

UNIT 6: FOOD AND DRINK
Lesson 3.1 (SB page 84 + WB page)

1. Objectives

- Knowledge: By the end of this lesson, students will be able to
 - + Ask and answer about what food people will bring.
 - + Use Vocabulary: hamburger, sandwich, steak, pie, rice, curry.
 - + Model Sentences: Will you bring hamburgers? Yes, I will.
 Will you bring pie? No, I won't.
- Skills: Develop Listening, Reading, Writing, and Speaking.
- Attitude: Ss focus on the lesson and work hard to complete all the tasks, support their friends to complete the learning tasks or play the games.

2. Teaching – Studying aids:

- Teacher's aids: Student's Book, Class CDs, Flashcards, DCR & DHA
- Student's aids: Student's Book, Workbook, Notebook.

3. Procedures

Time	Teaching contents	Teaching activities		Materials
		Teacher's activities	Students' activities	
5 mins	I. Warm up Playing the game: “Circle jump” <i>* To review the sentence structure about what food people will bring, generate students' interests and lead in the new lesson.</i>	Vocabulary: <i>soda, smoothie, tea, lemonade, juice, hot chocolate.</i> <ul style="list-style-type: none"> - Divide the class into two groups and make two lines to play the game. - Draw two large circles on the ground with chalk. - Place a flashcard in each circle. - Call out a word, and a student from each team has to run and stand inside the corresponding circle as quickly as possible. - Ask them to say the word when standing inside the circle. 	Make two lines to play this game. <ul style="list-style-type: none"> - Follow the teacher's instructions before playing the game. - Quickly run and stand inside the corresponding circle when the teacher says a word. - Say aloud the word when standing inside the circle. 	flashcards
10 mins	II. Presentation 1. Listen and point. Repeat. <i>(CD2 Track 64)</i> <i>* To help students recognize and say the different food and drinks.</i> - New words: hamburger, sandwich, steak, pie, rice, curry.	<ul style="list-style-type: none"> - Arrange the flashcards (<i>food and drinks</i>) on the board. - Ask the students to listen and pay attention. - Use DCR on Eduhome to play the audio and point to each flashcard. - play the audio again and have them point to the pictures in their Student's Books. - Play the audio and require them to listen and repeat. - Have the class work in pairs. - Have students look at the example. 	<ul style="list-style-type: none"> - Listen and follow their teacher's instructions. - Point to the pictures in their Student's Book. - Listen and repeat. - Work with their partner to complete the task. 	DCR on Eduhome CD

	2. Play the game board race	<ul style="list-style-type: none"> Divide the class into teams and have one student from each team stand a distance from the board. Stick two flashcards on the board and then say one of the new words aloud. Have the student race to the board, touch that flashcard, and repeat the new word. The first student to touch the flashcard and say the word correctly gets a point for their team. 	<ul style="list-style-type: none"> Follow their teacher's instructions. Stand a distance from the board. Race to the board, touch the flashcard and repeat new words. 	flashcards
10 mins	III. Practice B.1. Listen and practice. (CD2 Track 65) <i>* To practice using useful language to talk about what food people will bring.</i> Model Sentence: -Will you bring hamburgers? Yes, I will. -Will you bring pie? No, I won't. B2. Circle the correct words. Practice.	<ul style="list-style-type: none"> Have students look at the useful language. Explain that we use this to ask and answer about what food someone will bring. Play audio. Have students listen to useful language. Have students practice the useful language. Have students practice using vocabulary from Part A. Demonstrate the activity using the example. Have the students look and circle the correct words. Divide the class into pairs and have them check each other's work. Have some students share their answers with the class. Have pairs practice saying the sentences. 	<ul style="list-style-type: none"> Look and read the useful language silently. Listen to the teacher's explanation. Listen and look at the useful language again. Carefully look at the teacher demonstrating the activity. Look and write. Work in pairs and check their partner's answers. Listen and check. 	DCR on Eduhome
5 mins	IV. Production <i>* To help them remember the vocabulary items and sentence patterns.</i>	Use DHA on Eduhome Open DHA (Unit 6 – Lesson 2) on Eduhome to help students review the vocabulary through games: Look and find, Listen and find, and Grammar.	<ul style="list-style-type: none"> Follow their teacher's instructions. 	DHA on Eduhome
5 mins	V. Consolidation – Homelink <i>* To help students remember and pronounce the vocabulary items.</i>	Ask and answer.	<ul style="list-style-type: none"> Do as guided. Play the game. 	Notebook WB

4. Reflection

1. What I liked most about this lesson today:
2. What I learned from this lesson today:
3. What I should improve for this lesson next time:

LESSON PLAN

Subject: English 5

Week: 24- **Period:** 94

UNIT 6: FOOD AND DRINK

Lesson 3.2 (SB page 85 + WB page)

1. Objectives:

- Knowledge: By the end of this lesson, students will be able to
 - + Identify the /tʃ/ sound and practice the conversations.
 - + Use Vocabulary: hamburger, sandwich, steak, pie, rice, curry.
 - + Model Sentences: Will you bring hamburgers? Yes, I will.
 Will you bring pie? No, I won't.
- Skills: Develop Listening, Reading, Writing, and Speaking.
- Attitude: Ss focus on the lesson, support their friends, and work hard to complete the learning tasks or play the games.

2. Teaching – Studying aids:

- Teacher's aids: Student's Book, Class CDs, Flashcards, DCR & DHA
- Student's aids: Student's Book, Workbook, Notebook.

3. Procedures:

Time	Teaching contents	Teaching activities		Materials
		Teacher's activities	Students' activities	
5 mins	I. Warm up: Playing the game “Circle jump” <i>*To review the sentence structure about what food people will bring, generate students' interests and lead in the new lesson.</i>	Vocabulary: <i>soda, smoothie, tea, lemonade, juice, hot chocolate.</i> <ul style="list-style-type: none"> - Divide the class into two groups - Draw two large circles on the ground with chalk. - Place a flashcard in each circle. - Call out a word, and a student from each team has to run and stand inside the corresponding circle as quickly as possible. - Ask them to say the word when standing inside the circle. <p>The first student getting the correct answer wins a point for their team.</p>	<ul style="list-style-type: none"> - Make two lines to play this game. - Follow the teacher's instructions before playing the game. - Quickly run and stand inside the corresponding circle when the teacher says a word. - Say aloud the word when standing inside the circle 	flashcards
10 mins	II. Presentation: C1. Listen and repeat (Track 66) <i>* To help students recognize the /tʃ/ sound and say it in the chant.</i> 2. Chant. Turn to page 125. (CD2 Track 67)	Draw attention to the sound using DCR. <ul style="list-style-type: none"> - Briefly explain and demonstrate the sound. - Play the audio. - Have students notice the intonation. - Play the audio again. - Have the students listen and repeat. <p>Write the words and put up flashcards on the board.</p> <ul style="list-style-type: none"> - Play the audio. Have students listen to the chant. - Have the students listen to the chant. - Point to a word or picture on the board, say the sound and word (e.g.: /tʃ/, 	<ul style="list-style-type: none"> - Listen and follow their teacher's instructions. - Listen to the audio. - Listen and notice the sound first. - Listen and repeat the sound. - Follow their teacher's instructions. - Listen to the chant. 	flashcards Student's book DCR on Eduhome CD

		<p>sandwiches) and have the students listen and repeat. Follow the same procedure with the other sentence.</p> <ul style="list-style-type: none"> - Play audio. Have students listen and clap along. - Play audio. Have students listen and chant. 	<ul style="list-style-type: none"> - Listen and repeat. - Listen to the chant again. - Listen and chant 	
10 mins	<p>III. Practice: D1. Describe the comic. Use the new words. Listen (CD2 Track 68) <i>* To help students identify the people and things in the story and practice listening and writing the correct words.</i> 2. Listen and write. (CD1 Track 69) 3. Role play</p>	<p>Introduce the situation: "The children will eat lunch in the yard..."</p> <ul style="list-style-type: none"> - Have students look at the story and ask these questions: <ul style="list-style-type: none"> • Who can you see? (Lucy, Tom, Alfie, and Ben) • What are they doing? (cooking/making food, having a picnic) - Play audio and have students look and listen. <p>Play audio and demonstrate the activity using the example.</p> <ul style="list-style-type: none"> - Play audio and have students listen and number. - Play audio again and check answers as a whole class. - Have students practice saying the sentences with their partners. - Have some pairs demonstrate the activity in front of the class. 	<ul style="list-style-type: none"> - Listen to their teacher's introduction about the situation. - Look at the story and answer their teacher's questions. <p>-Listen to the story.</p> <ul style="list-style-type: none"> - Listen their teacher's - Listen to the story and number. - Listen and check the answers - Work in pairs. <p>-Some pairs.</p>	<p>Student's book</p> <p>DCR on Eduhome</p> <p>Student's book</p>
5 mins	<p>IV. Production: <i>*Open DHA (Unit 6 – Lesson 3) on Eduhome to help students review the vocabulary</i></p>	<p>Use DHA on Eduhome</p> <p>Open DHA (Unit 6 – Lesson 3) on Eduhome to help students review the vocabulary through games: Look and find, Listen and find, and Grammar.</p>	<ul style="list-style-type: none"> -Follow their teacher's instructions. <p>-Play the game with the whole class.</p>	<p>DHA on Eduhome</p>
5 mins	<p>V.Consolidation – homelink: <i>* To help Ss review the lesson by rearranging the sentences to make a meaningful conversation.</i></p>	<p><u>Consolidation:</u> Ask the students to work in groups of four or five students.</p> <ul style="list-style-type: none"> - Give each group a set of sentences and ask them to make a meaningful conversation. <p><u>Homelink:</u></p> <ul style="list-style-type: none"> - Require the students to do exercises on page 57 in the Workbook. - Ask them to prepare Parts E and F, Lesson 3, Unit 6 on page 86 in the Student's Book. 	<ul style="list-style-type: none"> -Work in groups - Make a meaningful conversation from the given sentences. - Listen 	<p>Workbook</p>

4. Reflection

1. What I liked most about this lesson today:
2. What I learned from this lesson today:
3. What I should improve for this lesson next time:

LESSON PLAN
Subject: English 5
Week: 24- **Period:** 95

UNIT 6: FOOD AND DRINK
Lesson 3.3 (SB page 86 + WB page)

1. Objectives:

- Knowledge: By the end of this lesson, students will be able to
 - + Ask and answer about what food people will bring.
 - + Use Vocabulary: hamburger, sandwich, steak, pie, rice, curry.
 - + Model Sentences: Will you bring hamburgers? Yes, I will.
 Will you bring pie? No, I won't.
- Skills: Develop Listening, Reading, Writing, and Speaking.
- Attitude: Ss focus on the lesson, support their friends, and work hard to complete the learning tasks or play the games.

2. Teaching – Studying aids:

- Teacher's aids: Student's Book, Class CDs, Flashcards, DCR & DHA
- Student's aids: Student's Book, Workbook, Notebook.

3. Procedures:

Time	Teaching contents	Teaching activities		Materials
		Teacher's activities	Students' activities	
5 mins	I. Warm up: Play Make Words Game: <i>*To help the students review the structure “Will you bring hamburgers? Yes, I will.</i> and lead in the new lesson.	<ul style="list-style-type: none"> - Write a few random letters on the board. - Have the students work in small groups to make up as many words from the letters as possible (e.g., letters: g, h, i, t, b, e, c, u. Possible words: cute, big, etc.). - The team with the most words is the winner. 	<ul style="list-style-type: none"> - Listen. - Follow their teacher's instructions before playing the game. - Play the game 	flashcards
10 mins	II. Presentation: Present the sentence pattern <i>* To help students to ask and answer about what food people will bring</i>	<ul style="list-style-type: none"> - Use DCR on Eduhome to show the class the sentence structure on Part E, page 86 in their Student's Book. - Give the students enough time to look at the target sentence structure and have them read it silently. - Ask some students to read the sentences. - Control the class and give them help if needed. - Lead in the new lesson. 	<ul style="list-style-type: none"> - Listen and follow their teacher's instructions. - Look at the target sentence structure on the screen and read it silently. - Read the sentences. 	Student's book DCR on Eduhome
10 mins	III. Practice: <i>* To practice asking and answering about what food people will bring by using the given words.</i>	<ul style="list-style-type: none"> Divide the class into pairs. - Demonstrate the activity using the speech bubbles. - Have Student A point and ask, and have Student B answer. - Swap roles and repeat. 	<ul style="list-style-type: none"> Work with their partner to complete the task. - Follow their teacher's instructions. 	Student's book

	<p>E 1. Point, ask, and answer.</p> <p>2. List other dishes you know. Practice again.</p>	<ul style="list-style-type: none"> - Afterwards, have some pairs demonstrate the activity in front of the class. Have students work in the same pairs. - Have pairs list other things they do to celebrate holidays and festivals. - Have pairs practice the activity again. Have Student A ask and have Student B answer. - Swap roles and repeat. - Afterwards, have some pairs demonstrate the activity in front of the class. 	<ul style="list-style-type: none"> - Present their work in front of the class. Work in pairs to complete the task. - Follow their teacher's instructions. 	
5 mins	<p>IV. Production:</p> <p>* To help them talk about what they did.</p> <p>F. Play guess the picture.</p>	<ul style="list-style-type: none"> - Have students look at the example. - Divide the class into 2 teams. - Have a student stand facing away from the board and stick a flashcard on the board behind them. - Have someone from the same team ask the student a question about the flashcard. - Have the student try to guess the answer without looking at the flashcard. - Give that team one point if it's a correct guess. - Have teams take turns. 	<p>Do as guided.</p> <ul style="list-style-type: none"> - Work in groups. - Play the game. 	Student's book
5 mins	<p>V. Consolidation</p> <p>– homelink:</p> <p><i>*To help the students remember the target sentence structures.</i></p> <p>Play the game WORDS TO SENTENCES</p>	<ul style="list-style-type: none"> - Divide the students into two teams. Assign each team member a number. - Call out a number and a word from your word list. - The two students with that number run to the board and try to write a sentence using the word. - The first student to write a grammatically correct sentence containing the word scores a point for their team. - Require the Ss to practice the structure at home. <p>Ask them to prepare Parts A and B, Lesson 4, Unit 6 on page 87 in the Student's Book.</p>	<ul style="list-style-type: none"> - Follow their teacher's instructions before playing the game. - Play the game with their teammates. - Practice the structure at home. <p>- Prepare the new lesson.</p>	Workbook Notebook

4. Reflection

1. What I liked most about this lesson today:
2. What I learned from this lesson today:
3. What I should improve for this lesson next time:

UNIT 6: FOOD AND DRINKS – CULTURE
LESSON 4.1 (SB page 87 + WB page 59)

1. Objectives:

- **Knowledge:** By the end of this lesson, students will be able to talk about what people eat in different countries.
 - + Review what they learned in lesson 1, 2 and lesson 3.
 - + Review Vocabulary about describing people: *breakfast, lunch, dinner, bread, meat, cereal.*
 - + Review Model Sentences: *What do people in the USA usually eat for breakfast?*
They usually eat cereal with milk.
- **Skills:** Listening, Reading, Writing, and Speaking.
- **Attitude:** Ss focus on the lesson, support their friends and work hard to complete the learning tasks or play the games.

2. Teaching – Studying aids:

- Teacher's aids: Lesson plan, Student's Book, Audio, Flashcards, DCR& DHA
- Student's aids: Student's Book, Workbook, Notebook.

3. Procedures:

Time	Teaching contents	Teaching activities		Materials
		Teacher's activities	Students' activities	
5 mins	I. Warm up: “Stop the bus” Game <i>To attract the students' interest and get them be ready for the new lesson.</i>	<ul style="list-style-type: none"> - Put the students into teams of four. - Students listen to the teacher carefully. - Check their answer and ask them to write on the board and if it is correct that team wins a point. 	<ul style="list-style-type: none"> - Follow teacher's intructions. - Listen to the teacher and guess. 	Dices
10 mins	II. Presentation 1. Listen and point. Repeat. <i>To help the students recognize and use new words.</i>	<ul style="list-style-type: none"> - Arrange the flashcards on the board. - Ask the students to listen and pay their attention. - Play audio again and have students listen and repeat. - Help them with their pronunciation if necessary. - Have the class work in pairs. One student randomly points to the pictures in their book, and the other one says the words. Walk round the class and support them if needed. 	<ul style="list-style-type: none"> - Point to the pictures in their Student's Books. - Listen and repeat. - Work with their partner to complete the task. 	Flashcards Audio DCR on Eduhome
10 mins	III. Practice 1. Listen and practice.	<ul style="list-style-type: none"> - Have students look at the useful language. 	<ul style="list-style-type: none"> - Look and follow their teacher's instructions. 	Audio

	<p><i>To practice using the useful language about food and complete the blanks.</i></p> <p>2. Look and write. Practice.</p>	<ul style="list-style-type: none"> - Explain that we use this when talking about meals in different countries. - Have the students practice using vocabulary from Part A. - Demonstrate the activity using the example. - Have students look and write. - Have pairs check each other's work with the whole class and individual. 	<ul style="list-style-type: none"> - Practice saying the sentences with a friend. - Look and write. - Check the answers. 	DCR on Eduhome
5 mins	<p>IV. Production</p> <p>Game “Slow motion” or using DHA</p> <p>To help them remember the vocabulary items.</p>	<ul style="list-style-type: none"> - Use DHA on Eduhome. - Open DHA (Unit 6 – Culture Lesson) on Eduhome to help the students review the vocabulary through games: Look and find, Listen and find, and Grammar. 	<ul style="list-style-type: none"> - Follow their teacher's instructions. - Play the game with the whole class. 	Eduhome
5 mins	<p>V. Consolidation</p> <p>To help the students remember and pronounce the vocabulary.</p>	<ul style="list-style-type: none"> - Summary of the knowledge of the lesson. - Require the students to do exercises on page 58 in the Workbook. - Ask them to prepare Parts C and D, Art Lesson on page 88 in the Student's Book. 	<ul style="list-style-type: none"> - Memorize the target language structures they learned. - Do homework, copy the new words, and prepare the new lesson. 	SB and notebook

4. Reflection

1. What I liked most about this lesson today:
2. What I learned from this lesson today:
3. What I should improve for this lesson next time: