**UNIT 5: FOOD AND DRINK**

**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. Core competence**

- 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;   
- To lead in the new lesson.

**b) Contents:** Play the game “**Our eating habits”**

**c) Products:** Ss’ answers

**d) Teaching steps:**

|  |  |
| --- | --- |
| **Teacher’s and students’ activities** | **Content** |
| ***Deliver the task***  -Teacher puts Ss in small groups and asks them to tell each other everything they ate and drank the day before.  ***Implement the task***  -Ss share about what they ate and drank the day before.  ***Discuss***  -As a group, Ss then decide who has the healthiest diet.  ***Giving comments or feedback***  - Teacher gives feedbacks and corrects (if any) | **Our eating habits** |

**ACTIVITY 2 – PRESENTATION (7’)**

**a) Aims:**

- To help students use key language more appropriately.

- To get students interested in the topic

- To set the context

- To help Ss understand the main idea of the text

**b) Contents:**

- Teach the vocabularies

- Work in groups. Discuss the questions.

**c) Products:**

- Lists of vocabularies

- Answer key

**d) Teaching steps:**

|  |  |
| --- | --- |
| **Teacher’s and students’ activities** | **Content** |
| ***Deliver the task***  -T asks Ss to look at the photos and answer the question “What does it mean in English?”  ***Implement the task***  -Ss say the words.  ***Discuss***  -Other Ss correct if the previous answers are incorrect.  ***Giving comments or feedback***  - Teacher shows and says the words aloud and asks Ss to repeat them.  ***Deliver the task***  - Teacher asks Ss to work in groups of 4 or 5 discussing questions about the eating habits of the people in their area.  *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?*  ***Implement the task***  - Ss actively discuss and note down all members' answers.  ***Discuss***  - Ss share their groups' answers as the whole class.  ***Giving comments or feedback***  - Teacher gives feedbacks and corrects (if any) | |  |  |  | | --- | --- | --- | |  |  |  | |  |  |  |   **\*Vocabulary**  1. meal /mɪəl/: bữa ăn  2. breakfast /ˈbrekfəst/: bữa sáng  3. lunch /lʌntʃ/: bữa trưa  4. dinner /ˈdɪnər/: bữa tối  5. fabulous /ˈfæbjələs/: tuyệt vời  6. healthy /ˈhelθi/: khoẻ mạnh  **LISTENING**  **Task 1. Work in groups. Discuss the questions.** |

**ACTIVITY 3 – PRACTICE (15’)**

**a) Aims:**

- To help Ss understand what the monologue is about;

- To help develop their skill of listening for specific information.

- To help develop their skill of listening for specific information.

- To help Ss prepare ideas for their writing.

**b) Contents:**

- Listen to Minh talking about the eating habits in his area. Circle the food and drink you hear.

- Listen again and tick (✓) T (True) or F (False).

- Make notes about the eating habits in your area**.**

**c) Products:**

- Answer key

**d) Teaching steps:**

|  |  |
| --- | --- |
| **Teacher’s and students’ activities** | **Content** |
| ***Deliver the task***  -Teacher asks Ss to guess which food and drink will appear in the monologue first.   * eel soup * cakes * green tea * coffee * toast   ***Implement the task***  -Ss listen to the recording, tick the words or phrases they hear from the monologue.  ***Discuss***  -Two or three Ss are nominated to write their answers on the board after the first listening.  ***Giving comments or feedback***  - 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.  ***Deliver the task***  -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).  ***Implement the task***  - Ss individually do exercise as instructed. (For strong classes, Ss can take notes of the information to explain why a sentence is false.)  ***Discuss***  -Ss swap their answers with their partners for checking.  ***Giving comments or feedback***  - Teacher nominates Ss to read their answers aloud, checks and gives  them the correct ones.  **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.*  ***Deliver the task***  -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.)  *+ What time do they have breakfast, lunch and dinner?*  *+ What food and drink do they have then?*  ***Implement the task***  -Ss do not have to write full sentences and they can use abbreviations.  ***Discuss***  -Then Ss share their notes with their partners.  ***Giving comments or feedback***  -T may ask some strong students to read out the notes to the whole class. | **Task 2: Listen to Minh talking about the eating habits in his area. Circle the food and drink you hear.**  ***Key:***  eel soup, green tea  **Task 3: Listen again and tick (✓) T (True) or F (False).**  ***Key:*** 1. F 2. T 3. F 4. T 5. T  **WRITING**  **Task 4: Make notes about the eating habits in your area.** |

**ACTIVITY 4 – PRODUCTION (15’)**

**a) Aims:**

- To help Ss practise writing a paragraph about the eating habits in their area.

**b) Contents:**

- Write a paragraph about 70 words about the eating habits in your area.

**c) Products:**

- Ss’ writing

**d) Teaching steps:**

|  |  |
| --- | --- |
| **Teacher’s and students’ activities** | **Content** |
| ***Deliver the task***  -Teacher suggests Ss think and write, using the notes they have done in Exercise 4.  ***Implement the task***  - Ss write the first draft individually and listen to their classmates' and Teacher's feedbacks and comments, and then write the final writing.  ***Discuss***  -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.  ***Giving comments or feedback***  -T may display all or some of Ss’s final writings on the wall / notice board and mark them. | **Task 5: Write a paragraph about 70 words about the eating habits in your area.**  ***Example***  **A:** What kinds of food are the most popular?  **B**: It’s *Pho bo* – beef noodle soup.  **A**: When do you usually have it?  **B:** In the morning. |

**IV. WRAP-UP & HOMEWORK (3’)**

- Teacher has Ss summarise what they have learnt in the lesson with the two skills.

+ Listen for specific information about food and drink

+ Write a paragraph describing eating habits

If there is time, have them draw a mind map to summarise the main points of the lesson.

- Teacher asks Ss to write a paragraph about their favourite food and upload on given drive link.

- Teacher asks Ss to prepare the next lesson “Unit 5 – Looking back & project”

**V. FEEDBACK**

|  |
| --- |
|  |
|  |
|  |
|  |

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

**Duyệt của Tổ chuyên môn**