Date of preparing: ………………………………….

Date of teaching: ………………………………….

**Period……**

**UNIT 2: SCHOOL**

**Lesson 3 - Part 1 (Page 20) - Vocabulary and Listening**

**I. OBJECTIVES**

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

**1. Knowledge**

- know more vocabularies used in book reviews.

- talk about different kinds of books.

- use some useful languages to talk about their favorite book.

**2. Ability**

- improve the use of English, speaking and listening skills.

**3. Quality**

**-** have positive attitude in English language learning so that they actively participate in all classroom activities.

- love their school, love reading books, love English and literature.

**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, handouts…

**III. PROCEDURES**

**A. Warm up: (5’)**

**a) Objective:** to introduce the new lesson and set the scene for Ss to acquire new language; to get students' attention at the beginning of the class by means of enjoyable and short activities as well as to engage them in the steps that followed.

**b) Content:** Introduction of 3 books: Peter Pan, The Secret of the Old Clock and My Side of the Mountain

**c) Product:** Ss have general ideas about the books they are going to talk about in the lesson.

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

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s Activities** | **Students’ Activities** |
| - Give greetings- Check attendance* **Option 1:**

- Show a trailer of one of the three films: Peter Pan, The Secret of the Old Clock or My Side of the Mountain. These films were made from the famous books with the same name- Link:Peter Pan: <https://www.youtube.com/watch?v=SyYESEvDNIg>The Secret of the Old Clock: <https://www.youtube.com/watch?v=uR57KXwedhg>My Side of the Mountain: <https://www.youtube.com/watch?v=I7xFu0xU5Rc> Lead to the new lesson* **Option 2: Matching**

- Show 3 pictures and have Ss match them with the names given- Call Ss to give answers- Check Ss’ answers, then introduce the three books: Peter Pan, The Secret of the Old Clock and My Side of the Mountain-  Lead to the new lesson | -Greet T- Watch and guess what they are going to study in this lesson- Look and match**Answer keys**- Give answers- Listen |

**B. New lesson (35’)**

* **Activities 1: Vocabulary (15’)**

**a) Objective:** Ss know more vocabularies used in book reviews and they can use new vocabularies to talk about the story they like to read.

**b) Content:**

**-** reading and matching bold words with definition

**-** talking about the story they like to read

**c) Products:** Ss know how to pronounce the new words correctly and use them in appropriate situations.

**d) Competence**: Communication, collaboration, presentation, listening, creativity

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s Activities** | **Students’ Activities** |
| **a. Read the text and match the underlined words with the definition. Listen and repeat*** **Option 1:**

- Demonstrate the activity, using the example in the book- Have Ss read the text and match the underlined words with the definitions- Ask Ss to work in pairs to check their answers with their partners- Check answers as a whole class- Explain more about the meaning of the new words if necessary- Play the audio (CD1 – Track 26) for Ss to listen and repeat- Call some Ss to read the words / phrases again, correct their pronunciation and stress* **Option 2**: (for class with low-level students)

- Demonstrate the activity, using the example in the book- Have Ss read 5 sentences first, help them with difficult and strange words- Then have Ss read the text and match the underlined words with the definitions. Guide Ss to find key words to help them find answers quickly and correctly- Call Ss to give answers, check- Play the audio (CD1 – Track 26) for Ss to listen and repeat- Call some Ss to read the words / phrases again, correct their pronunciation and stress**b. Talk to your partner: Which story would you like to read?**- Have Ss work in pairs- Have Ss share their ideas with the class | - Look and listen- Read and match- Work in pairs- Listen and check- Listen and repeat- Read**Answer keys** 2. adventure 3. novel  4. author 5. mystery - Read- Read and match- Underline key words- Give answers- Listen- Read**Answer keys**2. adventure (key words: new place, away from New York to live in a mountain) 3. novel (key words: people, events) 4. author (key words: the name: J.M. Barrie) 5. mystery (key words: secret) - Work in pairs- Give answers**Expected answers** *- Which story would you like to read?**- I’d like to read The Secret of the Old Clock. I like mystery story. / I’d like to read My Side of the Mountain. I like adventure story.* |

* **Activity 2: Listening (10’)**

**a) Objective:** Ss can develop their listening comprehension skills.

**b) Content:**  listening to some students talking about books.

**c) Products:** Ss can listen main ideas and specific information about books.

**d) Competence**: Collaboration, communication, listening, analytical and synthesizing skills.

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s Activities** | **Students’ Activities** |
| **a. Listen to some students talking about books. Circle their favorite kind of book**- Have Ss look at the request of the task- Play audio (CD1 – Track 27)- Have Ss listen and circle the speaker’s favorite kind of book- Call Ss to give answers- Check answers as a whole class**b. Listen and fill in the blanks**- Have Ss read the sentences in the task- Have guess the possible words to be filled in – paying attention to the part of speech of the words in blanks (noun or adjective)- Play audio (CD1 – Track 27)- Have Ss listen and fill in the blanks- Call Ss to write answers on the board- Check answers as a whole class | - Read- Listen and circle- Give answers **Answer keys**1. mystery2. adventure- Read- Listen and fill in the blanks- Write answers **Answer keys**1. author2. interesting3. exciting4. author |

* **Activity 3: Grammar – Useful language (10’)**

**a) Objective:** Ss can use some useful languages in their speaking.

**b) Content:**  Structures to ask and answer about favorite books.

**c) Products:** Ss produce the new language successfully.

**d) Competence**: Collaboration, communication, public speaking.

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s Activities** | **Students’ Activities** |
| **Listen then practice*** **Option 1:**

- Have Ss look at the Useful Language box- Play audio (CD1 – Track 28)- Have Ss practice the useful language- Call Ss to demonstrate the dialogue in front of the class- Have Ss practice the conversation, using other vocabularies from “New words”, and their own ideas- Call some pairs to present, give feedback and evaluation* **Option 2:** (for class with low-level students)

- Play audio (CD1 – Track 28)- Have Ss practice the useful language in pairs, then use their own ideas about books to make a conversation- Give Ss some cues about books for their free practice - Call some pairs to present, give feedback and evaluation | - Look- Practice in pairs- Act out the dialogue- Work in pairs - Listen- Practice- Write answers  |

**C. Consolidation (3’)**

**\* Vocabulary about books**: novel, adventure, author, mystery, fantasy

**\* Some useful languages:**

What’s your favorite book? – I like …

What kind of book is it? – It’s …

Who’s the author? – It’s by …

Why do you like it? – I think it’s very …

**D. Homework (2’)**

- Learn by heart the new vocabularies

- Ask and answer about your favorite book.

- Do exercises in Workbook: Lesson 3 - New words – Listening (page 12)

- Prepare: Lesson 3 – Reading, Speaking and Writing (page 21 – SB)