Date of preparing: ………………………………….

Date of teaching: ………………………………….

**Period …**

**UNIT 7: MOVIES**

**Lesson 1 - Part 3 (Page 56) – Pronunciation, Practice and Speaking**

**I. OBJECTIVES**

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

**1. Knowledge**

- recognize the schwa sound /ə/ in the weak form of the preposition “at” and pronounce it correctly.

- make and respond to suggestions about movies.

- start the conversation in a friendly way.

**2. Ability**

- improve speaking skill.

- develop the ability to communicate and cooperate with their partners, to self - study, to solve problems and other skills

**3. Quality**

**-** have positive attitude in English language learning so that they actively participate in all classroom activities, especially about the topic “movies”.

**II. TEACHING AIDS AND LEARNING MATERIALS.**

Lesson plan, PPT slides, S’s book, workbook, notebook, personal computer (if any), projector/TV, speakers, DCR & DHA on EDUHOME, handouts…

**III. PROCEDURES**

**A. Activity 1: Warm up (5’)**

**a) Objective:** To help Ss relax and introduce the topics in such a way as to arouse Ss' interest.

**b) Content:** Listening to a song

**c) Product:** Ss can sing famous songs such as: "My heart will go on"....

**d) Competence**: Collaboration, communication

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Ss’ activities** |
| - Let the Ss listen to the song "My heart will go on"- Encourage a S to sing the song | - Enjoy the song - Sing the song together |

**B. New lesson (35’)**

* **Activities 1: Pronunciation (5’)**

**a) Objective:** To be aware of how the sound of the preposition "at" changes when unstressed and pronounce it correctly

**b) Content:** Listening and repeating

**c) Products:** Ss pronounce the unstressed "at" correctly.

**d) Competence**: analytical skill, observation

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Ss’ activities** |
| \* ***Presentation***:***a. "... at..." often sounds like /ət/ (but not at the start).***Briefly explain the pronunciation feature**b.** ***Listen. Notice the sound changes of the underlined words.***- Play the audio and draw attention to the pronunciation feature. (CD2 - 17)- Play the audio again and have Ss practice***\* Practice*****c.** ***Listen and cross out the one with the wrong sound changes.*** - Play the audio and draw attention to the pronunciation feature. (CD2 - 17)- Play the audio again and check the answers |  - Listen carefully how to pronounce the given sound - Listen and notice the sound changes individually - Listen and repeat with a focus on the feature.  It's on at 7 :30. My lesson 's at 10. - Listen and cross out the one with the option that doesn't use the correct pronunciation feature.  I'm playing soccer at 2 p.m./ The movies starts at 7:30. - Listen again and give the answers as a whole class.  \* Answer key: The movies start at 7:30 - Wrong (Doesn't use the weak form.) |

* **Activity 2: Practice (15’)**

**a) Objective:** Tomake and respond to suggestions about movies

**b) Content:** Practicing the conversation; swapping roles and repeating; practicing with their own ideas

**c) Products:** Ss can make and respond to suggestions about movies.

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

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher's activities** | **Ss' activities** |
| ***\* Practice:******a. Practice the conversation. Swap roles and repeat.***- Demonstrate the activity by practicing the role-play with a S- Have S practice the conversation- Ask Ss swap roles and repeat- Have Ss demonstrate the conversation ***(Teacher should ask some weaker pairs to practice)******\* Production*** (for better Ss)***b. Practice. with your own ideas.*** (For better Ss)- Have S practice the conversation with their own ideas; swap roles | - Practicing 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)- Role play 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 - IT'S MOVIE NIGHT! (15’)**

**a) Objective:** To start the conversation in a friendly way and to use the language learnt earlier in communication

**b) Content:** Working in pairs; joining another pair to form a group

**c) Products:** Ss can start a conversation in a friendly way and can use what they have learnt to produce the language

**d) Competence**: Collaboration, communication, critical thinking, ceativity, presentation

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher's activities** | **Ss' activities** |
| ***a. You are choosing movies to watch on Friday, Saturday, and Sunday. Work in pairs. Turn to page 122, File 6.*** - Setting the context of speaking task- Demonstrate the activity/ the dialogue by practicing with a good S- Have Ss turn to page 122, File 6**b**. ***Join another pair. Did you choose the same movies?***- Have Ss join another pair and compare which movie they chose to watch- Have some Ss share their ideas with the class\* ***Production/ free practice:***- Encourage Ss make their own similar conversation | - Practice the dialogue with teacher. - Look at the movies listed and choose a movie to watch on Friday, Saturday, Sunday using the movie schedule.- Work in pairs to practice the dialogue/ conversation.- Work in pairs and then demonstrate the conversation. |

**C. Consolidation (3’)**

- Ask Ss some questions that require the preposition “at” in the answers

- Ask the rest of the class to give feedback on whether their friends pronounce the word “at” correctly

- Ask Ss how to start a conversation in a friendly way

**D. Homework (2’)**

- Practice how to pronounce the sound change.

- Practice speaking with your classmate to make and respond to suggestion about movies.

- Write a short paragraph about an exciting movie you have seen recently.

 ***You should write***:

+ Name of the movie

+ Type of movie

+ Actors/ actresses or director

+ What happens in the movie?

+ How is the movie?

+ What about the ending?

\* New lesson: adjectives used to express opinions and exchange information about movies.