***School: Hung Vuong secondary school, TB, DN Teacher: Ngo Thanh Tuan***

***Group: English – Music – Art***

**LESSON PLAN**

**UNIT 12: LET’S EAT!**

**SECTION A: WHAT SHALL WE EAT?**

**(A1, A2)**

**Subject: English 7**

**A. OBJECTIVES**

***By the end of the lesson, students will be able to:***

1. Recognize the topic of the unit, the topic of the lesson and students can talk about the food they like and dislike;

2. Identify the specific food with the picture

3. Identify the specific information through the conversation;

4. Use “**so/too/neither/either**” to express their agreement in a positive and negative sentences.

5. Complete the phrases through reading.

6. Develop students’ self – study, cooperative, communicative and using language capabilities.

**B. LANGUAGE FOCUS**

**Key terms/ Vocabulary:**

- ***Noun***: pork, spinach, cucumber, pineapple, papaya, durian

- ***Adjective***: ripe >< unripe

- ***Verb***: smell

**Key grammatical structure(s):**

***- So do I/ I do, too.***

***- Neither do I/ I don’t, either***

**C. INSTRUCTIONAL RESOURCES**

- Textbook: English 7 – Unit 12 – Page 114.

- Teacher’s book.

- Some pictures of food/fruit and situation pictures (the pictures on page 114,115).

- Teacher: laptop, power point and video of the lesson.

- Students: smart TV, smart phones, PC, laptop, iPads, …

**STAGE 2: ASSESSMENT EVIDENCE**

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| **Performance Tasks** | **Performance products** | **Assessment tools** |
| 1. Answer the teacher’s questions to identify the topic of the unit, the topic of the lesson about food (the setting, participants, and the topic) | Student’s answer | Observation  Questions & answers |
| 2. Teach some words about food/fruit. | Students’ answer | Observation  Answer keys |
| 3. Practice reading and listening skills through reading and listening comprehension tasks. | Students’ answer | Observation  Answer keys |
| 4. Classify the usages of “so/too/neither/either”. | Students’ answer | Observation  Answer keys |
| 5. Answer the main question. | Student’s answer | Observation  Answer keys |
| 6. Practice speaking individually to talk about the food they like and dislike. | Student’s talk | Observation  Questions & answers |

**New lesson:**

|  |  |
| --- | --- |
| **Teacher’s and students’ activities** | **Contents** |
| **1. Warm-up**  **Aims:** To attract Ss’ attention to the lesson and review the previous lesson. | |
| - Teacher asks students to look at the pictures of foods and tell the names of the foods.  - Teacher shows the answers and leads students to the new lesson. | **“Name the pictures!!!”**   * pizza * fries * grilled chicken * beef steak * hamburger * hot dog |
| **2. Pre-listening & reading**  **Aims:** To teach some words about food/fruit. | |
| **Set the scene**  *“- These are some food that we often eat. Let’s start our lesson to know more about food. Come with me!* ***Unit 12: Let’s eat!*** *...”*  **\* Pre-teach vocabulary.**  - Teacher asks students some questions:  ***[?]*** *1. Do you often go to a market?*  *2. Who do you often go with?*  *3. What do you often see at the market?*  - Students answer the questions.  ***🡺 Predicted answers***   1. *Yes, I do. / No, I don’t.* 2. *My mom/ My sister/ My friends, …* 3. *Fruits/ meat/ vegetables/ flowers, …*   - Teacher shows some pictures of the fruits/food … related to the lesson to teach the new words and asks students to give the meanings.  **……**  - Teacher asks the whole class to repeat the words.  - Students give the meanings of the vocabulary and practice pronouncing the vocabulary.  - Teacher checks students’ memory and pronunciation. | **Unit 12: Let’s eat!**  **Section A: what shall we eat? (A1, 2)**  **A1. Listen. Then practice with a partner.**  **1. New words.**  - pork /pɔːrk/ (n): thịt heo  - spinach /ˈspɪnɪtʃ/ (n): rau mâm xôi  - cucumber /ˈkjuːkʌmbər/ (n): dưa leo  - pineapple /ˈpaɪnæpl/ (n): quả thơm  - papaya /pəˈpaɪə/ (n): quả đu đủ  - durian /ˈdʊriən/ (n): quả sầu riêng  - ripe /raɪp/ (adj) ≠ unripe: chín ≠ xanh  - smell /smel/ (v): ngửi |
| - Teacher introduces the context.  *“Yesterday, Hoa went to a market to buy something. Now, we will follow her to the market to know what she bought there.”*  - Teacher shows 3 pictures of the places that Hoa came to and asks students to guess where those places are.  - Students guess.  - Then, teacher shows 2 questions on the screen, then asks students to listen to the CD to answer the questions.    - Teacher plays the CD.  - Students listen and answer the questions.  - Teacher checks the answers. | **2. Answer the questions.**  ***Let’s make a guess!***  *Where are those places?*  *🡺 Meat stall, vegetable stall and fruit stall.*  *[?] 1. Who did Hoa go to the market with?*  *2. Which meal were they going to make: breakfast, lunch or dinner?*  *🡺 1. She went to the market with her aunt.*  *2. They were going to make dinner.* |
| **3. While-listening & reading**  **Aims:** To help students practice listening and reading skills with listening and reading comprehension tasks. | |
| - Teacher takes students to each stall and asks them what Hoa and her aunt bought there.  - Students answer the questions.  - Teacher shows the answers and checks.  - Teacher asks students to chain all the answers to find out the answer for the key question on page 115. | **\* Answer the questions**  *1. First, they went to the meat stall.*  *What did they buy?*  🡺 They bought some beef.  2. *Next, they went to the vegetable stall. What did they buy?*  🡺 They bought some spinach and cucumbers.  *3. Finally, they went to the fruit stall.*  *What did they buy?*  🡺 They bought some oranges.  **[Key question]**  ***What did Hoa and her aunt buy at the market?***  🡺 They bought some beef, spinach, cucumbers, and oranges. |
| **\* Pre-teach grammar.**  *“They bought some beef, spinach, cucumbers, and oranges. Why did Hoa buy some spinach?”*  🡺 Because she likes spinach.  *- “Does Hoa like pork?”*  🡺 No, she doesn’t.  - Teacher shows some examples to explain the grammar.  - *“We use ‘So/too’ to show an agreement in a positive sentence.*  *- “We use ‘Neither/either’ to show an agreement in a negative sentence.* | **A2. Ask and answer questions with a partner. Talk about the food you like.**  **\* Grammar:**  **Ex:**  1. She likes spinach. I like spinach.  🡺 So do I/ I do, too  \* So/too: To show an agreement in a positive sentence.  2. She doesn’t like pork. I don’t like pork.  🡺 Neither do I/ I don’t, either  \* Neither/either: To show an agreement in a negative sentence. |
| **4. Post-listening & reading**  **Aims:** To practice speaking individually to talk about the food they like or dislike. | |
| - Teacher asks students to practice asking and answering questions about the food they like or dislike, using ‘so/too/neither/either’  - Students practice under teacher’s encouragement. | **\* Practice**  **Do you like it?**  a. I like pork. Do you like it?  🡺 Yes. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  b. I don’t like durians. Do you like them?  🡺 No. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  c. I don’t like papayas. Do you like it?  🡺 No. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  d. I like cucumbers. Do you like them?  🡺 Yes. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**5. Home work**

- Learn by heart all the new words.

- Practice the conversation again.

***Trang Bom, Friday, October 29th, 2021***