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| **School: ………………………………………..** | **Date:……………………………………..** |
| **Class: …………………………….....................** | **Period: 79** |

**UNIT 5: TRAVEL AND TRANSPORTATION**

**Everyday English (Page 85)**

**1. Objectives**

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

**1.1. Language knowledge/ skills**

- learn and pronounce consonant clusters correctly.

- practise reading and listening for specific information.

- make a dialogue about buying tickets for transport.

**1.2. Competences**

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

**1.3. Attributes**

- become knowledgeable people.

- build their interests for transportation.

**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** |
| - Answer the questions.  - Act out the dialogue.  **-** Make a dialogue.  - Listen and repeat. | **-** Ss’ answers.  - Ss’ answers.  - Ss’ dialogue.  - Ss’ pronunciation. | - Observation.  - Observation.  - Observation.  - Observation. |

**4. Procedures**

**A. Warm up: 5 minutes**

a. Objectives: to help Ss brainstorm the topic.

b. Content: answering the questions.

c. Expected outcomes: Ss can think about the topic.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Answer the questions**  *1. How often do you travel by public transportation?*  *2. What do you do to use that service?*  - Ask some Ss to answer the questions.  - Give feedbacks and lead to the new lesson. | - Answer the questions.  ***Suggested answers:***  *1. I always/ sometimes/never travel by public transportation.*  *2. To use the service, we must buy tickets.* |

**B. Pre – speaking: 10 minutes**

a. Objectives: to give Ss a sample dialogue for speaking, listen and read for specific information.

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

c. Expected outcomes: Ss can understand the dialogue and do the task correctly; pronounce the consonant clusters correctly.

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| **Teacher’s activities** | **Students’ activities** |
| **Task 1: a) The sentences below are from a dialogue between a ticket agent (TA) and a customer (C). Who says each sentence?** *1 Can you please tell me what time the next train to Bath is?  2 How long is the trip?*  *3 Can I have two tickets for the fastest one?*  *4 Single or return?*  *5 Can I pay by credit card?*  *6 Have a nice journey.*  - Ask Ss to read out the sentences and explain the task. - Elicit which speaker says each sentence. - Give Ss time to complete the task.  **b) Listen, read and check.**  - Play the recording, using the IWB (if any). Ask Ss to listen and read the dialogue. | - Read the sentences and listen to teacher’s explanation.  - Complete the task individually.  ***Answer Keys***  *1C 2C 3C 4TA 5C 6TA*  - Listen again and check answers. |
| **Task 2: Read the dialogue again. Where is Sue going? How much are the tickets? Is the dialogue formal or informal?**  **Sue**: Hi. Can you please tell me what time the next train to Bath is? **TA**: It’s at 8:15, but it’s slower than the express train at 8:45. **Sue**: How long is the trip? **TA:** The 8:15 train takes about two hours. The express train is quicker; the journey is about 90 minutes. **Sue:** OK. Can I have two tickets for the fastest one? **TA:** That’s two adult tickets for the 8:45 to Bath, right? **Sue:** Yes, please. **TA:** Single or return? **Sue** Single, please. **TA:** Just a moment. … They’re £20 per person, so that will be £40, please. **Sue:** Great. Can I pay by credit card? **TA:** Sure. Here are your tickets. Have a nice journey. **Sue:** Thank you.  - Ask Ss to read the dialogue again. Elicit answers to the questions from Ss around the class. | - Read the dialogue and answer the questions.  ***Answer Keys:***  *Sue is going to Bath. Two tickets cost £40. The dialogue is informal.* |
| **PRONUNCIATION: CONSONANT CLUSTERS**  **Listen and repeat. Circle the consonant clusters. Practise saying them with a partner.** • credit • station • scooter • ﬂy • slim • fruit • ground • price • close  **Note!**  - Read out the second ***Note!*** box. - Play the recording, using the IWB (if any). Ask Ss to do the tasks. - Check Ss’ answers using IWB. | - Read the Note! Box.  - Listen to the recording and do the task.  - Check answers.  - Practise saying the words.  ***Answer Key*** |

**C. While – speaking: 15 minutes**

a. Objectives: to help Ss practise and make the dialogue buying tickets for transport.

b. Content: task 3 and task 4.

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

d. Organization:

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| **Teacher’s activities** | **Students’ activities** |
| **Task 3: Take roles and read the dialogue aloud. Mind your intonation and rhythm.**  - Ask Ss to take roles and act out the dialogue in pairs. - Then ask some pairs to act out the dialogue in front of the class. - Correct their pronunciation, intonation and rhythm as necessary. | - Take roles and act out the dialogue in pairs.  - Mind intonation and rhythm. |
| **Task 4: Act out a similar dialogue. Use the dialogue in Exercise 2 as a model and the information in the table Departures to York. Mind your intonation and rhythm.**  - Explain the situation using IWB and ask Ss to take roles in pairs and act out a dialogue similar to the one in Exercise 2. - Write this diagram on the board for Ss to follow.  - Tell Ss that they can use the information in the table to help them complete the task. - Monitor the activity around the class. | - Listen to teacher’s explanation.  - Read the diagram.  - Work in pairs to make the dialogue. |

**D. Post – speaking: 10 minutes**

a. Objectives: to help Ss practise public speaking skills, express their ideas in front of class.

b. Content: dialogue in Task 4.

c. Expected outcomes: Ss can make a dialogue about buying tickets for transport in front of class.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| - Ask some pairs to act out their dialogue in front of class.  - Give comments. | - Act out the dialogue in front of class.  ***Suggested answer***  *A: Hi. Can you please tell me what time the next train to York is? B: It’s at 11:00, but it’s slower than the express train at 11:45. A: How long is the trip? B: The 11:00 train takes about three hours. The express train is quicker; the journey is about 2 hours and 10 minutes. A: OK. Can I have two tickets for the 11:45, please? B: Single or return? A: Return please. B: Just a moment. … They’re £54 per person so that will be £108. A: Great. Can I pay by credit card? B: Sure. Here are your tickets. Have a nice journey. A: Thank you.* |

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

**-** Pronunciation: consonant clusters.

- Do the exercises in workbook on page 45.

- Prepare the next lesson: Grammar 5e (page 86).

**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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