**LESSON PLAN**

**ENGLISH 7 (GLOBAL SUCCESS)**

***Date of planning: 18 /11/2024***

***Date of teaching: 21&22 / 11/ 2024***

Week: 12 UNIT 5: FOOD AND DRINK

**Period 35: Lesson 1: Getting started – At a Vietnamese restaurant**

**I. OBJECTIVES:**

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

**1. Knowledge**

- An overview about the topic Food and Drink

- Vocabulary to talk about food and drink

**2. Competences**

- Develop communication skills and cultural awareness

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

**3. Qualities**

- Develop healthy eating habits and awareness of balanced diets

- Be proud of the homeland

**II. TEACHING AIDS:**

**1. Teacher:** - Grade 7 textbook, Planning (Unit 5- Getting started)

- Smart TV/Pictures, sets of word cards

- sachmem.vn

**2. Students:** Text books, notebooks, posters, ….

III. PROCEDURES: (STAGES)

|  |  |  |  |
| --- | --- | --- | --- |
| **Activity 1: Warm-up (5’)**  **\* Aim:** To revise the old lesson and introduce the new lesson; To lead in the lesson.  \* **Content:** *\**  Game: GAME: PELMANISM (words and pictures about music and arts)  **\* Products:** Ss find out words and pictures exactly.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | | **Content** |
| **\* Warm up**: **T – SS**  \* Teacher divides the class into 2 teams and asks them to choose the pair of number.  \*\* In 2 minutes, each member from each team has to take turns to turn over one card and try to find a card that matches it.  \*\*\* If the two cards match each other, the team gets one point.  - If the two cards are different, put them back in the same places, facing down.  \*\*\*\* The team with more points will win the game.  **🡪 Lead in:** Teacher leads students into the new lesson | | | **Game:**   |  |  |  |  | | --- | --- | --- | --- | | lemonade | Mineral  water | chicken | Vegetables | | Fruit | Eggs | Beef | rice | |
| **Activity 2: Presentation (15’)**  **\* Pre - teach vocabulary**  **\* Aim:** to introduce new vocabulary, to help students use key language more appropriately before they read and listen  \* **Content:** Learn some vocabularies related to the topic.  **\* Products:** Students read and understand the meaning of vocab.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| **- T - Ss.**  \*Teacher use different techniques to teach vocab (pictures, situation, realia)  \*\* Follow the seven steps of teaching vacab.  \*\*\* Repeat in chorus and individually  - Copy all the words  \*\*\*\* T checks the words by game: “ What and where”  **\* Checking vocab: < what and where>** | | **\* Vocabulary**  **\* Vocabulary**   1. roast (v) /rəʊst/: quay, nướng (thịt…) 3. fry (v) /fraɪ/: rán 5. shrimp (n) /ʃrɪmp/: con tôm 7. lemonade (n) /ˌleməˈneɪd/: nước chanh   mineral (adj) /ˈmɪnərəl/: khoáng chất | |
| **\* Pre – reading and listening** | | | |
| **\* Aims:** To get students interested in the topic; To set the context ; To help Ss understand the main idea of the text  \* **Content**: Answer some Qs related picture and the text; Role play  **\* Products:** Students read and understand the meaning of the conversation  Students know how to role play  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **- T - Ss.**  \* Set the context for the listening and reading text. + Have Ss look at the picture and answer some questions,  + Encourage Ss to answer, but do not confirm whether their answers are right or wrong.  + Ask them to talk a bit about types of food and drink they know.  + T can also ask Ss to share any recent experiences of eating at a restaurant  \*\*Play the recording twice for Ss to listen and read along. Have Ss underline the words that are related to the topic of the unit while they are listening and reading.  \*\*\* T invites some pairs of Ss to read the conversation aloud and gives feedbacks  \*\*\*\* Ask Ss what exactly Jack's family is doing. Now confirm the correct answer | **Task 1. Listen and read**    **e.g**  - Where is Mark's family?  - What are they doing?  \_ Have you ever been to a restaurant?  \_Where and when?  \_ What food and drink did you have there?  **Task 2: Answer the question:**  \* What is Mark's family doing?  A. Ordering food for dinner.  B. Preparing for their dinner.  C. Talking about their favourite food.  **Keys : A.** Ordering food for dinner | | |
| **Activity 3: Practice: (15’)** | | | |
| **Task 3**  **\* Aims:** - To practise reading and listening for specific information ; To practise scanning  - To develop Ss' vocabulary for food and drink  \* **Content**: Find the words and phrases about food and drink in the conversation and write them in the correct columns  **\* Products:** Ss say the correct answers and write all words/ phrases down on the notebooks exactly.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **T-Ss, Ss-Ss**  \* Teacher asks Ss to work individually to read and listen to the conversation and find the words and phrases and then share their answers with their partners who sit next to them.  \*\* Ss do exercise 3 individually  \*\*\* Ss share and discuss with their partners to write all words/ phrases down on the notebooks.  \*\*\*\* Teacher corrects their answers as a class. | **Task 3: Find the words and phrases about food and drink in the conversation and write them in the correct columns.**  **Key:**   |  |  | | --- | --- | | **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, | | | |
| **Task 4**  **\* Aims:**  To help Ss deeply understand the text; To practise scanning and intensive reading  \* **Content:** Read the conversation again and tick (✓) T (True) or F (False).  **\* Products:** Students gives the correct answers and explains exactly.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **T-Ss, Ss-Ss**  \* Teacher gives clear instructions.  \*\* Ss work individually step by step:  - Read the statements carefully and underline key words  - Scan the conversation to locate the underlined key words  - Read intensively to tick True or False  \*\*\* Teacher nominates Ss to read the statements aloud and say which ones are True and False, the others attentively listen to and correct their answers if necessary.  \*\*\*\* Teacher checks and gives the correct answers. | **Task 4: Read the conversation again and tick (✓) T (True) or F (False).**  ***\* Suggested keywords in the statements:*** 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)* | | |
| **Activity 4: Production:(5’)**  **Task 5**  **\* Aims:** - To help Ss be able to talk about favourite food and drink; To develop teamwork skills  - To give students authentic practice in using target language  **\* Content:** Think about your favourite food and drink. Then ask your partner about his or her favourite food and drink.  **\* Products:** Some pairs perform in front of the class.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **T-Ss, Ss-Ss**  \* Teacher gives Ss clear instructions in order to make sure Ss can role-play effectively.  \*\* Teacher asks each student to think of the questions he / she may use to ask about his / her partner's favourite food and drink.  \*\*\* Demonstrate the activity to the class first. Ask a strong student to help you. Then ask Ss to work in pairs. T goes round to help weaker Ss. Call on some pairs to perform in front of the class.  \*\*\*\* Teacher gives Ss feedback. | **Task 5: Work in pairs. Think about your favourite food and drink. Then ask your partner about his or her favourite food and drink.**  *What kinds of food are the most popular? What ingredients are there? What is the food like*  **\* Example:**  A: What's your favourite food?  B: It's pho bo - beef noodle soup.  A: When do you usually have it?  B: In the morning. | | |
| **Activity 5: Consolidation (3’)**  \* **Aim:** To consolidate what students have learnt in the lesson.  \* **Content:**. Summarize the main content what students have learnt in the lesson.  **\* Products:** Some Ss say aloud in front of the class  **\* Organization of implementation**: | | | |
| **Teacher’s and Ss’ activities** | **Content** | | |
| - Teacher asks students to talk about what they have learnt in the lesson.  - Ss work indepently | - Some new words  - Read and understand content of the conversation | | |
| **\* Homework (2’)** | | | |
| **Teacher’s and Ss’ activities** | **Content** | | |
| - T reminds Ss to do homework and prepare the new lesson. | - Learn by heart all the new words.  - Read the dialogue again.  - Prepare lesson 2 ( A closer look 1)*.* | | |

**\*- Evaluation:** …………………………………………………………………………………………………………………………………………………………………………………

***Date of planning: 18 /11/2024***

***Date of teaching: 22&26 / 11/ 2024***

Week 12: UNIT 5: FOOD AND DRINK

Period 36 : Lesson 2: A closer look 1

**I. OBJECTIVES:**

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

**1. Knowledge**

-Use the lexical items related to the topic Food and Drink

- Know how to use the measurement words and phrases often used with food and drink

- Pronounce the sounds /ɒ/ and /ɔ:/correctly

**2. Competences**

- Be collaborative and supportive in pair work and team work

- Access and consolidate information from a variety of sources

- Actively join in class activities

**3. Qualities**

- Promote pride in the values ​​of Vietnamese culture

- Develop love for family.

**II. TEACHING AIDS**

**1. Teacher:** - Grade 7 textbook, Planning (Unit 5 -A closer look 1)

- Smart TV/Pictures, sets of word cards

- sachmem.vn

**2. Students:** Text books, notebooks, posters, ….

III. PROCEDURES : (STAGES)

|  |  |
| --- | --- |
| **Activity 1: \* Warm-up (5’)**  **\* Aim:** To activate students’ prior knowledge and vocabulary related to the topic, the targeted vocabulary and its pronunciation  **\* Content:** Choose correct words and pictures on the board  **\* Products:** Students choose correct words and pictures on the board.( team work)  **\* Organization of implementation:** | |
| **Teacher’s and Ss’activities** | **Content** |
| **- T - Ss**  \* Teacher divides the class into two teams and asks Ss to look at the pictures about dishes and ingredients and write the name of them.  \*\* T gives Ss watch the pictures on the screen in 15 seconds  \*\*\* Ss from two teams have to remember and write the name of them.  \*\*\*\*T gives feedback and The team which has more correct will be the winner.  🡪 T leads in the new lesson. | \* **Game: Kim’ game**     |  |  |  |  |  | | --- | --- | --- | --- | --- | | bread | Carrot | Spring roll | Stew fish | Roasted chicken | | sailt | onion | pepper | eggs | sugar | |
| **Activity 2: Presentation (7’)**  **\* Pre - teach vocabulary**  **\* Aim:** To teach students some places and adjectives related the lesson.  \* **Content:** Some vocab about travelling items.  **\* Products:** read and understand the meaning of vocab.  **\* Organization of implementation:** | |
| **Teacher’s and Ss’activities** | **Content** |
| **- T - Ss**  \* Teacher use different techniques to teach vocab (pictures, situation, explaination …..)  \*\* Repeat in chorus and individually  \*\* Ss copy all the words  \*\*\* Teacher checks students’ understanding with the “Matching ” technique.  \*\*\*\* Teacher checks students’ pronunciation and gives feedback. | **\* Vocabulary**  - teaspoon /ˈtiːspuːn/ (n): muỗng  .- ingredient /ɪnˈɡriːdiənt/ (n): thành phần  **- apple pie /ˌæpl ˈpaɪ/ (n): bánh táo**  - omelette /ˈɒmlət/ (n): trứng rán  .- butter /ˈbʌtə(r)/ (n): bơ  - onion /ˈʌnjən/ (n): hành tây  - pancake /ˈpænkeɪk/ (n): bánh rán  - pepper /ˈpepə(r)/ (n): tiêu  - fork /fɔːk/ (n): nĩa |
| **Activity 3: Practice (15’)** | |
| **Task 1**  **\* Aims:** To revise and help Ss understand the measurement words and phrases often used with food and drink.  \* **Content:** Match the phrases with the pictures. Then listen, check, and repeat the phrases.  **\* Products:** Students give answers correctly and whole class Practise saying the words.  **\* Organization of implementation:** | |
| **Teacher’s and Ss’activities** | **Content** |
| **Task 1: T-Ss**  \* 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. | **Task 1: Match the phrases with the pictures. Then listen, check, and repeat the phrases.**     1. a kilo (kg) of 2. a teaspoon (tsp) of 3. a litre (l) of 4. a tablespoon (tbsp) of 5. 200 grams (g) of 6. 400 millilitres (ml) of   **\* Answer key:**  **1. b 2. f 3. a 4. c 5. d 6. e**  **\* Audio script – Track 31:**  *1. a teaspoon (tsp) of salt*  *2. 400 millilitres (ml) of milk*  *3. a kilo (kg) of beef*  *4. a litre (l) of water*  *5. a tablespoon (tbsp) of sugar*  *6. 200 grams (g) of flour* |
| **Task 2**  **\* Aims:** To help Ss identify new words of dishes and ingredients.  \* **Content: :** Write the words and phrases in the correct columns. Add any other dishes and ingredients you know  **\* Products:** Ss play in groups and The fastest group which has the most appropriate words in the columns will be the winner.  **\* Organization of implementation:** | |
| **Teacher’s and Ss’activities** | **Content** |
| **Task 2: T - Ss, Ss - Ss**  **+ Activity 1**  \* Teacher divides the class into 4 groups and gives instructions.  \*\* Individually, Ss carefully and closely watch in order to write down the words for the items appearing on the screen.  \*\*\* Then, Ss discuss the meanings of the words given in groups.  \*\*\*\* T observes and may explain their meanings or even translations.  **+ Activity 2 – Who is faster?**  \* 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. | **Task 2: Write the words and phrases in the correct columns. Add any other dishes and ingredients you know.**  ***Key:***   |  |  | | --- | --- | | Dishes | Ingredients | | spring rolls | butter | | omelette | onions | | pancake | pepper |  |  |  | | --- | --- | | - beef soup  - roasted chicken  - noodle soup  - fried rice  - ………. | - salt  - flour  - garlic  - onion | |
| **Task 3**  **\* Aims:** To get Ss to practise asking and answering about the ingredients for a dish using measurement words and phrases they have learnt.  \* **Content:** Ask and answer about the ingredients for Linh’s apple pie, using the quantities in the recipe.  **\* Products:** Ss role play in front of the class  **\* Organization of implementation**: | |
| **Teacher’s and Ss’activities** | **Content** |
| ***Task 3:T-Ss, Ss-Ss***  \* Teacher divides the class into two groups named 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.  \*\* 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. | **Task 3:** **Work in pairs. Ask and answer about the ingredients for Linh’s apple pie, using the quantities in the recipe.**  Eg. A: How many apples do we need?  B: We need 12.  A: How much sugar do we need?  B: We need 300 grams of sugar  A: How much water do we need?  B: We need 120ml of water. |
| **Activity 4: PRONUNCIATION (10’)**  **(Pre-teach the sounds /ɒ/ and /ɔ:/.**  **\* Aims:** To show, model and help Ss how to pronounce the sounds /ɒ/ and /ɔ:/ and practise pronouncing these sounds correctly in words.  **\* Content**:Listen and repeat the words. Pay attention to the sounds /ɒ/ and /ɔ:/.  **\* Products:** Ss listen andrepeat the the words with sounds /ɒ/ and /ɔ:/ correctly.  **\* Organization of implementation**: | |
| **Teacher’s and Ss’activities** | **Content** |
| ***Task 4:T-Ss,***  \* 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. | PRONUNCIATION  **\* Sound /ɒ/ and /ɔ:/**  **TASK 4: Listen and repeat the words. Pay attention to the sounds /ɒ/ and /ɔ:/.** *(Ex 4, p.52)*   |  | | --- | | f**o**nd           sh**o**rt           c**a**ll           w**a**ter  p**o**rk           s**au**ce            l**o**t             n**o**t |   **\* Now, in pairs write the words in the correct columns.**   |  |  | | --- | --- | | **/ɒ/** | **/ɔ:/** | | fond /fɒnd/  lot /lɒt/ (adj)  not /nɒt/ (adv) | short /ʃɔːt/ (adj)  call /kɔːl/  pork /pɔːk/  sauce /sɔːs/  water /ˈwɔː.tər/ | |
| **\* Practice** | |
| **Task 5**  **\* Aims:** To show, model and help Ss how to pronounce the sounds /ɒ/ and /ɔ:/ and practise pronouncing these sounds correctly in words.  **\* Content:** Listen and repeat, paying attention to the underlined words. Tick (✓) the sentences with the /ɒ/sound.  **\* Products:** Ss read aloud the sentences with the /ɒ/ sound correctly.  **\* Organization of implementation:** | |
| **Teacher’s and Ss’activities** | **Content** |
| ***Task 5 :T-Ss, Ss- Ss***  **\*** 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. | **Task 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. |
| **Activity 5 :**  **Consolidation(3’)**  \* **Aim:** To help students to recall information they’ve learned during class and reflect on gaps in their knowledge  \* **Content:** Answer some questions related the content they’ve learned in the lesson.  **\* Products:** Ss summarise what they have learnt in the lesson.  **\* Organization of implementation**: | |
| **Teacher’s and Ss’ activities** | **Content** |
| - Teacher asks Ss to summarise what they have learnt in the lesson by asking them some questions. | * What food have we learned to make today? * What ingredients do we need to make it? How many/ How much of them do we need? * What sounds do we learn today? |
| **\* Homework (2’)** | |
| **Teacher’s and Ss’ activities** | **Content** |
| - T reminds Ss to do homework and prepare the new lesson. | - Learn by heart all the new words.  - Find 5 more words with the sound /ɒ/ and 5 more words with the sound /ɔ:/   - Prepare lesson 3 ( A closer look 2)*.* |

**\*- Evaluation:** ………………………………………………………………………………………………………………………………………………………………………………………………………………

***Date of planning: 24 /11/2024***

***Date of teaching: 26&27,28 / 11/ 2024***

Week 13: UNIT 5: FOOD AND DRINK

Period 37: Lesson 3: A closer look 2

**I. OBJECTIVES:**

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

**1. Knowledge**

- Know how to use the measurement words and phrases such as *some* and *a lot of / lots of* with countable and uncountable nouns

- Understand and use the *How many/ How much* to ask and answer about quantities

**2. Competences**

- Develop communication skills

- Be collaborative and supportive in pair work and team work

- Actively join in class activities

**3. Qualities**

- Promote pride in the values ​​of Vietnamese culture

- Develop love for family

**II. TEACHING AIDS**

**1. Teacher:** - Grade 7 textbook, Planning (Unit 5- A closer look 2)

- Smart TV/Pictures, sets of word cards

- sachmem.vn

**2. Students:** Text books, notebooks, posters, ….

III. PROCEDURES: (STAGES)

|  |  |  |  |
| --- | --- | --- | --- |
| **Activity 1: Warm-up (5’)**  **\* Aim**: To activate students’ knowledge using *some* and *a lot of / lots of*  - To get students interested in the topic  \* **Content:** Mini game: Are these countable and uncountable?  **\* Products:** Ss play in groups and say the word correctly.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| \* **Warm up (group work)**  **- T - Ss**  \* Teacher divides the class into big groups (named *Mango & Orange)* and gives instruction.  \*\* Teacher say aloud the words (*apple, carrot, chicken, salt, meal, sugar, star, cucumber, pepper, meat…)*  \*\*\* 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; The team with more correct words will win the game.  🡪**Lead in :** *Today we are going to learn more about* *countable and uncountable nouns.* | ***\**  Mini game: Are these countable and uncountable?** | | |
| **Activity 2: Presentation (5’)**  **\* GRAMMAR**  **Measurement words/phrases: *some, a lot of / lots of***  **\* Aim:** To help Ss understand and know how to use *some, a lot of / lots of*  \* **Content: Grammar:** *Countable and Uncountable nouns:*  **\* Products:** Understand ans know how to use Countable and Uncountable nouns.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | | **Content** |
| **T –Ss :**  \* 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  \*\*\*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 that *some* and *a lot of / lots of* are all used with both countable nouns and uncountable nouns to talk about quantities. Teacher also explains that SS can 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; Ss can *use lot of / lots* of with plural countable nouns or uncountable nouns to talk about a large number or amount of something / people. | | | \* Vocabulary  1. đếm được: countable /ˈkaʊntəbəl/  2. số lượng: quantity /ˈkwɒntəti/  3. miêu tả: describe /dɪˈskraɪb/  4. nhiều người biết đến: popular /ˈpɒpjələr/  **GRAMMAR**  **Measurement words/phrases: *some, a lot of / lots of*** |
| **Activity 3: Practice ( 20 ’)** | | | |
| **Task 1**  **\* Aims: - To help Ss practise using some and a lot of / lots of in sentences and in context.**  **\* Content: Choose the correct option for each sentence.**  **\* Products: Students say the correct keys aloud.**  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| **\* T –Ss , Ss- Ss**  \* Teacher 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.  \*\*\*\* Teacher nominates some Ss to read their answers in front of the whole class, check and correct their answers. | | **Task 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 | | |
| **\* Aims:**  To give Ss further practice on using *some* and *a lot of / lots of* in sentences and in context  - T help Ss revise the use of *any.*  \* **Content:**  **\* Products:** Understand and know how to use Some, many, much, a few, a little:  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| **\* T –Ss , Ss- Ss**  \* Teacher 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.  \*\*\*\* Teacher observes them closely and has one student assist in writing the number of stars each group achieves. | | **Task 2: Look at the pictures and complete each sentence. Write *some, any* or *a lot of/lots* of in the blanks.**      **\* Keys:**  1. a lot of/lots of  2. any  3. some  4. a lot of/lots of  5. a lot of/lots of | |
| **Task 3**  **\* Aims:** To help Ss revise the use of *How many* and *How much* to ask about quantities.  \* **Content:** Fill in each blank with *How many* or *How much*. Answer the questions, using the pictures  **\* Products:** Understand and know how to use ***How many* or *How much*.**  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| **T - Ss**  \* Teacher 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.  \*\*\*\* Teacher nominates some Ss to read their answers in front of the whole class, check and correct their answers. | | **Task 3: Fill in each blank with *How many* or *How much*. Answer the questions, using the pictures.** | |
| **Task 4**  **\* Aims**: To get Ss to use *How much/ How many* to ask questions about quantities  **\* Content:** Work in pairs. Ask and answer, using *How much/ How many.*  **\* Products:** Ss role play to ask and answer in front of the class.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| ***\* T-Ss, Ss-Ss***  \* - Teacher 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.  \*\*\* Teacher nominates some pairs of Ss to model this activity in front of the class. The others vote the pairs they like best.  \*\*\*\* Teacher gives feedback to help students improve their talk later. | | **Task 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.*  A: How many bananas do you eat every week?  B: I eat two bananas every week. | |
| **Activity 4: Production ( 5’)**  **\* Aims:** -To get Ss to practise using measurement words and phrases, words of dishes and ingredients, *How many* and *How much* in context..  \* **Content:** Work in pairs. Take turns to ask and answer about the recipes of pancakes and an omelette  **\* Products:** Ss ask and answer infront of the class fluently.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’ activities** | | **Content** | |
| ***\* T-Ss, Ss-Ss***  \* - Teacher chooses some strong Ss in the class and assign the role of culinary teachers to them. The others will be culinary learners.  - Teacher asks them to sit in their groups to discuss and list all the questions and answers to make conversations in a culinary class.  - Teacher 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.  \*\*\*\* Teacher notes all useful measurement expressions and some students' grammatical errors for later comments. | | **Task 5: Work in pairs. Take turns to ask and answer about the recipes.**    A: What do we need to make pancakes?  B: We need eggs, sugar, flour, milk, and butter.  A: How many eggs do we need?  B: Two. | |
| **Activity 5: Consolidation (3’)**  **\* Aim:** To help students to recall information they’ve learned during class and reflect on gaps in their knowledge  \* **Content:** summarize the main content in the lesson.  **\* Products:** Ss say what they have learnt in the lesson.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’ activities** | | **Content** | |
| Teacher asks students to talk about what they have learnt in the lesson. | | - How to use some, a lot of/ lots of  - How to ask and answer about food, drinks and cooking recipes using *some, a lot of/ lots of, How many, How much* | |
| **\* Homework (2’)** | | | |
| **Teacher’s and Ss’ activities** | | **Content** | |
| - T reminds Ss to do homework and prepare the new lesson. | | - Do exercises in the workbook.  - Prepare lesson 4 ( communication) | |

**\*- Evaluation:** …………………………………………………………………………………………………………………………………………………………………………………………………………….

***Date of planning: 24 /11/2024***

***Date of teaching: 28,29 / 11/ 2024***

Week 13: UNIT 5: FOOD AND DRINK

Period 38: Lesson 4 : Communication

**I. OBJECTIVES:**

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

**1. Knowledge**

- Use lexical items related to the favourite food and drink in everyday life

- Understand and use ways to ask and answer about prices and favourite food and drink in English

**2. Competences**

- Develop communication skills

- Be collaborative and supportive in pair work and team work

- Actively join in class activities

**3. Qualities**

- Promote pride in the values ​​of Vietnamese culture

- Develop love for family

**II. TEACHING AIDS**

**1. Teacher:** - Grade 7 textbook, Planning (Unit 5- communication)

- Smart TV/Pictures, sets of word cards

- sachmem.vn

**2. Students:** Text books, notebooks, posters, ….

III. PROCEDURES : (STAGES)

|  |  |  |  |
| --- | --- | --- | --- |
| **Activity 1: Warm-up (5’)**  **\* Aim**: - To activate students’ knowledge  - To get students interested in the topic  \* **Content:** Answer some questions related the restarant.  **\* Products:** Ss give the answers in front of the class.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | | **Content** |
| **\* Warm up**  **T – Ss**  \* Teacher elicits and asks students some questions about the restaurant.  \*\* Some students are invited to answer.  \*\*\* Teacher and students discuss the answers.  \*\*\*\* Teacher introduces the lesson. | | | **\* Warm up:Chatting**    - Have you been to the restaurant?  - Who did you go with?  - What is your favorite food?  - Do you think the dishes and drinks at the restaurant are cheap or expensive? |
| **Activity 2: Presentation ( 10’)**  **\* Vocabulary** | | | | |
| **\* Aim:** To help students use key language more appropriately  \* **Content**: Listen and read the short conversation, paying attention how to make and accept appointments  **\* Products:** Understand and know how to make and accept appointments;  **\* Organization of implementation:** | | | | |
| **Teacher’s and Ss’activities** | **Content** | | | |
| T – Ss  \* 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.  \*\*\*\* Teacher shows and says the word aloud and asks Ss to repeat it.  \* Teacher gives some words in Vietnamese and asks Ss to translate into English  \*\* Ss says the word  \*\*\*\* Teacher gives the correct answers | **\* Vocabulary**  1. eel /iːl/: con lươn  2. foreign /ˈfɒrən/: ngoại quốc  3. favourite /ˈfeɪvərɪt/: ưa thích  4. interview /ˈɪntəvjuː/: cuộc phỏng vấn  5. try /traɪ/: thử làm gì đó | | | |
| **\* Everyday English**  **Asking and answering about prices** | | | | |
| **Task 1**:  **\* Aims:** To introduce ways to ask and answer about prices in English.  \* **Content:** Listen and repeat the conversation. Pay attention to the questions and answers  **\* Products:** Some pairs to role play in front of the class.  **\* Organization of implementation:** | | | | |
| **Teacher’s and Ss’activities** | | **Content** | | |
| **Task 1:T –Ss ; Ss- Ss**  \* 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. | | **\* Everyday English**  **Task 1: Listen and repeat the conversation. Pay attention to the questions and answers.**  **\* Audio script – Track 34:**  Mark: How much is a bottle of mineral water?  Mrs Thu Ba: It’s 5,000 dong.  Mark: And how much are two kilos of apples?  Mrs Thu Ba: They’re 50,000 dong. | | |
| **Activity 3: Practice (15’)**  **\* Aims:** To help Ss practise asking and answering about prices.  \* **Content:** Ask and answer about the prices of the food and drink on the menu.  **\* Products:** Ss role play in front of the class.  **\* Organization of implementation:** | | | | |
| **Teacher’s and Ss’activities** | | **Content** | | |
| **Task 2: T - Ss, Ss-Ss**  \* 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. | | **Task 2: Works in pairs. Ask and answer about the prices of the food and drink on the menu.**    **Ex:** A: How much is a bowl of beef noodles soup?  B: It's 30,000 dong. | | |
| **YOUR FAVOURITE FOOD AND DRINK** | | | | |
| **Task 3**  **\* Aims:** - To teach Ss the questions they can ask to interview someone about their favourite food and drink;  - To help Ss revise the vocabulary related to the topic.  \* **Content:** Listen to the conversation and answer the questions.  **\* Product:** Ss gives the correct answers**.**  **\* Organization of implementation:** | | | | |
| **Teacher’s and Ss’activities** | | **Content** | | |
| **Task 3: T – Ss.**  \* 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. | | **YOUR FAVOURITE FOOD AND DRINK**  **Task 3: Listen to the conversation and answer the 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.  **\* Audio script – Track 35:**  *Peter: Nam, can you help me with my school project? I need to interview some people about what they like to eat and drink.*  *Nam: Sure. What questions do you have?*  *Peter: What’s your favourite food, Nam?*  *Nam: It’s spring rolls.*  *Peter: What’s your favourite drink?*  *Nam: I like lemonade.*  *Peter: Interesting. What foreign food do you like?*  *Nam: Mmm, I like apple pie and pancakes.*  *Peter: How about new food? Is there anything that you’ve never had, but would like to try?*  *Nam: Certainly. I’d love to try hu tieu in Ho Chi Minh City.*  *Peter: I’d like to give it a try too. What can you cook?*  *Nam: Let me think... I cook omelettes, rice, and spring rolls.* | | |
| **Task 4**  **\* Aims:** To help Ss practise asking and answering about their friends’ favourite food and drink;  - To help Ss get information to report on their friends’ favourite food and drink;  \* **Content:** Interview two of you friends about their favourite food and drink. Write their answers in the table.  **\* Products:** asking and answering the questions to get information about the others in their groups to complete the table exactly  **\* Organization of implementation:** | | | | |
| **Teacher’s and Ss’activities** | | **Content** | | |
| **Task 5: T - Ss, Ss – Ss**  \* 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. | | **Task 4: Work in groups. Interview two of you friends about their favourite food and drink. Write their answers in the table.** | | |
| **Activity 4: Production (5’)**  **\* Aims:** To help Ss practise reporting the results of their interviews about favourite food and drink.  \* **Content: report your results to the class.**  **\* Products:** Some Ss report the results of their interviews in front of the whole class fluently.  **\* Organization of implementation:** | | | | |
| **Teacher’s and Ss’activities** | | **Content** | | |
| \* When Ss have finished the interview,T may have Ss practise reporting the results of their interviews in pairs or in groups.  \*\* Choose some Ss to report the results of their interviews in front of the whole class.  \*\*\* After each student has finished his / her report, invite some comments from other Ss. \*\*\*\*Then comment and correct any common errors. | | **Task 4**  **\* Now report your results to the class.** | | |
| **Activity 5 : Consolidation (3’)**  **\* Aims:** To consolidate what students have learnt in the lesson.  \* **Content:** Summarize the content of the lesson.  **\* Products:** Ss say aloud what they have just learnt .  **\* Organization of implementation:** | | | | |
| **Teacher’s and Ss’activities** | | **Content** | | |
| -Teacher asks students to talk about what they have learnt in the lesson. | | - Vocabulary of the favourite food and drink in everyday life  - Ways to ask and answer about prices, and favourite food & drink in English | | |
| **\* Homework (2’)** | | | | |
| **Teacher’s and Ss’ activities** | | **Content** | | |
| - T reminds Ss to do homework and prepare the new lesson. | | - Create a menu and include starters, main courses, side dishes, desserts and drinks. Don't forget the prices.  - To prepare for the next lesson: Unit 4 ( Skills 1) | | |

**\*- Evaluation:** ………………………………………………………………………………………………………………………………………………………………………………………………………

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***Date of planning: 28 /11/2024***

***Date of teaching: 29/11 & 2 / 12/ 2024***

Week 13: UNIT 5: FOOD AND DRINK

Period 39 : Lesson 4 : SKILLS 1

**I. OBJECTIVES**

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

**1. Knowledge**

- Develop their reading skill for specific information about food and drink

- Talk about the popular food and drink

**2. Competences**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and team work

- Develop presentation skills

- Actively join in class activities

**3. Qualities**

- Promote pride in the values ​​of Vietnamese culture

- Develop love for family and traditional food and drink

**II. TEACHING AIDS**

**1. Teacher:** - Grade 7 textbook, Planning (Unit 5, skills 1)

- Smart TV/Pictures, sets of word cards

- sachmem.vn

**2. Students:** Text books, notebooks, posters, ….

**III. PROCEDURES : (STAGES)**

|  |  |  |
| --- | --- | --- |
| **Activity 1: Warm-up (5’)**  **\* Aim**: To create an active atmosphere in the class before the lesson; To introduce the topic of reading.  \* **Content:** List some common dishes that your family often eats in daily meals.  **\* Products:** Students’ answers on the groupd board.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | **Content** | |
| - **T- Ss**  \* Teacher asks Ss write names dishes that their family often eats in daily meals.  \*\* Students discuss in groups and write the answers on the group board.  \*\*\* The teacher asks Ss to hang the group board on the board  \*\*\*\* Teacher gives feedback. | **Game: *List some common dishes that your family often eats in daily meals.***  **- Breakfast:**  **- Lunch:**  **- Dinner** | |
| Activity 2: Reading **(10’)**  **1. Pre -reading**  **Pre teach vocabulary**  **\* Aim:**. To provide students with some lexical items before reading the text.  \* **Content:** Learn some vocab related the topic.  **\* Products:** Read and understand the meaning of words.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | **Content** | |
| **T –Ss :**  \* Teacher uses different techniques to teach vocab (pictures, situation, explaination…..)  \*\* Ss repeat in chorus and individually  \*\*\* SS copy all the words  \*\*\*\* T checks the vocab by playing game *“ call in English”* | \* *Vocabulary*  1. snack /snæk/: đồ ăn vặt  2. taste /teɪst/: nếm  3. broth /brɒθ/: nước dùng, canh  4. stew /stju:/: hầm  5. boneless /ˈbəʊnləs/: không xương | |
| **Task 1:**  **\* Aims:** To activate Ss' knowledge of the topic in the reading text.  \* **Content:** Work in pairs. Discuss the following questions about “ pho”  **\* Products:** Ss say the answers aloud in front of the class.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | | **Content** |
| **Task 1:T –Ss , Ss- Ss**  \*Teacher pairs Ss, gives them some time to discuss about “Phở”, using suggested questions.  \*\* 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. | | **Task1: Work in pairs. Discuss the following questions**    1. Is *pho* popular in your neighbourhood?  2. When can we have *pho*?  3. What are the main ingredients of *pho*?  ***\* Keys:***  1. Yes, it is.  2. We have it in the morning.  3. The main ingredients of pho are noodles and beef or chicken,….. |
| **2. While-Reading (10’)**  **Task 2**  **\* Aims:** To check students understanding of using correct lexical items about the topic.  \* **Content: -** Read Phong’s blog. Match the underlined words in the text with their meanings.  - Circle the correct answer A, B or C.  **\* Products:** Students swap their answers with their partner and say the correct answers.  **\* Organization of implementation** : | | |
| **Teacher’s and Ss’activities** | | **Content** |
| **Task 2:T –Ss , Ss- Ss**  \*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  **Task 3:T –Ss , Ss- Ss**  \*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.  - 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. | | **Task 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**  **Task 3: 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** |
| **Activity 3: Speaking** | | |
| **1 .Pre- speaking**  **Task 4**  **\* Aims:** To help Ss generate ideas for the speaking activity  \* **Content:** Make notes about a popular food and drink in your area. Think about its main ingredients, how often and when you have it.  **\* Products:** Ss’ results on the group board clearly.  **\* Organization of implementation** : | | |
| **Teacher’s and Ss’activities** | | **Content** |
| **Task 4: T - Ss, Ss – Ss**  \*Teacher asks Ss to brainstorm or use a mind map/ web to make notes about a popular food and drink in their area in groups of 4 or 5 Ss. (Teacher can show them a mind map as a sample)  \*\* Ss think about a popular food or drink in their area, its ingredients and how often and when people in their neighbourhood have it and note down quickly these ideas as instructed during the time limit set by the teacher.  \*\*\* Ss share their ideas with other groups.  \*\*\*\* Teacher asks them some extra questions to help Ss if they lack ideas or if they have had too many ones to choose from | | **Task 4: Make notes about a popular food and drink in your area. Think about its main ingredients, how often and when you have it.** |
| **2. While and post Speaking**  **\* Aims:** To provide an opportunity for Ss to practise talking about a popular food or drink.  \* **Content**: Work in groups of 3 or 4. Take turns to talk about a popular food or drink in your area.  **\* Products:** Some students share their preparation with the whole class.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | | **Content** |
| **Task 5: T - Ss, Ss – Ss**  \* T asks Ss to talk using the notes/ maps/ webs that they have prepared in their own group and then nominates some of them (maybe, strong students) to model this activity in front of the class.  \*\* Ss present in front of the class  \*\*\* Then, Ss listen to their classmates presenting and give positive comments to the others'.  \*\*\*\* Teacher gives feedbacks. | | **Task 5: Work in groups of 3 or 4. Take turns to talk about a popular food or drink in your area.**  *There are many delicious dishes in Vietnam, but one of the popular dishes in my area is Banh Mi . Banh Mi called “ Sandwich or hamburgers ” is the most popular street food in Vietnam because of its convenience, and deliciousness . Its ingredients such as pork, fried eggs, pate, cucumber, green onion, butter, and chili sauce. Vietnamese Sandwich is served as an ideal breakfast and light snack. People can buy this dish very easily on the Vietnamese streets.* |
| **Activity 4: Consolidation (2’)**  **\* Aims:** To consolidate what students have learnt in the lesson.  \* **Content:** Ss summarise what they have learnt with the two skills.  **\* Products:** Students say what they have learnt with the two skills in font of the class.  **\* Organization of implementation**: | | |
| **Teacher’s and Ss’activities** | | **Content** |
| - Teacher asks students to talk about what they have learnt in the lesson. | | - 2 skills  + Listen about a traditional vietnamese dish.  + talk about popular food or drink in your area.) |
| **IV. Homework (2’)** | | |
| - Teacher asks students to prepare the new lesson | | - Do Ex inWB  - Prepare: Skills 2 |

**\*- Evaluation:** …………………………………………………………………………………………………………………………………………………………………………………

***Date of planning: 30/11/2024***

***Date of teaching: 3,4 / 12/ 2024***

Week 14: UNIT 5: FOOD AND DRINK

Period 40 : Lesson 6: Skills 2

**I. OBJECTIVES:**

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

**1. Knowledge**

- Develop their listening skill for specific information about food and drink

- Write a paragraph about eating habits in their area **.**

**2. Competences**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and team work

- Develop presentation skills

- Actively join in class activities

**3. Qualities**

- Promote pride in the values ​​of Vietnamese culture

- Develop love for family and traditional food and drink

**II. TEACHING AIDS**

**1. Teacher:** - Grade 7 textbook, Planning (Unit 5, skills 2)

- Smart TV/Pictures, sets of word cards

- sachmem.vn

**2. Students:** Text books, notebooks, posters, ….

III. PROCEDURES : (STAGES)

|  |  |  |  |
| --- | --- | --- | --- |
| **Activity 1:Warm –up (5’)**  **\* Aim**: To help Ss know some famous places  To introduce about the destination in the talk.  \* **Content:** Look at the pictures and name the places in the pictures  **\* Products**: Ss say the correct answers aloud.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | | **Content** |
| \* **Warm up**  \* T divides the class into groups.  \*\* T have students watch pictures about food and drink in 15 seconds and Ask students not to write, but only to memorize.  \*\* T deletes pictures.  \*\*\* T Calls on the representatives of the groups to write down the names pictures they have just seen on the screen.  \*\*\* T gives feedback and The group has more the correct answers is winner.  *🡪 T leads in the new lesson* | | | **\* Game : Kim’s game**  ***Look at the pictures in 15 seconds and write the names of the food and drink***    **\* Answer key:**  1. roasted chicken 2. Rice 3. coffee  4. omelette 5. Beef noodles 6. Boiled pork  6. lemonade 8. Spring roll |
| **Activity 2: Listening** | | | |
| **1. Pre-teaching vocab ( 7’)**  **\* Aim:**. To provide students with some lexical items before listening to the talk.  \* **Content:** Learn some vocab related the topic.  **\* Products:** Read and understand the meaning of words.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **T - Ss, Ss - Ss**  \* 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.  - T checks vocab by game” what and where” | **\* Vocab:**  1. meal /mɪəl/: bữa ăn  2. toast / /təʊst/ : bánh mì nướng  3. green tea: /ɡriːn ˈtiː/ : trà xanh  4. seafood /ˈsiːfuːd/: hải sản  5. fabulous /ˈfæbjələs/: tuyệt vời  6. healthy /ˈhelθi/: khoẻ mạnh | | |
| **2. Pre - listening(10’)** | | | |
| **Task 1:**  **\* Aim:** To help Ss understand and activate their knowledge of the topic.  \* **Content:** Discuss and answer the question.  **\* Products:** Students’ answers on the posters.  **\* Organization of implementation:** | | | |
|  |  | | |
| **Task 1: T - Ss, Ss - Ss**  \* 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.  \*\*\*\* T gives feedback. | **Task 1: Work in groups. Discuss and answer the question.**  *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?*  *\* Suggested answers.*  *1. They usually have breakfast at 6.30 a.m. They usually have lunch at 11 p.m. They usually have dinner at 7 p.m.*  *2. They eat a light breakfast with many kind of foods like pho, bread and milk. They eat rice with many dishes such as fish, meat, or vegetables for lunch or dinner* | | |
| **3. While -listening ( 10’)** | | | |
| **Task 2 (5’)**  **\* Aims:** - To help Ss understand what the monologue is about;  - To help develop their skill of listening for specific information.  \* **Content:** Listen to Minh talking about the eating habits in his area. Circle the food and drink you hear.  **\* Products:** Listen, understand and say the answer correctly.  **\* Organization of implementation**: | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| **Task 2: T - Ss, Ss - Ss**  \* 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. | | **Task 2: Listen to Minh talking about the eating habits in his area. Circle the food and drink you hear.**   |  | | --- | | * eel soup * cakes * green tea * coffee * toast |   **\* Key:**  **eel soup, green tea** | |
| **Task 3:**  **\* Aims:** To help students develop their skill of listening for specific information  \* **Content:** Listen again and tick (✓) T (True) or F (False).  **\* Products:** Play game in groups and say the correct answer .  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| ***- T-Ss, Ss-Ss***  \* 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. | | **Task 3:** Listen again and tick (✓) T (True) or F (False).  **\* *Key:*** 1. F 2. T 3. F 4. T 5. T  ***Audio script - Tracks 36 + 37:***  *People in my area often have three meals a day: breakfast, lunch and dinner. For breakfast, we usually have pho or eel soup with bread. Sometimes we have instant noodles or xoi (sticky rice). Lunch often starts at 11:30 a.m. Most of us have lunch at home. We often have rice, fish, meat, and vegetables. Dinner is the main meal of the day. It’s also the time when family members gather at home, so it takes a bit longer than the other meals. It often starts at around 7:30 p.m. We usually have rice with a lot of fresh vegetables and seafood or meat. We normally talk about everyday activities during the meal. Then we have some fruit and green tea. I think the food in my area is fabulous. It’s very healthy and delicious.* | |
| **Activity 3: Writing (10’)** | | | |
| **\* Pre -writing**  **Task 4**  **\* Aims:** To help students talk about a travel attraction they know and collect information for their later writing.  **\* Content**: Make notes about the eating habits in your area.  **\* Products:** Ss fill the information exactly and read out the notes to the whole class  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| ***– T - Ss, Ss-Ss***  \* 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.)  \*\* 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.**:** | | **Task 4:** **Make notes about the eating habits in your area.**  *+ What time do they have breakfast, lunch and dinner?*  *+ What food and drink do they have then?*  ***\* Suggested answers.*** | |
| **\* While-Writing**  **\* Aims:** To teach students how to write a paragraph about 70 words about the eating habits in your area.  \* **Content:** Write a paragraph about 70 words about the eating habits in your area.  **\* Products:** Students’ perfect writing on the posters.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| ***- T-Ss, Ss-Ss***  \* 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. | | **Task 5: Write a paragraph about 70 words about the eating habits in your area.**  **\* Model writing.**  *People in our area usually eat breakfast at 6.30 am and they often have bread or sticky rice. They have meat and vegetable for lunch at 11.30 am. They have fish, vegetable, soup for dinner at 7pm* | |
| **\* Post-Writing (3 ’)**  \* **Aim:** To peer check, cross check and final check students’ writing.  \* **Content:** Display some students’ writing.  **\* Products:** Students give feedback and vote the best wrting exactly  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| ***- T-Ss, Ss-Ss***  \* T may display all or some of Ss’s final writings on the wall / notice board .  \*\* Students vote for the best writing  \*\*\* Teacher gives feedback | | **Task 5: Students’ writing and cross check.**  *People in our area usually eat breakfast at 6.30 am and they often have bread or sticky rice. They have meat and vegetable for lunch at 11.30 am. They have fish, vegetable, soup for dinner at 7pm* | |
| **Activity 4: Consolidation (2’)**  \* **Aim:** To consolidate what students have learnt in the lesson.  \* **Content:** summarize the content of the lesson.  **\* Products:** A student says what she/ he has learnt in the lesson.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’ activities** | | **Content** | |
| - Teacher asks students to talk about what they have learnt in the lesson. | | - listen for specific information about eating habits  - write a paragraph about eating habits in the area. | |
| **IV. Homework (2’)**  **\* Aim:** To revise knowledge that students have gained in this lesson. | | | |
| * Teacher asks students to rewrite their writing in their books.   - Teacher asks students to prepare the new lesson. | | * Rewrite the writing in the notebook.   - Prepare “ Looking back and project” | |

**\*- Evaluation:** …………………………………………………………………………………………………………………………………………………………………………………………………….

***Date of planning: 30 /11/2024***

***Date of teaching: 4, 5 / 12/ 2024***

Week 14: UNIT 5: FOOD AND DRINK

Period 41 Lesson 7: Looking back and project

**I. OBJECTIVES:**

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

**1. Knowledge**

- Review the vocabulary and grammar of *Unit 5*

- Apply what they have learnt (vocabulary and grammar) into practice through a project

**2. Core competence**

- Develop communication skills and creativity

- Develop presentation skill

- Develop critical thinking skill

- Be collaborative and supportive in pair work and team work

- Actively join in class activities

**3. Qualities**

- Be more creative when doing the project

- Develop self-study skills

**II. TEACHING AIDS**

**1. Teacher:** - Grade 7 textbook, Planning (Unit 5 - Looking back and project)

- Smart TV/Pictures, sets of word cards

- sachmem.vn

**2. Students:** Text books, notebooks, posters, ….

II. PROCEDURES : (STAGES)

|  |  |
| --- | --- |
| **Activity 1: Warm -up (5’)**  **\* Aim**: To create an active atmosphere in the class before the lesson.  \* **Content:** Making some food or drink , using the ingredients provided  **\* Products:** Students workgroup and write the correct answers on the board.  **\* Organization of implementation:** | |
| **Teacher’s and Ss’activities** | **Content** |
| \* **Warm up (Team work)**  \* Teacher puts Ss in small groups, shows some ingredients on the screen and gives some instructions.  \*\* Ss work in their teams to decide what food they can cook, using the ingredients 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. | **Game:** **What can you make?** |
| **Activity 2:VOCABULARY (12’)**  **Task 1,2**  **\* Aim:** To help students revise the vocabulary items they have learnt in the unit.  \* **Content: -** Add the words and phrases in the correct columns.  **\* Products:** Ss write the correct words / sentences on the board.  **\* Organization of implementation:** | |
| **Teacher’s and Ss’activities** | **Content** |
| **Task 1:**  - **T –Ss :**  \* 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.  **Task 2:**  - **T –Ss :**  \* 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.  We need 1 teaspoon of pepper. | **Task 1:** Add the words and phrases in the correct columns.   |  |  |  | | --- | --- | --- | | Dishes | Ingredients | Units of measurement | | pancakes  beef noodles  Rice  Beefsteak  Omelette  Roasted  chicken | flour  Rice  Rice noodle  Beef  Meat  salt | Gram  Litre  Tablespool  Teaspoon  kilo |   **Task 2:** Read the recipe and write sentences.  **\* 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. |
| **Activity 3: GRAMMAR (13’)**  **Task 3+ Task 4** | |
| **\* Aims:** To help Ss revise the use of *some, any, much* and *a lot of / lots of/ How much/ How many*  \* **Content: -** Complete the sentences. Write some, any, much, or a lot of/ lots of.  - Make questions with *How many/ How much* for the underlined words  **\* Products:** Students give the answers correctly.  **\* Organization of implementation:** | |
| **Teacher’s and Ss’activities** | **Content** |
| **Task 3: T –Ss ; Ss – Ss**  \* 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.  \*\*\*\* Teacher gives feedback as a class discussion.  **Task4:**  **T - Ss, Ss – Ss**  \* Teacher gives instructions and asks SS do the task by playing game *“The big wheel game”*  *\*\**\* Teacher divides the class into 2 teams; each team choose the question in order from 1 to 6;  \*\* Ss from each group spin and then make the question. If team A makes the Q correctly, they will get the points that they have just spinned.  \*\*\* If team A makes the Q incorrectly, team B has the right to answer the question and spin the number to get points.  \*\*\*\* The teacher adds the total score and gives comments. The team which has more points will be the winner. | **Task 3**: **Complete the sentences. Write *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    **Task 4:** Make questions with *How many/ How much* for the underlined words in the following sentences.    **\* Answer 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?*  *6. How many bananas does he eat every day?* |
| **Activity 4: Project (7’)**  **\* Aims:** To allow students to apply what they have learnt (vocabulary and grammar) into practice through a project.  \* **Content:**  Display and present the posters about eating habits around the world.  \* **Products:** Students present their project in front of fluently.  **\* Organization of implementation:** | |
| **Teacher’s and Ss’activities** | **Content** |
| **- T - Ss, Ss – Ss**  \* 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.  + Choose eating habits in **Quang Ngai** or in another area or country and design a poster for it, including:  **Organise an exhibition**.  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. | **\* Posters exhibition: Eating habits around the world**  - 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    ***\* Example***:  *Today, I am going to present my poster about eating habits in our country – Viet Nam. In our country , we have 3 main meals a day, including breakfast, lunch, and dinner. At around 6.30 a.m., they usually have a light breakfast with a bowl of pho , bread or sticky rice . Some people eat a bowl of instant noodles and drink a cup of coffee before going to work. Lunch usually starts around 11.30 a.m. They usually have some dishes like : rice , fish, meat and vegetables and drink juice for lunch. Dinner usually starts at 18:00 with rice, lots of vegetables, some meat and fish. Then they usually have some fruit and some tea.* |
| **Activity 5: Consolidation (3’)**  \* **Aim:** To consolidate what students have learnt in the lesson.  \* **Content:** Summarize the content of the lesson.  **\* Products:** A student says aloud the lesson’s content .  **\* Organization of implementation:** | |
| **Teacher’s and Ss’activities** | **Content** |
| * Teacher asks students to talk about what they have learnt in the lesson. | - revise vocabulary and grammar in unit 5  - Redo Project. |
| **\* Homework (2’)**  **\* Aim:** To revise the knowledge that students have gained in Unit 5 and To prepare for the next lesson | |
| **Teacher’s and Ss’ activities** | **Content** |
| * Teacher asks students to revise old lesson and to do exercise in workbook.   - Teacher asks students to complete the project and prepare the new lesson. | - Complete the project perfectly  - Prepare for the next lesson: Unit 6 ( Getting started) |

**\*- Evaluation:** …………………………………………………………………………………………………………………………………………………………………………………………………….