Date of preparing: ………………………………….

Date of teaching: ………………………………….

**Period …**

**UNIT 5: AROUND TOWN**

**Lesson 2 - Part 3 (Page 43) – Pronunciation and Speaking**

**I. OBJECTIVES**

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

**1. Knowledge**

- use sound changes in the question: “…would you like …?”

- order food and drink politely.

**2. Ability**

- improve speaking skills.

**3. Quality**

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

- order food and drink politely.

**II. TEACHING AIDS AND LEARNING MATERIALS**

Lesson plan, PPT slides, student’s book, workbook, notebook, personal computer (if any), projector/TV, speakers, DCR & DHA 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 vocabularies about food and drink / the structures to order

**c) Product:** Ss review the language in previous lessons and be ready for the new lesson

**d) Competence**: collaboration, observation, critical thinking.

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s Activities** | **Students’ Activities** |
| - Give greetings  - Check attendance   * **Option 1:**   - Have Ss close all books  - Divide class in 4 groups  - Give extra boards to all groups  - Have Ss work in groups to write food and drinks they know (as many as possible) in 2 minutes  - Call Ss to hang their extra boards in front of the class  - Check and announce the winner  - Give a small gift to the winner  🡪 Lead to the new lesson.   * **Option 2: Arranging**   - Show some sentences with words not in correct order  - Have Ss work in groups to arrange each set of words to make a meaningful English sentence.  *1. would / what / like / drink / you / to?*  *2. like / dessert / you / what / for / would?*  *3. like / some / juice / would / have / to / orange / you?*  *4. what / you / dinner / for / would / like?*  - Have Ss read answers  - Give feedback.  🡪 Lead to the new lesson. | -Greet T  - Close books  - Work in groups  - Listen  **Answers keys**  - Arrange given words in each set to make a meaningful English sentence  - Give answers  - Check answers with the teacher.  **Answers keys**  *1. What would you like to drink?*  *2. What would you like for dessert?*  *3. Would you like to have some orange juice?*  *4. What would you like for dinner?* |

**B. New lesson (35’)**

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

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

**b) Content:**

**-** Recognizing the sound changes in the question: “…would you like …?”

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

- Practicing

**c) Products:** Ss can apply the sound changes correctly and actively in communication.

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

**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 62)  - Ask Ss to listen and pay attention to the sound changes  - Call Ss to make their comments on the sound changes of the questions: “…would you like …?”  - Give feedback, explain the pronunciation feature: “…would you like …?” *often sounds like /w*ədʒʊlaɪk/  - 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 (CD1, track 63), 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  **Answer key**:  - Work in pairs  - Present |

* **Activity 2: Practice (10’)**

**a) Objective:** Ss can ask and answer questions about ordering

**b) Content:**  Practicing a conversation and using pictures on the right as a cue

**c) Products:** Ss can practice what they have learnt successfully.

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

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s Activities** | **Students’ Activities** |
| **Take turns ordering. Swap the roles and repeat. (controlled practice)**   * **Option 1:**   - Demonstrate the activity by practicing role-play with a student  - Have Ss retell the structures:  *Would you like + to infinitive?*  *Would you like + noun?*  *What would you like for + noun?*    - Have pairs practice the conversation  - Call some pairs to read in front of the class  - Have pairs swap roles and repeat-using the pictures on the right.  - Have some pairs demonstrate the activity in front of the class  - Check Ss’ pronunciation   * **Option 2**: (for class with better students) **(free - practice)**   - 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 and they can use their own ideas  - 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 | - Listen  - Work in pairs  - Act out the conversation  - Listen to the instruction and work in pairs  - Act out the conversation  - Listen |

* **Activity 3: Speaking – What would you like to order? (15’)**

**a) Objective:** Ss can order food and drinks

**b) Content:**  Asking and answering questions about ordering

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

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

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s Activities** | **Students’ Activities** |
| **a. You’re at a restaurant. Work in pairs. Student A, you’re a customer, order some food. Student B, you’re a waiter. Take the customer’s order**  - Demonstrate the activity by practicing role-play with a student  - Remind Ss to use words/ phrases/sounds to get time to think  - Have Ss work in pairs to role-play the conversation  - Go round and support Ss  - Have some pairs demonstrate their role-play in front of the class.  **b. Swap roles. Use the menu from the reading**  - Have Ss swap roles and use the menu from the reading  - Remind Ss to use ways to start a conversation politely  - Ask Ss to demonstrate the role-play on front of the class  - Give feedback and evaluation  **\*Extra activity:**  - Have Ss watch a video clip about ordering food and drinks in a restaurant as a reference, link: <https://www.youtube.com/watch?v=bgfdqVmVjfk> | - 1 S practices role-play with the teacher  - Listen  - Work in pairs  - Role play  - Work in pairs  - Present  - Watch the video clip and quickly take notes useful languages |

**C. Consolidation (3’)**

**\* Pronunciation**: “…would you like …?” *often sounds like /w*ədʒʊlaɪk/

**\* Useful structures:**

*Would you like + to infinitive?*

*Would you like + noun?*

*What would you like for + noun?*

**D. Homework (2’)**

- Practice using sound changes in the question: “…would you like …?”

- Practice ordering food and drinks.

- Find out the English names of some Vietnamese food.

- Prepare: Lesson 3: Social Studies– New Words and Listening (page 44 – SB).