

Week: 22
Period: 43

Date: Thứngàytháng năm 20...
Teaching date:

UNIT 13: WOULD YOU LIKE SOME MILK ?

Lesson 1

I. Objectives:

By the end of this unit, pupils can

- use the words and phrases related to the topic *Food and drinks..*
- ask and answer questions about school subjects, using *What's your favorite food/drink?*
It's...

II. Language Focus:

+ **Vocabulary:** food, drink, beef, pork, fish, chicken, orange juice, milk, water

+ **Sentence pattern:** What's your favourite food/ drink? - It's beef/ milk.

III. Resources: Ss' book, recording, computer, stereo, (projector), picture of food and drinks ...

IV. Procedure:

Time	Learning activities	Language Focus	Modes
3'	Warm-up: Spend a few minutes revising the previous lesson by asking the class to sing the song <i>My family</i> and clap their hands.	Spoken Interaction Song Revision.	Whole class
8'	1. Look, listen and repeat. - Tell pupils that they are going to read a story in which pupils ask and answer questions about their favourite food and drink, using <i>What's your favourite food/drink? It's</i> - Have them look at the four pictures and discuss with them the context in which the language is used. Ask questions such as <i>Who are they? Where are they? And What are they saying?</i> (Tom and Mai are in the canteen. In picture a, Tom asks Mai about her favourite food, using <i>What's your favourite food?</i> And Mai answers <i>It's fish.</i> In picture b, Mai asks about Tom's favourite food, using <i>How about you?</i>)	Spoken interaction	Whole class Individuals Whole class

	<p>In Pictures c and d, they continue to ask each other about their favourite drink.) Check comprehension.</p> <ul style="list-style-type: none"> - Play the recording more than once, if necessary, for pupils to listen and repeat. Do choral and individual repetition, pointing to the characters speaking. - Play the recording again so the class can listen and repeat. 		
10'	<p>2. Point and say.</p> <ul style="list-style-type: none"> - Tell pupils that they are going to practice ask and answer questions about their favourite food and drink, <i>using What's your favourite food/drink?</i> <i>It's...</i> Have pupils look at the bubbles to understand how the language is used. - Point to Picture a and have pupils repeat the name of the food (<i>beef</i>) under the picture. Do choral and individual repetition. Then tell them to practice asking and answering about the food in pairs: <i>What's your favourite food?</i> It's beef. Point to Picture c and have pupils repeat the name of the drink (<i>orange juice</i>) under the picture. Then tell pupils to ask <i>What's your favourite drink?</i> And answer <i>It's orange juice</i>. - Get pupils to work in pairs. Go around and offer help, if necessary <p>***Work in pairs. Ask partners about their favorite food and drink.</p> <ul style="list-style-type: none"> - Tell pupils that they are going to practise asking and answering questions about their favourite food and drink, <i>using What's your favourite food/drink?</i> <i>It's...</i> - Ask them to work in pairs. Set a time limit for the activity. - Call some pairs to practise in front of the class. 	Individuals	Pairs
10'	<p>3. Listen and tick</p> <ul style="list-style-type: none"> - Tell pupils that they are going to listen to three dialogues about some children's favourite food and 	New words and structures/ function	Groups
8'			

drink and tick the correct pictures.

- Have them look at the pictures to identify the food and drink (1a. Chicken. 1b. Fish. 1c. Beef. 2a. Milk. 2b. Apple juice. 2c. Orange juice. 3a. Chicken and orange juice. 3b. Chicken and milk. 3c. Beef and water.) Check understanding.
- Play the recording more than once, if necessary. Ask pupils to listen to the recording and tick the correct pictures. Tell them to focus on the food and drink.
- Get pupils to swap their answers before you check as a class. Monitor the activity and offer help, if necessary.

Key:

1.b 2.c 3.a

Audio script:

1. A: What's your favourite food?
B: It's fish.
A: Sorry?
B: Fish is my favourite food.
2. A: What's your favourite drink?
B: It's orange juice.
A: Orange juice?
B: Yes.
3. A: What's your favourite food and drink?
B: Chicken and orange juice.
A: Chicken and.. What?
B: Chicken and orange juice.
A: Oh, I see.

5'

4. Look and write.

- Tell pupils that they are going to write the answers

	<p>to the questions about favourite food and drink suggested in the pictures.</p> <ul style="list-style-type: none"> - Give them a few seconds to look at the pictures. Ask them to read the question next to each picture and write the answer. If necessary, get pupils to work in pairs. - Get pupils time to do the task independently. Go around and offer help, if necessary. - Get them to swap their answers before checking as a class. If there is enough time, invite some pupils to read aloud the answers. <p>Key:</p> <ol style="list-style-type: none"> 1. It's chicken. 2. It's orange juice 3. It's fish and water. 		
5'	<p>5. Let's sing:</p> <ul style="list-style-type: none"> - Tell the class that they are going to sing the song <i>My favourite food and drink</i>. Teach the song, following the procedure in <i>Teaching the unit components in Introduction..</i> - Have pupils read each line of the lyrics aloud. Do choral and individual repetition and check comprehension. - Play the recording all the way through. Ask pupils to do choral and individual repetition of the song line by line. - When pupils are familiar with the tune, ask a group of four to come to the front of the class. Each of them sings one line of the song. Then the class sings the song together and claps hands. 		
1'	<p>* Home link:</p> <ul style="list-style-type: none"> - learnt by heart food and drinks. - practice asking and answering about what 's your favorite food and drink? 		Whole class

Anticipated problems:



Week: 22

Date: Thứngàytháng năm 2016.

Period: 44

Teaching date:-2016

UNIT 13: WOULD YOU LIKE SOME MILK ?
Lesson 2

I. Objectives:

- By the end of this unit, pupils will be able to offer someone food or drinks and accept/decline someone's offer, using Would you like some ...? Yes, please/ No, thanks.

II. Language Focus: Spoken interaction, words and structures/ function.

* Sentence Patterns: *Would you like some milk?*

Yes, please/ No, thanks.

* Vocabulary: some, bread, rice, noodles, vegetables, lemonade...

III. Resources: Ss' book, recording, computer, stereo, (projector), poster, picture cards ...

IV. Procedure:

Time	Learning activities	Language Focus	Modes
3'	<p>Warm-up:</p> <p>- : Spend a few minutes revising the previous lesson. Ask some pupils to go to the front of the class to sing the song My favourite food and drink. Have the class clap hands.</p>	Spoken Interaction.	Whole class
7'	<p>1. Look, listen and repeat.</p> <p>- Tell the class that they are going to read a story in which the characters offer food and drink, using Would you like some ..? and accept/decline offers, using Yes, please/ No, thanks.</p> <p>- Have pupils look at the pictures. Ask them some questions such as Who are they? Where are they? And What are they saying? (Linda, Mai and Mai's mother are in the kitchen. In Picture a, Mrs Lan offers Linda some noodles, saying Would you like some noodles? And Linda accepts her offer saying Yes, please. In Pictures b and c, Mrs Lan offers Linda milk and</p>	Spoken interaction	Whole class Individuals Individuals Whole class

	<p>then orange juice, and Linda declines her offers, using No, thanks. In Picture d, Mrs Lan offers Linda lemonade and Linda accepts the offer by saying Yes, please.) Check comprehension.</p> <ul style="list-style-type: none"> - Play the recording more than once, if necessary, for pupils to listen and repeat the language. Do choral and individual repetition, pointing to the character speaking. - Play the recording again for pupils to listen and repeat. 		Pairs
6'	<p>2. Point and say.</p> <ul style="list-style-type: none"> - Tell pupils that they are going to practice offering someone food/drinks and accepting or declining someone's offer. - Ask them to look at the pictures and the words under them. Teach the words bread, rice, vegetables and lemonade. Check comprehension have pupils repeat each word a few times. - Point to Picture a and have pupils repeat the word bread. Then tell one pupil to make an offer saying <i>Would you like some bread?</i> And another accepting or declining the offer saying <i>Yes, Please</i> or <i>No, thanks</i>. - Repeat the same procedure with the rest of the pictures. Do choral and individual repetition and then ask pupils to practise asking and answering the questions in pairs. - Invite pairs to act out the dialogues in front of the class. Correct pronunciation, if necessary. <p>Language note:</p>	<p>Individuals Pairs Groups</p> <p>New words and structures Say and Respond</p>	

	<ul style="list-style-type: none"> - <i>Would you like ...?</i> Is a polite way of saying <i>Do you want?</i> - <i>How about ...?</i> Means the same as <i>What about ...?</i> 		
10'	<p>3. Let's talk</p> <ul style="list-style-type: none"> - Tell pupils that they are going to revise what they have learnt in Lessons 1 and 2, using facts about themselves. Remind pupils of the questions <i>What's your favourite food/drink?</i> And <i>Would you like some ...?</i> And how to respond to them. - Invite pairs to ask and answer the above two questions. Remind them to answer according to their own preferences. Go around and offer help. Correct pronunciation, if necessary. - Call on a few pairs to act out the dialogues in front of the class. Correct pronunciation, if necessary. 	Spoken interaction	<p>Whole class Individuals Pairs Groups</p>
6'	<p>4. Listen and number.</p> <ul style="list-style-type: none"> - Tell the class that they are going to listen to four dialogues about people's favourite food and drink and number the pictures. - Give pupils a few seconds to look at the pictures. Ask them to say the food and drink aloud. - Play the recording more than once, if necessary, for pupils to listen and number the pictures. - Get pupils to swap their answers before you check as a class. Monitor the activity and offer help, if necessary. <p>Key: a.3 b1 c2 d4</p> <p>Audio script</p> <p>1. A: What's your</p>	Listening Activities	<p>Whole class Individuals</p>

	<p>favourite food?</p> <p>B: It's fish. With rice. Do you like fish?</p> <p>A: Yes. I like it very much.</p> <p>B: Me too.</p> <p>2. A; Would you like some milk?</p> <p>B: No, thanks.</p> <p>A: How about lemonade?</p> <p>B: Yes, please. I love lemonade.</p> <p>And some water, please.</p> <p>A: OK.</p> <p>3. A: Would you like some noodles?</p> <p>B: No, thanks.</p> <p>A: How about some rice?</p> <p>B: Yes. Rice with beef, please.</p> <p>4. A: What's your favourite drink?</p> <p>B: It's orange juice. Oh, and I like lemonade too.</p> <p>A: Me too. I love orange juice and lemonade.</p>	Groups
5'	<p>5. Look and write</p> <ul style="list-style-type: none"> - Tell pupils that they are going to complete the menu, using the picture cues. - Have them look at the two worked examples in menu. Then ask them to look at the pictures and write the words for the food and drink. Check understanding. - Set a time limit for pupils to do the task independently. Go around offering help, if necessary. - Get them to swap their answers before checking a class. - If there is time, tell pupils to work in pairs or 	<p>Writing activities</p> <p>Whole class</p> <p>Individuals</p> <p>Words and structures</p> <p>Pairs</p>

	groups, asking and answering questions about the favourite food and drink. * Key: 1.Milk 2. Lemonade 3.Water 4.Fish 5. Rice 6.Bread		
2'	<p>6. Let's sing:</p> <ul style="list-style-type: none"> - Tell pupils that they are going to play the game Food or drink? - Write Food and Drink on two sides of the board. Then write fish under Food and milk under Drink. - Call two groups to the front of the class. They should take turns to write the name of a food or drink on the board. The group that runs out of ideas, or puts a food or drink under the wrong category is out of the game. Then another group comes out and continues. The group which stays until the end of the game is the winner. 	<p>Supportive activities to reinforce learning</p> <p>Song</p>	<p>-Whole class</p> <p>- Individual</p>
1'	<p>* Home link:</p> <ul style="list-style-type: none"> - Practice offering; "Would you like some...?" 		Whole class

Anticipated problems:

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Week: 23
Period:45

Date: Thứngàythángnăm 2016.
Teaching date:-2016.

UNIT 13: WOULD YOU LIKE SOME MILK ?

Lesson 3

I. Objectives:

- By the end of the lesson, pupils will be able to pronounce the sounds of the letters **f** and **sh** in the words **beef**, **leaf** and **fish**, **dish** respectively.

II. Language Focus: Spoken interaction, phonics.

- | | | |
|-------------|-------------|-----------------------------------|
| + f | beef | My favourite food is beef. |
| | leaf | The leaf is yellow. |
| + sh | fish | Would you like some fish. |
| | dish | That's a big dish of fish. |

III. Resources: Ss' book, recording, computer, stereo, (projector), poster, sound cards ...

IV. Procedure:

Time	Learning activities	Language Focus	Modes
3'	Warm-up: <ul style="list-style-type: none"> - Spend a few minutes revising the previous lesson by calling two pairs of pupils to the board to play the game <i>Food or drink?</i> 	Spoken Interaction. Game.	Whole class
8'	1. Listen and repeat. <ul style="list-style-type: none"> - Tell pupils that they are going to practise saying the sounds of the letters f and sh in the words beef, leaf, and fish, dish respectively. - First, put the letters f and sh on the board. Play the recording and ask pupils to repeat a few times. Then put the words beef, leaf, and fish, dish and the four sentences on the board. Play the recording more than once, if necessary and let pupils say the words and the sentences, paying attention to the target sounds. - Do choral individual repetition of the sounds, words and sentences until pupils feel confident. - Get some pupils to say the sentences in front of the class. Correct the pronunciation, if necessary. 	Phonics	Whole class Individuals Whole class Individuals Whole class

	<p>2. Listen and tick. Then write and say aloud:</p> <ul style="list-style-type: none"> - Tell pupils that they are going to listen to two sentences and circle the correct words. - Give them a few seconds to read the words in silence. - Play the recording once or twice for pupils to circle the words. Remind them to focus on the words with the sound ie/ea while listening. Check as a class. Then give pupils time to make sentences with the circled words. - Call a few pupils to read aloud their sentences and correct their pronunciation, if necessary. <p>Key: 1.a, 2.b, 3.a, 4.b.</p> <p>Audio script</p> <ol style="list-style-type: none"> 1. My favourite food is fish. 2. Would you like some beef? 3. What colour is this leaf, Mummy? 4. She likes this dish very much. 		Phonics	Individuals Pairs/ groups
10'	<p>3. Let's chant.</p> <ul style="list-style-type: none"> - Introduce the chant and ask pupils to do a matching exercise before listening to the chant (<i>You're going to chant about favourite food and drink</i>) - Check answers as a class. Then have pupils repeat each line twice. - Divide the class into pairs or groups to sit opposite of each other and practise chanting and doing the actions. Go around offering help, if necessary. - Call two pairs to the front of the class to chant and do the actions. The rest of the class claps along the rhythm. 		Spoken interaction	Whole class Individuals Pairs Groups

7'	<p>4. Read and complete:</p> <ul style="list-style-type: none"> - Tell pupils that they are going to read the text and complete the table - Ask them to look at the text to find the information to fill the blanks. If necessary, get pupils to work in pairs or small groups. Check undersatnding. - Give pupils time to do the task independently. Go around offering help, if necessary. - Get them to swap their answers before checking as a class. Provide explanations to the answers, if necessary. <p>Key: beef orange juice Chicken lemonade.</p>	Reading activities	Whole class Individuals Pairs Groups
5'	<p>5. Write about your favourite food and drink:</p> <ul style="list-style-type: none"> - Tell pupils that they are going to write about their favourite food and drink. - Have pupils work in pairs or groups to discuss what they are going to write. Give them enough time to do the task independently. - Get them to swap their answers before checking as a class. If there is time, ask one pupil to write the answer on the board. <p>***Key: Pupils' own answers.</p>	Supportive activities to reinforce learning Words and structures	Whole class Individuals Pairs Groups
5'	<p>6. Project</p> <ul style="list-style-type: none"> - Tell pupils that they are going to interview their classmates about their favourite food and drink and then report the results to the class. - Give them time to interview three of their classmates and fill the gaps in the table. - Get some pupils to do a demonstration in front of the class 	Supportive activities to reinforce learning	Whole class Individual Pairs

	+ Example: <i>Here are the results of my interviews. Tien's favourite food is fish and his favourite drink is orange juice...Thanks for listening.</i>		Individual
1'	* Home link: -Learn by heart the chant, review all the food and drink.		Whole class

Anticipated problems:

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