Week:

Period:

Class: 7…..

**UNIT 5: FOOD AND DRINK**

**Lesson 2: A closer look 1**

**I.AIMS- OBJECTIVES:**

 - T helps Ss master the knowledge so that by the end of this lesson, students will be able to gain the following things:

**1. Knowledge**

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

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

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

**2. Core competence**

- 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. Personal qualities**

- Promote pride in the values ​​of Vietnamese culture

- Develop love for family

**II. TEACHING AIDS/ PREPARATIONS:**

- Teacher’s preparations: making the lesson plan carefully, Grade 7 text book, laptop, projector / TV/ pictures and cards,.

- Students’preparations : Prepare the vocabulary related to the topic music and arts, Text books, studying equipment….

**III. TEACHING WAYS:** T –Ss, Ss –Ss, individual work, work in pairs , work in groups, communication approach.

**IV. ANTICIPATED DIFFICULTIES AND SOLUTIONS**

|  |  |
| --- | --- |
| **Anticipated difficulties**1. Ss may lack knowdge about food and drink
 | **Solutions****Ask SS to look up new words before class** |

 **Warm-up (5’)**

**\*Content:**

**\*Outcome:**

**\* Organization:**

|  |  |
| --- | --- |
| **Teacher’s and Ss’ activities** | **Content- Board** |
| **\* Chatting:***T: “Good morning, class. How are you today?”**Ss: “I’m fine, thank you.”**T: “I’m glad to hear that you are fine.* *Are you ready for the lesson?”**Ss: “Yes.”**T: “Good, let’s play a game****\* Game****:*- T divides class into 4 teams, play in 3 minitues- T asks Ss what they are going to do and makes sure they understand the rules: T gives 4 dishes for 4 teams, asks them pick up randomly. T shows a list of ingredients and has each team choose ingredients that appropriate with the dish they have. SS in turn goes to the board and write. The team with more correct answer is the winner.- After the game, T checks the answers as a class and praises the winner.- T leads into the new lesson*: “ I see that you remember many words realated to dishes and ingredients. To help you know more about measurement words are used with food and drink, Let’s start the lesson today.”**-* T writes the title of the new lesson on board and asks SS to note down. | **-Ss***T: “Good morning, class. How are you today?”**Ss: “I’m fine, thank you.”**T: “I’m glad to hear that you are fine.* *Are you ready for the lesson?”**Ss: “Yes.”**T: “Good, let’s play a game**\*4 dishes: spring rolls, omelette, apple’spie, pancake**\* List of ingredients: flour, salt,sugar,milk,water,eggs, onions,pork,pepper.***Unit 5. FOOD AND DRINK****Lesson 2. A closer look 1 (p.52)** |

 **Presentation – Practice (35’)**

**\*Aims:**

**\*Content:**

**\*Outcome:**

|  |  |
| --- | --- |
| **Teacher’s and Ss’ activities** | **Content- Board** |
| **\*Leading to Pronunciation part***During the game, I saw that some of you pronounced some words incorrectly, such as the words:* **pork***,* **water***. So, let’s come to PRONUNCIATION part first*.”**I. Pronunciation****1. Task 4 (p.8)**- T writes words **pork** and **hot** into columns- T has SS read two words and recognize how letter /**o/** in **lot** and letter **/o:/** in **pork** are pronounced.- T shows the words: *fond, short, call, water, sauce,lot,not* and has SS read them aloud.- T has SS listen to the audio and put these words in the right columns.- T makes sure the answers with the whole class.**2. Task 5 (p.8)***“You can recognize two sounds /* **o:***/ and /***o */*** *rather well.**Now listen to the audio, repeat**and tick the sentences with /o/ sound.”*- T has SS listen to the audio twice to do the task.- T has SS give the answers by reading each sentence aloud, focusing on sounds*/* **o:***/* and */***o */****.*”**Example:**S: *1. I hate hot dogs......**letter* ***o*** *in* ***hot is pronounced /o/*****\*Leading to Vocabulary part***“The proununciation part was done well, Let’s move on* *The main part of this lesson to day- Vocabulary”** T follows the steps to teach vocabulary

+ T elicits the words for SS by using different techniques( realia, explaination,..) + T has SS listen and repeat the words in English +)Focusing on the whole-class,team, individual +) Focusing on the stress and pronunciations + T writes the words on the board, asking SS to copy them down.Link: *“ I see you have good preaparation for vocabulary. I’m sure you can do task 1 easily. Now, Let have a look to know what do you have to do in this task”*-T asks SS some questions to elicit:*“ How many phrases are there?”-“6”**“ How many items ?”’6”**“ Can you read aloud?”**“ What are you going to do now?”*-T has SS to read aloud phrases there and make sure if they know how to do this task.*“ Work individually in 1 minutes to match the phases with correct pictures. Let’s start”*-After 2 minutes, T has SS crosscheck in pair-T calls some Ss to give their answers-T plays the audio, letting SS listen, repeat and check.***Link****:“You worked rather well in matching.Let’s make it better in task 2”.**T: Class! Look at task 2 page 52 and tell me “How many words in the box?”**S: 6 words**T: Good. Can read aloud, please!**S: ( Read)**T : ( T can check pronunciation if necessary)**How many column are there? What are they?**S: 2 column. Dishes and Ingredients**T: What are you going to to now?**S: Complete the 2 column with correct words given.**T: You will work individually and do in 2 minutes.*-After 2 minutes, T has SS paircheck-T checks as a class by arranging a game” Who is faster?”+ T 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, SS stick them onto the correct columns on their group's board. The fastest group which has the most appropriate words in the columns will be the winner. + After the game, T checks and praises the winner.Link: “ Do you like cooking?“ Which dishes do you often cook?”“ Have you ever made apple’s pie?”( T show a picture of apple’s pie)Linh is a girl who likes cooking very much. Let’s see her recipe for apple’s pie in task 3.-T instructs SS how to do this task 3, asking them to ask and answer about ingredients for Linh’s apple pie- Before work in pairs, T review Ss about “ How many/ How much”-T writes 2 example:How many apples do you need?How much water do you need?-T asks SS pay attention to the underline parts to know that How many goes with plural and countable nouns; How much goes with uncountable nouns.- T models with strong st to help SS then ask SS to work in pairs, asking and answering in 4 minutes.- After 4 minutes, T calls some pairs to present, checking their pronunciation and intonation if necessary.-T praises Ss and give good mark for SS work effectively. | **I. Pronunciation****1. Task 4 (p.8)** /**o:**/ / **o /**Pork hot**2. Task 5 (p.52)****II. Vocabulary****+ a teaspoon(n)****+ a tablespoon(n)****+ litre(n)****+ millitre(n)** **TASK 1: MATCH THE PHRASES WITH THE PICTURES. THEN LISTEN, CHECK, AND REPEAT T****THE PHRASES.** *(Ex 1, p.52)****Answer key:***1. b 2. f 3. a 4. c 5. d 6. E**TASK 2: WRITE THE FOLLOWING 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 |

**TASK 3: WORK IN PAIRS. ASK AND ANSWER ABOUT THE INGREDIENTS FOR LINH’S APPLE PIE, USING THE QUANTITIES IN THE RECIPE.**   |

**\*Wrap-up and Homework**

**1. Wrap-up**

- 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?
1. Homework
* Learn by heart new words
* Do exercises 3,4,5 in work book
* Prepare for the next lesson: A closer look 2.