**UNIT 5. FOOD AND DRINK**

**Lesson 5: Skills1**

**WEEk 13**

**Period 38**

|  |  |  |
| --- | --- | --- |
| **Class** | **Date of teaching** | **Attendance** |
|  **7C1** |   |   |

**I. OBJECTIVES**

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

**1. Knowledge:** - Know more about a typical traditional food “ Pho” and other popular food and drink .

***\* Vocabulary***:

- Ientify the words related to the topic “Food and Drink”: snack (n), taste (n), broth, stew (v), boneless (a)

***\* Pronunciation:*** Pronounce the following words corectly.

+ snack (n) /snæk/

+ taste (n) /ˈteɪ.sti/

+ broth (v) /brɒθ/

+ stew (v) /stjuː/

+ boneless (a)/ˈbəʊn.ləs/

***\*Grammar***: - The present simple to talk about food.

 - Use some, a lot of, and lots of to talk about quantity.

**2. Competencies:**

**a. General competencies:**

**-** Form and improve such competencies as teamwork, presentation, self-study skill and creativeness.

 **b**. **Specific competencies:**

- Use words related to the topic “Food and Drink” to read the text and employ simple and sentences to talk about this topic.

+ pronounce the sounds **[ɔ]** and **[ɔ:]** correctly

+ Read for specific information about a typical traditional food “Pho”.

+ Apply the learned new words or phrases and simple sentences to introduce popular food and drink .

**3. Quanlities:**

- Promote pride in the values ​​of Vietnamese‘s food culture

- Develop love for family and traditional food and drink

- Develop self-study skills.

- Ss have the good attitude to working in groups, individual work, and pairwork, cooperative learning and working.

**II. PREPARATIONS**

**Teacher:** laptop, posters, handouts, TV, smartphones

Students: smartphones, realia

**III. ANTICIPATED PROBLES AND POSSIBLE SOLUTIONS**

**1. Anticipated problems**

- Some students may know alittle about the main ingredients for the food and therefore cannot prepare themselves for the task.

- Ss in class have different levels. Some low-level Ss may not have enough vocabulary and structures to talk about the topic.

**2. Possible solutions**

- T should brainstorm the topic and related language so that students may become actively involved in the content of reading and speaking.

**-** T can differentiate: with low-level students, T can give notes for differentiations (brainstorm the names of some foods, their ingredients) and then get Ss to work in groups to talk about a popular food or drink so that low-level students can be well-prepared for their oral presentation.

**IV. PROCEDUCE**

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| **ACTIVITIE 1: WARM-UP (GW/PW/IW) (5’)****1. Aim**: - To create an active atmosphere in the class before the lesson. - To lead into the new unit- Help Ss identify the topic of the lesson and what they will have to learn.**2. Content:**- Tohave somewarm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the subject and new lesson.**3. Products:** - Having a chance to speak English and focus on the topic of the lesson .- Interest and concentration of Sts on the class activities.- A friendly and relaxed atmostphere to the new lesson- A chance to speak English and focus on the topic of the lesson..**4. Implementation: techniques:**- Q&A- playing games- pictures |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering**+ Greeting **Step 2: Task performance**+ Game.- 2 Ss rehearse a play.- Class can join the play to open the puzzles+ Try to predict the picture behind the puzzles.+ One by one open the puzzle and guess the name of the picture.+ The student who has the corect answer is the winner. - T use the picture to present the topic of the lesson.- Ss open the book and write the tittle of the lesson.**Step 3: Report and discussion**- Ss join in the play and give the answer**Step 4: Judgement**- T gives feed back and leads in new lesson- activity 2 | + Greeting+ Rehearsing a play : Puzzle game |
| **ACTIVITY 2: KNOWLEDGE FORMATION (15')****1. Aim**: - To provide input for reading comprehension in the next activity.- To activate Ss' knowledge of the topic of the reading text (a popular food and drink.-pho)- To get Ss acquainted with the reading skill: Predicting the meaning of new vocabulary using context;- Help Ss understand new vocabulary in the reading text.**2. Content:** - Look at the pictures and discuss the questions.- Ss learn more some new words.- Read Phong’s blog. Match the underlined words .**3. Products:** - Ss can answer the questions- Ss can understand new vocabularyand get some information from Phong’s blog.**4. Implementation: techniques:**- Q&A- pictures |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering**- T sets the scene/ context for the reading and vocabulary learning.**Step 2: Task performance****\*PRE-READING****Task1. Work in pairs. Discuss the questions.**T asks Ss to discuss in pairs questions about Pho.*1. Is pho popular in your neighborhood?**2. Where can we have pho?**3. What are the main ingredients of pho?****Strong students****:* answer some more T’s questions about pho in front of class.*(Do you like eating pho?**Do you often eat pho?**What kind of pho do you eat?**Is it delicious?)*- Ss Listen to the teacher’s instructions carefully and follow them- T introduces the reading text of pho.**\* Pre- teach vocabulary:**- Teacher uses different techniques to teach vocabulary (situation, realia, translation .....)+ Teacher may introduce the vocabulary by:* providing explanations of the words;
* showing picture illustrating the word.

+ Follow the steps to teach vocabulary- Repeat in chorus and individually+ Check vocabulary.**Task2. Read Phong’ s blog. Match the underlined words in the text with their meaning.**- T asks Ss to scan the text to find the words snack, taste, broth, stewing, and boneless in the passage. (which line)***Weak Ss***: translate the words in Vietnamese (Vocab )***Strong Ss*** : tell the definition of the words in English- Ss Listen to the teacher’s instructions carefully and follow them- T check the answers.**Step 3: Report and discussion**- Sts write down the new vocabulary- T asks, Sts answer some more questions about the lesson**Step 4: Judgement**- T gives feedback on the reaction of Sts | 1. Reading**Act1: Work in pairs. Discuss the questions.****\* Vocabulary** snack (n) /snæk/: bữa ăn nhẹ taste (n) /ˈteɪ.sti/: mùi vị  broth (v) /brɒθ/: nước dùng  stew (v) /stjuː/ : hầm boneless (a)/ˈbəʊn.ləs/: không có xương\* Act2. Read Phong’ s blog. Match the underlined words in the text with their meaning.1- d2- b3- c4- a5- e |
|  **ACTIVITY 3: PRACTICE (30' - GW/PM/IM)****1. Aim**: To help Ss develop their reading skill for main ideas (skimming) and specific information (scanning).To help Ss prepare ideas for the main speaking activity.To provide an opportunity for Ss to practise talking about a popular food or drink in their area.**2. Content:** - Read the text again and circle the options.- Read the text again and complete the table.- Make note about a popular food or drink in your area. Think about its main ingredients, how often and when you have it.-Take turn to talk about a food or drink in their area.**3. Products:** - Improve reading and speaking skills by doing the tasks correctly. - Ss get more information about pho.- Talk about a popular food or drink in your area.**4. Implementation: techniques:**- Q&A- Pictures- Realias |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Task 3. Read Phong’s blog again and circle the answer A,B or C.**- T lets Ss to read the text again.- T helps Ss look though the sentences: underline the key words in the questions and options locating the key words in the text)-Ss answer the questions individually in 2’.- Ss Listen to the teacher’s instructions carefully and follow them**\* Game: Kahoot** - Ss use smart phone to do the task by playing game Kahoot.- Ss give the answers as quickly as possible.-T checks and give mark to the student who has more correct answers in the shortest time.- T asks Ss the reason for their answers.**Task 4.** **Read the text again and complete the table.**- Ss work in 3 groups: Complete the table to summarize the text.***Strong Ss***: read the text again and write the information on the posters.***Weak Ss:*** tick the given information on the correct columns on the poster.***Strong Ss***: present their task in front of the class.- Ss listen to the teacher’s instructions carefully and follow them- Ss compare their answer with the teacher’s answer.**Act 5. Make notes about a popular food or drink in your area. Think about its main ingredients, how often and when you have it.****-** T ask Ss to work in 3 groups - Ss discuss, make note about a popular food or drink in your area. Think about its main ingredients, how often and when you have it.( Ss have already prepared a food or a drink to present in front of the class)- Ss prepare in 1’ before ***Weak Ss:*** can use a mind map to make notes about a popular food and drink in their area.(They can make notes about pho)-T shows a mind map as an example:***Strong Ss:*** - Ss can use powerpoint/ realias, that they have prepared in their own group make notes about a popular food and drink in their area. (spring rolls / banh mi / banh chung…)**Task 6.** **Talk about a popular food or drink in your area.****-**T asks Ss in each group talk about a popular food or drink in your area.***- Strong Ss***: model in front of the whole class first (using powerpoint/ realias).Then invite some comments from other Ss. ***Weak Ss:*** Use the notes they have prepared to talk (they may talk about pho again)- Ss Listen to the teacher’s instructions carefully and follow them- Ss practise speaking in front of the class- Ss listen to their classmates presenting and give positive comments to the others'.- Ss give appariation and marks. **Step 3: Report and discussion**- Ss work in groups- Share the answers- Give marks.**Step 4: Judgement** - T gives feedback on the answers and studying attitude of Ss in class. | **\* Act 3. Read Phong’s blog again and circle the answer A,B or C.**1-A2-A3-C4-B5-A**\* Act 4.** **Read the text again and complete the table.**

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| Pho | Ingredients | How often/ When |
| Pho bo*(beef noodle soup)* | - rice noodles- slices of beef- broth (beef bones) | At all times of the day. (in the morning, in the afternoon, in the evening, at night) |
| Pho ga*(chicken noodle soup)* | - rice noodles- slices of beef- broth (chicken bones) | At all times of the day. (in the morning, in the afternoon, in the evening, at night) |

2. Speaking**Act 5**. **Make note about a popular food or drink in your area. Think about its main ingredients, how often and when you have it.**

|  |  |  |
| --- | --- | --- |
| Food or drink | Ingredients | How often/ When |
|  |  |  |

**Act 6**. **Talk about a popular food or drink in your area.** |
| **ACTIVITY 4: APPLICATION (5' )****1. Aim**:- Check Ss’ understanding about the reading passage.- To help some Ss enhance presentation skill.- To consolidate what Ss have learnt in the lesson.- To give Home assigment**2. Content**:Brainstorm or use a mind map/ web to make notes about a popular food and drink in their area**3. Products**: Know more some words about food and drink in their areaTake note home assignment**4. Implementation:** Q&A |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering**- T summarise what they have learned by playing a game.- Give Ss assignments**Step 2: Task performing****Game: Digging gold**- Ss play in individually.- Ss choose a bar of gold, answer the question, dig the gold and get mark. **Take note homework.****Weak Ss:** Remembermain ingredients of two kinds of pho**- Strong Ss:** Talk about a food or a drink you like (ingredients , how often/ when)**Step 3: Report and discussion** - T asks and Ss answer about food and drink-**Step 4: Judgement**T gives feedback and requires Ss do homework. | **\* Home assignment:**- Remembermain ingredients of two kinds of pho.**-** Talk about a food or a drink you like (ingredients / how often/ when) |

**V. FEEDBACK:**

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