**UNIT 5: FOOD AND DRINK**

**Lesson 5: 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. Core 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. Personal qualities**

- Promote pride in the values ​​of Vietnamese culture

- Develop love for family and traditional food and drink

**II. MATERIALS**

**1. Teacher**

**-** Grade 7 textbook, laptop, TV/Projector/ pictures and cards, speakers, lesson plan, sachmem.vn…

**2. Students**

- Grade 7 textbook, notebooks, school things….

**III. TEACHING PROCEDURES**

**ACTIVITY 1 – WARM – UP & INTRODUCTION (5’)**

**a) Aims:**

- To create an active atmosphere in the class before the lesson

**b) Contents:** Play the game “**Lunch time”**

**c) Products:** Ss’ answers

**d) Teaching steps:**

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| **Teacher’s and students’ activities** | **Content** |
| ***Deliver the task***- Teacher gives instructionsMaterials needed: Lunchbox, wrapped sandwich, milk container, straw. (Students mime the action as you demonstrate with the props. Point out an area of the room that will be where the students go to get their lunchboxes and another area that will be the lunchroom, or let their own desks be the lunchroom.) ***Implement the task**** Ss do as the instructions

***Discuss**** Ss make some questions (if any)

***Giving comments or feedback**** Teacher explains (if any)
 | **Lunch time** - Look at the clock. It's time for lunch. - Stand up. - Get your lunchbox - Line up. - Go to the lunchroom. - Sit down. - Open your lunchbox. - Take out a sandwich. - Unwrap the sandwich. - Take a bite of the sandwich. Mmmm it's good. - Open your milk container. - Put in the straw. - Drink some milk. - Eat the rest of your sandwich. - Drink the rest of the milk - Wipe your face with your napkin. - Close your lunchbox. - Stand up.- Clean up the table. - Take the garbage to the garbage can. |

**ACTIVITY 2 – PRESENTATION (10’)**

**a) Aims:**

- To help Ss understand and activate their knowledge of the topic.

- To help students use key language more appropriately

**b) Contents:**

- Teach the vocabularies

- Work in pairs. Discuss the following questions.

- Read Phong’s blog. Match the underlined words in the text with their meanings.

**c) Products:**

- Lists of vocabularies

- Answer key

**d) Teaching steps:**

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| **Teacher’s and students’ activities** | **Content** |
| ***Deliver the task***-Teacher pairs Ss, gives them some time to discuss about “Phở”, using suggested questions. 1. Is *pho* popular in your neighbourhood? 2. When can we have *pho*? 3. What are the main ingredients of *pho*? ***Implement the task***- Ss discuss as guided. ***Discuss***-After discussing, Ss talk about *pho* in front of the class. ***Giving comments or feedback***-T listens and may ask some other questions about how to make Phở. ***Deliver the task***-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.***Implement the task***-Ss quickly locate the words, read with full concentration and complete focus, predict and match them with the provided meanings. ***Discuss***-Ss swap their answers with each other. ***Giving comments or feedback***-Teacher checks the answers as a class, confirms the correct answers. Or for weak classes, Teacher may ask for translation to check understanding.  | **READING****Task 1. Work in pairs. Discuss the following questions.****Task 2. Read Phong’s blog. Match the underlined words in the text with their meanings.****\*Vocabulary**1. snack /snæk/: đồ ăn vặt 2. taste /teɪst/: nếm3. broth /brɒθ/: nước dùng, canh 4. stew /stju:/: hầm 5. boneless /ˈbəʊnləs/: không xương ***Key****:* 1. d 2. b 3. c 4. a 5. e |

**ACTIVITY 3 – PRACTICE (20’)**

**a) Aims:**

- To help Ss develop their reading skill for specific information (scanning).

- To help Ss generate ideas for the speaking activity

**b) Contents:**

- **Read Phong’s blog again and circle the correct answer A, B or C.**

- **Make notes about a popular food and drink in your area. Think about its main ingredients, how often and when you have it.**

**c) Products:**

**- Answer key**

**d) Teaching steps:**

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| **Teacher’s and students’ activities** | **Content** |
| ***Deliver the task***-Teacher gives instructions. ***Implement the task***-Ss work individually to carefully read and underline key words in the given part of the sentences and three options of the other part that fit in. Then, they locate the key words in the text, thoroughly read the text to choose the correct option to complete the sentences. Teacher tells them to underline parts of the passage that help them with the answers and set a strict time limit to ensure Ss read the text quickly for information.***Discuss***-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. ***Giving comments or feedback***-Teacher nominates some Ss to read the completed sentences aloud, listens and then gives them correct answers. ***Deliver the task***-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) ***Implement the task***- 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.- Scan the conversation to locate the underlined key words- Read intensively to tick True or False***Discuss***- Ss share their ideas with other groups. ***Giving comments or feedback***- 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 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**SPEAKING****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.*****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.  |

**ACTIVITY 4 – PRODUCTION (7’)**

**a) Aims:**

- To provide an opportunity for Ss to practise talking about a popular food or drink.

- To develop teamwork skills

- To give students authentic practice in using target language

**b) Contents:**

- Work in groups of 3 or 4. Take turns to talk about a popular food or drink in your area.

**c) Products:**

- Ss’ speaking

**d) Teaching steps:**

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| **Teacher’s and students’ activities** | **Content** |
| ***Deliver the task***- 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. ***Implement the task***- Ss practise. ***Discuss***-Then, Ss listen to their classmates presenting and give positive comments to the others'. ***Giving comments or feedback***-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.** |

**IV. WRAP-UP & HOMEWORK (3’)**

- Teacher has Ss summarise what they have learnt in the lesson with the two skills. If there is time, have them draw a mind map to summarise the main points of the lesson.

- Teacher has Ss say what they have learnt in the lesson.

- Teacher asks Ss to make a conversation, video and upload on given drive link.

- Teacher asks Ss to prepare the next lesson “Unit 5 – Skills 2”

**V. FEEDBACK**

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 ……………………….…, ngày………….tháng…………..năm 2022

 **Duyệt của Tổ chuyên môn**