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).