Date of preparing: ………………………………….

Date of teaching: ………………………………….

**Period …**

**UNIT 5: AROUND TOWN**

**Lesson 1 - Part 3 (Page 40) – Pronunciation and Speaking**

**I. OBJECTIVES**

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

**1. Knowledge**

- use sound changes in the question: “Do you have …?”

- ask about clothes and prices when shopping.

**2. Ability**

- improve speaking skills.

**3. Quality**

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

- behave politely when shopping.

**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:** Introduce the new lesson and set the scene for Ss to acquire new language; 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 follow.

**b) Content:** Revision of asking about prices when shopping

**c) Product:** Ss review knowledge in the previous lesson and they are ready for the new lesson

**d) Competence**: collaboration, observation, communication

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s Activities** | **Students’ Activities** |
| - Give greetings  - Check attendance   * **Option 1: Asking about prices**   - Show pictures about clothes and prices, have Ss ask and answer about the prices  - Call Ss to give answers  - Give feedback, correct Ss’ answers if necessary  🡪 Lead to the new lesson.     * **Option 2: Clip: In the shop**   - Show a video clip about buying clothes / things in a store. (T only plays 1 minute 20 seconds)  Link: <https://www.youtube.com/watch?v=I9YYtue3_Cs>    - Have Ss watch the clip and remember: *What do they buy what are the prices?*  - Call Ss to give answers  - Give feedback, check answers as a whole class.  🡪 Lead to the new lesson. | -Greet T  - Look, then work in pairs  - Give answers  **Answers keys**  *1. How much is the yellow hat?*  *- It’s VND 30,000*  *2. How much is the white dress?*  *- It’s 20 dollars*  *3. What is the price of the blue shirt?*  *- It’s 30,000 won*  *4. How much does the red sweater cost?*  *- It’s 10 pounds.*  - Watch the video clip, then give answers  - Check answers with the teacher.  **Answers keys**  *They buy: a doll (five hundred won)*  *a toy car (two hundred won)*  *a kite (5 dollars)*  *a hat (10 dollars)* |

**B. New lesson (35’)**

* **Activities 1: Pronunciation (10’)**

**a) Objective:** Ss know how to use sound changes in the question: “Do you have …?”

**b) Content:**

**-** Recognizing the sound changes in the question: “Do you have …?”

**-** Listening and focusing pronunciation feature, finding and correcting mistakes

- Practicing

**c) Products:** Ss can use the sound changes correctly in communication.

**d) Competence**: communication, collaboration

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s Activities** | **Students’ Activities** |
| **a + b. Listen. Notice the sound changes of the underlined words**  - Play the recording (CD1, track 59)  - Ask Ss to listen and pay attention to the sound changes  - Call Ss to make their comments on the sound changes of the questions: “Do you have …?”  - Give feedback, explain the pronunciation feature: *“Do you have …?” often sounds like /*dʒə hӕv*/*  - Play the recording again, have Ss listen and repeat with a focus on the pronunciation feature.  **c + d. Listen and cross out the one with the wrong sound changes, then read the sentences with the correct sound changes to a partner.**  - Play the recording, have Ss listen and cross out the option that doesn’t use the correct sound changes  - Call Ss to give answers  - Play the recording again and check answers as a whole class.  - Then have Ss practice saying the sentences with a partner, using the correct sound changes, then encourage Ss to use their own sentences  - Call some Ss to read their sentences in front of the class.  -Check and correct Ss’ pronunciation | - Listen  - Comment  - Listen  - Listen again and repeat  - Listen and cross out  - Give answers  - Listen again and check  - Work in pairs  - Read |

* **Activity 2: Practice (10’)**

**a) Objective:** Ss can ask and answer questions with structures and pronunciation they have learnt

**b) Content:**  Practice of a conversation about buying clothes

**c) Products:** Ss can use what they have learnt in producing the language.

**d) Competence**: collaboration, communication, creativity, public speaking.

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s Activities** | **Students’ Activities** |
| **a. Practice the conversation. Swap the roles and repeat. (controlled practice)**   * **Option 1:**   - Demonstrate the activity by practicing role-play with a student  - Emphasize the structures used when giving something to someone: *Here you are*  *Phrasal verb: try on (to put on (clothes etc) to*[*see*](https://dictionary.cambridge.org/vi/dictionary/english-vietnamese/see)*if they*[*fit*](https://dictionary.cambridge.org/vi/dictionary/english-vietnamese/fit)*)*  - Have pairs practice the conversation  - Call some pairs to read in front of the class  - Have pairs swap roles and repeat-using the information on the right.  - Have some pairs demonstrate the activity in front of the class  - Check Ss’ pronunciation   * **Option 2**: *(for class with better students)*   - Follow the same steps as option 1  - Then give Ss an extra activity: Practice the conversation in the text book; however, they try to remember the conversation content.  - Have some pairs demonstrate the activity in front of the class, not looking at the textbook; encourage Ss to present as naturally as possible.  - Give feedback and evaluation  **b. Practice with your own ideas. (free - practice)**  - Have pairs practice the conversation with their own ideas, then swap roles.  - Go round, observe Ss’ work and give help if necessary  - Call some pairs to demonstrate the activity in front of the class  - Give feedback and evaluation | - Observe and listen  - Listen and take notes  - Work in pairs  - Act out the conversation  - Listen to the instruction and work in pairs. Ss can practice the new conversation with the information in the pictures.  - Act out the conversation  - Listen  - Work in pairs  - Present |

* **Activity 3: Speaking (15’)**

**a) Objective:** Ss can discuss items to buy and their prices when shopping

**b) Content:**  Asking and answering questions about clothes and prices

**c) Products:** Ss can use what they have learnt in producing the language in a meaningful way.

**d) Competence**: teamwork, communication, creativity, presentation/ public speaking.

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s Activities** | **Students’ Activities** |
| **a. You’re shopping for clothes. Work in pairs. Student B goes to page 121, file 4. Student A is a customer. Choose 3 items below and note the size and color you want. Ask sales assistant.**  - Demonstrate the activity by practicing role-play with a student  - Remind Ss to use the sound changes in their conversation  - Have student A stay on the current page and student B turn to page 121, file 4  - Have Ss A choose 3 of the items below to buy and write the size and color they want on the lines  - Have Ss ask and answer  - Have some Ss demonstrate the role-play in front of the class  - Give feedback and evaluation  **b. Swap the roles and repeat. You’re a sales assistant at a store. You have the clothes below.**  - Have Ss swap the roles and repeat  - Have some Ss demonstrate the role-play in front of the class  - Give feedback and evaluation  **c. In groups, discuss the items you bought and how much you spent**  - Have Ss work in groups  - Have SS discuss the items they bought and how much they spent  - Have some Ss share their findings with the class  - Give feedback and evaluation | - 1 S practices role-play with the teacher  - Listen  - Work in pairs  - Role play  - Work in pairs  - Present  - Work in groups  - Present |

**C. Consolidation (3’)**

**\* Pronunciation**: *“Do you have …?” often sounds like /*dʒə hӕv*/*

**\* Some useful languages**

*Can I help you?*

*Here you are*

*Try it on*

**D. Homework (2’)**

- Practice using sound changes in the question: *“Do you have …?”*

- Practice asking and answering about buying clothes.

- Prepare: Lesson 2: New Words and Reading (page 41 – SB).