**UNIT 5: FOOD and DRINKS**

**Lesson 2.1 - Vocabulary and Reading (Page 39)**

**I. OBJECTIVES**

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

**1.1. Language knowledge and skills**

- know some words about containers and quantities of food and drinks *(a bunch of bananas, a bag of flour, a bottle of oil, a can of beans, a carton of eggs, a stick of butter, a carton of milk, a box of spaghetti).*

- talk about containers and quantities of food and drinks in their kitchen.

- read a paragraph about Pete and his mom mentioning different containers and quantities of food and drinks to understand general and specific information.

**1.2. Competences**

- improve communication, collaboration, analytical and critical thinking skills.

**1.3. Attributes**

- help family with the cooking.

- eat healthily.

**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.

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

**III. ASSESSMENT EVIDENCE**

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| **Performance Tasks** | **Performance Products** | **Assessment Tools** |
| - Fill in the blanks. | - Ss’ answers. | - T’s feedback/Peers’ feedback. |
| - Listen and repeat. | - Ss’ answers/ presentation. | - T’s observation / feedback. |
| - Say which of these you have in your kitchen. | - Ss’ answers. | - T’s feedback/Peers’ feedback. |
| - Read the paragraph about Pete. What did his mom want him to do? | - Ss’ answers. | - T’s feedback/Peers’ feedback. |
| - Read the paragraph and complete the table. | - Ss’ answers. | - T’s feedback/Peers’ feedback. |
| - What different containers do they mention in the reading? What other ones do you know? | - Ss’ answers. | - 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:** Introduce some words about containers and quantities of food and drinks *(a bunch of bananas, a bag of flour, a bottle of oil, a can of beans, a carton of eggs, a stick of butter, a carton of milk, a box of spaghetti).*

**c) Expected outcomes:** Ss have general ideas about the topic of the new lesson: containers and quantities of food and drinks.

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| * **Option 1:**   - Use the “New words” part a.– page 39 for the warm-up activity.  - Show pictures and words using DCR, have Ss fill in the blanks (in pairs).  - Call Ss to give answers.  - Give feedback and show correct answers using DCR.  - Lead to the new lesson.  - Play the audio (CD1 – Track 53), have Ss listen and repeat.  - Correct Ss’ pronunciation if necessary.     * **Option 2: Containers**   - Show pictures, have Ss do the matching activity in pairs.  - Call Ss to give answers.  - Give feedback.  - Introduce the new lesson: containers and quantities of food and drinks.  **\*Illustration:** | - Work in pairs to fill in the blanks.  - Give answers.  - Listen.  **Answer keys**    - Work in pairs.  - Give answers.  **Suggested answers**  *1D*  *2A*  *3F*  *4C*  *5E*  *6B* |

**B. New lesson (35’)**

* **Activity 1: Pre-Reading (Vocabulary) (12’)**

**a) Objective:** Ss know some words about containers and quantities of food and drinks.

**b) Content:**

**-** Vocabulary study: Fill in the blanks: Words about containers and quantities of food and drinks *(a bunch of bananas, a bag of flour, a bottle of oil, a can of beans, a carton of eggs, a stick of butter, a carton of milk, a box of spaghetti)*.

- Listen and repeat.

**-** Speaking: Say which of these you have in your kitchen.

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

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Task a. Fill in the blanks. Listen and repeat.**   * **Option 1** *(If the teacher hasn’t used this part for the Warm-up activity.)*   - Demonstrate the activity on DCR, using the example.  - Have Ss look at the pictures and phrases, then fill in the blanks.  - 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 using DCR.  - Play audio (CD1 – Track 53). Have Ss listen and repeat.  - Correct Ss’ pronunciation.   * **Option 2: Brainstorming** *(If the teacher has used part a. for the Warm-up activity.)*   - Have Ss review the words they have known in the warm-up activity by thinking of other food and drinks that can go with words of containers and quantities.  - Call Ss to give answers (read or write).  - Check answers as a whole class.  - Call some Ss to read the words again.  - Correct Ss’ pronunciation if necessary.  **\*Illustration:**    **Task b. Say which of these you have in your kitchen.**  - Have students say which foods they have in their kitchen.  - Have Ss share their answers in front of the class.  - Give feedback and evaluation. | - Look and listen.  - Work individually.  - Work in pairs.  - Give answers.  - Listen and repeat.  **Answer keys**    - Work in groups.  - Give answers.  - Read.  **Expected answers**  *- A bag of: chocolate, candies, sugar, …*  *- A bunch of: banana, grapes, flowers, …*  *- A box of: chocolate, candies, pens, …*  *- A bottle of: cooking oil, water, soda, …*  *- A carton of: milk, yoghurt, juice, …*  *- A can of: fish, soda, candies, …*  - Work in pairs.  - Present.  **Sample answers** |

* **Activity 2: While - Reading (17’)**

**a) Objective:** Students can develop their reading skill.

**b) Content:**

- Read the paragraph about Pete. What did his mom want him to do?

- Read the paragraph and complete the table.

**c) Expected outcomes:** Students can read a paragraph and understand more about containers and quantities of food and drinks.

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Task a. Read the paragraph about Pete. What did his mom want him to do?**  - Have Ss read 3 options and guess the answer.  - Ask Ss to scan the paragraph, then choose the best answer.  - Remind Ss to underline or highlight the keywords or supporting ideas for their answers.  - Have some Ss share their answers with the class (read), explain for their answers.  - Give feedback.  - Give feedback and correct Ss’ answers if necessary.  **Task b. Now, read the paragraph and complete the table.**  - Have Ss look at the paragraph and the table.  - Have Ss work in pairs to compete the table.  - Elicit answers from different pairs.  - Give feedback and evaluation. | -Work individually.  - Read answers, explain.  - Check answers.    **Answer keys**  - Work in pairs to compete the table - Write answers.  - Read answers.  **Answer keys** |

* **Activity 3: Post - Reading (6’)**

**a) Objective:** Students can use the vocabulary and ideas from the reading text to develop their speaking skill.

**b) Content:**  Speaking: What different containers do they mention in the reading? What other ones do you know?

**c) Expected outcomes:** Students can talk about other containers and quantities of food and drinks.

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Task c. In pairs: What different containers do they mention in the reading? What other ones do you know?**  - Have Students work in pairs to answer the questions.  - Go round and give help if necessary.  - Call some Ss to share their ideas with the whole class.  - Give feedback and evaluation. | - Discuss in pairs.  - Present.  - Listen. |

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

**\* Consolidation:**

- Words about containers and quantities of food and drinks *(a bunch of bananas, a bag of flour, a bottle of oil, a can of beans, a carton of eggs, a stick of butter, a carton of milk, a box of spaghetti).*

**\* Homework:**

- Learn the new words by heart.

- Practice talking about containers and quantities of food and drinks.

- Do the exercises in WB: New words + Reading (Pages 28, 29).

- Do the vocabulary exercise in Tiếng Anh 7 i-Learn Smart World Notebook (page 30).

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

- Prepare: Unit 5 - Lesson 2.2 – Grammar (page 40 – SB).

**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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