**Period 43**

**UNIT 3: ALL ABOUT FOOD**

**Lesson 6: 3C VOCABULARY (p. 58)**

**I. Objectives (learning outcomes):**

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

**1. Knowledge:**

Learn verbs relating to food preparation.

Learn cooking tools.

Learn how to talk about cooking tools.

**2. Core competence and language skills:**

Listen and pronounce the words correctly.

Build critical thinking, communication skills.

**3. Personal qualities:**

Build their love for cooking and know more about healthy diet.

**II. Teaching aids:**

**Teacher’s aids:** student book and teacher’s book, class CDs, IWB software, PPT/ projector/interactive whiteboard/TV (if any).

**Students’ aids:** Student books, notebooks.

**III. Procedures:**

**1. Activity 1: Warm-up: (5 minutes)**

**a. Objectives:** to introduce the new lesson and set the scene for Ss to acquire new language; to 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:** Miming game

**c. Outcome:** Ss can know some verbs relating to food preparation

**d. Competence: c**ommunication, collaboration, analytical thinking skills

**e. Organization:**

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| **T’s activities** | **Ss’ activities** | **Content** |
| - Divide the class into 2 groups.  - Write the words in the paper and ask Ss to mime in front of the class for their friends to guess the words.  - The group having the correct answers is the winner. | - Play game in groups  - Take notes | **Game: miming**   1. slice 2. peel 3. grate 4. add 5. mix 6. chop 7. beat |

**2. Activity 2: (15 minutes)**

**a. Objectives:** to present vocabulary for food preparation and improve Ss’ listening skill.

**b. Content:** vocabulary for food preparation.

**c. Outcome:** Ss can remember and use vocabulary for food preparation correctly.

**d. Competence: c**ommunication, collaboration, critical thinking skills

**e. Organization:**

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| **T’s activities** | **Ss’ activities** | **Content** |
| - Ask Ss to look at the pictures. - Play the recording with pauses for Ss to repeat chorally and/or individually. - Check Ss’ pronunciation and intonation. - Elicit the students' native language equivalents. | - Look at the pictures and take notes  - Listen and repeat chorally and/or individually. | ***Task 1.* Listen and repeat. Say the** **words in your language. (2.17)**  Food preparation (slice, peel, grate, add, mix, chop, beat) |
| - Ask Ss to look at the pictures. - Play the recording with pauses for Ss to repeat chorally. - Check Ss’ pronunciation and intonation. - Elicit the students' native language equivalents. | - Look at the pictures and take notes  - Listen and repeat chorally and/or individually.  - Work in pairs, one S says Vietnamese, the other says English | **Task 2: Listen and repeat. Say the words in your language.**  Cooking tools (knife, saucepan, bowl, whisk, cake tin, grater, frying pan, spoon)  **\* Checking remembering:** |

**3.** **Activity 3: (15 minutes)**

**a. Objectives:** to help SS practise vocabulary for food preparation and cooking tools.

**b. Content:** cooking tools

**c. Outcome:** Ss can talk about food preparation and cooking tools.

**d. Competence: c**ommunication, collaboration, critical thinking skills and creativity

**e. Organization:**

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| **T’s activities** | **Ss’ activities** | **Content** |
| - Explain the task.  - Check Ss’ answers.  - Ask Ss to work in pairs and make sentences about food preparation and cooking tools using their answers to Exercise 3a following the example. - Elicit answers from around the class. | - Complete the task individually and then share with their partners | ***Task 3.* a. Match the cooking tools (1-4) to the correct phrases (a-d).**  **Answer key**  1. c 2. d 3. a 4. b  **b. Make sentences using your answers in Exercise 3a. Tell your partner.**  ***Answer key***  You need a knife to chop, peel or slice onions. You need a grater to grate cheese. You need a spoon to mix vegetables*.* |

**4. Activity 4: (5 minutes)**

**a. Objectives:** to help SS practice extensive speaking.

**b. Content:** food preparation

**c. Outcome:** Ss can apply the lesson in a real situation

**d. Competence: c**ommunication, collaboration, critical thinking, presentation skills and creativity

**e. Organization:**

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| **T’s activities** | **Ss’ activities** | **Content** |
| - Ask Ss to work in pairs and talk about what do they need to cook their favourite dish/dishes.  - monitor the class and help ss if necessary.  - Call some Ss to talk in front of the class. | - Develop the ideas.  - Practice extensive speaking.  - Apply the lesson in a real situation | **Work in pairs. Ask and answer the questions: What’s your famous dish? What do we need to cook it and what are they used for.**  ***Suggested answer***  *My favourite dish is fried eggs. To cook this dish, we need some eggs and oil. We need a whisk to beat eggs. We need a frying pan to fry eggs. And we need a place to contain fried eggs.* |

**5. Guide students to learn by themselves (5 minutes)**

- Verbs relating to food preparation,

- Cooking tools

- Talk about cooking tools

- Learn verbs relating to food preparation and cooking tools

- Do exercises in the workbook (page 30)

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**Period 44**

**UNIT 3: EVERY DAY**

**Lesson 7: 3D EVERYDAY ENGLISH (p. 59)**

**I. Objectives (learning outcomes):**

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

**1. Knowledge:**

- Learn to give instructions.

- Learn word stress.

**2. Core competences and language skills:**

**-** Practise describing how to make a dish, act out a dialogue, role play a dialogue.

- Build up communication skills.

- Sustain communitive dialogue.

**3. Personal qualities:**

- Build their love for cooking.

**II. Teaching aids:**

**- Teacher’s aids:** student book and teacher’s book, class CDs, IWB software, PPT/ projector/interactive whiteboard/TV (if any).

**- Students’ aids:** Student books, notebooks.

**III. Procedures:**

**A. Warm-up: (5 minutes)**

**a. Objectives:** to introduce the new lesson and set the scene for Ss to acquire new language; to 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:** food

**c. Outcome:** Ss can know some names of food in English

**d. Competences: c**ommunication, collaboration, analytical thinking skills

**e. Organization:**

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| **T’s activities** | **Ss’ activities** | **Content** |
| - Show the pictures on the screen and ask Ss to tell the names of the dishes.  - Asks them to describe how to cook these dishes if they know. | - Look at the pictures and tell the names of food | **Ask and answer: What is the name of the dish in each picture? Do you know how to make them?**  Món phở của người Việt gây tranh cãi khắp thế giới - BBC News Tiếng Việt => Pho (beef soup)  Burger bò khoai giòn tràn phô mai (bánh lớn) - Món mới - Burger King®  Vietnam | Thực đơn => burger  Fried Chicken Recipe: How to make Fried Chicken Recipe at Home | Homemade Fried  Chicken Recipe - Times Food =Fried chicken  Pork Soup Dumplings Recipe | Molly Yeh | Food Network = Dumpling |

**B. New lesson: (35 minutes)**

**1. Activity 1: (10 minutes)**

**a. Objectives:** to provide Ss some useful language and a model conversation

**b. Content:** dialogue

**c. Outcome:** Ss can learn some useful structures and use them correctly

**d. Competences: c**ommunication, collaboration, critical thinking skills and creativity

**e. Organization:**

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| **T’s activities** | **Ss’ activities** | **Content** |
| - Read out the phrases and give Ss time to use them to complete the dialogue.  - Ask Ss to share with their friends. | - Complete the task individually and then share with their partners | ***Task 1.* Complete the dialogue. Use the sentences (A-E).**  **Nat:** This cake is delicious!  **Helen:** Thanks! It’s my grandma’s recipe.  **Nat: 1)** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?  **Helen:** Yes. First of all, beat the butter and sugar. **2)** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Then, mix some more.  **Nat: 3)** \_\_\_\_\_\_\_\_\_\_\_\_?  **Helen:** Then, use a spoon to mix in the flour, milk and baking powder, and pour it into the cake tin. Finally, slice the strawberries and add them to the cake tin.  **Nat: 4)** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?  **Helen:** For forty minutes at 220 degrees Celsius.  **Nat: 5)** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_!  **Helen:** It really is. |
| - Play the recording. Ss listen and check their answers to Exercise 1. | - Take roles and act out the dialogue | ***Task 2.* Listen and check. Then act out the dialogue in pairs. (2.19)**  ***Answer key***  1. Is it easy to make?  2. Next, break the eggs and add them to the bowl, one at a time.  3. And then?  4. How long do you bake it for?  5. Wow, it sounds simple! |

**2.** **Activity 2: (15 minutes)**

**a. Objectives:** to introduce a model dialogue

**b. Content:** the ingredients in the recipe, word stress

**c. Outcome:** Ss can learn about the ingredients in a recipe and practise word stress.

**d. Competences: c**ommunication, collaboration, critical thinking skills and creativity

**e. Organization:**

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| **T’s activities** | **Ss’ activities** | **Content** |
| - Read out the recipe and ask Ss to work in pairs and ask and answer questions following the example using the ingredients list in Exercise 1. - Monitor the activity around the class and then ask some pairs to ask and answer in front of the class. | - Complete the task individually and then share with their partners | ***Task 3*. Look at the ingredients in the recipe. Ask and answer questions as in the example.**  ***Suggested answer***  A: How much butter do we need? B: We need 120 grammes of butter. A: How much flour do we need? B: We need 180 grammes of flour. A: How much baking powder do we need? B: We need 2 teaspoons of baking powder. A: How much milk do we need? B: We need 120 millilitres of milk. A: How many strawberries do we need? B: We need 12 strawberries |
| - Explain the task and play the recording.  - Play the recording again. | - Listen and underline the stressed syllables. Check Ss’ answers.  - Listen and repeat either chorally or individually. | **Intonation; Word stress**  **Listen and underline the stressed syllables. Then listen again and repeat.**  - apple  - chicken  - cereal  - tomato  - pepper  - onion  - coffee  - lemon |

**3. Activity 3: (10 minutes)**

**a. Objectives:** to help Ss apply the lesson in the real situation.

**b. Content:** how to make an unusual dish

**c. Outcome:** Ss can sustain communitive dialogue

**d. Competences: c**ommunication, collaboration, critical thinking, presentation skills and creativity

**e. Organization:**

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| **T’s activities** | **Ss’ activities** | **Content** |
| - Explain the situation and ask Ss to take roles and act out a dialogue similar to the one in Exercise 1 about an unusual dish. - Remind Ss to use the dialogue in Exercise 1 as a model as well as any ideas of their own to complete the task. - To help Ss, draw the following diagram on the board and elicit appropriate phrases Ss should use. Write them on the board. Ss can refer to the diagram while doing the task. | - Take roles and act out a dialogue similar to the one in Exercise 1 about an unusual dish.  - Complete the task in pairs. | ***Task 4.* Think of an unusual dish. Tell your partner how to make it. Act out a dialogue similar to the one in Exercise 1. Mind the sentence stress.**  **Guide**    ***Suggested answer*** *A: This potato dish is delicious!* *B: Thanks! It’s my recipe.* *A: Is it easy to make?* *B: Yes. First, wash the potatoes carefully.* *A: And then?* *B: Then, put them in a saucepan and add some carrots, butter, sugar and salt.* *A: How long do you cook them for?* *B: Cook them for about ten minutes. Mix them and add a little yoghurt.* *A: Wow, it sounds simple!* |

**4. Guide students to learn by themselves (5 minutes)**

- Give instructions.

- Word stress.

- Learn Vocabulary about sports and family members.

- Do exercises in the workbook (page 31)

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**Period 45.**

**UNIT 3: ALL ABOUT FOOD**

**Lesson 8: 3E GRAMMAR (p. 60)**

**I. Objectives (learning outcomes):**

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

**1. Knowledge:**

Learn the comparative.

Review some useful adjectives.

**2. Core competence and language skills:**

Compare two things.

Improve their communication skill, self-evaluation skill.

Improve their analytical skill, note-taking skills.

**3. Personal qualities:**

Have a good eating habit and good behaviour.

**II. Teaching aids:**

**Teacher’s aids:** student book, workbook and teacher’s book, class CDs, IWB software, PPT/ projector/interactive whiteboard/TV (if any).

**Students’ aids:** Student books, workbooks and notebooks.

**III. Procedures:**

**1. Activity 1: Warm-up: (5 minutes)**

**a) Objectives:** to introduce the grammar point: comparative

**b) Content:** comparative

**c) Outcome:** Ss can know some rules of comparative

**d) Competence: c**ommunication, collaboration, analytical thinking skills

**e) Organization:**

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| **T’s activities** | **Ss’ activities** | **Content** |
| - Show the pictures on the board.  - Ask Ss to answer the questions.  - Check Ss’ answers. | - Complete the task individually and then share with their partners | **Ask and answer the questions:**  - Who is taller, the boy or the girl? Appearance » Words »Bài 7: Bé học từ vựng tiếng Anh chỉ ngoại hình và cách  miêu tả ngoại hình của mình » Tiếng Anh Lớp 1Học Tiếng Anh Miễn Phí, Học  => The boy  Get Tom &amp; Jerry fun unlimited - Microsoft Store en-NR  - Who is bigger, Tom or Jerry?  => Tom  - Which is longer, the blue pencil or the green pencil?Long vs. Short Form Content: Which Ranks Better in 2016? An In-Depth Study  on 300k Pages  => The blue pencil |

**2. Activity 2: (15 minutes)**

**a) Objectives:** to present comparative.

**b) Content:** comparative.

**c) Outcome:** Ss can learn and understand the rules of comparative and spelling

**d) Competence: c**ommunication, collaboration, critical thinking skills and creativity

**e) Organization:**

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| T’s activities | Ss’ activities | Content |
| - Write on the board. Explain how we form the comparative degree. Point out that we don’t always add -er to the adjective. Explain that we use comparative forms to compare two people/ things/ objects/ places etc.  - Read the table aloud and explain/elicit that the comparative is formed by adding -er to one-syllable adjectives and more to adjectives with two or more syllables and that irregular adjectives have different forms. | - Look, listen and take notes.  - Complete the task individually and then share with their partners | **Comparative**  Eg. I’m older than Jane    ***Task 1.* Read the table. How do we form the comparative degree of short/ long adjectives? Which word do we use after an adjective in the comparative form? Are there similar structures in your language?**  ***Answer key*** *We form the comparative degree of short adjectives by adding -er. We form the comparative of long* *adjectives with more. After an adjective in the comparative form, we use the word* ***than****.* *(Ss' answers)* |
| - Read out the Spelling Rules! box. - Elicit any similar structures in Ss’ students' native language. | - Listen and take notes | **\* Spelling rules**  • adjective + -er : *long – longer* • -e + r : *nice – nicer* • one-syllable adjective ending in vowel + consonant ➝ double consonant + -er: *thin – thinner* • -y ➝ -y + -ier: *happy – happier* |

**3. Activity 3: (15 minutes)**

**a) Objectives:** to help Ss practise the comparative form and clarify the main points

**b) Content:** comparative

**c) Outcome:** Ss can understand the comparative form and use it correctly.

**d) Competence: c**ommunication, collaboration, critical thinking skills and creativity

**e) Organization:**

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| **T’s activities** | **Ss’ activities** | **Content** |
| - Explain the task and give Ss time to complete it. - Check Ss’ answers. | - Complete the task individually and then share with their partners | ***Task 2*. Put the adjectives in brackets into the comparative form.**  **Answer key:** 1.Paul’s restaurant is busier **(busy)** than Rico’s. 2.Rico’s is more expensive **(expensive)** than Paul’s. 3.The waiters at Rico’s are more polite **(polite)** than the ones at Paul’s. 4. The service at Rico’s is quicker **(quick)** than at Paul’s. 5. Paul’s is more crowded **(crowded)** than Rico’s. 6. Rico is friendlier/more friendly **(friendly)** than Paul. |
| - Ask Ss to look at the table and then compare the two cafés as in the example. - Check Ss’ answers. | **-** Look at the table and then compare the two cafés as in the example. | ***Task 3.* Look at the table. Compare the cafés.**  ***Answer key***  Ann’s is more expensive than Sam’s. Ann’s is older than Sam’s. Sam’s is bigger than Ann’s. Ann’s is quieter than Sam’s. |

**4. Activity 4: (5 minutes)**

**a) Objectives:** to wrap up the lesson

**b) Content:** making comparative sentences

**c) Outcome:** Ss can use the language in real life.

**d) Competence: c**ommunication, collaboration, critical thinking, presentation skills and creativity

**e) Organization:**

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| **T’s activities** | **Ss’ activities** | **Content** |
| - Write a list of adjectives on the board. Divide the class into two teams and play the game following the instructions with each team taking turns. Each correct answer gets a point. The team with the most points after an equal number of turns wins. | - Work in groups to complete the game | **Game: making comparative sentences**  Work in pairs. Say the comparative form of one of the adjectives below. Then use it in a sentence.  Adjectives: tasty, long, big, expensive, beautiful, modern, cheap. e.g. tasty – tastier *Fish is tastier than chicken* |

**5. Guide students to learn by themselves (5 minutes)**

- The comparative.

- Some useful adjectives.

- Learn rules of comparative

- Do exercises A. New Words in the workbook (page 32)

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