Date of preparing: ………………………………….

Date of teaching: ………………………………….

**Period……**

**UNIT 10: CITIES AROUND THE WORLD**

**Lesson 2 - Part 3 (Page 83) – Pronunciation & Speaking**

**I. OBJECTIVES**

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

**1. Knowledge**

- know how to stress words when adding “–er”;

- use them exactly in their speaking;

**2. Ability**

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

- develop communication, collaboration, and self-study skills;

**3. Quality**

**-** have positive attitude in learning and actively participate in all classroom activities related to pronunciation “er”.

**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 Ss need to learn in the lesson;

To develop Ss’ collaboration and communication

**b) Content:** reviewing and introducing new phonetic items

**c) Product:** Students canunderstand and know how to stress words when adding “–er” in their speaking.

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

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **\* Option 1:**- Write the words on board and ask students to read aloud. ***dirty dirtier noisy noisier busy busier*** …*-* Ask students to notice to the sound and the form of them.- Have Ss listen and repeat.- Lead to the new lesson.**\* Option 2:**- Have Ss say out how these words are stressed.- Briefly explain the focus the pronunciation feature**b) Listen to the words and focus on the underlined letters.****dirtier noisier** - Play the audio and draw attention to the focus sound.- Ask Ss to read the words several times.- Check their work.**c) Practice 1.**- Play the audio and have Ss listen and repeat with a focus on the stress.- Check their work and correct if necessary.**d) Practice 2.**- Have Ss practice saying the examples using the pronunciation feature correctly.**\* Option 3:**- Let Ss work in groups to write the short adjectives in comparative form as much as possible.- Ask them to read aloud the words with the class.- Check and give them comments if any. | - Look at the words and try to say out loud them.- Guess in pairs.- Listen to T and repeat.- Listen or write the notes on the notebooks.- Listen to the audio and focus on the underlined letters.**dirtier noisier** - Read the words several times.- Read the words out loud with the class.- Listen and repeat with a focus on the pronunciation feature.- Read aloud the words individually.- Work in pairs to complete the task.- Practice saying the examples using the pronunciation feature correctly- Say out loud with the class.- Work in groups and write the short adjectives in comparative form read aloud the words.- Read aloud the words with the class. |

* **Activity 2: Practice: (15’)**

**a) Objective:**  To review and use thecomparative adjectivesto compare two things.

**b) Content:** producing new phonetic items and using grammatical point in their speaking

**c) Product:** Students canunderstand and use the new languageexactly in their speaking.

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

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **a) In Threes, practice the conversation. Swap roles and repeat.****\* Option 1:**- Demonstrate the activity by practicing the role-play with one or two students.- Divide the class into groups of 3 Ss.- Have groups practice the conversation.- Ask Ss to pay attention to the comparative adjectives to talk about their choices.- Have some pairs ask and answer using the conversation in books.- Invite some groups to demonstrate the activity in front of the class.**\* Option 2:**- Ask Ss to swap roles and repeat using the ideas on the right.- 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 and swap roles.- Get Ss to choose one of the cities of Vietnam they would like to visit.- Ask Ss to give some reasons for their choices.- Have Ss share their choices with their partners.- Invite some pairs to demonstrate the activity in front of the class.- Check and give comments. | - Demonstrate the activity with T.- Practice the conversation in groups of 3 Ss, pay attention to the comparative adjectivesto talk about their choices.- Practice asking and answering using the conversation in books.- Demonstrate the activity in front of the class.- Practice the conversation in groups using the ideas on the right.- Demonstrate the activity in front of the class.- Practice the conversation with their own ideas and swap roles.- Choose one of the cities of Vietnam they would like to visit.- Give some reasons for their choices (weather, or scenic beauty).- Share their choices with their partners.- Demonstrate the activity in front of the class. |

* **Activity 3: Speaking: (15’)**

**a) Objective:**

**-**  To help students know how to compare things and to develop Ss’ collaboration and communication.

**b) Content:** using the comparative and superlative adjectivesdescribe and compare things/places

**c) Product:** Students candescribe and compare things/places.

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

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **a) You won a free vacation for three people. You can go to New York City or Bali. Work in groups to discuss and decide which place to visit.****\* Option 1:**- Divide the class into groups of 3.- Have Ss play roles and discuss which place to visit (Using File 9 on page 124).- Give feedback and comments on Ss’ speaking.**\* Option 2:**- demonstrate the activity by using the example- divide the class into groups of 3- have groups practice the conversation- have Ss swap roles and repeat using the ideas on the right- have some groups demonstrate the activity in front of the class- give comments and correct**b) Compare the two places, then decide where to go.**- demonstrate the activity with Ss- have groups compare the two places and decide where to go- have Ss compare and discuss their ideas with another groups- Have some Ss share their ideas with the class and try to give the reasons.-Check and give comments. | **You won a free vacation for three people. You can go to New York City or Bali. Work in groups to discuss and decide which place to visit. (**File 9 on Page 124)- Play roles and discuss which place to visit.- Notice the example and prepare ideas.- Work in groups of 3 practice the conversation.- Swap roles and repeat using the ideas on the right.- Demonstrate the activity in front of the class.- Demonstrate the activity with T.- Compare and discuss their ideas with another pair- Share their ideas with the class and try to give the reasons.- Demonstrate the activity in front of the class. |

**C. Homework (5’)**

- Describe and compare things/places using the comparative adjectives.

- Prepare for the new lessons – Vocabulary and Listening on page 84 (SB).