

TIẾNG ANH 11 FRIENDS GLOBAL
UNIT 2: LEISURE TIME
LESSON 2A: VOCABULARY – LOVE IT OR HATE IT

I. OBJECTIVES

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

1. Knowledge

- Gain an overview of leisure time.
- Gain vocabulary to distinguish many types of activities and sports.

2. Competences

- Develop communication skills and creativity.
- Be collaborative and supportive in pair work and teamwork.
- Actively join in class activities.

3. Personal qualities

- Understand how to give opinions on leisure activities.
- Develop self-study skills.

II. MATERIALS

- Grade 11 textbook, Unit 2, Vocabulary
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- Phần mềm tương tác sachso.vn

Language analysis

Form	Pronunciation	Meaning
1. gymnastics (n)	/dʒɪm 'næstɪks/	physical exercises using special equipment, that develop and show the body's strength and ability to move and bend easily, often done as a sport in competitions
2. martial arts (n)	/,mɑ:ʃl 'ɑ:ts/	a sport in which two people fight each other using the techniques of boxing, karate, judo etc.
3. rollerblading (n)	/'rəʊləbleɪdɪŋ/	the sport of moving over a hard surface wearing a type of boot with a line of small wheels attached to the bottom
4. weight (n)	/weɪt/	an object that is heavy
5. ice hockey (n)	/'aɪs ,hɒk.i/	a game played on ice between two teams of players who each have a curved stick with which they try to

		put a puck (a small, hard disc) into the other team's goal
6. skateboarding (n)	/ˈsket,bɔː.dɪŋ/	the activity or sport of riding a skateboard

Assumption

Anticipated difficulties	Solutions
Students are reluctant to work in groups.	<ul style="list-style-type: none"> - Encourage students to work in pairs and in groups so that they can help each other. - Provide feedback and help if necessary.
Students may lack vocabulary to deliver a speech	<ul style="list-style-type: none"> - Explain expectations for each task in detail. - Continue to explain task expectations in small chunks (before every activity). - Provide vocabulary and useful language before assigning tasks - Encourage students to work in groups so that they can help each other.

III. PROCEDURES**1. WARM-UP (5 mins)****a. Objectives:**

- Introduce the new lesson and set the scene for Ss to acquire new language.
- Get students' attention at the beginning of the class by means of enjoyable and short activities as well as to engage them in the steps that followed.

b. Content:

- Discussion.
- Exercise 1. (p.24)

c. Expected outcomes:

- Students can gain more confidence and interest in the lesson.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Exercise 1: Work in pairs. Ask about your partner's hobbies. Find two things that he or she a) usually does at the weekend and b) occasionally does at the weekend. (5 mins)	
Discussion - T shows the picture to the students and ask them to name some activities and sports	Answers: <i>Ss' performance.</i>

<ul style="list-style-type: none"> - Ask some students: “What do you usually/occasionally do at the weekend?”, explain if needed - Ss work in pairs, take turn to ask and answer the previous question. - T invites some pairs to share their ideas with the whole class. - Lead to the lesson: “Leisure time” 	
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e. Assessment

- Teacher observes the groups and gives feedback.

2. ACTIVITY 1: PRESENTATION (12 mins)**a. Objectives:**

- To get students to learn vocabulary related to the topic.

b. Content:

- Pre-teach vocabulary related to the topic.
- Exercise 2. (p.24)
- Exercise 3. (p.25)

c. Expected outcomes:

- Ss know how to pronounce the new words precisely and use them in appropriate contexts.

d. Organisation:

TEACHER’S AND STUDENTS’ ACTIVITIES	CONTENTS
Vocabulary pre-teaching (5 mins) <ul style="list-style-type: none"> - Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary by pictures. - Teacher checks students’ understanding. - Teacher reveals that these words will appear in the reading text and asks students to open their textbook to discover further. 	New words: <ol style="list-style-type: none"> 1. gymnastics (n) 2. martial arts (n) 3. rollerblading (n) 4. weight (n) 5. ice hockey (n) 6. skateboarding (n)
Exercise 2. Check the meaning of the activities and sports below. How many can you find in photos A–F? (2 mins)	
<ul style="list-style-type: none"> - Ask the students to match the words in the box below with each photo (A-F) - Check and give the answers to the class 	Answers: <ol style="list-style-type: none"> A. bowling B. board games C. photography D. camping E. a musical instrument F. read books
Exercise 3. Read the Learn this! box. Which verbs do we use with the blue activities and sports in exercise 2: do, play or go? (5 mins)	

<ul style="list-style-type: none"> - Ask students to read the Learn this! box and underline some important points - Ask students to work in pairs and complete the task - Check the answer 	Answers: <ul style="list-style-type: none"> • Do: ballet, drama, gymnastics, martial arts, photography, weights • Play: basketball, board games, cards, chess, ice hockey, a musical instrument • Go: ballroom dancing, bowling, camping, cycling, rollerblading, running, shopping, skateboarding
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e. Assessment

- Teacher checks students' pronunciation and gives feedback.
- Teacher observes Ss' writing of vocabulary on their notebooks.

3. ACTIVITY 2: PRACTICE (18 mins)**a. Objectives:**

- Ss can answer the questions to critical thinking.
- They can also finish the tasks in the textbook.

b. Content:

- Exercise 4. (p.25)
- Exercise 5. (p.25)
- Exercise 6. (p.25)
- Exercise 7. (p.25)

c. Expected outcomes:

- Students can thoroughly understand the content of the text and complete the tasks successfully.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Exercise 4. Put the activities and sports in exercise 2 into groups A–G. You can put some of them into more than one group. How many more activities can you add? (5 mins)	
<ul style="list-style-type: none"> - Ask the students to work in groups and put the activities and sports into groups A-G - Check and give the answers to the class 	Answer key: <i>(Possible answers)</i> <i>A: board games, cards, chess.</i> <i>B: ballet, ballroom dancing, a musical instrument</i> <i>C: use social media, video blog, watch videos online</i> <i>D: bake cakes, collect figures, cards, stamps, etc., draw, hang out with friends, make clothes, read books, read magazines, text your friends, use social media, video blog, watch videos online, play board games, cards, chess, a musical instrument</i>

	<i>E: cycling, camping, hang out with friends, ice skating, photography, rollerblading, running, skateboarding</i> <i>F: bake cakes, collect figures, cards, stamps, etc., cycling, draw, make clothes, read books, read magazines, photography, running, weights</i> <i>G: basketball, gymnastics, bowling, ice hockey, martial arts, weights</i>
Exercise 5. Which of the activities and sports in exercise 2.....? (3 mins)	
<ul style="list-style-type: none"> - Ask students to work in pairs, take turn ask and answer - Give students some suggested answer - Invite some pairs to share their ideas with the whole class 	Answers: <i>Ss' performance</i>
Exercise 6. Listen to five people talking about why they hate certain things. What sports or activities do they talk about? (5 mins)	
<ul style="list-style-type: none"> - Ask the students to listen to five speakers and complete the task. - After students finish, the teacher plays the audio again for students to check their answers. - Give the answer to the students. 	Answer key: <i>Speaker 1 going camping</i> <i>Speaker 2 watching horror films</i> <i>Speaker 3 using social media</i> <i>Speaker 4 going shopping</i> <i>Speaker 5 playing a musical instrument</i>
Exercise 7. Read the Recycle! box. Then listen again. Complete the sentences with the present simple form of the verbs below and adverbs of frequency. (5 mins)	
<ul style="list-style-type: none"> - Go through the "Recycle!" box together. - Ask students to try to complete the sentences before they listen to the recording again - Remind students to be careful about the position of the adverb of frequency. - Play the recording again for students to complete the sentences. - Check answers as a class 	Answer key: 1 never goes 2 are always 3 rarely uses / doesn't often use 4 usually buys 5 sometimes plays

e. Assessment

- Teacher observation on Ss' performance.
- Teacher's feedback and peers' feedback.

4. ACTIVITY 3: PRODUCTION (7 mins)**a. Objectives:**

- To help Ss practice speaking skills.
- To help Ss memorize the basic knowledge on leisure activities.

b. Content:

- Discussion
- Exercise 8 (p25)

c. Expected outcomes:

- Students can express opinions on types of activities and sports.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Exercise 8. Work in pairs. Do you agree with the opinions of the speakers in exercise 7? Why? / Why not? (7 mins)	
Discussion: Pair-work - Ask students to work in pairs and discuss whether they agree or disagree with the opinion of the speakers in exercise 7 - Give students some example phrases and sentences to use - Try to encourage students to use the language they have learnt	<i>Students' own creativity.</i>

e. Assessment

- Teacher observation on Ss' performance.
- Teacher's feedback and peers' feedback.

5. CONSOLIDATION (3 mins)**a. Wrap-up**

- T asks Ss to talk about what they have learnt in the lesson.

b. Homework

- Prepare for the next lesson

TIẾNG ANH 11 FRIENDS GLOBAL
UNIT 2: LEISURE TIME
LESSON 2B: GRAMMAR – PRESENT PERFECT
AND PAST SIMPLE CONTRAST

I. OBJECTIVES

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

1. Knowledge

- Remember the rules and the usages of the present perfect and the past simple tenses
- Understand the contrast between the present perfect and the past simple

2. Competences

- Develop communication skills and creativity.
- Be collaborative and supportive in pair work and teamwork.
- Actively join in class activities.

3. Personal qualities

- Talk about the past using a variety of past tenses

- Develop self-study skills.

II. MATERIALS

- Grade 11 textbook, Unit 2, Grammar
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- Phần mềm tương tác sachso.vn

Language analysis

LEARN THIS! Present perfect and past simple. (p. 26)

- We use **Past Simple** to talk about a specific occasion in the past.
- We use **Present Perfect** to talk about an event during a period of time that is still continuing.
- We use **Present Perfect** to say how long a situation has existed, often with for, since, or how long.
- We use **Present Perfect** to talk about an event that has a strong connection with the present, often with just, already, or yet.
- We use **Present Perfect** to talk about an experience at an unspecified time in the past, often with ever or never.

Assumption

Anticipated difficulties	Solutions
Students are reluctant to work in groups.	<ul style="list-style-type: none"> - Encourage students to work in pairs and in groups so that they can help each other. - Provide feedback and help if necessary.
Students may lack vocabulary to deliver a speech	<ul style="list-style-type: none"> - Explain expectations for each task in detail. - Continue to explain task expectations in small chunks (before every activity). - Provide vocabulary and useful language before assigning tasks - Encourage students to work in groups so that they can help each other.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- Introduce the new lesson and set the scene for Ss to acquire new language.
- Get students' attention at the beginning of the class by means of enjoyable and short activities as well as to engage them in the steps that followed.

b. Content:

- Guessing game.

- Exercise 1. (p.14)

c. Expected outcomes:

- Students can gain more confidence and interest in the lesson.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
GUESSING GAME (3 mins)	
<ul style="list-style-type: none"> - Teacher shows the pictures. Ss look at the photos and guess the hobbies. - Ss work in 4 groups. Each group raises their hands to take turns and answer. The team gains a bonus with every correct answer. - The team with the highest points is the winner. - T uses the last photo to lead to Ex1. 	<p>Answers:</p> <ol style="list-style-type: none"> 1. playing basketball 2. sewing 3. ballet 4. painting 5. shopping 6. camping 7. making pottery 8. photography 9. collecting Barbie dolls
Exercise 1. Look at the photo and the title of the article below. What is the man's hobby, do you think? (2 mins)	
<ul style="list-style-type: none"> - Students look at the man in the photo and answer the questions. The photo is also the 9th photo in the guessing game. - Elicit a few answers and write them on the board. Do not correct them at this point. 	<p>Possible answer:</p> <p>He is a Barbie doll collector.</p>

e. Assessment

- Teacher observes the groups and gives feedback.

2. ACTIVITY 1: PRESENTATION (10 mins)

a. Objectives:

- To review simple past and past perfect tense.

b. Content:

- Exercise 2 (p.26)

- Exercise 3 (p.26)

c. Expected outcomes:

- Students can apply useful language in everyday reading and writing.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Exercise 2: Read the article and check your ideas. Do you collect anything? If so, what? (4 mins)	
- Students read the article and check their answers.	Answers:

<ul style="list-style-type: none"> - Ask: Would you like to live in Mike's house? Why / Why not? - In pairs, discuss the questions. - Ask a few students to share their ideas with the class 	<p>he collects McDonald's memorabilia</p>
<p>Exercise 3: Find all the examples of the past simple and the present perfect in the article. Complete the rules in the Learn this! box below with present perfect or past simple. Then underline an example of each rule in the article. (6 mins)</p>	
<ul style="list-style-type: none"> - Students read the article again and find all the examples of the present perfect and past simple. - They then complete the rules in the Learn this! box and match each example of the present perfect and past simple with one of the rules. - Check answers as a class. 	<p>Answers:</p> <p>Past Simple: his first job was cooking Big Macs; ... he began collecting badges ...; ... mike opened his own McDonald's restaurant ...</p> <p>Present Perfect: ... has spent almost fifty years ...; he has already filled ...; mike has been at McDonald's ...; ... and he hasn't stopped since; he has decorated it ...; ...they've ever seen ...</p> <p>1 past simple 2 present perfect 3 present perfect 4 present perfect 5 present perfect</p> <p>a. a year later, he began collecting badges ...; a few years ago, mike opened his own McDonald's restaurant.</p> <p>b. the sixty-year-old McDonald's employee has spent almost fifty years ...; ... he has decorated it ...</p> <p>c. mike has been at McDonald's since 1968; ... he hasn't stopped since!</p> <p>d. he has already filled nine rooms ...</p> <p>e. ... it's the most beautiful McDonald's restaurant they've ever seen ...</p>

e. Assessment

- Teacher checks students' performance and gives feedback.

3. ACTIVITY 2: PRACTICE (17 mins)

a. Objectives:

- Ss can answer the questions related to simple past and past perfect tense.
- They can also finish the tasks in the textbook.

b. Content:

- Exercise 4. (p.26)
- Exercise 5. (p.26)

- Exercise 6. (p.26)

c. Expected outcomes:

- Students can thoroughly understand and complete the exercises successfully.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Exercise 4. Complete the lists with the orange time phrases from the article. Which tense is used with 'finished' time phrases and which with 'unfinished' time phrases? (5 mins)	
<ul style="list-style-type: none"> - Students read the article again and study the sentences with the orange time expressions. They then complete the lists with the time expressions and answer the question. - Check answers as a class 	Answers: 1 a year later, a few years ago 2 almost fifty years, already, since 1968, ever the past simple is used with 'finished time' phrases. the present perfect is used with 'unfinished time' phrases
Exercise 5. Complete the article above with the present perfect or past simple form of the verbs in brackets. (5 mins)	
<ul style="list-style-type: none"> - Ask students to read the text and underline any words that indicate which tense they should use. - Students complete the text. - Check answers as a class 	Answer key: 1 has spent 2 started 3 was 4 bought 5 purchased 6 walked out 7 felt 8 found
Exercise 6. Read the Look out! box. Complete the example with the correct tense of the verb go. (Remember that go has two past participles.). (7 mins)	
<ul style="list-style-type: none"> - Students read the Look out! box and complete it. - Check answers as a class. 	Answer key: 1 have (you ever) been 2 went

e. Assessment

- Teacher observation on Ss' performance.
- Teacher's feedback and peers' feedback.

4. ACTIVITY 3: PRODUCTION (10 mins)

a. Objectives:

- To help Ss practice speaking skills.
- To help Ss memorize the simple past and past perfect tense.

b. Content:

- Presentation
- Exercise 7 (p.26)

c. Expected outcomes:

- Students can tell past experiences using simple past and past perfect tense.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
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Exercise 7. Work in pairs. Ask and answer about the experiences below. Give more details using the past simple. (10 mins)

Role play- Story time

- T tells students they are going to discuss experiences. -
- T gives a model dialogue to show how the conversation moves from the present perfect to the past simple. Write the model on the board.

‘Have you ever been to the beach?’ ‘Yes, I have.’

‘Where did you go?’ ‘I went to Vung Tau.’

‘When was that?’ ‘I went last summer.’

‘How did you feel?’ ‘I felt excited’

- In pairs, students take turns to ask and answer questions.
- T circulates and monitors, helping with grammar where necessary
- Ss have 5 minutes to prepare for the role play.
- Teacher invites 2 or more students to come to the stage and perform their conversations.
- Teacher asks other groups to listen and give comments.
- Teacher gives feedback and give marks to the best Ss.

Students’ own creativity.

e. Assessment

- Teacher observation on Ss’ performance.
- Teacher’s feedback and peers’ feedback.

5. CONSOLIDATION (3 mins)

a. Wrap-up

- T asks Ss to talk about what they have learnt in the lesson.

b. Homework

- Prepare for the next lesson

**TIẾNG ANH 11 FRIENDS GLOBAL
UNIT 2: LEISURE TIME
LESSON 2C: LISTENING – EATING OUT**

I. OBJECTIVES

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

1. Knowledge

- Identify the context of a dialogue.
- Gain vocabulary to talk about family arguments.

2. Competences

- Develop communication skills and creativity.
- Be collaborative and supportive in pair work and teamwork.
- Actively join in class activities.

3. Personal qualities

- Be keen on studying English.
- Develop self-study skills.

II. MATERIALS

- Grade 11 textbook, Unit 2, Listening
- Computer connected to the Internet
- Projector / TV/ pictures and cards
- Phần mềm tương tác sachso.vn

Language analysis

Form	Pronunciation	Meaning
7. lasagne (n)	/lə'zænjə/	an Italian dish made from layers of paste, meat and/or vegetables, and white sauce
8. let-down (n)	/'let daʊn/	something that is disappointing because it is not as good as you expected it to be
9. mousse (n)	/mu:s/	a cold dessert made with cream and egg whites and with fruit, chocolate, etc. to give it a sweet taste
10. out of this world (idiom)	/,aʊt əv ðɪs 'wɜ:ld/	used to emphasize how good, beautiful, etc. something is
11. risotto (n)	/rɪ'zɒtəʊ/	an Italian dish of rice cooked with vegetables, meat, etc.
12. taco (n)	/'tækəʊ/	a type of Mexican food consisting of a fried pancake that is folded over and filled with meat, beans, etc.
13. vegan (n)	/'vi:gən/	a person who does not eat any animal products such as meat, milk or eggs or use animal products such as leather or wool

Assumption

Anticipated difficulties	Solutions
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Students are reluctant to work in groups.	<ul style="list-style-type: none"> - Encourage students to work in pairs and in groups so that they can help each other. - Provide feedback and help if necessary.
Students may lack vocabulary to deliver a speech	<ul style="list-style-type: none"> - Explain expectations for each task in detail. - Continue to explain task expectations in small chunks (before every activity). - Provide vocabulary and useful language before assigning tasks - Encourage students to work in groups so that they can help each other.

III. PROCEDURES

1. WARM-UP (3 mins)

a. Objectives:

- Introduce the new lesson and set the scene for Ss to acquire new language.
- Get students' attention at the beginning of the class by means of enjoyable and short activities as well as to engage them in the steps that followed.

b. Content:

- Game "Food Quiz"
- Exercise 1. (p.27)

c. Expected outcomes:

- Students can gain more confidence and interest in the lesson.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Exercise 1: Match each photo (A–D) with a type of dish from the list below. Which dishes do you like or dislike? (3 mins)	
Game "Food Quiz" - Look at the photos and guess what food it is. - Ss work in groups. Ss discuss and raise hands to answer. - If a group gets the correct answer, they can get a bonus. - T asks, "Which dishes do you like or dislike?" - T leads in the lesson: Eating out	Suggested Answers: A. Salad B. Curry C. Banh Mi D. Pie E. Risotto

e. Assessment

- Teacher observes the groups and gives feedback.

2. ACTIVITY 1: PRESENTATION (15 mins)

a. Objectives:

- To get students to learn vocabulary related to the topic.

b. Content:

- Pre-teach vocabulary related to the topic.
- Exercise 2 (p.27)
- Exercise 3 (p.27)

c. Expected outcomes:

- Ss know how to pronounce the new words precisely and use them in appropriate contexts.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Vocabulary pre-teaching (4 mins) <ul style="list-style-type: none"> - Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary by pictures. - Teacher checks students' understanding. - Teacher reveals that these words will appear in the reading text and asks students to open their textbook to discover further. 	New words: <ol style="list-style-type: none"> 1. lasagne (n) 2. let-down (n) 3. mousse (n) 4. out of this world (idiom) 5. risotto (n) 6. taco (n) 7. vegan (n)
Exercise 2. Work in pairs. Do the food quiz. (3 mins)	
<ul style="list-style-type: none"> - Students do the quiz and then check their answers. - Check the pronunciation of: gluten /'glu:t(ə)n/, lactose /'læktəʊs/, vegan /'vi:g(ə)n/ and vegetarian /ˌvedʒə'teəriən/ 	Answer: <ol style="list-style-type: none"> 1 curry 2 1b 2a 3d 4c 3 a wheat b pork c milk d eggs e fruit 4 c
Exercise 3. Read the Listening Strategy. Then listen to two extracts and answer the questions. (4 mins)	
<ul style="list-style-type: none"> - Go through the Listening Strategy together. Then ask students what clues might help them to find the information in the strategy, e.g. tone of voice, words that refer to a specific type of place. - Play the recording for students to answer the questions. - Check answers as a class. 	Answers: <ol style="list-style-type: none"> 1 to complain 2 lunchtime 3 a teacher 4 in a classroom

e. Assessment

- Teacher checks students' pronunciation and gives feedback.
- Teacher checks students' understanding of listening strategy.
- Teacher observes Ss' writing of vocabulary on their notebooks.

3. ACTIVITY 2: PRACTICE (14 mins)**a. Objectives:**

- Ss can answer the questions to critical thinking.
- They can also finish the tasks in the textbook.

b. Content:

- Exercise 4. (p.27)
- Exercise 5. (p.27)
- Exercise 6. (p.27)

c. Expected outcomes:

- Students can thoroughly understand the content of the text and complete the tasks successfully.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Exercise 4. Listen to a dialogue between two teenagers. For each question, write the correct speaker: Matthew (M) or Scarlett (S). Make a note of the words that helped you to decide on the answers. (4 mins)	
<ul style="list-style-type: none"> - Go through the instructions and questions together. - Play the recording for students to answer the questions. With a weaker class, play the recording again. - Check answers as a class. 	Answer: 1 M 2 M 3 S 4 S 5 S
Exercise 5. Put the phrases below into the correct group (A, B or C) (4 mins)	
<ul style="list-style-type: none"> - Students put the phrases into categories. - Check answers as a class 	Answer: A a bit special, out of this world B fine, nothing special, pretty average C a real let-down, not up to standard
Exercise 6. Listen again. Match the phrases in exercise 5 with the different restaurants mentioned: Italian, French, Mexican and Vietnamese. (5 mins)	
<ul style="list-style-type: none"> - Play the recording again for students to match the phrases in exercise 5 with the restaurants. - Check answers as a class 	Answer key: Italian a real let-down, nothing special, not up to standard French a bit special, out of this world Mexican fine Vietnamese pretty average

e. Assessment

- Teacher observation on Ss' performance.
- Teacher's feedback and peers' feedback.

4. ACTIVITY 3: PRODUCTION (10 mins)**a. Objectives:**

- To help Ss practice speaking skills.
- To help Ss memorize the basic knowledge on eating out.

b. Content:

- Presentation. discussion.

- Exercise 7 (p27)

c. Expected outcomes:

- Students can give a short talk about an eating out experience.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Exercise 7. Discuss these questions in pairs. Try to use phrases from exercise 5 in your answers. (10 mins)	
<ul style="list-style-type: none"> - Go through the questions together. - Students discuss the questions in pairs. Remind them to include phrases from exercise 5 in their discussion. - Ask a few students to share their ideas with the class 	<i>Students' own creativity.</i>

e. Assessment

- Teacher observation on Ss' performance.

- Teacher's feedback and peers' feedback.

5. CONSOLIDATION (3 mins)

a. Wrap-up

- T asks Ss to talk about what they have learnt in the lesson.

b. Homework

- Prepare for the next lesson