

LESSON PLAN
Subject: English 5
Week: 23 - Period: 89

UNIT 6: FOOD AND DRINKS
Lesson 1.3 (SB page 80 + WB page)

1. Objectives:

- Knowledge: By the end of this lesson, students will be able talk about the food quantity they need correctly.
- + Use Vocabulary: sugar, butter, flour, chocolate chip, oil, milk.
- + Model sentences: What do you need? I need a little butter.
- Skills: Listening, Reading, Writing, and Speaking.
- Attitude: Ss will be confident to talk about which jobs they want correctly, focus on the lesson and work hard to complete all the tasks.

2. Teaching – Studying aids:

- Teacher’s aids: Lesson plan, Student’s Book, Audio, Flashcards, DCR & DHA on Edu Home, Projector/Interactive Whiteboard /TV, P Point slides.
- Students’ aids: Student’s Book, Workbook, Notebook.

3. Procedures:

Times	Teaching contents	Teaching activities		Materials
		Teacher’s activities	Students’ activities	
5 mins	<u>I.Warm up:</u> - Playing the game: "Last man standing" game. * To help the students review about food and drinks they have learnt in the previous lesson and lead in the new lesson.	-Grab a ball and have all the students form a circle. -Name a category: things found in a kitchen -Begin by tossing the ball to a student. That student will shout a word related to the theme and throw the ball to another student. -As each person catches the ball, they need to come up with another word that fits the theme. If they repeat a word that has already been said or can’t think of a new one within a few seconds, they’re out and must sit on the sidelines.	- Stand in a circle. - Follow their teacher’s instructions - Play the game.	ball
10 mins	<u>II. New lesson:</u> 1. Review * To help students recognize the sentence pattern and talk about the food quantity they need correctly	- Use DCR on Eduhome to show the class the sentence structure on Part E, page 80 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.	- Listen and follow their teacher’s instructions. - Look at the target sentence structure on the screen and read it silently.	DCR Student’s book CD
15 mins	2. Practice (E) * To practice talking about the food quantity they need correctly by using the given words.	1. Point, ask, and answer. - Have students work in pairs. - Demonstrate the activity using the speech bubbles.	- Read the sentences.	

5 mins	III. Production: * To help them talk about their abilities.	- Have Student A point and ask, have Student B answer. - Swap roles and repeat. - Afterwards, have some pairs demonstrate the activity in front of the class. 2. List other food items we use to cook. Practice again. - Have students work in the same pairs. - Have pairs list other food items they know. - 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. Play the Chain game. -Use DCR on Eduhome to show the examples to the whole class. -Divide the class into groups of four. -Have the students stand up. -Have the student A turn to the student B and say a sentence. -Next, have the student B turn to the student C and say a sentence. -Continue until all students have practiced. - Have some groups demonstrate the activity in front of the class.	- Work with their partner to complete the task. - Follow their teacher's instructions. - Present their work in front of the class. - Work in pairs to complete the task. - Follow their teacher's instructions. - Play the game	Student's book CD Flashcard DCR on eduhome
5 mins	IV. Consolidation – homelink: Playing the game “Make sentences” * To help students remember the target sentence structure.	- Have the students play the game “Make sentences”. - Write a few random words on the board. - Have the students work in pairs/small groups to make up as many sentences from the words as possible. The team with the most sentences is the winner. Homework Assignment - Require the students to practice the structure at home. Ask them to prepare Parts A and B, Lesson 2, Unit 6 on page 81 in the Student's Book.	- Play in teams. - One student from each team stands in front of the class. - Act according to the word. - Look carefully and raise their hands to guess. - Practice the structure at home. - Prepare the new lesson.	

4. Reflection

- What I liked most about this lesson today:
- What I learned from this lesson today:
- What I should improve for this lesson next time:

LESSON PLAN

Subject: English 5

Week: 23- Period: 90

UNIT 6: FOOD AND DRINKS

Lesson 2.1 (SB page 81+ WB page)

1. Objectives:

- Knowledge: By the end of this lesson, students will be able to say what drink they want to make and what they will bring to make it.
 - + Use Vocabulary: *soda, smoothie, tea, lemonade, juice, hot chocolate*
 - + Model sentences: *Let's make smoothies. OK. I'll bring milk.*
- Skills: Listening, Reading, Writing, and Speaking.
- Attitude: Ss will be confident to talk about what people like doing and which job they will have, focus on the lesson and work hard to complete all the tasks.

2. Teaching – Studying aids:

- Teacher's aids: Lesson plan, Student's Book, Audio, Flashcards, DCR & DHA on Edu Home, Projector/Interactive Whiteboard /TV, P Point slides.
- Students' aids: Student's Book, Workbook, Notebook.

3. Procedures:

Times	Teaching contents	Teaching activities		Materials
		Teacher's activities	Students' activities	
5 mins	I.Warm up: Playing the Slap the board game. * To review vocabulary items about ordinal numbers, generate students' interests and lead in the new lesson.	Playing the Slap the board game. - Divide the class into two teams and have them form two lines. - Place the flashcards about the alphabet on the board, showing the images. Call out a word and have the first student from each group race to slap the correct image on the board and say it correctly. The first student to slap the correct flashcard wins a point for their team.	-Make two lines -Look at the flashcards on the board. - Carefully listen and run to the board to slap the correct card and read aloud the word on it.	SB CD
15 mins	II. New lesson: 1. Vocab Presentation & Practice * To help students recognize and say what drink they want to make.	1. Listen and point. Repeat. (CD2 Track 58) - Arrange the flashcards (<i>soda, smoothie, tea, lemonade, juice, hot chocolate</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. - Have the class work in pairs.	- Listen and follow their teacher's instructions. - Point to the pictures in their Student's Books. - Listen and repeat. -Pairworks	flashcard DCR Student's book CD

10 mins	2. Structure Presentation & Practice <i>* To practice saying what drink they want to make.</i>	2. Play the game Guess - Arrange the flashcards on the board and write a number under each card. - Have students look at the flashcards for the count of ten. - Turn the flashcard over to face the board when the students are not looking. - Call out a number and have students take turns to guess the face-down cards. - Turn the card over for each guess. B.1.Listen and practice. Track 59 Use DCR to show the useful language and have students look and read the useful language silently. - Explain that we often use this to talk about what drink they want to make and what they will bring to make it. - Play audio. Have students listen to useful language. - Have students practice the useful language. - Have students practice using vocabulary from Part A. 2. Look and write. Practice. - Demonstrate the activity using the example. - Have the students look, read, and write. - Divide the class into pairs and have them check each other's work. - Use DCR to check the answers as a whole class. - Have pairs practice saying the sentences. Use DHA on Eduhome - Open DHA (Unit 2 – Lesson 2) on Eduhome to help students review the vocabulary through games: Look and find, Listen and find, and Grammar. Play the “Timeline race” game. - Introduce the game and its rules: - Require the students to do exercises on page 14 in the Workbook. -Ask them to prepare Parts C and D, Lesson 1, Unit 2 on page 24 in the Student's Book.	- Follow the teacher's instructions. - Look at the flashcard carefully and quickly say the new word when their teacher calls out a number. - Look and read the useful language silently. - Listen to the teacher's explanation. - Listen and look at the useful language again. - Work in pairs - Listen - Look, read and write. - Work in pairs - Check the answers -	flashcards DCR
5 mins	<u>III. Production:</u> <i>*To help them say what drink they want to make confidently.</i> <u>IV.Consolidation – homelink:</u> <i>* To help students remember and pronounce the vocabulary items.</i>	- Demonstrate the activity using the example. - Have the students look, read, and write. - Divide the class into pairs and have them check each other's work. - Use DCR to check the answers as a whole class. - Have pairs practice saying the sentences. Use DHA on Eduhome - Open DHA (Unit 2 – Lesson 2) on Eduhome to help students review the vocabulary through games: Look and find, Listen and find, and Grammar. Play the “Timeline race” game. - Introduce the game and its rules: - Require the students to do exercises on page 14 in the Workbook. -Ask them to prepare Parts C and D, Lesson 1, Unit 2 on page 24 in the Student's Book.	- Follow their teacher's instructions. Play the game with the whole class. - Do as guided. - Play the game. Follow their teacher's instructions. - Do homework	Student's book DCR DHA WB

4.Reflection

- What I liked most about this lesson today:
- What I learned from this lesson today:
- What I should improve for this lesson next time:

LESSON PLAN
Subject: English 5
Week: 23- Period: 91

UNIT 6: FOOD AND DRINKS
Lesson 2.2 (SB page 82+ WB page)

1. Objectives:

- Knowledge: By the end of this lesson, students will be able to say what drink they want to make and what they will bring to make it.
 - + Use Vocabulary: *soda, smoothie, tea, lemonade, juice, hot chocolate*
 - + Model sentences: *Let's make smoothies. OK. I'll bring milk.*
- Skills: Listening, Reading, Writing, and Speaking.
- Attitude: Ss will be confident to talk about why they like different subjects, focus on the lesson and work hard to complete all the tasks.

2. Teaching – Studying aids:

- Teacher's aids: Lesson plan, Student's Book, Audio, Flashcards, DCR & DHA on Edu Home, Projector/Interactive Whiteboard /TV, P Point slides.
- Students' aids: Student's Book, Workbook, Notebook.

3. Procedures:

Times	Teaching contents	Teaching activities		Materials
		Teacher's activities	Students' activities	
5 mins	<u>I.Warm up:</u> <i>*To review the vocabulary items about food and drinks, generate students' interests and lead in the new lesson.</i>	Play the Circle jump game. -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.	- Make two lines to play this game. -Follow their teacher's instructions -Quickly run and stand inside the corresponding circle when the teacher says a word. Say aloud the word when standing inside the circle.	flashcard
15 mins	<u>II. New lesson:</u> 1. Listen and repeat. CD2 Track 60) <i>* To help students identify the /u:/ sound and say it in the chant.</i>	1. Listen and repeat. (CD2 Track 60) - Draw attention to the /u:/ sound - Briefly explain and demonstrate the sound - Play the audio. - Have students notice the sound. - Play the audio again. - Have the students listen and repeat. - Play audio. Have students listen and clap along with the stress as they hear them in the chant. - Play audio. Have students listen and chant	-Draw attention to the /u:/ sound -Briefly explain and demonstrate the sound -Play the audio. -Have students notice the sound. -Play the audio again. Have the students listen and repeat.	DCR Student's book CD
10 mins	<u>III. Practice:</u> <i>* To help students identify the /u:/ sounds and practice saying the sounds in the chant</i>	1. Describe the comic. Use the new words. Listen. (CD2 Track 62) - Introduce the situation: "Lucy wants to make a drink stand..."	-Listen	

5 mins	IV. Production <i>* To help them practice the stories and use their own ideas.</i>	- Have students look at the story and ask these questions: • Who can you see? (Lucy, Charlie, Jane, Alfie) • What are they talking about? (the school fair/ having a drink stand) Play audio and have students look and listen. 2. Listen and circle. (CD2 Track 63) - Play the audio (using DCR) and demonstrate the activity using the example. - Play the audio and have students listen and circle. - Play the audio again and check answers as a whole class. 3. Role-play. - Divide the class into pairs. - Have the students practice saying the sentences. Have some pairs demonstrate the activity in front of the class. Make their own stories. -Have the students work in pairs to complete the task. -Ask them to choose one of the stories from <i>Part 2 – Listen and write.</i> as a sample. -Give the students enough time to make their stories using their own ideas. - Invite some pairs to present their stories in front of the class. -Ask the students to work in groups of four or five students. Give each group a set of sentences and ask them to make a meaningful conversation.	-Look at the story and answer their teacher's questions. - Listen to the story. -Listen and follow their teacher's demonstration. -Listen to the story and circle. -Listen again and check the answers - Work with their partner - Practice saying the sentences. Demonstrate the activity in front of the class. -Work in pair -Choose one of the stories from Part 2 – Listen and circle. as a sample. -Make their stories using their own ideas. Present their stories in front of the class. -Work in groups to complete the task. -Make a meaningful conversation from the given sentences. -Follow their teacher's instructions. -Do homework and prepare the new lesson.	Student's book CD Student's book CD Student's book CD Workbook
5 mins	V. Consolidation – homelink: <i>* To help students remember the lesson</i>	Homework Assignment -Require the students to do exercises on page 3 in the Workbook. -Ask them to prepare Parts E and F, Lesson 3 on page 83 in the Student's Book.		

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: 23- **Period:** 92

UNIT 6: FOOD AND DRINK

Lesson 2.3 (SB page 83 + WB page)

1. Objectives:

- Knowledge: By the end of this lesson, students will be able to say what drink they want to make and what they will bring to make it.
 - + Use Vocabulary: *soda, smoothie, tea, lemonade, juice, hot chocolate*
 - + Model sentences: *Let's make smoothies. OK. I'll bring milk.*
- Skills: Develop Reading 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: "Spelling". <i>*To help the students review what drink they want to make and what they will bring to make it and lead in the new lesson.</i>	Play Spelling Game - Divide the class into two teams - Have one member from each team come up to the whiteboard - Say a word (<i>lemonade</i>) and the first student to spell it correctly gets a point for their team.	- Work in teams. - Follow the teacher's instructions. - Play the game	flashcards
10 mins	II. Presentation: <i>* To help students recognize the sentence pattern and talk about what drink they want to make and what they will bring to make it correctly.</i>	Present the sentence pattern. - Use DCR on Eduhome to show the class the sentence structure on Part E, page 83 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. - Lead in the new lesson.	- 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 talking about what drink they want to make and what they will bring to make it by using the given words.</i>	- Divide the class into two pairs. - Demonstrate the activity using the speech bubbles. - Have Student A point and ask, have Student B answer. - Swap roles and repeat.	- Work with their partner to complete the task. - Follow their teacher's instructions. - Present their work in front of the class.	Student's book

	1. Point, ask, and respond 2. List other drinks you know and what you need to make them. Practice again.	- Afterwards, have some pairs demonstrate the activity - Have students work in the same pairs. - Have pairs list other drinks they know and what they need to make them. - Have pairs practice the activity again. Have Student A say a suggestion, and have Student B respond. - Swap roles and repeat.	- Work in pairs to complete the task. - Follow their teacher's instructions.	
5 mins	IV. Production: <i>* To help them talk about their abilities.</i> F.Play the Chain game.	-Use DCR on Eduhome to show the examples to the whole class. -Give the students enough time to look at the examples and read them silently. -Divide the class into groups. -Have the students stand up. -Have student A turn to student B and ask the question, then have Student B give a true answer. -Next, have student B turn to student C and ask the question, then have Student C give a true answer. Have some groups demonstrate the activity in front of the class.	- Work with their friends to play the game. - Carefully listen to and follow their teacher's instructions. - Student A turns to student B and says a sentence. Next, student B turns to student C and says a sentence.	Student's book
5 mins	V. Consolidation – homelink: <i>*To help the students remember the target sentence structures.</i>	-Have the students play the game “Make sentences”. -Write a few random words on the board. -Have the students work in pairs/small groups -Require the students to practice the structure at home. -Ask them to prepare Parts A and B, Lesson 3, Unit 6 on page 84 .	- Play the game - Listen - Practice the structure at home. - Prepare the new lesson.	Workbook

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: