Date of preparation:

Date of teaching:

Period: 56

**UNIT 7: RECIPES AND EATING HABITS**

**Lesson 2: A CLOSER LOOK 1**

**I. OBJECTIVES:**

**1. Knowledge:**

a. Vocabulary: chop, slice, grate, marinate, whisk, dip, sprinkle, spread

b. Grammar: Review

c. Pronunciation: Tones in statements used as questions.

d. Skills:Writing words under pictures, sentences completion,matching verbs with definition, completing instructions, listening and repeating, completing the conversation.

**2. Competence development:**

-Self-study: Determine the duty of study, surf the information and answer the questions related in the lesson.

-Problem solution: Analyse the problems and find the solutions for these in the lesson as well as in the discussion.

-Cooperation: Assign the duty in team work, pair work, linguistic competence, cooperative learning and communicative competence

**3. Virtues:**

- Responsibility:Ss will have a good eating habit.

- Compassionate quality: Ss will be interested in cooking.

- Honesty: Ss will be able to give correct information as well as factual data.

**II. TEACHING AIDS**

**1. Teacher:** Textbooks, computer accessed to the Internet, projector

**2. Students:** Textbooks.

**III. PROCEDURE**

**1. Checking:** Write the new words and types of pollution

**2. New lesson:**

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| **Teacher**’s **and students**’ **activities** | **Contents** |
| **1. Warm up (5’)**  **Aim:** To attract Ss’ attention to the lesson and to lead in the new lesson  **Content:** Make a list of cooking verbs  **The result of the activity:** Students list the words related to cooking  **Procedure:** | |
| **Teacher**’s **and students**’ **activities** | **Contents** |
| Teacher lets Ss have a small talk about some verbs of cooking  Teacher and students check and lead in the new lesson | Some verbs for preparing and cooking foods they remember from the previous lesson. |
| **2. Presentation (10’)**  **Aim:** Ss can know how to read some food preparation verbs and know its meaning.  **Content:** Learn some food preparation verbs and know its meaning.  **The result of the activity:**Students understand some food preparation verbs and know its meaning.  **Procedure:** | |
| **Teacher**’s **and students**’ **activities** | **Contents** |
| Ss work individually to do this exercise and then share the answers  T checks and corrects.  Ss take notes. | **I. Vocabulary**  **1. Write a food preparation verb from the box** **under each picture.**  *Key:* A. chop  B. slice  C. grate  D. marinate  E. whisk  F. dip  G. sprinkle  H. spread  **Structure:**   * Imperatives. * Forms of verbs in the sentences. |
| 1. **Practice (10’)**   **Aim:** Help Ss use the verbs correctly to talk about food preparation..  **Content:**Write the structures about causes and results and do some exercises, pronounce the words ending in “ic” and “al” correctly  **The result of the activity:**Students will use the words ending in “ic” and “al” correctly to make cause and effect structures  **Procedure:** | |
| **Teacher**’s **and students**’ **activities** | **Contents** |
| Ss do exercises.  T asks them to compare their answers with their friends.  Ss do it.  T asks Ss to work individually to use words in part 1 to complete the sentences and then compare their answers with a classmate.  Ss work individually and then compare their answers with a classmate.  T has Ss explain the meaning of each verb in English or Vietnamese. Correct Ss’ explanations when needed.  Ss do this exercise individually and then compare their answers with a partner. Check and con­firm the correct answers.  T asks Ss to look at the pictures and answer some questions  Ss look at the pictures and answer.  T asks Ss to complete the instructions below with the verbs in part 1 and part 3  Ss complete the instructions  T corrects and remarks  - Now have Ss read the information in the REMEMBER! Box. Answer any questions from Ss, and ensure that Ss understand the information.  - Ask Ss to read through the three conversations. Play the recording for Ss to draw appropriate arrows to indicate the intonation of each sentence. Have Ss compare their answers in pairs.  - Call on some pairs to read the conversations out loud.  - Correct any mistakes. | **2. Complete the sentences with the correct form** **of the verbs in1.**  *Key:*  1. chop; Slice  2. grates; sprinkles  3. Marinate  4. whisk  5. Dip  6. spread  **3. Match each cooking verb in A with its** **de­finition in B.**  *Key:*  1. g 2. f 3. h 4. c 5. e 6. a 7. d 8. B  **4 a. Look at the pictures and answer:**  T: What can you see in the pictures?  S: tomato sauce, onion, cheese, apple, bacon, pizza base  T: Do you know what dish these ingredients are used for?  S: → pizza  T: Have you ever eaten or made a pizza?  S: Yes (no)  T: Can you describe the process of making about pizza?  S: ….  **b. Complete the instructions below with the** **verbs in1 and3. One verb is used twice.**  *Key:* 1. Chop  2. Grate  3. Spread  4. Sprinkle  5. Spread  6. Bake  **II. Pronunciation**  **5. Listen to the conversations. Draw ↷ or ⤻ at** **the end of each line. Practise the conversations** **with a partner.**  Key:  1. A: What do we need to make a pizza?  B: A pizza base, some cheese, some bacon, an onion, and an apple ↷.  A: An apple ⤻?  B: Yes, an apple **↷**.  **2. A:** What’s for dinner **↷**?  **B:** We’re eating out tonight **↷**.  **A:** We’re eating out **⤻**?  **B:** Right **↷**.  **3. A:** I can’t eat this dish **↷**.  **B:** Why not **↷**?  **A:** I’m allergic to prawns **↷**.  **B:** Allergic to prawns **⤻**?  **A:** Yes, my skin turns red when I eat them **↷**.  **6. Work in pairs. Complete the mini-dialogues** **with suitable statement questions.**  *Suggested answer:* 1. You don’t like pasta?/Don’t like pasta? 2. Add some salt? |
| 1. **Further practice (10’)**   **Aim:** Ss can practise the mini-dialogues using the correct intonation  **Content:** Make the mini-dialogues using the correct intonation  **The result of the activity:** Students will be able to use English correctly  **Procedure:** | |
| **Teacher**’s **and students**’ **activities** | **Contents** |
| Ss practise the mini-dialogues and act them out in front of the class with the correct intonation.  T checks and corrects. | Act the mini-dialogues out in front of the class with the correct intonation.  Practise the mini-dialogues using the correct intonation. |
| One student review what’ve been learnt in the lesson  T summarizes again | **Consolidation (2’)**  Review the lesson |

**3. Guides for homework (3’)**

- Write their own mini-dialogues with statement questions.

- Practice vocabulary and pronunciation again.

- Prepare: A closer look 2

- Review: Modal verbs in conditional sentences type 1

- Review: Quantifiers: a, an, some, any

**\*Feedback:**…………………………………………………………………………………………………………………………………………………………………