Date of preparing: ………………………………….

Date of teaching: ………………………………….

**Period …**

**UNIT 5: AROUND TOWN**

**Lesson 1 - Part 1 (Page 38) - Vocabulary and Listening**

**I. OBJECTIVES**

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

**1. Knowledge**

- talk about clothes, sizes and prices

- start a conversation to offer help

**2. Ability**

- improve Listening and Speaking skills

**3. Quality**

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

- choose and buy clothes for themselves with suitable prices

**II. TEACHING AIDS AND LEARNING MATERIALS**

Lesson plan, PPT slides, student’s book, workbook, notebook, personal computer (if any), projector/TV, speakers, DCR & DHA on 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:** Introduction of vocabularies about types of clothes/clothing store

**c) Product:** Ss have general ideas about the things they are going to study in this new lesson

**d) Competence**: collaboration, communication, critical thinking

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s Activities** | **Students’ Activities** |
| - Give greetings  - Check attendance   * **Option 1: MATCHING**   - Show pictures and names of clothes  - Have Ss match each picture with its correct name  - Call Ss to give answers  - Give feedback and show correct answers  - Lead to the new lesson.     * **Option 2: Number the pictures**   - Show a picture of a clothing store (or give handouts)  - Set a limit time (3-4’)  - Have Ss number the pictures (in groups or as a whole class)    *1. shop assistant*  *2. customers*  *3. bags*  *4. shoes*  *5. changing room*  *6. dresses*  *7. promotion*  - Call Ss to give answers  - Give feedback and lead to the new lesson | -Greet T  - Work in pairs  - Give answers  - Listen  **Answer keys**    - Look and number the pictures, then read answers in front of the class  **Answer keys**  *1. shop assistant - B*  *2. customers - G*  *3. bags - C*  *4. shoes - D*  *5. changing room - F*  *6. dresses - E*  *7. promotion - A* |

**B. New lesson (35’)**

* **Activities 1: Vocabulary (18’)**

**a) Objective:** Ss know words about clothing store.

**b) Content:**

**-** Vocabulary study

**-** Speaking

**c) Products:** Ss know how to pronounce the new words correctly and use them in appropriate situations.

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

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s Activities** | **Students’ Activities** |
| **a. Fill in the table. Listen and repeat.**  - Demonstrate the activity, using the examples  - Have Ss write the words in the correct column  - Remind Ss that the words in Warm-up activity will help them  - Divide class into pairs and have them check their answers with their partners  - Call Ss to give answers (read or write)  - Check answers as a whole class  - Play audio (CD1 – Track 54). Have Ss listen and repeat  - Correct Ss’ pronunciation  **b. Add more words to the table. Use the words in sentences.**   * **Option 1:**   - Have Ss work in pairs to think of more words to fill in the table  - Have Ss use words in sentences  - Have Ss share their ideas with the class  - Give feedback and evaluation   * **Option 2:** *(for class with better students)*   - Follow the same steps as option 1  - Give an extra activity: Have Ss describe their friends’ clothes or their own clothes-using new words in the lesson  - Call some pairs / groups to share their idea with the class  - Give feedback and evaluation | - Look and listen  - Work individually  - Work in pairs  - Give answers  - Listen and repeat  **Answer keys**    - Work in pairs  - Present  **Suggested answers**  *Clothes: skirt, shorts, sandals, coat, pants, trousers, …*  *Sizes: small, extra small, double extra large, …*  *Others: shop assistant, mirror, accountant, desk, cashier, …*  - Work in pairs / groups  **Suggested answers**  *My friend, Lan, is wearing a black pants and a blue sweater. Her sweater is small size. She looks beautiful in this sweater. She also has brown sandals …* |

* **Activity 2: Listening (17’)**

**a) Objective:** Ss can make questions or answer the questions to develop a conversation, and they can also finish the listening task in the textbook.

**b) Content:**  Listening to a girl talking to her mom in a clothing store

**c) Products:** They can enhance listening for main ideas and for details.

**d) Competence**: collaboration, guessing, communication, listening

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s Activities** | **Students’ Activities** |
| **a. Listen to Cassie talking to her mom in a clothing store Do they buy any clothes?**  - Have Ss look at the question and the picture  - Play the audio once (CD 1 – Track 55)  . Have Ss listen and answer the question by circling “Yes” or “No”  - Play the audio again. Check answers as a whole class.  **b. Now, listen and circle “True” or “False”**  - Have Ss read the sentences  - Play the audio (CD1 – Track 55). Have Ss listen and circle “True” or “False”  - Call Ss to give answers, explain  - Check answers as a whole class.  **\*Conversation Skill**   * **Option 1:**   - Play the first 5 sentences of the recording, ask Ss to find which sentence / phrase that the sale assistant uses to offer help  - Give feedback and lead to the Conversation Skill box  - Explain  - Play audio (CD 1 – Track 56). Have Ss listen and repeat  - Have some Ss practice the conversation skill in front of the class  - Have Ss think of other ways to start a conversation to offer help and make up a conversation that contains these phrases  - Have Ss look at the Note box, read  - Briefly explain the Note box   * **Option 2:**   - Follow the same steps as option 1  - Have Ss work in groups to role-play the scene of buying clothes in a clothing store: Ss are in a clothing store (Student A: shop assistant, student B: cashier, student C, D, E: customers).  - Have Ss demonstrate the activity in front of the class  - Give feedback and evaluation | - Look at the picture and the question  - Listen and circle  - Check answers  **Answer key: Yes**  - Look and read  - Listen and fill in the blanks  - Give answers  - Check answers  **Answer keys**  *1. False 2. True*  *3. False 4. True*  - Try to find the indicator that speaker uses to offer help    - Look and listen  - Listen and repeat  - Work in pairs  **Suggested answers**  *Other ways to offer help:*  *- Sorry, (do you need) any help?*  *- Hello, may I help you?*  *- Hi, would you like me to …*  - Work in groups  - Present |

**C. Consolidation (3’)**

**\* Vocabularies about clothing store**: *clothes, sizes and other things in the clothing store*

**\* Start a conversation to offer help**: *Say “Hi, how can I help you?” / “May I help you?” / “Do you need help?”*

**\* Talk about size:** *in + size*

**D. Homework (2’)**

- Learn by heart the new vocabularies.

- Practice talking about clothes, sizes and prices.

- Do exercises in Workbook: Lesson 1 - New words and Listening (page 26).

- Prepare: Lesson 1 – Grammar (page 39 – SB).