Date of preparing: ………………………………….

Date of teaching: ………………………………….

**Period …**

**UNIT 5: AROUND TOWN**

**Lesson 3 - Part 1 (Page 44) - Vocabulary and Listening**

**Social Studies**

**I. OBJECTIVES**

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

**1. Knowledge**

- know more vocabularies about food and ingredients.

- know more information about some food around the world.

**2. Ability**

- improve the use of English, speaking and listening skills.

**3. Quality**

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

- eat healthy food.

**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 some dishes and ingredients

**c) Product:** Ss get to know some new words they are going to study in the lesson

**d) Competence**: collaboration, critical thinking, communication

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s Activities** | **Students’ Activities** |
| - Give greetings  - Check attendance   * **Option 1: Dishes and ingredients**   - Divide the board into 2 parts: Dishes and Ingredients    - Explain the word “ingredients”  - Prepare some pictures about food and ingredients    - Have Ss work in groups to decide which pictures are dishes and which ones are ingredients  - Have Ss hang them on the board  - Check and have Ss give names of the dishes and ingredients (as many as they can)  - Give feedback and lead to the new lesson.   * **Option 2: Dishes and ingredients**   - Have Ss work in groups to choose right ingredients that go with each dish  - Remind Ss that some ingredients can go with more than 1 dish    - Have Ss give answers  - Give feedback and lead to the new lesson | -Greet T  - Observe and listen  - Work in groups  **Answer key**  **Dishes:** *pasta, sandwich, hamburger, pizza, beefsteak, soup*  **Ingredients:** *beef, spring onion, pork, vegetables, herbs, vinegar*  -Work in groups, then read answers  **Answer keys**  *1. Bún Bò Huế: beef, onions, herbs, noodle, vegetables*  *2. Sushi: raw fish, onions, herbs, pickled ginger, salmon, rice*  *3. Cheese burger: grilled pork, egg, onions, herbs, vegetables, cheese* |

**B. New lesson (35’)**

* **Activities 1: Vocabulary (15’)**

**a) Objective:** Ss know more vocabularies about ingredients in cooking

**b) Content:**

**-** Filling in the blanks

**-** Listening and repeating

- Making sentences with the new words

**c) Products:** Ss know how to pronounce the new words correctly and use them in appropriate situations.

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

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s Activities** | **Students’ Activities** |
| **a. Fill in the blanks. Listen and repeat**  - Demonstrate the activity using the example  - Have Ss look at the pictures and fill in the blanks with the words in the box  - Ask Ss to work in pairs to check their answers with their partners.  - Call Ss to give answers  - Check answers as a whole class.  - Play audio (CD1 – Track 64). Have Ss listen and repeat  - Call some Ss to read the words again  - Correct Ss’ pronunciation if necessary  **b. Take turns to use the words in sentences**   * **Option 1**:   - Demonstrate the activity using the example  - Have Ss take turns to make sentences with the new words they have learnt.  - Call Ss to give answers  - Give feedback and evaluation   * **Option 2**:   - Have work in groups and make sentences with the new words they have learnt.  - Have groups write their answers on the board  - Check and correct Ss’ mistakes  - Give feedback and evaluation | - Look and write  - Work in pairs  - Give answer  - Listen and repeat  - Read the words again  **Answers keys**  - Listen  - Do the task  - Give answers  - Work in groups  - Write answers  - Listen and check |

* **Activity 2: Listening (10’)**

**a) Objective:** Ss can develop their listening comprehension skills

**b) Content:**  Listening to a man talking about popular food from around the world

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

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

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s Activities** | **Students’ Activities** |
| **a. Listen to a man talking about popular food from around the world. Who is the speaker? *a student / a customer or a chef?***  - Have Ss look at the request of the task  - Play audio (CD1 – Track 65)  - Have Ss listen and answer the question by circling the right option  - Check answers as a whole class.  **b. Listen and fill in the blanks, then match with the correct pictures**  - Have Ss read the task and make a guess which words to be written in the spaces  - Demonstrate the activity  - Play audio (CD1 – Track 65) again.  - Have Ss listen and fill in the blanks  - Call Ss to read their answers  - Check answers as a whole class.  - Have Ss match the information with the correct pictures  - Check answers as a whole class | - Read  - Listen and give answer  **Answer key**  *A chef*  - Read and guess  - Listen and fill in the blanks  - Read answers  - Match  **Answer keys** |

* **Activity 3: Grammar – Useful language (10’)**

**a) Objective:** Ss can use some useful language in their speaking

**b) Content:**  structures to ask and answer about dish and ingredients

**c) Products:** Ss use this structure in communication.

**d) Competence**: collaboration, communication, public speaking.

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s Activities** | **Students’ Activities** |
| **Listen then practice**   * **Option 1:**   - Have Ss look at the Useful Language box  - Explain  - Explain the structure:  *What do people make it with?*  - Play audio (CD1 – Track 66)  - Have Ss practice the useful language  - Call some pairs to present, give feedback and evaluation   * **Option 2:**   - Follow the same steps as option 1  - Have Ss practice the conversation, using other vocabularies from “New words” and Listening”, and their own ideas  - Have Ss act out the conversation as naturally as they can (without using the textbook)  - Give feedback and evaluation | - Look  - Listen and take notes  - Listen  - Practice in pairs  - Present  **Suggested conversation**  *A: What’s cheese burger?*  *B: It’s a dish from the USA*  *A: What do people make it with?*  *B: grilled beef / pork, onions and cheese*  - Work in pairs  - Present |

**C. Consolidation (3’)**

**\* Vocabularies about dishes and ingredients**

**\* Structures:**

*What is + name of the dish?*

*What do people make it with?*

**D. Homework (2’)**

- Practice asking and answering about dishes and ingredients.

- Do exercises in Workbook: Lesson 3 - New words – Listening (page 30).

- Prepare: Lesson 3 – Reading, Speaking and Writing (page 45 – SB).