**WEEK 21**

**Period 39: Preparing: 02/ 1/ 2018**

**Teaching: 7 / 1/ 2018**

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| **Unit 7: RECIPES AND EATING HABITS**  ***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 . PREPARATION:** sub -board, pictures, cassette

**III. 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 write their 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 mark at 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. F  1. 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. |

**IV-** **HOMEWORK:**

-Write new words then learn them by heart.

-Copy the exercise into notebooks.

-Prepare **LOOKING BACK**

**Feed back**:

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