**UNIT 5: FOOD AND DRINK**

**Lesson 1: Getting started – At a Vietnamese restaurant**

I. OBJECTIVES

By the end of this lesson, Ss will be able to gain:

**1. Knowledge**

- An overview about the topic Food and Drink

- Vocabulary to talk about food and drink

**2. Core competence**

- Develop communication skills and cultural awareness

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

**3. Personal qualities**

- Develop healthy eating habits and awareness of balanced diets

- Be proud of the homeland

**II. PREPARATIONS**

**1. Teacher**

**-** Grade 7 textbook, laptop, TV/Projector/ pictures and cards, speakers, lesson plan, sachmem.vn…

**2. Students**

- Grade 7 textbook, notebooks, studying equipment ….

**III. TEACHING PROCEDURES**

**ACTIVITY 1 – WARM – UP & INTRODUCTION (5’)**

**a) Aims:**

* To activate students’ knowledge on the topic of the unit

- To enhance students’ skills of cooperating with teammates

**b) Contents:** Play the game “Edible or inedible”

**c) Products:** Ss’ answers

**d) Teaching steps:**

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| **Teacher’s and students’ activities** | **Content** |
| ***Deliver the task***  - Teacher gives instructions  ***Implement the task***  In pairs, Ss:  - sit facing each other  - take turns to throw a ball of paper to their partner as they say a noun  - When their partner catches the ball, say immediately if the noun is edible or inedible, then throw the ball back and repeat the procedure.  ***Discuss***  - Students share all the words/ phrases about food and drink they have with the others as the class.  ***Giving comments or feedback***  - Teacher checks and corrects if Ss spell or pronounce the words/ phrases incorrectly. | **Edible or inedible**  *Example:*  A (throwing) - Egg.  B (catching) - Edible. (throwing) - Book.  A (catching) - Inedible. (throwing) - House … |

**ACTIVITY 2 – PRESENTATION (15')**

**a) Aims:**

- To help students use key language more appropriately before they read and listen

- 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

- Listen and read

**c) Products:**

- Lists of vocabularies

**d) Teaching steps:**

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| **Teacher’s and students’ activities** | **Content** |
| ***Deliver the task***  -T asks Ss to look at the photos and answer the question: *What is this?*  -Teacher shows and says the words aloud and asks Ss to repeat them.  - Teacher asks Ss to translate the word “khoáng chất” into English  - Ss says the word  - Teacher gives the correct answer "mineral”  ***Implement the task***  -Ss say the words.  ***Discuss***  -Ss practice the word  ***Giving comments or feedback***  - Teacher checks and corrects if Ss spell or pronounce the words/ phrases incorrectly.  ***Deliver the task***  -Set the context for the listening and reading.  - Have Ss look at the picture and answer some questions  *+Where is Mark’s family?*  *+ Who are they talking to?*  ***Implement the task***  -Ss do the task in pairs  ***Discuss***  - Teacher encourages Ss to answer  - Ss share their answer in front of class  ***Giving comments or feedback***  - Teacher plays the recording twice for Ss listen and read along.  - Teacher gives feedback (if any) | **\*Vocabulary**   1. roast (v) /rəʊst/: quay, nướng (thịt…) 2. fry (v) /fraɪ/: rán 3. shrimp (n) /ʃrɪmp/: con tôm 4. lemonade (n) /ˌleməˈneɪd/: nước chanh 5. mineral (adj) /ˈmɪnərəl/: khoáng chất   **Task 1. Listen and read** |

**ACTIVITY 3 – PRACTICE (15’)**

**a) Aims:**

- To practise reading and listening for specific information

- To practise scanning

- To develop Ss' vocabulary for food and drink

- To help Ss deeply understand the text

- To practise scanning and intensive reading

**b) Contents:**

- Answer the question *“What is Mark’s family doing?”*

- Find the words and phrases about food and drink in the conversation and write them in the correct columns.

- Read the conversation again and tick (✓) T (True) or F (False).

**c) Products:**

- Answer key

**d) Teaching steps:**

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| **Teacher’s and students’ activities** | **Content** |
| ***Deliver the task***  - Teacher asks Ss to look at the picture (p.50-51) and answer the questions:  *+ What is Mark’s family doing?*  ***Implement the task***  - Ss ask and answer questions in pairs.  ***Discuss***  - Ss share their answers as a whole class.  ***Giving comments or feedback***  - Teacher plays the recording twice for Ss listen and read along.  - Teacher check their answers.  ***Deliver the task***  -Teacher asks Ss to work individually to read and listen to the conversation and find the words and phrases and then share their answers with their partners who sit next to them.  ***Implement the task***  - Ss do exercise 3 individually  ***Discuss***  - Ss share and discuss with their partners to write all words/ phrases down on the notebooks.  ***Giving comments or feedback***  - Teacher corrects their answers as a class.  ***Deliver the task***  - Teacher gives clear instructions.  ***Implement the task***  - Ss work individually step by step:  - Read the statements carefully and underline key words  ***Suggested keywords in the statements:*** 1. Mark's family is at a Vietnamese restaurant.  2. Mark wants fried tofu and beef for dinner.  3. They don't order canh.  4. Mark's mum wants mineral water.  5. His mum doesn't allow her children to drink juice during dinner.  - Scan the conversation to locate the underlined key words  - Read intensively to tick True or False  ***Discuss***  - Teacher nominates Ss to read the statements aloud and say which ones are True and False, the others attentively listen to and correct their answers if necessary.  ***Giving comments or feedback***  - Teacher checks and gives the correct answers. | **Task 2. What is Mark’s family doing?**  **A.** Ordering food for dinner.  **B.** Preparing for their dinner.  **C.** Talking about their favourite food.  **Task 3. Find the words and phrases about food and drink in the conversation and write them in the correct columns.**  ***Answer key:***   |  |  | | --- | --- | | **Food** | **Drink** | | rice, pork, fish sauce, roast chicken, fried vegetables, fried tofu, spring rolls, canh (soup), shrimp, fish, | juice, lemonade, green tea, mineral water, winter melon juice, |   **Task 4. Read the conversation again and tick (✓) T (True) or F (False).**  ***Answer key:***  1. T  2. F *(Mark wants some fried tofu and spring rolls.)*  3. F*(Mark's dad thinks they will try some canh)*  4. T  5. F*(Mineral water for me, green tea for my husband, and juice for my children)* |

**ACTIVITY 4 – PRODUCTION**

**a) Aims:**

- To help Ss be able to talk about favourite food and drink

- To develop teamwork skills

- To give students authentic practice in using target language

**b) Contents:**

- Work in pairs. Think about your favourite food and drink. Then ask your partner about his/her favourite food and drink.

**c) Products:**

- Answer key

**d) Teaching steps:**

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| --- | --- |
| **Teacher’s and students’ activities** | **Content** |
| ***Deliver the task***  - Teacher gives Ss clear instructions in order to make sure Ss can role-play effectively.  - Teacher divides Ss into 2 main groups and call them **Vietnamese tour guides** and **French visitors** who visit Vietnam for the first time.  + Vietnamese tour guides discuss and list the favourite food in Ha Noi/ Viet Nam, using some suggested questions: *What kinds of food are the most popular? What ingredients are there? What is the food like? …*  + French visitors think of, discuss and list as many questions to ask about the most favourite Vietnamese food as they can.  - Teacher pairs each tour guide with a French visitor and ask them to role play talking about the most favourite food in Viet Nam.  ***Implement the task***   * Ss do as instructed   ***Discuss***  - T observes Ss while they are role playing, note their language errors  ***Giving comments or feedback***  - Teacher gives Ss feedback.  - Choose some useful words/ phrases/ expressions/ word choices Ss have used and suggest other students using them  - Choose some typical errors and correct as a whole class without nominating the students’ names | **Task 5. Work in pairs. Think about your favourite food and drink. Then ask your partner about his/her favourite food and drink.**  ***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**

- Teacher asks students to talk about what they have learnt in the lesson:

+ Vocabulary of Food and Drink

+ Reading for specific information and details

+ Scanning

- Do the exercises in the workbook

- Prepare the next lesson “Unit 5 – A Closer Look 1”

**V. FEEDBACK**

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**Duyệt của Tổ chuyên môn**