**UNIT 4: MY BIRTHDAY PARTY**

**Lesson 2 – Period 3**

**I. OBJECTIVES**

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

**1.** **Language knowledge & skills**

- understand and correctly repeat the sentences in two communicative

contexts focusing on what someone wants to eat / drink.

- correctly say the phrases and use *What do you want to eat / drink? – I want \_\_\_\_\_.* to ask and answer questions about what someone wants to eat / drink.

- enhance the correct use of *What do you want to eat / drink? – \_\_\_\_\_.* to ask and answer questions about what someone wants to eat / drink in a freer context.

**2.** **Competences**

- Communication and collaboration: work in pairs and groups to complete the learning tasks

- Self-control & independent learning: perform listening tasks

**3.** **Attributes**

- Show pride in the date of birth of themselves and others’ and respect to their parents for their presence

**II.** **RESOURCES AND MATERIALS**

- Student’s book: Page 30

- Audio tracks 40, 41

- Teacher’s guide: Pages 59, 60, 61

- Website *hoclieu.vn*

- Flash cards/ pictures and posters (Unit 4)

- Computer, projector, …

**III. PROCEDURE**

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| **Procedure** | **Teacher’s activities** | **Pupils’ activities** |
| **Warm-up and review:** 5 minutes | | |
|  | - Greet the class.  - Sing the song *When’s your birthday?* on page 29.  ﻿- Ask pupils to open their books at page 30 and look at Unit 4, Lesson 2, Activity 1.  - Explain that in this lesson they will learn to ask and answer questions about what someone wants to eat / drink. | Whole class/ Individual work |
| **EXPLORATION**  **Activity 1. Look, listen and repeat.**  5 minutes | | |
| a. Goal | - To understand and correctly repeat the sentences in two communicative contexts focusing on what someone wants to eat / drink. | |
| b. Input | ﻿– Context **a**:  Nam: *Happy birthday, Lucy.*  Lucy: *Thank you.*  – Context **b**:  Lucy: *What do you want to eat, Nam?*  Nam: *I want some jam.*  Lucy: *What do you want to drink?*  Nam: *I want some juice.* | |
| c. Outcome | ﻿Pupils can understand and correctly repeat the sentences in two communicative contexts about what someone wants to eat / drink. | |
| d. Procedure | **﻿Step 1:** Have pupils look at Pictures a and b and identify the characters in the pictures (*see Input*).  **Step 2:** Ask pupils to look at Picture a. Play the recording for them to listen. Play the recording again, sentence by sentence, for pupils to listen and repeat. Repeat the same procedure with Picture b. Correct their pronunciation where necessary.  **Step 3:** Play the recording again for pupils to listen and repeat in chorus, sentence by sentence.  **Step 4:** Invite a few pairs to the front of the classroom to listen to and repeat the sentences in the recording.  **Step 5:** Draw their attention to the question *What do you want to eat / drink?* and the answers *I want some jam.* and *I want some juice.* Tell pupils that they are used to ask and answer questions about what someone wants to eat / drink. | Whole class/  Individual work  Pair work  Whole class/  Individual work |
| **KNOWLEDGE CONSTRUCTION**  **Activity 2. Listen, point and say.**  10 minutes | | |
| a. Goal | ﻿To correctly say the phrases and use *What do you want to eat / drink? – I want \_\_\_\_\_.* to ask and answer questions about what someone wants to eat / drink. | |
| b. Input | **﻿﻿– Picture cues:**  **a.** some chips  **b.** some grapes  **c.** a glass of lemonade  **d.** a bottle of water  – Speech bubbles: *What do you want to eat / drink? – I want \_\_\_\_\_.*  ***Audio script:***  ***a.*** *some chips* ***b****. some grapes* ***c.*** *some lemonade* ***d.*** *some water*  ***a.*** *A: What do you want to eat?*  *B: I want some chips.*  *﻿****b.*** *A: What do you want to eat?*  *B: I want some grapes.*  ***c.*** *A: What do you want to drink?*  *B: I want some lemonade.*  ***d.*** *A: What do you want to drink?*  *B: I want some water.* | |
| c. Outcome | ﻿ ﻿Pupils can correctly say the phrases and use *What do you want to eat / drink? – I want\_\_\_\_\_.* to ask and answer questions about what someone wants to eat / drink. | |
| d. Procedure | ﻿﻿**Step 1:** Have pupils look at the pictures and elicit the names of the food and drinks. Have the class repeat the phrases a few times.  **Step 2:** Have pupils point at Picture a, listen to the recording and repeat the phrase (*some chips*). Repeat the same procedure with the other three pictures.  **Step 3:** Point at the bubbles and have pupils listen to and repeat after the recording (*What do you want to eat? – I want some chips.*). Point at Picture a and have pupils listen to and repeat the sentences until they feel confident. Repeat the same procedure with Picture b, c, and d.  **Step 4:** Have pupils work in pairs and practise asking and answering the question *What do you want to eat / drink? – I want \_\_\_\_\_\_.* using the speech bubbles and Pictures a, b, c and d.  **Step 5:** Invite a few pairs to point at the pictures and say the questions and answers in front of the class  **Extension: Play a game “ What is missing?”** | Whole class/ Individual work  Individual work  Pair work  Pair work |
| **PRACTICE**  **Activity 3. Let’s talk.** 8 minutes | | |
| a. Goal | ﻿ To enhance the correct use of *What do you want to eat / drink? – I want \_\_\_\_\_.* to ask and answer questions about what someone wants to eat / drink in a freer context. | |
| b. Input | ﻿– Picture cue: Minh and Mary asking and answering questions about food and drink items on a table at a birthday party: jam, lemonade, water, chips, and grapes.  – Speech bubbles: *What do you want to eat / drink? – \_\_\_\_\_.* | |
| c. Outcome | ﻿ ﻿Pupils can enhance the correct use of *What do you want to eat / drink? – I want \_\_\_\_\_.* to ask and answer questions about what someone wants to eat / drink in a freer context. | |
| d. Procedure | ﻿﻿**Step 1:** Draw pupils’ attention to the picture. Have them say the names of the food and drinks in the picture. Ask questions to help them identify the context (*see Input*).  **Step 2:** Have pupils look at the bubbles to understand how the sentence pattern is used. Have pupils role-play to practise asking the questions and giving their answers in pairs, using the picture cue. Make sure pupils understand the structure and say them with the right pronunciation and intonation. Go around to observe and provide help.  **Step 3:** Invite some pupils to practise asking and answering questions in front of the class. Praise them if they perform well.  **Extension:** For a more able class, have pupils ask and answer questions about what they want to eat / drink at a birthday party, using the structure learnt. | Whole class/ Individual work |
| **Fun corner and wrap-up:** 5 minutes | | |
|  | **Game: Bomb Star**  - Divide the class into 3 teams.  - Pupils from each team choose a star, then answer the question.  - Pupils answer correctly to get some points or a bomb corresponding to the number of hamburgers. | Whole class |