Date of preparing: ………………………………….

Date of teaching: ………………………………….

**Period …**

**UNIT 7: MOVIES**

**Lesson 2 - Part 3 (Page 59) – Pronunciation, Practice and Speaking**

**I. OBJECTIVES**

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

**1. Knowledge**

- pronounce most two-syllable adjectives learnt with correct primary stress.

- exchange information about movies.

**2. Ability**

- improve pronunciation and speaking skills.

- 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 with the topic “movies”.

**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. Activity 1: Warm up (5’)**

**a) Objective:** To help Ss relax, and to arouse Ss' interests in the new lesson.

**b) Content:** Playinga memory game

**c) Product:** Student know how to play the game

**d) Competence**: Collaboration, communication, concentration and memorization

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Ss’ activities** |
| *- Greet Ss with a big warm/lovely smile to make Ss feel motivated.* \* Teacher - whole class - Prepare 12 cards with a number (from 1 to 12) on one side, and an adjective and its meaning in Vietnamese on the other side, i.e. 6 adjectives and 6 Vietnamese meanings- Stick the cards on the board so that the Ss can only see the numbers; make sure the adjectives and their meanings are mixed up- Divide the class into teams and ask them to choose two numbers at the same time- Turn the cards over if the match: Ex: sad – buồn, that team gets one point. If not, turn the cards to hide the words again and ask the next team to continue to choose numbers- Continue until all the cards are turned over. The team that has more points will win the game. | - Tell it in front of the class

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 | 6 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 7 | 8 | 9 | 10 | 11 | 12 |

\* Possible answers:1. terrible 2. sad 3. Fantastic 4. khủng khiếp5. tuyệt vời 6. funny 7. exciting 8. buồn9. hài hước 10. thú vị 11. boring 12. chán  |

**B. New lesson (35’)**

* **Activities 1: Pronunciation - Word Stress (5’)**

**a) Objective:** To pronounce two-syllable adjectives with correct stress

**b) Content:** Listening, saying the words with correct stress....

**c) Products:** Ss know how to pronounce two-syllable adjectives.

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

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Ss’ activities** |
| \* ***Presentation***:***a*. Stress the first syllable for most two-syllable adjectives.**- Briefly explain the pronunciation feature / stressed syllable of 2-syllable adjectives**b**. **Listen to the words and focus on the underlined letters.**- Play the audio (CD2 - 21) and draw Ss' attention to the stressed syllable- Play the audio (CD2 - 21) again and draw Ss' attention to the stressed syllable**c. Listen and cross out the one with the wrong word stress.**- Play the audio and have Ss listen and cross out- Play the audio again and check the answer as a whole class**d**. ***Read the words with the correct stress to a partner.*** - Have Ss practice saying the words with the correct words stress- Give back and correct |  - Listen to the explanation carefully and copy down \* Notes: - Word stress (chủ âm của một từ) là một vần hay một âm tiết của từ đó được đọc mạnh và cao hơn những vần còn lại, nghĩa là phát ra âm đó với một âm lượng lớn hơn và cao độ hơn.- For most two-syllable adjectives, they are stressed on the first syllable  (Hầu hết các tính từ hoặc danh từ có 2 âm tiết thì trọng âm thường được nhấn ở âm tiết thứ nhất:  Ex: early, happy, better  - Listen carefully- Listen and repeat with a focus on the pronunciation feature/ stress syllable Ex: awful boring action (movie)- Listen carefully to focus on the wrong word stress and cross out- Give the answer\* Answer: ***funny*** - Wrong. Stress is on the second syllable. - Practice saying the words: happy, busy, careful, lucky, healthy... |

* **Activity 2: Practice (15’)**

**a) Objective:** To express opinions and exchange information

**b) Content:** Practicing in pairs

**c) Products:** Ssexpressingopinions and exchange information about movies.

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

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher's activities** | **Ss' activities** |
| ***a. Practice the conversation using the information below. Swap roles and repeat*.**- Demonstrate the conversation by doing role-play with a student- Have Ss practice the conversation- Have some pairs perform the conversation in front of the class***b. Practice with your own ideas***. (Production - free practice)- Have Ss practice the conversation with their own ideas- Have Ss demonstrate their own conversation | - Practice the conversation with teacher.- Work in pairs- Swap roles and repeat using the adjectives and ideas/ cues given on the right- Demonstrate the activity in front of the class- Work in pairs. Swap roles- Demonstrate the activity in front of the class |

* **Activity 3: Speaking - What Was on at the Movies? (15’)**

**a) Objective:** To start a conversation in a friendly way, to talk about movies

**b) Content:** Practicing in pairs, completing the table

**c) Products:** Ss know how tostart a conversation in a friendly way, to use what they have learnt to produce the language in communication

**d) Competence**: Collaboration, communication, critical thinking, public speaking, creativity

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher's activities** | **Ss' activities** |
| ***a. You love watching movies. Student B (p.125 - File 11). Student A, talk to Student B and complete the table with their answers. Swap roles. Student A (p.121- File 3)***- Demonstrate the activity by practicing the role play with a student- Have Ss work in pairs- Have student B turn to page 125, File 11- Have Ss practice in pairs- Have student A turn to page 121, File 3***b****.* ***Ask and answer with your own information***(Production - free practice)- Let Ss practice asking and answering with their own information.- Ask Ss demonstrate the activity | - Student - teacher- Work in pairs- Turn to page 125, File 11- Ask and answer to complete the table- Swap roles and repeat- Work in pairs- Demonstrate/ share their ideas with the class |

**C. Consolidation (3’)**

- Go over the key points of the lesson with the whole class

- Check these points by asking some Ss at random to demonstrate the points, e.g. write an adjective on the board and ask a certain S “How do you pronounce/say this word?”; or ask “What questions can we use to ask about a movie?” and appoint some Ss to contribute the answers

**D. Homework (2’)**

- Pronunciation: Stress the first syllable for most two - syllable adjectives.

- Practice speaking: What was on at the movies with your classmates.

- Do homework: Grammar/ writing on page 41/ (workbook)

\* Prepare for the next lesson: Unit 7 - Lesson 3 - New words, Listening, Useful language (page 60)

- Think of some famous people from history in movies you have seen.