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).