Date: January 21st , 2024

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| **Week 20: Unit 7: RECIPES AND EATING HABITS****Period 58 *Lesson 4 –* COMMUNICATION****A. OBJECTIVES:**  By the end of this Unit, students can:Talk about the eating habits of Vietnamese peopleListen for detailed and specific information about teenagers' eating habitsLearn how to cook one kind of soup.**1. Knowledge:** - Vocabulary: words related to recipes and eating habits. - Grammar: quantifiers (review)**2. Skills:** Practicing skills: Listening and speaking**3. Attitude:** -Positive about recipes and eating habits - Students know how to learn English in right way. - Ss are interested in doing exercises.**4. Competences**: - Co-operation - Self- study- Using some vocabularies and structures to talk about their favourite dishes and recipes for dishesB. TEACHING METHODS: Communicative approach, pair work, individual work, group work.C. PREPARATION: 1.Teacher: book, planning, picture, laptop, projector2.Students: books, notebooksD. PROCEDURE: |

 **I. Class organization.** - Greetings. - Checking attendance

 **II.** **Check up** Quantifiers and conditional sentences type 1

 **III. New lesson:**

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| **Teacher’s and students’ activities** | **Content** |
| **1.Warmer: Chatting****Activity 1:** - Have Ss look at the picture and answer the questions. Quickly elicit their answers and write them on the board. Do not confirm the correct answers now.**2. Pre speaking:****\* Voc:**Rub out and remember**\*** Grammar: quantifiers (review)**3. While speaking:****Activity 2:** a/ Play the ­ first part of the recording for Ss to check their answers. Confirm the correct ones.b/ Play the recording again for Ss to do the exercise. Have them compare their answers in pairs. Call on two Ss to write their answers on the board. Ask other Ss to correct these answers if needed. Play the recording one more time for Ss to check their answers.**Activity 3:** - Have Ss read the steps to cook the soup and try to rearrange the steps. Ask some Ss to write their order on the board. Play the recording for Ss to check their answers. Ask Ss to comment on the orders on the board. If there are any unclear points, play the recording a second time. - Without playing the recording again, ask Ss about the benefits of the soup. If Ss are not sure about any points, play the recording again. Have one student talk about the benefits.**4. Post speaking:****Activity 4:**a/ Have Ss work in groups to discuss a dish they like. Ss take notes of the ingredients, how to prepare the dish, and the steps to cook it on a big piece of paper. Move around to provide any necessary help.b/ Ask groups to stick their answers on the walls around the class. Ask other Ss to move around to each group and listen to the group’s presentation about the dish. Have Ss vote for the best dish and explain the reasons. | **1. Voc:** pumpkin /ˈpʌmpkɪn/ (n) bí đỏshallot /ʃəˈlɒt/ (n) hành khôcube /kjuːb/ (n) hình khốipuree /ˈpjʊəreɪ/ (v) nghiềngarnish /ˈɡɑːnɪʃ/ (v) bày biện món ăntender  /ˈtendə(r)/ (a) mềm**2. a Listen and answer the ingredients**1. pumpkin, soup
2. pumpkin, celery, shallots, butter, salt, cream

**2b. Listen and fill each blank**1. a kilo/one kilo 2. two 3. two sticks 4. two tablespoons 5. two tablespoons 6. a pinch 7. peel 8. chop 9. peel 10. slice 11. leaves**3. Ordering:**1. b 2. e 3. f 4. c 5. a 6. d**\*What are the health benefits of this dish?**- a good source of ­fibre, minerals, and vitamins, especially vitamin A- improve your eyesight and protect yourself from certain cancers.**4a Work in groups.** Choose a dish you like. Discuss its ingredients, how to prepare it and the steps to cook it. Write your ideas on a large sheet of paper.Name of the dish: ...............................Ingredients: ..........................................Preparation: ………..............................Steps: ..........................................Benefits of the dish: ...............................**b. Organise a gallery walk. Move around to each group and listen to their presentation. Vote for the best dish.** |

**IV-Consolidation** Ingredients for pumpkin soup

**V. Homework** - Write new words then learn them by heart.

- Copy the exercise into notebooks.

- Prepare **SKILLS 1**

**Feedback:………………………………………………………………………….**

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Date: January 21st, , 2024

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| **Week 20 Unit 7: RECIPES AND EATING HABITS****Period 59 *Lesson 6 –* SKILLS 1****I.** **OBJECTIVES**: By the end of this unit, students will be able to: * read for general and speci­fic information about the eating habits of Japanese people
* talk about the eating habits of Vietnamese people

**II**. **LANGUAGE CONTENTS**: Reading and talking about the eating habits of people**III.** **TECHNIQUES**: Reading and speaking; pair work, individual work, group work**IV. PREPARATION:** pictures, textbook **V**. **PROCEDURES**:  |

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| **Teacher’s and students’ activities** | **Content** |
| **Activity 1:** Have Ss work in pairs to discuss the questions. Elicit their answers. Because it is an open activity, accept different answers.**Activity 2:**Ask Ss to read the headings quickly. Make sure they understand the meaning of each heading.Now Ss read the paragraphs and match them with the headings. Ask them to compare their answerswith a classmate. Elicit their answers.**Activity 3:** Have Ss read the article again to answer the questions. Ss can underline parts of the text that help themwith the answers. Ask Ss to compare their answers before giving the answers to T. Ask them to giveevidence when giving the answers.**Speaking**This part helps Ss understand more about the eating habits of Vietnamese people.**Activity 4:**- Have Ss work in groups to discuss the eating habits of Vietnamese people. Ss use the questions providedas cues. Move around the class to provide help. Ask the groups to organise their ideas to prepare for ashort presentation. **Activity 5:**Have one group of Ss act as examiners and other groups as competitors. The groups take turns to presenttheir ideas. If there is not much time left, allow about two or three groups to present. Invite commentsfrom the examiners. Give additional comments. | Picture A: different types of sushiPicture B: miso soupPicture C: a bowl of ricePicture D: sliced cucumber/pickled cucumberA. 3 B. 2 C. 11. They like raw food and do not use sauces with a strong flavour.2. They cut fresh ­fish.3. Both can be served with soy sauce.4. There are four (rice, miso soup, main dish(es), pickles).5. Rice is the staple food and is very nutritious.6. Because the dishes are presented in different bowls and plates, and are arranged carefully according to a traditional pattern. |

**VI-** **HOMEWORK:**

- Write new words then learn them by heart.

- Copy the exercise into notebooks.

- Prepare **SKILLS 2**

**Feedback:………………………………………………………………………….**

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 Date: January 25th , 2024

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| **Unit 7: RECIPES AND EATING HABITS****Period 60 *Lesson 6 –* SKILLS 2****I.** **OBJECTIVES**: By the end of this unit, students will be able to: * listen for detailed and speci­fic information about teenagers’ eating habits
* write about the eating habits of a classmate

**II**. **LANGUAGE CONTENTS**: Listening and writing about the eating habits of a classmate.**III.** **TECHNIQUES**: Listening and writing; pair work, individual work.**IV. PREPARATION:** pictures, textbook, tape **V**. **PROCEDURES**:  |

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| **Teacher’s and students’ activities** | **Content** |
| **Activity 1:** - Have Ss do this activity in pairs. They ask each other questions to ­ find out the differences between the two pictures. Elicit the answers from Ss. Ask them to describe the underlying meaning of the pictures.**Activity 2:** - Tell Ss that they are going to listen to two students talking about their eating habits. Before listening, Ss read through the statements to make sure they understand them and to underline key words. Play the recording for them to do the exercise. Call on one student to write the answers on the board. Ask other Ss if they agree with them. Play the recording a second time for Ss to check. Don’t confirm the correct answers now.**Activity 3:** - Without listening to the recording again, Ss complete the table by ­ filling each blank with no more than three words. Have Ss compare their answers with a classmate before giving the answers. Ask two Ss to writetheir answers on the board. Play the recording one last time to con­firm the answers for both **2** and **3**.**WRITING****-Activity 4:**Ask Ss to work in pairs. They ask and answer questions about each other’s eating habits, and take notes of their partner’s answers in the table.After that give Ss a few minutes to read their notes again to answer the questions provided.T should move around to give comments as there may not be enough time for checking with the whole class.**Activity 5:**Ask Ss to write about their partner’s eating habits. When they have ­ finished, Ss exchange their writing to spot any mistakes. Have Ss share the mistakes with the whole class. T may collect some Ss’ work to markat home, or T may ask them to rewrite the exercise as homework. In this case, remember to ask for Ss’revised work in the next lesson. | - Picture A: A boy is eating chocolate. On the table there are junk foods such as crisps, a hamburger, soft drinks, and sweets. The boy looks fat.- Picture B: A girl is having rice. On the table we can see soup, ­fish, vegetables, and watermelon. The girl looks slim and ­ fit.- Meaning: They show the contrast between healthy eating and unhealthy eating.1. T 2. F 3. T 4. F 5. T 6. F1. biscuits 2. hamburger 3. crisps 4. fried beef 5. vegetables 6. cereal 7. a banana 8. slices of bread 9. boiled egg 10. steamed ­ fish*Sample writing:*My friend, Trang, does not have healthy eating habits. She sometimes skips breakfast. When she has it,she usually buys a hamburger and a soft drink from a café near our school. For lunch, her favourite is fried rice and deep-fried chicken. The good thing is that she prefers to have dinner at home. However, she likes eating a lot of rice and fatty pork for dinner. She rarely eats vegetables, but loves fruits. I think Trang should change her diet. First, if she wants to have more energy for the day, she should never skip breakfast. Second, she must reduce the amount of fast food she eats. Also, eating more vegetables would be good for her. She should also eat less rice for dinner. These changes will definitely keep her ­ fit. |

**VI-** **HOMEWORK:**

- Write new words then learn them by heart.

- Copy the exercise into notebooks.

- Prepare **LOOKING BACK**

**Feedback:………………………………………………………………………….**

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