Date of preparation:

Date of teaching:

Period: 57

**UNIT 7: RECIPES AND EATING HABITS**

**Lesson 3: A CLOSER LOOK 2**

**I. OBJECTIVES:**

**1. Knowledge:**

a. Vocabulary: Review

b. Grammar: Quantifiers and Conditional sentences type 1 with modal verbs

c. Skills: Sentences completion, matching words, completing the paragraph, matching two half sentences, answering, spoken interaction.

**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 be more responsible for cooking for themselves and for their family.

- 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 quantifiers  **The result of the activity:** Students list quantifiers  **Procedure:** | | | | |
| **Teacher**’s **and students**’ **activities** | | | **Contents** | |
| T asks Ss what a quanti­fier is. Then have Ss work in pairs to write down all quanti­fiers they know in two minutes. The winner is the pair which has the most answers.  Other students check their answers | | | **Game: Who is quicker?** | |
| **2. Presentation (10’)**  **Aim:** Ss can know how to use quantifiers and modal verbs in conditional sentences types 1  **Content:** Quantifiers and modal verbs in conditional sentences types 1  **The result of the activity:** Students understand and use quantifiers and modal verbs in conditional sentences types 1 correctly  **Procedure:** | | | | |
| **Teacher**’s **and students**’ **activities** | | | | **Contents** |
| * T asks Ss to retell the way to use quantifiers   - Ss retell the quantifiers and give examples  - Ss retell the use and the form of conditional sentences type 1.  Ss retell the use and the form of conditional sentences type 1 and give example  T checks and corrects.  Ss take notes. | | | | * Distinguish how to use quantifiers and modal verbs in conditional sentences types 1   **I. Quantifiers: a, an, some, any**  **II. Modal verbs in conditional sentences type 1**  If + S + V (present simple), S + can/must/may/might/should + V (in­finitive). |
| **3. Practice (15’)**  **Aim:** Ss can do exercises aboutthe quantifiers and use modal verbs in conditional sentences type 1  **Content:** Do exercises aboutthe quantifiers and use modal verbs in conditional sentences type 1  **The result of the activity:** Students will be able to use English correctly  **Procedure:** | | | | |
| **Teacher**’s **and students**’ **activities** | **Contents** | | | |
| Ss can do exercises aboutthe quantifiers and Help Ss use modal verbs in conditional sentences type 1  Ss do this exercise individually and then compare their answers in pairs.  T tell Ss that when talking about recipes people usually use food quanti­fiers and that the Look out! box contains the most common ones. - Ss read the information in the Look out! Box. Explain any unclear points.  - T asks Ss to give examples with the quanti­fiers. Ss may also add some more food quanti­fiers they know to the list.  -Ss do the exercise individually and then compare their answers with a partner. Remind them that some quanti­fiers can go with more than one noun.  - Check the answers as a class.  -Ss work in pairs to read the instructions to make a chicken salad and to ­ fill each blank with a word/phrase from the box.  - Check as a class. -Ask Ss to work in pairs, and think about a simple salad they know. Together Ss write the instructions to make it. Call on some pairs to read aloud their instructions. Other Ss listen, make comments, and vote for the best salad.  - Ss read the two given sentences and answer the questions. Elicit their answers and con­firm the correct ones.  - T asks them to give the standard form of conditional sentences type 1 with modal verbs. T may call on one student to write the form on the board. Now have Ss read the information and examples in the grammar box. Write the form of the examples on the board:  - Ss do the exercise individually and then compare their answers in pairs. Ask some Ss to read out loud the complete sentences.  - Ss work in pairs to read the situations and write appropriate *if-*sentences - Call on some Ss to write their sentences on the board.  - Give necessary correction. | | **1. Fill each blank with *a, an, some,* or *any***  *Key:* 1. a  2. a  3. some  4. some/any  5. a  6. some  7. an  8. any  9. some  **2. Match the food quanti­fiers with the nouns.** **Some quanti­fiers can go with more than one** **noun.**  *Key:* 1. a, g 2. a 3. f, g 4. c 5. h 6. b, d 7. e, f 8. b  **3 a. Read the instructions to make a chicken** **salad. Fill each blank with a word/phrase in** **the box.**  *Key:* 1. 200 grams  2. an  3. tablespoons  4. teaspoon  5. teaspoon  6. some  **b. Write the instructions on how to make it** **using the quanti­fiers and cooking verbs you** **have learnt.**  **4. Read and underlined** **part and answer the questions.**  *Key:* 1. ability  2. advice  **5. Match the ­ first half of the sentence in A with the second half in B.**  *Key:* 1. c 2. e 3. a 4. b 5. f 6. d  **6. What will you say in these situations? Use** **suitable modal verbs with conditional** **sentences type 1.**  *Suggested answers:*  1. If you want to have good health, you must reduce the amount of salt in your food. 2. If my brother is hungry, he can eat three bowls of rice.  3. You can take a cooking class if it is at the weekend. 4. If I eat this undercooked pork, I may have a stomachache.  5. You should whisk the eggs for 10 minutes if you want a lighter cake. | | |
| **4. Further practice (10’)**  **Aim:** Ss can practise more aboutthe quantifiers and conditional sentences type 1  **Content:** Make their own sentences using the quantifiers and conditional sentences type 1  **The result of the activity:** Ss use English correctly  **Procedure:** | | | | |
| **Teacher**’s **and students**’ **activities** | **Contents** | | | |
| - Ss work in pairs to do the task.  **4- Assess the duty**  T asks Ss to make sentences with  the quantifiers and conditional sentences type 1  Ss make sentences with  the quantifiers and conditional sentences type 1  T corrects | | **What will you say in these situations? ……** Suggested answers:  1. If you want to have good health, you must reduce the amount of salt in your food.  2. If my brother is hungry, he can eat three bowls of rice.  3. You can take a cooking class if it is at the weekend. 4. If I eat this undercooked pork, I may have a stomachache. 5. You should whisk the eggs for 10 minutes if you want a lighter cake.  6. If the air is cleaner, fewer people will be ill.  **3-Check the duty**  Let them talk in 3 groups | | |
| One student review what’ve been learnt in the lesson  T summarizes again | | **Consolidation (2’)**  Review the lesson | | |

**3. Guides for homework (3’)**

- Make sentences about the quantifiers and conditional sentences type 1.

- Prepare: Communication.

**\* Feedback:**

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