**Date of preparation: 1/12/2024**

**Date of teaching: 3/12/2024**

**Period 35:**

**UNIT 5 : FOOD AND DRINK**

**Getting stared**

## **I. Objectives**

**1. Knowledge:**

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

1.1. Memorise the words related to the topic food and drink.

1.2. Understand the context for introductory text.

**2. Competence:**

2.1.Unerstand the text and read the conversation and get information to do exercise 2,3

2.2. Use the kowlege to do exercise given (Ex 4)

*2.3. Use Ss’ knowledge to give out food and drink (name of food and ask and answer about your favorite food and drink)*

**3. Quality**:

3.1. Love for their food and drink

3.2. Respect for teachers and classmates.

**II. TEACHING AIDS**

Ss’ books, text books, projector, computer, wifi, soft documentary.

**III. Procedure**

|  |  |
| --- | --- |
| **Teacher’s and Ss’ activities** | **Contents** |
| **1. Organization (1’):**  - greeting.  ? Who is absent today.  7A: 7B:  **2. Warm up (5’)**:  - To introduce the new lesson.  - Write the unit title on the board and ask Ss.  *? Do you know different types of food, drink and taste.*  - Ask Ss to look at the picture and answer the questions.  *? Where are Phong and his mom.*  *? What might be happening to them.*  *? What are they doing.*  *? What is there in the fridge.*  *? Do you think what food and drink Phong would like to have.*  *? Have you ever had dinner alone.*  *? When and where.*  *? What did you eat then.*  *? How did you feel then.*  **3. New lesson (35’)**  **+ Activity 1 (15’): (1.1) (1.2)**  T asks Ss to look at the photos and answer the question: *What is this?*  Ss say the words.  - Play the recording. Ss listen and underline the newwords. T writes the newwords on the board.  - Ask Ss to practice the newwords, and pay attention to the pronunciation.  **+ Activity 2 (12’)**:(2.1), (2.2)  - Ss work independently. Allow them to share their answers with their partners before discussing as a class.  - One student goes to the board and writes.  - Checking with the whole class.  - Ss not to look at the book and try to remember which foods and drinks are mentioned in the conversation.  - Open the book and check.  - T asks all of the Ss in the class to fill in the blanks.  -Teacher gives clear instructions.  - Ss work individually step by step:  - Read the statements carefully and underline key words  **+ Activity 3 (8’):** (2.3)  - Ask Ss to think about their favourite food and drink then work in pairs to ask and answer. T goes round to help.  - Call on some pairs to practice in front of the class.  **3. Feedback (2’)**  - Ask Ss to retell the main content of the lesson.  **4. Home work (2’)**  - Learn by heart the newwords, and prepare the new lesson. | **\* Getting started: Dinner alone**  **1. Listen and read**  **I. Getting started.**  **Ex1. Listen and read.**  **\* New words.**      **-** roast (v)  - fry (v)  - shrimp (n)  - lemonade (n)  - mineral /ˈmɪnərəl/  **Ex 2. Read the conversation again and choose the best answer.**  A. Ordering food for dinner  B. preparing for their dinner  C. Talking about their favorite food  Key : A  **Ex3. Find the words food and drink in the conversation and put them in the correct column.**   |  |  | | --- | --- | | **food** | **drink** | | rice, pork, fish sauce, roast chicken, fried vegetables, fried tofu, spring rolls, canh (soup), shrimp, fish, | juice, lemonade, green tea, mineral water, winter melon juice, |   **Ex 4. Read the conversation again and tick T or F**  1. Mark's family is at a Vietnamese restaurant.  2. Mark wants fried tofu and beef for dinner.  3. They don't order canh.  4. Mark's mum wants mineral water.  5. His mum doesn't allow her children to drink juice during dinner.  ***Answer key:***  1. T  2. F *(Mark wants some fried tofu and spring rolls.)*  3. F*(Mark's dad thinks they will try some canh)*  4. T  5. F*(Mineral water for me, green tea for my husband, and juice for my children)*  **Ex 5. Think about your favourite foods and drinks.What questions can you ask about them? Ask and asnwer questions with a partner.**  - What is your favourite foods ?  - It is beef noodle soup  - When do you usually eat it?  - In the morning  **\* Home work**  - retell the content of the dialogue between waiter and Mark’s family.  - learnt by heart vocab related to food and drink.  - discribe some favourite food and drink.  - prepare Unit 5: A closer look 1 |

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**Period 36:**

**UNIT 5 FOOD AND DRINK**

**A closer look 1**

**A. Objectives:**

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

**1. Knowledge:**

1.1.Vocabulary: Use the words about food and drink (Ex 1,2)

1.2. Pronounce the sounds : **/ɒ/**and /ɔ:/

**2. Competence:**

2.1. Use the words to do exercise, recognize the words to do exercices given ( Ex 3)

2.2. Know how to pronoun the sounds **/ɒ/**and /ɔ:/ correctly (Ex 4,5)

2.3. Give more vocabulary about food and drink

**3. Quality**:

3.1. Love for their food and drink.

3.2. Respect for teachers and classmates.

**II. Teaching aids**

Ss’ books, text books, projector, computer, wifi, soft documentary.

**III. Procedure**

|  |  |
| --- | --- |
| **Teacher’s and Ss’ activities** | **Contents** |
| **1. Organization: (1’)**  - greeting.  ? Who is absent today.  7A: 7B:  **2. Warm up: (5’)**  - Ss tell their favourite food/ drink  **3. New lesson**  **a. Activity 1: (20’) (1.1), (1.2)**  - Prepare some photos/posters of food and drink and suggestions on vocabularies and structures to describe food and drink  - Guide Ss to read all the new words  - Ss listen and repeat  - call some Ss to read the new words  - Teacher puts Ss in small groups, explains that they are going to dictate five sets of four words, such as pea, orange, potato, onion.  - Teacher gives Ss some time to choose an odd one out for each set. More than one answer is possible.  - Ss listen and write the set. Then they choose the odd one out and circle it.  - Each group explains their decisions,  e.g. A pea, because it's the only one that's green. / An orange, because it makes terrible soup.  - T may create his / her own lists or choose from the list below:  - Teacher gives Ss instruction, lets Ss have time to work individually, in pairs and then supports them if necessary.  Ss quickly match the phrases with the pictures individually. - Ss then swap their answers with their partners to check their answers by listening to the recording at the same time.  - Teacher observes, checks, gives correct answers as well as pauses the recording after each phrase and asks them to repeat chorally and individually.   * Teacher corrects Ss’ pronunciation. * With weaker classes, teacher may ask for translations to check Ss’ understanding.   - Teacher sticks 4 group boards on which there are two columns of Dishes and Ingredients, at four corners in the class, hands out four sets of six word cards to each group and explains the rules of the game.  - Ss receive the signal of the teacher, quickly sort the words and stick them onto the correct columns on their group's board at the corner of the class.  -The fastest group which has the most appropriate words in the columns will be the winner.  - Teacher asks Ss to check their answers and share the names of other dishes and ingredients they know with their partners before showing the correct answers.  **b. Activity 2: (8’) (2.1)**  Teacher divides the class into two groups named  - Ss work in groups and then in pairs to practise.  - Teacher nominates some pairs of Ss to model this activity in front of the class. The others vote the best pairs they like best.  - Teacher gives feedback to help students improve their talk later.  **b. Activity 3 (8’):(2.1)**  - Teacher plays the video modelling the sounds /ɒ/ and /ɔ:/ first and asks Ss to watch closely to see how the sounds are formed, and then gives them instruction to practise pronouncing the sounds.  - After watching the video, Ss listen and put the words in the correct columns.  - Ss swap their notebooks with their partners to share their answers.  - Teacher plays the recording, show them the correct answers and asks Ss to listen and repeat. Teacher may play the recording as many times as necessary, asking Ss to repeat until they can pronounce the sounds correctly  - Teacher asks Ss to listen twice and asks Ss to tick (√) the sentences with the /ɒ/ sound.  - Ss do as instructed individually  - Ss share their answers with Ss who sit next to them.  - Then Teacher plays the recording again, checks and asks Ss to repeat and provides further practice if needed  **4. Feedback (2’)**  - Ask Ss to retell the main content of this lesson.  **5. Home work (1’)**  - Ask Ss to: | **I. VOCABULARY.**  **-** kilo (kg)  - teaspoon  - litre  - tablespoon  - gram  - millimetre  - omelette  - pancake  - spring rolls  - onion  - pepper  - butter  **Ex 1. Match the phrases with the picture . Then listen , check and repeat the phrases**  ***Answer key:***  1. b 2. f 3. a 4. c 5. d 6. e  **Ex 2. Write the following the words and phrases in the correct columns. Add any other dishes ingredients you know**        ***Key:***   |  |  | | --- | --- | | **Dishes** | **Ingredients** | | spring rolls | butter | | omelette | onions | | pancake | pepper |   **Ex 3: Work in pair. Ask and answer ingredients for Linh’s apple Pie**  Mums and Daughters/ Sons and assign Mums, only using the information from the table, to prepare ingredients for an apple pie that they are going to instruct their daughters/ sons and daughters/ sons to prepare some questions to ask their Mums how to make the apple pie.  - After that, teacher pairs Ss to make conversation, asking and answering about the quantity of ingredients for an apple pie.  Eg. *A: How many apples do we need?*  *B: We need 12.*  **II. PRONUNCIATION: /ɒ/ and /ɔː/**  **Ex 4 . Listen and repeat the words. Pay attention to the sounds /ɒ/ and /ɔː/**  - /ɒ/: fond, lot, not  - /ɔː/: short, call, water, pork, sauce  **Ex 5. Listen and repeat , paying attention to the underlined words. Tick the sentences with the /ɒ/ sound**  ***Key:***  √: 1, 2, 4  **Audio script – Track 33:**  1. I hate hot dogs.  2. It’s a very big pot.  3. Put the forks here.  4. This soup is very hot.  5. I like pork cooked with vegetables.  **\* Home work**  - learn by heart the newwords.  - practice pronuncing sound /ɒ/ and /ɔː/.  - prepare Unit 5 A closer look 2: review countable and uncountable nouns then do exs. |

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**Period 37:**

**UNIT 5 : FOOD AND DRINK**

**A closer look 2**

**A. Objectives:**

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

**1. Knowledge:**

1.1.Recognize quantitities : some, a lot of/ lots of with countable and uncountable nouns

1.2. some, a lot of/ lots of

**2. Competence:**

2.1. Use the kowlege to do exercises given ( Ex 1,2,3)

2.2. Use the kowlege to ask and exercises given (Ex4)

*2.3. Use the kowlege to do further exercises given (Ex5)*

**3. Quality**:

3.1. Love for food and drink

3.2. Respect for teachers and classmates.

**II. Teaching aids**

Ss’ books, text books, projector, computer, wifi, soft documentary.

**III. Procedure**

|  |  |
| --- | --- |
| **Teacher’s and Ss’ activities** | **Contents** |
| **1. Organization (1’):**  - greeting.  ? Who is absent today.  7A: 7B  **2. Warm up (7’)**  -Teacher put Ss into 2 big teams (named *Mango & Orange)* and gives instruction.  - When teacher say the words (*apple, carrot, chicken, salt, meal, sugar, star, cucumber, pepper, meat…)* aloud:  - Ss of *Mango* team **stand up** and shout out if the word is **countable**.  - Ss of *Orange* team **stand up** and shout out if the word is **uncountable**.  - Teacher checks and tells Ss the noun is countable or uncountable when they have already reacted.  **3. New lesson**  **a. Activity 1 (12’): (1.1), (1.2)**  Teacher shows meanings of the new words in Vietnamese and asks Ss to translate them into English before starting the lesson.  - Teacher asks Ss to to look at some countable nouns and uncountable nouns she has said and shared on the screen in the mini game, then asks them to tell the difference between countable nouns and uncountable nouns (Don’t forget to remind Ss that they should use a good dictionary to check if a noun is countable or uncountable.)  - After that, teacher has Ss look at the **Remember!** box about the use of *some, a lot of / lots of* and explain how to use *some* and *a lot of / lots of,* then show them the examples in the **Remember!** box.  - Teacher briefly explains  **b. Activity 2 (10’): (2.1)**  -T asks Ss to read the sentences carefully and choose the best answers on their own, then then swap with their partners.  - Ss do the exercise as instructed.  - Ss share their answers and discuss the reasons why they have chosen them.  - T nominates some Ss to read their answers in front of the whole class, check and correct their answers  -T divides the class into 4 groups, asks them to look at the photos on the screen, write down the words/ phrases to complete the sentences as quickly as they can on their mini boards/ paper sheets and raise the board above their heads, saying "**Bingo!**"  **-**The groups having more members who write correct answers the most quickly will get a star.  - T observes them closely and has one student assist in writing the number of stars each group achieves.  **-**T asks Ss to read the sentences carefully and choose the best answers on their own, then then swap with their partners.  - Ss do the exercise as instructed.  - Ss share their answers and discuss the reasons why they have chosen them.  -T nominates some Ss to read their answers in front of the whole class, check and correct their answers.  **c. Activity 3 (5’): (2.2)**  - T gives Ss two minutes to think of and write down as many questions using H*ow much* and *How many* as they can.  - Teacher pairs them to take turns asking and answering the questions in Task 3 and the questions they have prepared.  -Ss work in pairs to practise.  -T nominates some pairs of Ss to model this activity in front of the class. The others vote the pairs they like best.  -T gives feedback to help students improve their talk later.  **d. Activity 3 (6’): (2.3)**  - T chooses some strong Ss in the class and assign the role of culinary teachers to them. The others will be culinary learners.  - T asks them to sit in their groups to discuss and list all the questions and answers to make conversations in a culinary class.  - T then mixes them in groups of a teacher and 3 to 4 students and asks them to make conversations asking and answering how to make pancakes and an omelette in a culinary class.  - Every S in the group needs motivation to take part in the conversations while teacher goes around and observes them talking.  - T notes all useful measurement expressions and some students' grammatical errors for later comments.  **4. Feedback (2’)**  - Ask Ss to retell the basic content of this lesson.  **5. Homework (2’)**  - Tasks Ss to make questions and sentences about quantities, using *some, a lot of / lots of, any, How much* and *How many*.  - prepare Unit 5 Communication | **Mini game: Are these countable and uncountable?**  \* Vocabulary  1. đếm được: countable /ˈkaʊntəbəl/  2. số lượng: quantity /ˈkwɒntəti/  3. miêu tả: describe /dɪˈskraɪb/  4. nhiều người biết đến: popular /ˈpɒpjələr/  5. hoạt hình: cartoon /kɑːˈtuːn/  **\* Grammar:**  **some, a lot of / lots of**  - *some* and *a lot of / lots of* are all used with both countable nouns and uncountable nouns to talk about quantities.  - use *some* with plural countable nouns or uncountable nouns to talk about a number or amount of something / somebody when the exact number or amount is not given;  - *use lot of / lots* of with plural countable nouns or uncountable nouns to talk about a large number or amount of something / people.  **Ex 1**: **CIRCLE THE CORRECT WORDS OR PHRASES TO COMPLETE THE FOLLOWING SENTENCES**  Key  1. a lot of 2. lots of 3. Some  4. a lot of 5. some  **Ex 2 : LOOK AT THE PICTURES AND COMPLETE EACH SENTENCE. WRITE *SOME, ANY* OR *A LOT OF/ LOTS OF IN THE BLANKS***    Key  1. a lot of/lots of 2. Any 3. Some 4. a lot of/lots of 5. a lot of/lots of  **Ex 3: FILL IN EACH BLANK WITH *HOW MANY* OR *HOW MUCH. ANSWER THE QUESTIONS, USING THE PICTURES***  ***Key***  1. How much – Two litres 2. How many – Two books  3. How many – Two books 3. How many – Three bananas  5. How many – Five spring rolls  **Ex 4: WORK IN PAIRS. ASK AND ANSWER, USING THE QUESTIONS IN 3**.  Eg. *A: How much water do you drink every day?*  *B: Two litres.*  **Ex5: WORK IN PAIRS. TAKE TURNS TO ASK AND ANSWER ABOUT THE RECIPES.**  **\* Homework**  - Make questions and sentences about quantities, using *some, a lot of / lots of, any, How much* and *How many*.  - prepare Unit 5 Communication |

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**Period 38:**

**UNIT 5 FOOD AND DRINK**

**Commnunication**

## 

**A. Objectives:**

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

**1. Knowledge:**

1.1. Know and use how to ask and answer about prices

1.2. Understand to make a short conversation about about favorite food and drink

**2. Competence:**

2.1. Listen and get information to answer the question (Ex3)

*2.2. In groups:Interview to your two friends about food and drink then report before the class.*

**3. Quality**:

3.1. Love for food and drink.

3.2. Respect for teachers and classmates.

**II. Teaching aids**

Ss’ books, text books, projector, computer, wifi, soft documentary.

**3. New lesson**

|  |  |
| --- | --- |
| **Teacher’s and Ss’ activities** | **Contents** |
| **1. Organization: (1’)**  - greeting.  ? Who is absent today.  7A: 7B  **2. Warm up: (6’)**  - T asks Ss to work in small groups.  - T gives each group a different type of restaurant and tells them to create a menu and include starters, main courses, side dishes, desserts and drinks. Don't forget the prices.  -Ss quickly write on their own board, raise the board up and say "Bingo"  -Ss look at others' restaurant menu and say which they want to go to in turns.  - Teacher gives them a quick feedback  .**3.New lesson - 34’:**  **\*Activity 1 (16’): (1.1) (2.1)**  -T asks Ss to look at the photo and answer the question.  What is this?  - Ss say the word.  - Other Ss correct if the previous answer is incorrect.  -T shows and says the word aloud and asks Ss to repeat it.  - T gives some words in Vietnamese and asks Ss to translate into English  - Ss says the word  -T gives the correct answers  - Teacher gives Ss instructions.  - Ss listen carefully, watch closely and repeat as a whole class. They pay attention to the questions whenever Teacher pauses and corrects their mistakes.  - Ss work in pairs to repeat the conversation.  - Teacher shows the conversation on the screen to make sure they ask the correct questions.  - Teacher shows the menu on the screen, shows the sample of the conversation, pairs Ss and asks them to play the roles of a waiter and a customer to ask and answer about the prices of the food and drink on the menu.  - Ss practise for about 3 minutes.  - Ss work with another partner and change their roles, asking and answering questions about the prices.  -Teacher goes around, observes, corrects their mistakes and notes some of their typical errors if necessary.  **b. Activity 2 (18’): (1.2), (2.2)**  - Teacher gives Ss some time to read the questions in Exercise 3, asks them to pay attention to the key words and predict the answers.  - Ss do the exercise step by step.  - Ss read and underline key words.  - Ss listen twice, find synonyms and paraphrases of the key words and answer the question.  -Teacher asks Ss to swap their notebooks with each other, listen to the recording once again and peer check.  -Teacher gives Ss the correct answers and then asks them to repeat the conversation.  - Teach lets Ss randomly pick the cards to choose their teams. Then, teacher gives the instruction.  -Ss work in groups, practise asking and answering the questions to get information about the others in their groups to complete the table.  -Ss share the collected information in the class.  -Teacher listens to them, gives them comments and correct when necessary.  4**. Feedback (2’)**  - Ask Ss to retell the basic content of this lesson.  + talk about the favourite food/ drink  + report the result that they’ve interviewed their friends.  **5. Homework (2’)**  - Ask Ss to: | **Restaurants**   * a steakhouse * a vegetarian café * an expensive French eatery * a motorway service station restaurant * a seafood restaurant   **\* Vocabulary**  1. con lươn: eel /iːl/  2. ngoại quốc: foreign /ˈfɒr.ən/  3. ưa thích: favourite /ˈfeɪvərɪt/  4. cuộc phỏng vấn: interview /ˈɪn.tə.vjuː/  5. thử làm gì đó: try /traɪ/  **Ex1: LISTEN AND READ THE CONVERSATION. PAY ATTENTION TO THE QUESTIONS AND ANSWERS**  **Ex 2: WORK IN PAIRS. TAKE TURNS TO ASK AND ANSWER ABOUT THE PRICES OF THE FOOD AND DRINK ON THE MENU**  **Eg:** How much is a glass of milk?**LY'S**  **Iiiiii5566iiittt**  **iiii**  **Ii RiiiiEIiiSTAItItURANT**  **Ex3: LISTEN TO THE CONVERSATION AND ANSWER THE FOLLOWING QUESTIONS.**  ***Key:***  1. Spring rolls.  2. Lemonade.  3. Apple pie and pancakes.  4. *Hu tieu* (in Ho Chi Minh City).  5. Omelettes, rice, and spring rolls.  **Ex4: WORK IN GROUPS. INTERVIEW TWO OF YOUR FRIENDS ABOUT THEIR FAVOURITE FOOD AND DRINK. WRITE THEIR ANSWERS IN THE TABLE BELOW.**  **\* Home work**  - practice talking about your or your friends’ favourite food and drink.  - prepare Unit 5 Skills 1  + Read a passage about Pho, a popular food in Viet Nam then do exs 1, 2  + base on exs 3, 4; practice talking about Vietnamese food, drink and recipes. |

**Period 39:**

**UNIT 5 FOOD AND DRINK**

**Skills 1**

**I. Objectives:**

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

**1. Knowledge:**

1.1.Reading for generral and specific information about special kind of traditional Vietnames dishes

1.2.Talking about ingredients of food, how often and when you have it   
**2. Competence:**

2.1. Use the information from the text to do excerises 2,3

2.2.Talk about popular food and drink in groups of 3 or 4

*2.3. Talk about popular food and drink, and then talk before the class*

**3. Quality**:

3.1. Love for food and drink.

3.2. Respect for teachers and classmates.

**II. Teaching aids**

Ss’ books, text books, projector, computer, wifi, soft documentary.

**III. Procedure**

|  |  |
| --- | --- |
| **Teacher’s and Ss’ activities** | **Contents** |
| **1. Organization (1’):**  - greeting.  ? Who is absent today.  7A: 7B  **2. Warm up (7’):**  **-** Teacher pairs Ss, gives them some time to discuss about “Phở”, using suggested questions.  1. Is *pho* popular in your neighbourhood?  2. When can we have *pho*?  3. What are the main ingredients of *pho*?  Ss discuss as guided.  - After discussing, Ss talk about *pho* in front of the class.  - T listens and may ask some other questions about how to make Phở.  **3.New lesson - 36’:**  **\*Activity 1 (15’): (1.1) (2.1)**  -Teacher asks Ss to scan the passage to find and work out the meanings of the words (1-5) in the passage and match with their meanings (a-e), using the context.  -Ss quickly locate the words, read with full concentration and complete focus, predict and match them with the provided meanings.  -Ss swap their answers with each other.  -Teacher checks the answers as a class, confirms the correct answers.  Or for weak classes, Teacher may ask for translation to check understanding.  - Teacher gives instructions.  -Ss work individually to carefully read and underline key words in the given part of the sentences and three options of the other part that fit in.  -Then, they locate the key words in the text, thoroughly read the text to choose the correct option to complete the sentences. --Teacher tells them to underline parts of the passage that help them with the answers and set a strict time limit to ensure Ss read the text quickly for information.  - Ss share their answers with others to compare their choices in pairs before showing them in the class and to Teacher. --Teacher also asks them to give evidence when giving the answers.  -Teacher nominates some Ss to read the completed sentences aloud, listens and then gives them correct answers.  **b. Activity 2 (18’):** (1.2), (2.2), (2.3)  - Ask Ss to retell the usage of a/ an/ some and any, and phrases of quantity used with uncountable nouns.  - Some Ss retell.  - Ask Ss to work in pairs to ask and answer about the ingredients for an omelette.  - T may go round to help if necessary.  - Call on some pairs to practice in front of the class.  - Ask Ss to refer to the words and phrases that they can use to talk about food, drink, and cooking in the Getting started, A closer look 1 and Communication then do ex 4 individually. Use the phrases in the box to complete the instructions on how to cook an omelette.  - Have Ss to share their answers with their partners.  - Check with the whole class.  - Call on some Ss to retell the recipe for an omelette.  **4. Feedback (2’)**  - Ask Ss to retell the basic content of this lesson.  + retell sth about Pho  + recipe for an omelette  **5. Home work (2’)**  - Ask Ss to: | **I. Reading**  **Ex 2. READ PHONG’S BLOG. MATCH THE UNDERLINED WORDS IN THE TEXT WITH THEIR MEANINGS**  ***Key****:*  1. d 2. b 3. c 4. a 5. e  **Ex3. READ PHONG’S BLOG AGAIN AND CIRCLE THE CORRECT ANSWER A, B OR C.**  1. The text is **mainly** about \_\_\_\_\_\_\_.  A. **pho**, a **popular dish** in Viet Nam  B. **popular dishes** in Viet Nam  C. **different ways** to **cook** *pho*  2. *Pho* **is** **made** **mainly** with \_\_\_\_\_\_.  A. **rice noodles** and **beef** or **chicken**  B. **rice**, **pork**, and **vegetables**  C. **fish**, **shrimp**, and **noodles**  3. We **enjoy** *pho* \_\_\_\_\_\_.  A. **only** for **breakfast**  B. for **lunch** and **dinner**  C. at **any** **time** of the day  4. To **make** **noodles** for *pho*, we **use** \_\_\_\_\_.  A. a variety of **sticky** **rice**  B. the **best** **kind** of rice  C. **eggs** and **rice** **flour**  5. The **broth** for *pho* **is** **made** by \_\_\_\_\_.  A. **slowly** **cooking** **beef** or **chicken** **bones**  B. cooking **beef** or **chicken** with **fish** sauce  C. boiling **potatoes** and **chicken** **bones** for a **long** **time**  ***Key:***  1. A 2. A 3. C 4. B 5. A  **II. Speaking**  **Ex4. MAKE NOTES ABOUT A POPULAR FOOD AND DRINK IN YOUR AREA. THINK ABOUT ITS MAIN INGREDIENTS, HOW OFTEN AND WHEN YOU HAVE IT.**    **\* Home work**  - talk sth you know about *Pho*  - give the recipe for a dish that you can cook.  - prepare Unit 5 Skills 2  + listen for specific information about different traditional foods and do exs 1,2.  - do ex3 make note about popular food or drink in your neighbourhood then prepare ideas to write about some popular foods or drinks in your neighbourhood. |

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**Period 40:**

**UNIT 5 FOOD AND DRINK**

**Skills 2**

**I. Objectives:**

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

**1. Knowledge:**

1.1.Listen for specific information about Minh’ food area

1.2.Writing a paragraph about eating habits in your area

**2. Competence:**

2.1. Use the information to do listening exercises 2,3

2.2. Write a paragraph of about 70 words about eating habits in your area. Ex 4,5

*2.3. Write a paragraph of about 85 words about eating habits in your area*

**3. Quality**:

3.1. Love for food and drink.

3.2. Respect for teachers and classmates.

**II. Teaching aids**

Ss’ books, text books, projector, computer, wifi, soft documentary.

**III. Procedure**

|  |  |
| --- | --- |
| **Teacher’s and Ss’ activities** | **Contents** |
| **1. Organization: (1’)**  - greeting.  ? Who is absent today.  7A: 7B:  **2. Warm up (5’)**  - S1: talk somethings they know about Pho – a popular food in Viet Nam.  - S2: talk about a popular food in his/ her neighbourhood.  **3. New lesson**  **a. Activity 1 (15’):** (1.1), (2.1)  -T asks Ss to look at the photos and answer the question “What does it mean in English?”  - Ss say the words.  -Other Ss correct if the previous answers are incorrect.  - Teacher shows and says the words aloud and asks Ss to repeat them.  -Teacher asks Ss to work in groups of 4 or 5 discussing questions about the eating habits of the people in their area.  - Ss actively discuss and note down all members' answers.  - Ss share their groups' answers as the whole class.  -Teacher asks Ss to guess which food and drink will appear in the monologue first  Ss listen to the recording, tick the words or phrases they hear from the monologue.  - Two or three Ss are nominated to write their answers on the board after the first listening.  - Teacher plays the recording again for Ss to check the answers. If time is limited, T may only play the monologue once. T may pause at the sentences that include the words or phrases Ss need circle.  -Teacher has Ss look at the statements in this activity, asks them how to do it and gives them some strategies to do the exercise. (e.g. reading the sentences, underlining the key words, listening to the text, paying attention to the key words, deciding if each sentence is true or false).  -Ss individually do exercise as instructed. (For strong classes, Ss can take notes of the information to explain why a sentence is false.)  - Ss swap their answers with their partners for checking.  - Teacher nominates Ss to read their answers aloud, checks and gives  them the correct ones.  **b. Activity 2 (20’): (1.2), (2.2), (2.3)**  **TASK 4: MAKE NOTES ABOUT THE EATING HABITS IN YOUR AREA.** (Ex 4, p.57)  - Teacher asks Ss to make notes, brainstorm or cluster ideas to write about the eating habits in their area, using the following questions. (Ss can use the language in the listening exercise.)  *+ What time do they have breakfast, lunch and dinner?*  *+ What food and drink do they have then?*  -Ss do not have to write full sentences and they can use abbreviations.  - Then Ss share their notes with their partners.  -T may ask some strong students to read out the notes to the whole class.  - Teacher suggests Ss think and write, using the notes they have done in Exercise 4.  - Ss write the first draft individually and listen to their classmates' and Teacher's feedbacks and comments, and then write the final writing.  - Then, they share their writings with the others, using marking criteria to give each other peer-feedbacks.  Teacher observes Ss, notes some useful expressions and structures the Ss have used and some errors they have made for later comments and correction.  -T may display all or some of Ss’s final writings on the wall / notice board and mark them.  **4. Feedback (2’)**  - Ask Ss to retell the basic content of this lesson.  + How to write about a popular food or drink.  **5. Homework (2’)**  - Ask Ss to: | **\*Vocabulary**  1. meal /mɪəl/: bữa ăn  2. breakfast /ˈbrekfəst/: bữa sáng  3. lunch /lʌntʃ/: bữa trưa  4. dinner /ˈdɪnər/: bữa tối  5. fabulous /ˈfæbjələs/: tuyệt vời  6. healthy /ˈhelθi/: khoẻ mạnh   * **Listening**   **Ex1: WORK IN GROUPS. DISCUSS THE FOLLOWING QUESTIONS.**  1. What time do people in your area often have breakfast, lunch, and dinner?  2. What do they often have for breakfast, lunch, and dinner?  **Ex 2:LISTEN TO MINH TALKING ABOUT THE EATING HABITS IN HIS AREAD. CIRCLE THE FOOD AND DRINK YOU HEAR.**   * eel soup * cakes * green tea * coffee * toast   ***Key:***  eel soup, green tea  **Ex3**: **LISTEN AGAIN AND TICK** **(✓) T (True) or F (False).**  ***Key:*** 1. F 2. T 3. F 4. T 5. T  **\* Writing**  **Ex 4: MAKE NOTES ABOUT THE EATING HABITS IN YOUR AREA**    **Ex5: WRITE A PARAGRAPH OF ABOUT 70 WORDS ABOUT THE EATING HABIRS IN YOUR AREA. USE THE INFORMATION IN 4 TO HELP YOU**  **\* Homework**  - write their final version at home.  - prepare Unit 5 Looking back + project  + review words related to the topic of foods and drinks, use a/ an/ some/ any/ How much/ How many with countable Ns or uncountable Ns then use pencil to prepare all exs. |

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**Period 41:**

**UNIT 5 VIETNAMESE FOOD AND DRINK**

**Looking back + project**

**I. OBJECTIVES:** By the end of the lesson, students will be able to:

**1. Knowledge:**

1.1. Vocabulary : food and drink

1.2.Grammar: some, a lot of, lots of with countable and uncountable nouns

**2. Competence:**

2.1. Use the vocabulary of wonder, travel items to do exercises 1,2.  
2.2. Use the quantifiers, some, a lot of, lots of with countable and uncountable nouns to do ex 3,4

*2.3. Introduce a famous or drink in your area*

**3. Quality**:

3.1. Love for food and drink.

3.2. Respect for teachers and classmates.

**II. TEACHING AIDS**

Teacher’s book, text books, projector, computer, wifi, soft documentary.

**III. Procedure**

|  |  |
| --- | --- |
| **Teacher’s and Ss’ activities** | **Contents** |
| **1. Organization: (1’)**  - greeting.  ? Who is absent today.  7A: 7B  **2. Warm up** **(5’)**  - Teacher puts Ss in small groups, shows some ingredients on the screen and gives thorough instructions.  - Ss work in their teams to decide what food they can cook, using the ingredents provided.  - Students then share their ideas with other groups.  -Teacher corrects students’ answers if they make any mistakes and suggests some food they can make using the given ingredients.  **3. New lesson (35’)**  **a. Activity 1: (1.1), (2.1)**  - Teacher encourages students to find as many words or phrases as possible to add to the columns individually.  - Students do the task individually.  -Ss compare with their partners to find out who has more words and add any words they haven’t had into their tables.  - Teacher gives feedback as a class discussion.  -Teacher has Ss do this activity individually.  - Ss read the recipe and write about 7 sentences.  - Ss then compare their answers with their partners. Some strong ones are nominated to read out their answers in front of the class.  -Teacher gives feedback as a class discussion.  **b. Activity 2(1.2), (2.2) , (2.3)**  - Teacher gives instructions.  -Ss do the exercise individually first.  - Then they can swap and check their answers with a partner before discussing the answers as a class. Remind Ss to record their original answers so they can use that information in their **Now I can …** statement.  - Teacher gives feedback as a class discussion.  - Teacher gives instructions.  - Ss do the exercise individually first.  - Then they can swap and check their answers with a partner before discussing the answers as a class. Remind Ss to record their original answers so they can use that information in their **Now I can …** statement.  - Teacher gives feedback as a class discussion.  - Teacher has students display all or some of the posters on the wall or notice board and ask each group to present their poster to the whole class. When all groups have presented their posters, T may have the whole class vote for the best poster.  - Students do the project in groups before and present during lesson 7  - Students listen to the others, vote for the best poster and finally complete the self-assessment by completing the statement **Now I can …** so that they can identify any difficulties and weak areas and provide further practice as the whole groups and individuals.  - Teacher gives feedback.  **4. Feedback (2’)**  - Ask Ss to repeat the basic content of Unit 5.  **5. Home work (2’)**  - Ask Ss to do project in groups to prepare for reporting the group’s project next period | **Game:** **What can you make?**  **I. Vocabulary**  **Ex 1. Add the words/ phrases you have learnt to the columns.**   |  |  |  | | --- | --- | --- | | **Dishes** | **Ingredients** | **Measurement phrases** | | Omelette, pancake, beef noodle soup, chicken noodle soup, rice, noodles, pork, sandwich, meat, tofu, bread, spring rolls…. | Shrimp, salt, cooking oil, flour, pork, turmeric, pepper, noodle, vegetable, egg, meat, tofu… | a slice, a can, a bottle, a kilo, a bar, a glass, a bag, a teaspoon, a tablespoon, a packet, …of… |   **Compare with a partner. Who has more words/ phrases.**  **Ex 2. Read the recip and write sentences as in the example**  **Suggested answers:**  We need 5 eggs. We need 2 tomatoes.  We need 2 tablespoons of cold water.  We need 40 grams of butter.  We need 5 grams of onion.  We need 1 teaspoon of salt.  We need 1 teaspoon of pepper.  **II. Grammar**  **Ex 3. Complete the sentences with some , any much or a lot of , lots of .**  **Key:**  1. any 2. some 3. a lot of/ lots of 4. a lot of/ lots of 5. any, some  **Ex 4. Make questions with How many/ How much for the underlined words in the following sentences.**  ***Key:***  1. How many bottles of juice are there in the fridge?  2. How much butter do you need for your pancakes?  3. How many bottles of fish sauce do you / we have?  4. How many chairs do you / we need (for the party)?  5. How much sugar did she put in her lemonade?  **III. Project**  + Choose eating habits in Ha Noi or in another area or country and design a poster for it, including:  - what typical food they eat for the meals  - what ingredients they need to cook  - how they cook  - how they serve the meals  - pictures or photos for illustration   * Organise an exhibition. * Vote for the best poster.   **\* Finish!**  **\* Project**  **\* Home work**  - Do as appointed |