**Week: 12**

**Period: 34**

**Date of teaching: 19/11/2024**

**UNIT5: FOOD AND DRINK**

**Lesson 1: Getting started – At a Vietnamese restaurant**

**Timing: 1 period (45 minutes)**

**I. Objectives**

**1. Knowledge:** By the end of this unit students can:

**a.** Skills:

- *Main skill*

Speaking: tell everyone about their favourite food and drink

*- Sub- skills*:

Reading: read for specific information about Vietnamese food and drink

Listening: listen for specific information about Vietnamese food and drink

Writing: outline some vocabulary and grammar items related to the topic

b. Language:

Vocabulary: name some vocabulary about food and drink

Grammar: use the present simple tense to talk about their favourite food and drink

**2. Competence**

Students can tell everyone about their their favourite food and drink and outline some vocabulary and grammar items related to the topic

**3. Attitude**

Students can develop communication skills and creativity, be collaborative and supportive in pair work and teamwork and actively join in class activities

**II. Teaching aids (& materials)**

Student book TA 7, ppt file, pictures of food and drink

**III. Procedure**

**Activity 1: Setting the scene (5 minutes)**

|  |  |
| --- | --- |
| **Goal** | The activity aims at creating an active atmosphere in the class before the lesson and leading into the new unit |
| **Input** | “FOOD AND DRINK” |
| **Procedure** | Before Ss open their books, T asks Ss **what they like eating for breakfast/ lunch/ dinner**; **what they like drinking.** Summarize Ss' answers. Elicit the word ‘Food and Drink’. Write the unit title on the board FOOD AND DRINK. Let Ss open their books and start the lesson. |
| **Outcome** | 1. Ss have an exciting atmosphere to start the lesson  2. Expected answers:  - Noodles/ Bread/ Fried rice/ …  - Milk tea/ Coffee/ Cold water/… |

**Activity 2: Teaching new words (10 minutes)**

|  |  |
| --- | --- |
| **Goal** | The activity aims at providing students with vocabulary and helping students well-prepared for the listening and reading tasks. |
| **Input** | 1. roast (v): quay, nướng (thịt…) 2. fried (adj) / được chiên, rán 3. shrimp (n): con tôm 4. lemonade (n): nước chanh 5. mineral water (n) nước khoáng 6. tofu (n) đậu phụ 7. juice (n) nước ép |
| **Procedure** | - Follow steps of teaching new vocabulary  - Use “Rub out and remember” to check vocabulary |
| **Outcome** | 1. Ss have certain vocabulary for the listening and reading tasks.  2. Seven new words |

**Activity 3: Eliciting the conversation, vocabulary, sounds, and grammar points (5 minutes)**

|  |  |
| --- | --- |
| **Goal** | The activity aims at setting the context for the introductory conversation and introducing the topic of the unit, the vocabulary, the sounds, and the grammar points to be learnt. |
| **Input** | https://lh3.googleusercontent.com/OkcpV16QcVY_bbKTAt1aQCXH13upjSpwxQWA6V9QhvyxXhXwbQ2_WYDNZuD5slUB63QWakqvh6gvFHBRhHhUaaxYP4aM3MQXgyKq7uqvw-Hb6Hyydx6Bls84YkRMh88L0lGkZJSgWtUheD8A2w  **1.Listen and read** *(Ex 2, p.51)* |
| **Procedure** | Ask Ss to look at the pictures and answer the questions:  1. Can you guess who they are?  2. Where do they eat dinner?  3. What are they doing?  - Introduce the four characters: Waiter, Mark, Mark’s mum and Mark’ dad. Quickly write Ss’ answers on the board.  - Play the recording twice for Ss to listen and read along. Have Ss underline the words that are related to the topic of the unit while they are listening and reading.  - Invite some pairs of Ss to read the conversation aloud.  - Have Ss say the words in the text that they think are related to the topic Food and Drink. Quickly write the words on one part of the board. Comment on Ss' answers. |
| **Outcome** | 1. Ss understand the topic of the unit, the vocabulary, the sounds, and the grammar points to be learnt.  2.Expected answer**:**  - Four members of a family and a waiter.  - At a Vietnamese restaurant.  - Order food for dinner |

**Activity 4: Reading the dialogue (5 minutes)**

|  |  |
| --- | --- |
| **Goal** | The activity aims athelping Ss understand the conversation. |
| **Input** | **2. What is Mark’s family doing?** *(Ex 2, p.51)*  A. Ordering food for dinner.  B. Preparing for their dinner.  C. Talking about their favourite food. |
| **Procedure** | **-** First, ask Ss to read the sentences and choose the correct answer without reading the conversation again. Allow them to share their answers with a partner before discussing as a class. Ss may read the conversation again to confirm their answers before giving T the answers.  - Elicit the answers from Ss.  - Write the correct answers on the board. |
| **Outcome** | 1. Ss understand the conversation  2. Key:  A.They are ordering food for dinner. |

**Activity 5: Revising vocabulary (5 minutes)**

|  |  |
| --- | --- |
| **Goal** | The activity aims atintroducing some vocabulary items related to food and drink. |
| **Input** | **3. Find the words and phrases about food and drink in the conversation and write them in the correct columns.** *(Ex 3, p.51)*   |  |  | | --- | --- | | **Food** | **Drink** | | pork | juice | |
| **Procedure** | - Have Ss quickly write the words they think are about food and drink in the two columns Food and Drink individually without looking at the book. Then ask Ss to open their books and check their answers with their partners.  - Ask some Ss to read out their answers or write them on the board. With a weaker class, ask for translations of the words / phrases to make sure they understand them.  - Have some Ss practise saying the words and phrases again. |
| **Outcome** | |  |  | | --- | --- | | **Food** | **Drink** | | rice, pork, fish sauce, roast chicken, fried vegetables, fried tofu, spring rolls, canh (soup), shrimp, fish | juice, lemonade, green tea, mineral water, winter melon juice | |

**Activity 6: Reading for specific information (5 minutes)**

|  |  |
| --- | --- |
| **Goal** | The activity aims athelping Ss deeply understand the conversation. |
| **Input** | **4. Read the conversation again and tick (✓) T (True) or F (False).** *(Ex 4, p.51)*  1. Mark's family is at a Vietnamese restaurant.  T/F  2. Mark wants fried tofu and beef for dinner. T/F  3. They don't order canh. T/F  4. Mark's mum wants mineral water. T/F  5. His mum doesn't allow her children to drink juice during dinner. T/F |
| **Procedure** | **-**Have Ss look at the statements in this activity. Ask them how to do it. Give them some strategies to do the exercise. (E.g. reading the statements, underlining the key words, reading the text while paying attention to the key words, deciding if each sentence is true or false).  -Set a time limit for Ss to do the activities. When the time is up, have Ss share their answers in pairs. Invite some pairs to answer and confirm the correct ones. For strong classes, ask Ss to correct the false sentences. |
| **Outcome** | ***Suggested keywords in the statements:*** 1. Mark's family is at a Vietnamese restaurant.  2. Mark wants fried tofu and beef for dinner.  3. They don't order canh.  4. Mark's mum wants mineral water.  5. His mum doesn't allow her children to drink juice during dinner.  ***Answer key:***  1. T  2. F *(Mark wants some fried tofu and spring rolls.)*  3. F*(Mark's dad thinks they will try some canh)*  4. T  5. F*(Mineral water for me, green tea for my husband, and juice for my children)* |

**Activity 7: Asking and answering (5 minutes)**

|  |  |
| --- | --- |
| **Goal** | The activity aims at helping Ss practise using the vocabulary items related to food and drink |
| **Input** | **5. Work in pairs. Think about your favourite food and drink. Then ask your partner about his or her favourite food and drink.** *(Ex 5, p.51)*  Example:  A: What’s your favourite food?  B: It’s pho bo- beef noodle soup.  A: When do you usually have it?  B: In the morning. |
| **Procedure** | - Ask each student to think of the questions he / she may use to ask about his / her partner's favourite food and drink.  - Demonstrate the activity to the class first. Ask a strong student to help you. Then ask Ss to work in pairs. T goes round to help weaker Ss. Call on some pairs to perform in front of the class. |
| **Outcome** | 1. Ss use vocabulary items related to food and drink in speaking  2. Expected answer:  A: What’s your favourite drink?  B: Green tea.  A: When do you usually have it?  B: After dinner. |

**Wrap-up: (5 minutes)**

- Ask one or two Ss to tell the class what they have learnt. Ask Ss to say aloud some words / phrases they remember from the lesson. If there is a projector in the classroom, show the conversation, highlight the key words related to the topic.

- Prepare A Closer Look 1.

**\*EVALUATION:**

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**Week: 12**

**Period: 35**

**Date of teaching: 19/11/2024**

**UNIT 5: FOOD AND DRINK**

**Lesson 2: A CLOSER LOOK 1 + LANGUAGE FOCUS 1, 2**

**Timing: 1 period (45 minutes)**

**I. Objectives**

**1. Knowledge:** By the end of this unit students can:

**a.** Skills:

- *Main skill*

Speaking: pronounce the sounds /ɒ/ and /ɔ:/correctly in sentences

*- Sub- skill*:

Listening: listen for the sounds /ɒ/ and /ɔ:/

**b.** Language:

Vocabulary: measurement words / phrases often used with food and drink.

Grammar: use questions and answers about the ingredients.

**2. Competence**

Students can pronounce the sounds /ɒ/ and /ɔ:/ correctly in sentences and tell everyone about food and drink.

**3. Attitude**

Students can develop communication skills and creativity, be collaborative and supportive in pair work and teamwork and actively join in class activities**.**

**II. Teaching aids (& materials)**

Student book TA 7, p.p.t file, pictures of food and drink

**III. Procedure**

**Activity 1: Setting the scene (5 minutes)**

|  |  |
| --- | --- |
| **Goal** | The activity aims at creating an active atmosphere in the class before the lesson and leading into the new unit |
| **Input** | **Game: Odd one out**   1. lemon, orange, grape, vegetables 2. fridge, cooker, microwave, toaster 3. pork, chicken, fish, tea 4. tomatoes, eggs, potatoes, carrots 5. shrimp, juice, lemonade, mineral water |
| **Procedure** | Put Ss in small groups.  Explain that Ss are going to dictate three sets of four words / phrases, such as pea, orange, potato, onion.  Ss listen and write the set. Then they choose the odd one out and circle it. Give Ss some time to choose an odd-one-out of each set.  Each group explains their choices |
| **Outcome** | 1. Ss have an exciting atmosphere to start the lesson  2. Expected answers:  1. Vegetables 2. Fridge 3. Tea 4. Eggs 5. Shrimp |

**Activity 2: Presenting measurement words / phrases (7 minutes)**

|  |  |
| --- | --- |
| **Goal** | The activity aims at revising and teaching the measurement words / phrases often used with food and drink. |
| **Input** | **1. Match the phrases with the pictures. Then listen, check, and repeat the phrases.**  *(Ex 1, p.52)*   1. a kilo (kg) of beef 2. a teaspoon (tsp) of salt 3. a litre (l) of water 4. a tablespoon (tbsp) of sugar 5. 200 grams (g) of flour 6. 400 millilitres (ml) of milk |
| **Procedure** | Have Ss quickly match the phrases with the pictures individually. Then ask Ss to check their answers with their partners.  Play the recording for Ss to check their answers. Pause the recording after each phrase and ask them to repeat chorally and individually. Correct their pronunciation. With weaker classes, ask for translations to check understanding. |
| **Outcome** | 1. Ss know how to use the measurement words / phrases often used with food and drink  2.Expected answer:  ***Answer key:***  1. b       2. f         3. a         4. c          5. d           6. e  **Audio script – Track 31:**  1. a teaspoon (tsp) of salt  2. 400 millilitres (ml) of milk  3. a kilo (kg) of beef  4. a litre (l) of water  5. a tablespoon (tbsp) of sugar  6. 200 grams (g) of flour |

**Activity 3: Practising the words/phrases of dishes and ingredients. (6 minutes)**

|  |  |
| --- | --- |
| **Goal** | The activity aims atteaching Ss new words/phrases of dishes and ingredients. |
| **Input** | 2. **Write the following words and phrases in the correct columns. Add any other dishes and ingredients you know.** *(Ex 2, p. 52)* |
| **Procedure** | First, check Ss' understanding of the meanings of the words / phrases given in the box. With the nouns that Ss do not know, T may explain their meanings by using pictures, examples, or even translations.  Then, have Ss sort the words into the correct columns. Ask Ss to check their answers and share the words for other dishes and ingredients they know with their partners before T checks their answers with the whole class. |
| **Outcome** | 1. Ss can know how to use words/phrases of dishes and ingredients.  2. *Key:*   |  |  | | --- | --- | | **Dishes** | **Ingredients** | | spring rolls | butter | | omelette | onions | | pancakes | pepper | |

**Activity 4: Practising asking and answering about the ingredients (7 minutes)**

|  |  |
| --- | --- |
| **Goal** | The activity aims athelping Ss practise asking and answering about the ingredients for a dish using measurement words and phrases they have learnt. |
| **Input** | **3. Work in pairs. Ask and answer about the ingredients for Linh’s apple pie, using the quantities in the recipe.** *(Ex 3, p. 52)*    Example: A: How many apples do we need?  B: We need 12. |
| **Procedure** | **-**Model this activity with a strong student. Remind Ss that they only use the information from the table to ask and answer about the quantity of ingredients for an apple pie.  -Ask Ss to work in pairs. Then, call on some pairs to practise in front of the class. |
| **Outcome** | 1. Ss practise asking and answering about the ingredients.  2. Suggested answers:  - A: How much salt do we need?  B: We need 1tsp.  - A: How much sugar do we need?  B: We need 300g  …. |

|  |  |
| --- | --- |
| **Goal** | The activity aims athelping Ss identify how to pronounce the sounds /ɒ/ and /ɔ:/and practise pronouncing these sounds in words. |
| **Input** | **Pronunciation:** /ɒ/ and /ɔ:/  **4. Listen and repeat the words. Pay attention to the sounds** /ɒ/ and /ɔ:/ *(Ex 4, p.52)*    Now in pairs write the words in the correct columns.   |  |  | | --- | --- | | /ɒ/ | /ɔ:/ | |  |  | |
| **Procedure** | - Model the sounds /ɒ/ and /ɔ:/first and let Ss see how the sounds are formed. Ask Ss to practise the sounds /ɒ/ and /ɔ:/together.  - Pays the recording and ask Ss to listen and repeat. Play the recording as many times as necessary. Ask Ss to put the words in the correct column while they listen. Ss compare their answers in pairs before T checks their answers with the whole class. |
| **Outcome** | 1. Ss can identify how to pronounce the sounds /ɒ/ and /ɔ:/  2**.** *Key:*   |  |  | | --- | --- | | /ɒ/ | fond, lot, not | | /ɔ:/ | short, call, water, pork, sauce | |

**Activity 6: Interviewing (10 minutes)**

|  |  |
| --- | --- |
| **Goal** | The activity aims athelping Ss practise pronouncing the sounds /ɒ/ and /ɔ:/correctly in context. |
| **Input** | **5. LISTEN AND REPEAT, PAYING ATTENTION TO THE UNDERLINED WORDS. TICK (✓) THE SENTENCES WITH THE** /ɒ/ **SOUND.** *(Ex 5, p.52)* |
| **Procedure** | **-** Have Ss quickly read the sentences. Now play the recording for Ss to listen to the sentences. Ask them to pay attention to the underlined parts and tick (V) the sentences with the /ɒ/ sound.  - Invite some Ss to share their answers. Confirm the correct ones.  - Play the recording again for Ss to repeat the sentences.  - Have Ss practise the sentences in pairs. Invite some pairs to read the sentences aloud. Comment on their pronunciation of the sounds. |
| **Outcome** | 1. Ss pronounce the sounds ɒ/ and /ɔ:/correctly in sentences.  2. *Key:* Tick (V) *1,2,4*  1. I hate hot dogs.  2. It's a very big pot.  4. This soup is very hot. |

**Wrap-up: (5 minutes)**

- Ask Ss to summarise what they have learnt in the lesson.

- Have Ss look at the objectives written on the board at the beginning of the lesson and tick the

objectives they can do.

- Ask Ss to do Looking Back 1 and 2, page 58 at home.

- Prepare A Closer Look 2, page 53.

Looking Back 1 Looking Back 2



**\*EVALUATION:**

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**Week: 12**

**Period: 36**

**Date of teaching: 22/11/2024**

**TEACHING PLAN**

**UNIT 5: FOOD AND DRINK**

**Lesson 3: A CLOSER LOOK 2 + LANGUAGE FOCUS 3,4**

**Timing: 1 period (45 minutes)**

**I. Objectives**

**1. Knowledge:** By the end of this unit students can:

**a.** Skills:

- *Main skill:*

Writing: write sentences using some, a lot of and lots of

*- Sub- skill*:

Speaking: ask and answer the questions using “How many, how much.”

**2. Competence**

Students can use some and a lot of/ lots of with both countable nouns and uncountable nouns

**3. Attitude**

Students can develop communication skills and creativity, be collaborative and supportive in pair work and teamwork and actively join in class activities

**II. Teaching aids (& materials)**

Student book TA 7, ppt file, pictures of food and drink

**III. Procedure**

**Activity 1: Setting the scene (10 minutes)**

|  |  |
| --- | --- |
| **Goal** | The activity aims at creating an active atmosphere in the class before the lesson and leading into the new unit |
| **Input** | **CHATTING** |
| **Procedure** | - Ask Ss some questions: How many people are there in the theater? How much water is there in the bottle?  - Invite some Ss to answer the questions.  - Ask them if they know “How many, How much” used in the questions and “some, a lot of, lots of “in their answers. Confirm that “How many, How much” “some, a lot of, lots of “is used in both the questions and answers. Lead to the lesson.  - Introduce the objectives of the lesson. Write the objectives in the left corner of the board.  - Ask if Ss still remember the form of “How many, How much” “some, a lot of, lots of”  - Invite some Ss to describe the form. Write their answers on the board. Confirm the correct answer. |
| **Outcome** | 1. Ss have an exciting atmosphere to start the lesson  2. Expected answers:  - There are a lot of people in the theater.  - There is some water in the bottle. |

**Activity 2: Identifying and remembering the uses of** *some* **and** *a lot of/ lots of* **(5 minutes)**

|  |  |
| --- | --- |
| **Goal** | The activity aims at helping Ss practise using *some* and *a lot of/ lots of* in sentences and in context. |
| **Input** | **1. Circle the correct words or phrases to complete the following sentences.** *(Ex 1, p.53)*  1. Minh is very popular. He has got *some / a lot of* friends.  2. Linh is very busy. She has got *some / lots of* homework.  3. Put *some / a lot of* sugar in my tea. But not too much.  4. There are *some / a lot of* cars in our city. Too many. I don't like it.  5. There is *some / lots of* rice left. Not much but just enough for our breakfast. |
| **Procedure** | - Ask Ss to read the sentences carefully and choose the best answers on their own, then swap with their partners.  - Ss do the exercise as instructed.  - Ss share their answers and discuss the reasons why they have chosen them.  - Nominate some Ss to read their answers in front of the whole class, check and correct their answers. |
| **Outcome** | 1. Ss identify and remember the uses of some, a lot of, lots of.  2. Key:   |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1. a lot of | 2. lots of | 3. some | 4. a lot of | 5. some | |

**Activity 3: Practising the correct word of some, a lot of, lots of (5 minutes)**

|  |  |
| --- | --- |
| **Goal** | The activity aims at giving Ss further practice on using *some* and *a lot of/lots of* in sentences and in context and helping Ss revise the use of *any.* |
| **Input** | **2. Look at the picture and complete each sentence. Write *some, any* or *a lot of/ lots of* in the blanks.** *(Ex 2, p.53)*  **https://img.loigiaihay.com/picture/2022/0407/example-task2-acloserlook2-ta7.png** **Example:**  There is **some**orange juice in the glass.  *https://img.loigiaihay.com/picture/2022/0407/task2-acloserlook2-u5-ta7_1.png* |
| **Procedure** | - Teacher divides the class into 4 groups, asks them to look at the photos on the screen, write down the words/ phrases to complete the sentences as quickly as they can on their mini boards/ paper sheets and raise the board above their heads, saying "**Bingo!**"    - The groups having more members who write correct answers the most quickly will get a star.  - Teacher observes them closely and has one student assist in writing the number of stars each group achieves. |
| **Outcome** | Key:  l. a lot / lots of 2. any 3. some  4. a lot / lots of 5. a lot / lots of |

**Activity 4: Practising with “How much, how many”( 5 minutes)**

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| --- | --- |
| **Goal** | The activity aims athelping Ss revise the use of *How many* and *How much* to ask about quantities. |
| **Input** | **3. Fill in each blank with How many or How much. Answer the questions, using the pictures.***(Ex 3, p.54)*  *https://img.loigiaihay.com/picture/2022/0407/task3-acloserlook2-u5-ta7.png* |
| **Procedure** | - Teacher asks Ss to read the sentences carefully and choose the best answers on their own, then swap with their partners.  -Ss do the exercise as instructed.  -Ss share their answers and discuss the reasons why they have chosen them.  - Teacher nominates some Ss to read their answers in front of the whole class, check and correct their answers. |
| **Outcome** | ***Key***  1. How much – Two litres 2. How many – Two books  3. How many – Two films 4. How many – Three bananas  5. How many – Five spring rolls |

**Activity 5: Practising more with “ How much, how many” ( 10 minutes)**

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| --- | --- |
| **Goal** | The activity aims at helping Ss do further practice with“ How much, how many” |
| **Input** | **4. Work in pairs. Ask and answer, using the questions in 3**. *(Ex 4, p.54)* |
| **Procedure** | - Teacher gives Ss two minutes to think of and write down as many questions using H*ow much* and *How many* as they can.   |  |  | | --- | --- | | - Teacher pairs them to take turns asking and answering the questions in Task 3 and the questions they have prepared |  |   - Ss work in pairs to practise.  - Teacher nominates some pairs of Ss to model this activity in front of the class. The others vote the pairs they like best.  - Teacher gives feedback to help students improve their talk later. |
| **Outcome** | 1. Ss master the ways how to use “ How much, how many”  2**.** Expected answer:  *Example:*  *A: How much water do you drink every day?*  *B: Two litres.*  **1. A:** How many bananas do you eat every week?  **B:** I eat four bananas every week.  **2. A:** How many sports do you play every year?  **B:** I play 2 sports every year.  **3.** **A:** How much flour do you add to these pancakes?  **B:** 200 grams. |

**Activity 6: Asking and answering about the recipes( 5 minutes)**

|  |  |
| --- | --- |
| **Goal** | The activity aims at giving Ss further practice using measurement words and phrases, words of dishes and ingredients, *How many* and *How much* in context. |
| **Input** | 5. Work in pairs. Take turns to ask and answer about the recipes. *(Ex 5, p.54)* |
| **Procedure** | - Teacher chooses some strong Ss in the class and assigns the role of culinary teachers to them. The others will be culinary learners.  - Teacher asks them to sit in their groups to discuss and list all the questions and answers to make conversations in a culinary class.  - Teacher then mixes them in groups of a teacher and 3 to 4 students and asks them to make conversations asking and answering how to make pancakes and an omelette in a culinary class.  -Every S in the group needs motivation to take part in the conversations while teacher goes around and observes them talking.  -Teacher notes all useful measurement expressions and some students' grammatical errors for later comments. |
| **Outcome** | Expected answer:  **Linh:** What do we need to make omelette?  **Nga:** We need eggs, water, butter, salt and pepper.  **Linh:** How many eggs do we need?  **Nga:** Three.  **Linh:** How much water do we need?  **Nga:** A tablespoon.  **Linh:** How much salt do we need?  **Nga:** A teaspoon.  **Linh:**How much pepper do we need?  **Nga:** A teaspoon.  **Linh:** How much butter do we butter?  **Nga:**30 grams. |

**Wrap-up:(5 minutes)**

-Summarise the main points of the lesson.

-Ask Ss to make questions and sentences about quantities, using *some, a lot of/lots of, any, How much* and *How many.*

- Ask Ss to do Looking Back 3 and 4 at home

- Prepare Communication on page 55.

**Looking Back** **3: Complete the sentences. Write *some, any, much,* or *a lot of/ lots of.***

1. I have to go to the market now. There isn't \_\_\_\_ food for our dinner.

2. Would you like \_\_\_\_\_ sugar for your coffee?

3. There are \_\_\_\_ trees in our village, so the air here is very fresh.

4. I'm very busy, I have \_\_\_\_\_ things to do today.

5. We didn't have \_\_\_\_beef left, so we had \_\_\_\_ fish for lunch.

**Looking Back** **4: Make questions with *How many/ How much* for the underlined words in the following sentences.**

**Example**: Minh has three apples.

How many apples does Minh have?

**1.** There are six bottles of juice in the fridge.

**2.** I need some butter for my pancakes.

**3.** We have only one bottle of fish sauce.

**4.** We need ten chairs for the party.

**5.** She put a lot of sugar in her lemonade.

**Phương pháp giải:**

How many + danh từ số nhiều

How much + danh từ không đếm được

**\*EVALUATION:**

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**DUYỆT CỦA TỔ TRƯỞNG NGƯỜI SOẠN**

Phạm Thị Tuyết Hoa Đỗ Thị Thu Hằng