LUONG VAN CHANH SECODARY SCHOOL

 **UNIT 5: FOOD and DRINKS**

 **Lesson 2.3 – Pronunciation and Speaking (Page 41)**

**I. OBJECTIVES**

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

**1.1. Language knowledge and skills**

- distinguish and use sound changes of “a bunch of”, “ a bag of” correctly.

- talk about grocery arrangement in the kitchen.

- talk about food, drinks and their positions in the kitchen.

**1.2. Competences**

- improve listening and speaking skills.

**1.3. Attributes**

- help family with the cooking.

- choose healthy food for meals.

- keep kitchen and home orderly and tidy.

**II. TEACHING AIDS AND LEARNING MATERIALS**

**1. Teacher’s aids:** Student book and Teacher’s book, class CDs, Digital Book (DCR phần mềm tương tác SB, DHA (từ vựng/ cấu trúc) phần mềm trò chơi tương tác), projector/interactive whiteboard / TV (if any), PowerPoint slides, handouts.

**2. Students’ aids:** Student’s book, workbook, notebook, pens, pencils, crayons.

**III. ASSESSMENT EVIDENCE**

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| **Performance Tasks** | **Performance Products** | **Assessment Tools** |
| - Listen to the sound changes and focus on the underlined words. | **-** Ss’ performance and answers. | - T’s observation. |
| **-** Listen and cross out the sentence that doesn’t follow the note in “a”.  | - Ss’ answers. | - T’s feedback/Peers’ feedback. |
| - Practice saying the sentence with the sound changes noted in “a” with a partner. | **-** Ss’ performance. | - T’s feedback/Peers’ feedback. |
| - Take turns saying where to put the groceries.  | **-** Ss’ performance. | - T’s feedback/Peers’ feedback. |
| - Draw both kitchen diagrams in your notebook. Choose 7 items from the list and draw them in your kitchen. In pairs: Student A, ask Student B what food they have and where it is, then draw it on your partner's kitchen. Swap roles and repeat. Did you draw your partner’s kitchen correctly? | - Ss’ performance / Presentation. | - T’s observation, T’s feedback/Peers’ feedback. |
| - Join another pair and look at their kitchens. Did you put any of the same ingredients in the same places? | - Ss’ performance / Presentation. | - T’s observation, T’s feedback/Peers’ feedback. |

**IV. 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 enjoyable and short activities as well as to engage them in the follow-up steps.

**b) Content:** Review: a bunch of, a bag of / Review vocabularies about food and drinks.

**c) Expected outcomes:** Ss remember old knowledge and use them in other speaking activities.

**d) Organization of the activity:**

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| --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| * **Option 1:** **a bunch of / a bag of**

- Give some pictures of food and drinks, have Ss work in pairs to decide which can go with “a bunch of” and which can go with “ a bag of”.- Call Ss to read answers or write answers on the board.- Give feedback.- Lead to the new lesson: The sound changes in a bunch of and a bag of.* **Option 2: Review vocabularies about food and drinks**

- Have Ss close all books.- Show a picture of food and drinks, have Ss give names.- Call Ss to write answers.- Give feedback.- Lead to the new lesson. | - Work in pairs, then give answers.**Answer keys**- Work in pairs and write. **Answer keys****Name of food and drinks**: *milk, banana, rice, spaghetti, candies, eggs, butter, chocolate, beans*- Listen. |

**B. New lesson (35’)**

* **Activity 1: Pre-Speaking: Pronunciation (10’)**

**a) Objective:** Introduce sound changes of “a bunch of”, “ a bag of”.

**b) Content:**

**-** recognize sound changes of “a bunch of”, “ a bag of”.

**-** listen and check, find the sentence that doesn’t follow the note in “a”.

- practice.

**c) Expected outcomes:** Ss distinguish and use sound changes of “a bunch of”, “ a bag of” correctly in their speaking.

**d) Organization of the activity:**

|  |  |
| --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Task a + b. Listen to the sound changes and focus on the underlined words.**- Play the recording (CD1, track 55).- Ask Ss to listen and focus on the sound changes of the underlined words.- Play the recording again, have Ss listen and repeat with a focus on the pronunciation feature.**Task c + d. Listen and cross out the sentence that doesn’t follow the note in “a” .**- Play the recording (CD 1 – Track 56), have Ss listen and cross out the option that is doesn’t follow the note in “a”.- Call Ss to give answers.- Play the recording again and check answers as a whole class using DCR.- Give feedback and evaluation. | - Listen.- Listen again and repeat.- Listen and give answers.**Answer keys** |

* **Activity 2: While-speaking (20’)**

**a) Objective:** Students can talk about grocery arrangement in the kitchen.

**b) Content:**

- Take turns saying where to put the groceries.

- Draw both kitchen diagrams in your notebook. Choose 7 items from the list and draw them in your kitchen. In pairs: Student A, ask Student B what food they have and where it is, then draw it on your partner's kitchen. Swap roles and repeat. Did you draw your partner’s kitchen correctly?

**c) Expected outcomes:** Ss produce the new language successfully.

**d) Organization of the activity:**

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| --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **PRACTICE****\* Take turns saying where to put the groceries.**- Demonstrate the activity using the example. - Divide the class into pairs. - Have pairs take turns saying where to put the shopping. - Observe, give help if necessary.- Have some pairs demonstrate the activity in front of the class.- Give feedback and evaluation**SPEAKING: What Do You Have In Your Kitchen?****Task a. Draw both kitchen diagrams in your notebook. Choose 7 items from the list and draw them in your kitchen. In pairs: Student A, ask Student B what food they have and where it is, then draw it on your partner's kitchen. Swap roles and repeat. Did you draw your partner’s kitchen correctly?**- Demonstrate the activity by practicing the example with a student. - Divide the class into pairs. - Have pairs draw the kitchens into their notebooks. - Have pairs draw the food items on their own kitchen. - Have students do the activity.- Observe, give help if necessary. | - Observe, listen.- Work in pairs.- Present.- Observe and listen.- Work in pairs.- Do the task.- Swap roles and repeat. |

* **Activity 3: Production (5’)**

**a) Objective:** Students check their work.

**b) Content:**  Join another pair and look at their kitchens. Did you put any of the same ingredients in the same places?

**c) Expected outcomes:** Ss produce the new language successfully in everyday speaking and writing.

**d) Organization of the activity:**

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| --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **SPEAKING: What Do You Have In Your Kitchen?****Task b. Join another pair and look at their kitchens. Did you put any of the same ingredients in the same places?**- Have pairs join another pair and compare their kitchens. - Have some pairs demonstrate the activity in front of the class.- Give feedback and evaluation. | - Join another pair and compare their drawings.- Present.- Listen. |

**C. Consolidation and homework assignments (5’)**

**\* Consolidation:** Sound changes of “a bunch of”, “ a bag of”



**\* Homework:**

- Practice: sound changes of “a bunch of”, “ a bag of”.

- Complete the kitchen drawing for those who haven’t finished it in class.

- Prepare: Unit 5 - Lesson 3 – Reading and Listening (page 42 – SB).

- Review the vocabulary and grammar notes in Tiếng Anh 7 i-Learn Smart World Notebook

 (pages 30 & 31).

- Play consolation games in Tiếng Anh 7 i-Learn Smart World DHA App on [www.eduhome.com.vn](http://www.eduhome.com.vn)

**D. Reflection**

a. What I liked most about this lesson today:

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1. 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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