounce a new phonetic item;

- To develop Ss’ collaboration and communication skills.

**b) Content:** practicing the new phonetic item and first Conditional sentence in Ss’ speaking.

**c) Product:** Students canproduce the sound /ð/ and use the first conditional sentence in their speaking.

**d) Competence**: Collaboration, communication, and imagination

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **a) Practice the conversation. Swap roles and repeat.**  \* Option 1:  - Demonstrate the activity by using the role-play (Mary and Tom) with a student  - Demonstrate with another student.  - Ask Ss to pay attention to the sound-/ð/ and the first conditional sentence.  - Divide the class into pairs.  - Have some pairs practice the conversation.  - Have some pairs demonstrate the activity in front of the class.  \* Option 2:  - Ask Ss to swap roles and repeat using the ideas on the right.  Clues:    - Have some pairs demonstrate the activity in front of the class.  **b) Practice with your own ideas.**  - Have Ss practice the conversation with their own ideas. Swap roles.  + Clues:  *Where /*  *What?*  *What / weather/ like?*  *What to do …*  - Have some pairs demonstrate the activity in front of the class  - Check some pairs, give comments, and correct. | - Demonstrate the activity with T.  - Practice the conversation in pairs.  - Demonstrate the activity in front of the class.  - Practice the conversation in pairs.   * Demonstrate the activity in front of the class   - Practice the conversation with their own ideas and swap roles.  - Demonstrate the activity in front of the class. |

* **Activity 3: Speaking (15’)**

**a) Objective:**

**-**  To help students know how to make a short conversation about their plan in near future;

- To develop Ss’ collaboration and communication skills.

**b) Content:** using the first conditional sentence to talk about a plan

**c) Product:** Students can talk about a plan using the first conditional sentence.

**d) Competence**: Collaboration, communication, and imagination

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **a) You’re going to London for a day and want to visit three places. Tick three landmarks …**  \* Option 1:  - Lead to the task by showing Ss some pictures of landmarks in London, ask Ss to name them.    - Have Ss tick three places they want to visit.  - Get Ss to ask their partner which landmarks they would like to visit  \* ***Option 2***:  - Demonstrate the activity using the role-play with a student  **Mode:**  + If I have a vacation to London, I will visit Hyde Park, Big Ben..., and you, where will you visit if you …?  - Have Ss interview each other in pairs and fill in their notes.  - Have some pairs demonstrate the activity in front of the class.  - Check some pairs, give comments and correct.  **b) Discuss and answer the question.**  - Divide the class into pairs.  - Have pairs talk about what they will do if they have more time and what they will do if it rains.  - Have some Ss share their ideas with the class.  - Check some Ss, give comments, and correct.  **\* Option 3:**  - have Ss talk about their plan in near future  - have some Ss demonstrate the activity in front of the class  - check some Ss, give comments and correct | - Name those landmarks.  - Tick three places they want to visit.  - Prepare the questions to ask their partner which landmarks they would like to visit.  - Demonstrates the activity with T.  - Interview each other in pairs and fill in their notes.  - Demonstrate the activity in front of the class.  - Talk about what they will do if they have more time and what they will do if it rains.  - Demonstrate the activity in front of the class.  - Talk about their plan in near future.  - Demonstrate the activity in front of the class. |

**F. Homework (5’)**

- Instruct Ss to have a look back on the lesson at home.

- Review the grammar point: The First Conditional Sentence.

- Practice asking and answering about a future plan using the first conditional sentence.

- Prepare for the new lessons – Vocabulary and Reading on page 81 (SB).