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| **School: ………………………………………..** | **Date:……………………………………..** |
| **Class: …………………………….....................** | **Period: 25** |

**UNIT 2: FIT FOR LIFE**

**Everyday English (Page 35)**

**1. Objectives**

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

**1.1. Language knowledge/ skills**

- learn and practise pronunciation: /w/ and /v/.

- use would like to make a polite offer or request.

- practise saying prices.

- practise reading for specific information.

- listen for confirmation and specific information.

- make a dialogue (ordering at the school canteen).

**1.2. Competences**

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

**1.3. Attributes**

- 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** |
| - Put the food and drinks into correct groups.  - Read the dialogue and fill in the gaps with the missing sentences (A-G).  - Listen and answer the question about intonation and rhythm  - Practise saying /w/ and /v/  - Read out the dialogue in front of the class.  - Act out their dialogue in front of the class. | **-** 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 help Ss brainstorm the topic and introduce food and drinks in the canteen.

b. Content: Food and drinks.

c. Expected outcomes: Ss can recall vocabulary about food and drinks and think about the topic of the lesson.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Put the food and drinks below into correct groups. Lunches, Desserts, Side Dishes, Drinks:**  1. steak and rice 2. apple pie  3. ice cream 4. fruit and yoghurt  5. orange juice 6. mineral water  7. carrots small 8. carrots large  9. chicken 10. potatoes  11. pasta with tomato 12. sauce  13. salad 14. milk  - Ask Ss to close their book and complete the task in pairs.  - Ask Ss to open their book and check their answer. | - Close their book and complete the task in pairs.  - Open their book and check their answer.  Answer keys:  **Lunches:** chicken, potatoes, pasta with tomato, sauce, steak and rice  **Desserts:** apple pie, ice cream, fruit and yoghurt  **Side dishes:** carrots small, carrots large, salad  **Drinks:** orange juice, mineral water, milk |

**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 /w/ and /v/.

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

c. Expected outcomes: Ss can understand the dialogue and do the tasks correctly; pay attention to intonation and rhythm, practise pronouncing /w/ and /v/ correctly.

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| **Teacher’s activities** | **Students’ activities** |
| **Task 1. Read the dialogue and fill in the gaps with the sentences (A-G). Two sentences are extra.**  - Ask Ss to read the dialogue and the missing sentences (A-G).  - Then give them time to complete the dialogue. | - Read the dialogue and the missing sentences (A-G).  - Complete the dialogue individually and then share with their friend.  ***Answer keys:***  *1. B 2. E 3. A 4. F 5. C* |
| **Task 2 Listen and check your answers. What do you notice about the speakers’ intonation and rhythm?**  - Read out the first ***Note!*** box.  - Play the recording for Ss to listen and check their answers.  - Focus Ss’ attention to speaker’s intonation and rhythm. | - Read the first ***Note!*** box.  - Listen and check their answers.  ***Answer Key:***  *The speaker’s voice goes up or down and the speaker stressed some words in the sentences.* |
| **PRONUNCIATION: /w/ /v/**  **Listen and repeat. Think of more words with the same sounds. Practise saying them with a partner.**  /w/ what, would, water, waiter  /v/ very, vegetables, valley, village  - 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.  ***Suggested Answer:***  **/w/*:*** *wet, work, white*  **/v/*:*** *view, visitor, violet* |

**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. Then say what Dan ordered.**  **Note! Box.**  We use ***would like*** to make a polite offer/ request.  e.g. ***Would you like*** *sauce?*  *Yes, please./ No, thank you.*  ***I’d like*** *some water, please.*  **Compare:** Do you want to eat ...? (informal)  - Read out the second ***Note!*** box and explain the phrases pointing out that we use polite style to order at the school canteen.  **Note! Box.**  **Saying prices**  £1 = a/one pound  1p = a/one penny  10p = ten pence  - Read out the third ***Note!*** box and explain to Ss how we read prices in English.  - Ask Ss to work in pairs and take roles and read out the dialogue and say what Dan ordered.  - Monitor the activity around the class and ask some pairs to read out the dialogue in front of the class. Ask Ss to mind their intonation and rhythm. | - Read the Note! Box and take notes  - Read the Note! Box and take notes  - Work in pairs and take roles and read out the dialogue and say what Dan ordered.  - Read out the dialogue in front of the class.  - Mind their intonation and rhythm.  ***Answer Key***  *Dan ordered chicken and potatoes with carrots and salad, ice cream and a glass of orange juice.* |

**D. Post – speaking: 10 minutes**

a. Objectives: to help Ss role play a dialogue ordering at the school canteen.

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 are in the school canteen. Use the menu to act out a dialogue similar to the one in Exercise 1. Mind your intonation and rhythm.**  - Explain the situation using IWB.  - Remind Ss that they can use the dialogue in Exercise 1 as a model as well as The School Canteen menu to complete the task.  - Write the diagram on the board for Ss to follow.    - Monitor the activity around the class and ask some pairs to act out the dialogue in front of the class. Ask Ss to mind rhythm and intonation. | **-** Use the dialogue in Exercise 1 as a model as well as The School Canteen menu to complete the task.  - Listen to the teacher’s instruction.  - Complete the task in pairs.  - Act out the dialogue in front of the class.  - Mind rhythm and intonation.  ***Suggested answer:***  *A: Hello, Charlie. What would you like today?*  *B: Let’s see. I’d like steak and rice, please.*  *A: OK. Would you like a salad with that?*  *B: No, thanks.*  *A: OK. How about dessert? We’ve got fruit and yoghurt.*  *B: I’d like some yoghurt, please.*  *A: Anything to drink?*  *B: A bottle of mineral water, please.*  *A: So that’s a steak and rice, yoghurt and a mineral water. That’s £6.40, please.*  *B: Here you are.*  *A: Thank you.* |

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

**-** Speaking: ordering at the school canteen.

- Do the exercises in workbook on page 19.

- Prepare the next lesson: Grammar 2e (page 36).

**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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