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| **School: ………………………………………..** | **Date:……………………………………..** |
| **Class: …………………………….....................** | **Period: 43** |

**UNIT 3: ARTS AND MUSIC**

**Everyday English (Page 51)**

**1. Objectives**

By the end of this lesson, students will be able to…

**1.1. Language knowledge/ skills**

- learn and practise pronunciation: /ɪ/; /i:/; /əʊ/; /aʊ/.

- practise reading for specific information.

- listen for confirmation and specific information.

- make a dialogue (Buying tickets for a performance).

**1.2. Competences**

- improve Ss’ communication, collaboration, analytical, critical thinking skills.

**1.3. Attributes**

- build their love on arts and music.

- develop their patriotism, kindness, honesty and accountability.

**2. Teaching aids and materials**

**- Teacher’s aids:** Student’s book and Teacher’s book, class CDs, IWB – Phần mềm tương tác trực quan, projector/interactive whiteboard /TV (if any), PowerPoint slides.

**- Students’ aids:** Student’s book, Workbook, Notebook.

**3. Assessment Evidence**

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| **Performance Tasks** | **Performance Products** | **Assessment Tools** |
| - Decide who says each sentence.  - Read the sentences (A-E) and choose the correct one for each gap.  - Read the dialogue again and answer the questions.  - Practise saying sounds: /ɪ/; /i:/; /əʊ/; /aʊ/.  - Take roles and read out the dialogue in Exercise 1 in closed pairs.  - Act out a dialogue similar to the one in Exercise 1. | **-** Ss’ answers.  - Ss’ answers.  - Ss’ answers.  - Ss’ pronunciation.  - Ss’ presentation/ performance.  - Ss’ presentation/ performance. | - Observation.  - Observation.  - Observation.  - Observation.  - Observation.  - Observation. |

**4. Procedures**

**A. Warm up: 5 minutes**

a. Objectives: to present situational language for booking tickets for a performance.

b. Content: Task 1a.

c. Expected outcomes: Ss can have some ideas about booking tickets for a performance.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Task 1.a) The sentences below are from a dialogue between a ticket clerk** *(TC)* **and a customer** *(C)***. Who says each sentence?**  - Ask Ss to read the sentences and guess who says each one.  - Check Ss’ answers. | - Read the sentences and guess who says each one.  ***Answer keys:***  • Is that for the 2:30 p.m. performance or the 7:30 p.m.? TC  • Can I have the ones next to the aisle, please? C  • They’re £45 each, so that’s £90, please. TC  • Cash, please. C |

**B. Pre – speaking: 10 minutes**

a. Objectives: to give Ss a sample dialogue for speaking, listen and read for specific information, pay attention to intonation and rhythm; practise pronouncing /ɪ/; /i:/; /əʊ/; /aʊ/.

b. Content: task 1b, task 2 and pronunciation.

c. Expected outcomes: Ss can understand the dialogue and do the task correctly; pay attention to intonation and rhythm, practise pronouncing /ɪ/; /i:/; /əʊ/; /aʊ/.correctly.

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| **Teacher’s activities** | **Students’ activities** |
| **Task 1.b) Complete the dialogue with the sentences (A-E) in the list. Listen and check.**  - Ask Ss to read the sentences (A-E) and choose the correct one for each gap.  - Play the recording using IWB. | - Read the sentences (A-E) and choose the correct one for each gap.  - Listen and check their answers.  ***Answer keys:***  *1. C 2. E 3. A 4. B 5. D* |
| **Task 2 Read the dialogue again. What is Alice going to watch? Which performance and seats does she get tickets for?**  - Give Ss time to read the dialogue again and then elicit answers to the questions. | - Read the dialogue again and answer the questions.  ***Answer keys***  *Alice is going to watch ‘The Phantom of the*  *Opera’. She gets tickets for the 2:30 p.m.*  *performance. Her seats are in the middle next to the aisle, in row M.* |
| **PRONUNCIATION:** /ɪ/; /i:/; /əʊ/; /aʊ/.  **Listen and repeat. Think of more words with the same sounds. Practise saying them with a partner.**  /ɪ/ kick, hit  /i:/ seat, see  /əʊ/ show, boat  /aʊ/ mouth, loud  - Use IWB to play the recording with pauses for Ss to repeat chorally and/or individually.  - Check Ss pronunciation and intonation.  - Elicit more words with the same sounds. | - Listen and repeat chorally and/or individually.  - Add more words with the same sounds.  ***Suggested answers:***  /ɪ/ tick, sit  /i:/ meat, greet  /əʊ/ low, coat  /aʊ/ cow, cloud |

**C. While – speaking: 15 minutes**

a. Objectives: to help Ss practise the dialogue and read for specific information.

b. Content: task 3.

c. Expected outcomes: Ss can act out the dialogue with right intonation and rhythm.

d. Organization:

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| **Teacher’s activities** | **Students’ activities** |
| **Task 3: Take roles and read the dialogue in Exercise 1 aloud. Mind your intonation and rhythm.**  - Give Ss time to take roles and read out the dialogue in Exercise 1 in closed pairs.  - Monitor the activity around the class. Pay attention to Ss’ intonation and rhythm. | - Take roles and read out the dialogue in Exercise 1 in closed pairs.  - Pay attention to intonation and rhythm. |

**D. Post – speaking: 10 minutes**

a. Objectives: to help Ss role play a dialogue buying tickets for a performance

b. Content: Task 4.

c. Expected outcomes: Ss can make and practise a dialogue and present it in front of class.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Task 4.** **Imagine you want to attend the performance in the poster. Act out a dialogue similar to the one in Exercise 1.**  - Explain the task and tell Ss to use the poster to help them complete the task.  - Write this diagram on the board for Ss to follow.  - Remind Ss that they can use the dialogue in Exercise 1 as a model.  - Monitor the activity around the class and ask some pairs to act out the dialogue in front of the class. | ***-* U**se the poster to help them complete the task.  - Listen to the teacher and take notes.  - Use the dialogue in Exercise 1 as a model.  - Complete the task in closed pairs.  ***Suggested Answer Key***  *A: Good morning. How can I help you?*  *B: I’d like two tickets for this Saturday for ‘School of Rock’, please.*  *A: Is that for the 4:00 p.m. performance or the 8:00 p.m.?*  *B: The later show, please.*  *A: Let me see... I’m sorry, but it’s sold out.*  *B: I see. What about the one at 4:00 p.m., then?*  *A: Let me check. Yes, there are just four seats left; two at the front and two in the middle next to the aisle, row L.*  *B: Can I have the ones at the front, please?*  *A: Certainly.*  *B: How much are the tickets?*  *A: They’re £50 each, so that’s £100, please. Will you pay in cash or by card?*  *B: Card, please.*  *A: OK. Here are your tickets. Enjoy the show!* |

**E. Consolidation and homework assignments: 5 minutes**

**-** Speaking: Buying tickets for a performance.

- Do the exercises in workbook on page 29.

- Prepare the next lesson: Grammar 3e (page 52).

**5. Reflection**

a. What I liked most about this lesson today:

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b. What I learned from this lesson today:

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c. What I should improve for this lesson next time:

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