Date of preparing: ………………………………….

Date of teaching: ………………………………….

**Period …**

**UNIT 5: AROUND TOWN**

**Lesson 2 - Part 1 (Page 41) - Vocabulary and Reading**

**I. OBJECTIVES**

By the end of the lesson, Ss will be able to…

**1. Knowledge**

- know more vocabularies about food and drinks.

- order food and drinks in a restaurant.

**2. Ability**

- improve the use of English and Reading skills.

**3. Quality**

**-** have positive attitude in English language learning so that they actively participate in all classroom activities.

- order food and drinks in a restaurant politely.

**II. TEACHING AIDS AND LEARNING MATERIALS**

Lesson plan, PPT slides, student’s book, workbook, notebook, personal computer (if any), projector/TV, speakers, DCR & DHA on Eduhome, handouts…

**III. PROCEDURES**

**A. Warm up: (5’)**

**a) Objective:** Introduce the new lesson and set the scene for Ss to acquire new language; get students' attention at the beginning of the class by means of enjoyable and short activities as well as to engage them in the steps that follow.

**b) Content:** Introduction of food and drinks

**c) Product:** Ss have general ideas about the topic they are going to study in the lesson

**d) Competence**: collaboration, guessing, communication.

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s Activities** | **Students’ Activities** |
| - Give greetings  - Check attendance   * **Option 1: Food and drinks**   - Show pictures of some food and drinks  - Have Ss give names of the food and drinks  - Call Ss to give answers  - Give feedback  - Lead to the new lesson     * **Option 2: Design Menu**   - Have Ss close all books  - Divide class into 4 groups  - Give out a piece of paper to each group and show some food, drinks and desserts on the board / screen    - Have Ss work in groups to put the words in right category and design their menu  - Have Ss hang their menus on the board  - Check Ss’ work and have class vote for the best menu  - Give a small gift to the winner   Lead to the new lesson | -Greet T  - Work in groups and give names of the food and drinks  - Give answers  - Listen  **Answer keys**    - Close books  - Work in groups to put the food and drinks into right category (Food / Drinks / Desserts), then design a menu |

**B. New lesson (35’)**

* **Activities 1: Vocabulary (18’)**

**a) Objective:** Ss know some vocabularies about ordering food and drinks in a restaurant

**b) Content:**

**-** matching the words with the pictures, then listening and repeating

**-** talking about food and drinks

**c) Products:** Ss can get to know some food ans drinks and talk about them.

**d) Competence**: communication, collaboration, presentation, creativity.

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s Activities** | **Students’ Activities** |
| **a. Match the words with the pictures. Listen and repeat.**   * **Option 1:**   - Demonstrate the activity, using the example in the book.  - Have Ss look, read and match the words with the pictures, using the words in the box  - Ask Ss to work in pairs to check their answers with their partners.  - Check answers as a whole class.  - Play the audio (CD1 – Track 60) for Ss to listen and repeat.  - Call some Ss to read the words again, correct their pronunciation and stress.   * **Option 2:**   - Follow same steps as option 1  - Give Ss an extra activity (Vocabulary checking)  - Have Ss close all books  - Use other pictures (different pictures from those in the book) to help Ss remember the new words they have learnt.  - Have Ss look at the pictures, then use the vocabularies in New Words to match with the right pictures  - Ask Ss to give answers  - Check answers as a whole class    **b. Ask and answer (about things you order in a restaurant)**   * **Option 1:**   - Have Ss work with a partner to say what food and dessert they often order in a restaurant  - Encourage Ss to use more food and drinks (besides those in the textbook)  - Have some Ss share their ideas with the class  - Give feedback and evaluation   * **Option 2:** *(for class with better student)*   - Have Ss work n groups to ask and answer about ordering food and drinks in a restaurant  - Encourage Ss to be creative and use their own ideas to make the conversation more interesting and natural  - Call some Ss to demonstrate the activity in front of the class  - Give feedback and evaluation | - Look and listen  - Work in pairs  - Listen and repeat  - Read  **Answer keys**  *1C 2D 3F 4B 5E 6A*  - Close books  - Look and give answers  - Give answers (Say or write on the board)  **Answer keys**  *1e 2a 3f 4b 5c 6d*  - Work in pairs  - Work in pairs (Ss can use words in the Warm up activity for reference)  - Listen  - Work in groups  - Work in pairs  **Suggested conversation**  *A: How often do you have meal in a restaurant?*  *B: Not very often. I usually eat out in a restaurant with my family once every two months.*  *A: What food do you often order in a restaurant?*  *B: I often order pizza. Sometimes we order beef steak, and my brother orders hamburger*  *A: Sounds great! What do you often have for dessert?*  *B: My mom and I love yogurt; my dad and brother like cakes.*  *A: How about drinks?*  *B: I love cokes but it’s not good for our health, so I order mineral water.*  *…* |

* **Activity 2: Reading (17’)**

**a) Objective:** Ss can develop their reading skills

**b) Content:**  Reading a menu and answering questions

**c) Products:** Ss can read for main ideas and details.

**d) Competence**: collaboration, communication, analytical and synthesizing skills.

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s Activities** | **Students’ Activities** |
| **a. Ben and Jane are at a new restaurant. Do they enjoy their meal?**  - Explicit the structure:  (*What) would you like + to infinitive*  *I’d like (I would like) + to infinitive*  - Have Ss read the dialogue  - Have Ss circle the correct answer  - Have Ss give answer, explain for their answer  - Check answers as a whole class  **b. Tick ()the things they ordered on the menu**   * **Option 1:**   - Demonstrate the activity.  - Have Ss read the dialogue again and tick the things they ordered on the menu  - Check answers as a whole class   * **Option 2:**   - Have Ss read the dialogue and answer the questions:  *1. What food and drink does Ben order?*  *2. What food and drink does Jane order?*  *3. How much do they have to pay for the meal?*  *4. Do they enjoy the meal? How do you know?*  - Have Ss give answers (write on the board or read)  - Check answers as a whole class | - Listen and take notes  - Read  - Circle the correct answers  - Give answer and explain  - Check  **Answer key:** *Yes*  - Listen  - Read and do the task  **Answer keys**    - Work in pairs  - Give answers  **Answer keys**  *1. Ben orders some chicken pasta, orange juice and some ice cream.*  *2. Jane orders a hamburger, a cola and a cupcake.*  *3. They have to pay $45.5 for the meal.*  *4. Yes, they do. They say: “That was a great meal” and “We should come here again.”* |

**C. Consolidation (3’)**

**\* Vocabulary**:

About ordering: *order, check, tips, change, menu, desert, starter, …*

About food and drinks*: pizza, pasta, hamburger, sandwich, fries, orange juice, coke, ice-cream, cupcake, yogurt, …*

**\* Structures**: (*What) would you like + to infinitive*

*I’d like (I would like) + to infinitive*

**D. Homework (2’)**

- Learn by heart the new words.

- Do exercises in Workbook: Lesson 2 - New words – Part a, b, c (page 28) and Listening (page 29).

- Prepare: Lesson 2 – Grammar (page 42 – SB).