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).