Date of preparation:

Date of teaching:

Period: 59

**UNIT 7: RECIPES AND EATING HABITS**

**Lesson 5: SKILLS 1**

**I. OBJECTIVES:**

**1. Knowledge:**

a. Vocabulary: Arrange raw, component, well-balanced, longevity, lotion, horseradish, avocado, and ginger.

b. Grammar: Conditional sentences type 1with modal verbs

c. Skills:answering the questions, matching the headings, Reading and answering, discussion, interviewing, spoken interaction, reporting

**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, projector, plan.

**2. Students:** Textbooks.

**III. PROCEDURE**

**1. Checking:** During the lesson

**2. New lesson:**

|  |  |
| --- | --- |
| **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:** Ss share general knowledge about the Japanese food and eating habits.  **The result of the activity:** Students know more about the Japanese food and eating habits.  **Procedure:** | |
| - Ask Ss some question | **\*Chatting.**  - How often do you cook meals?  - What kind of food do you often cook?  - Do you think your dishes are good for health?  - Can you tell me some healthy food and unhealthy food? |
| **2. Presentation (10’)**  **Aim:** Help Ss understand some words related to Japanese eating habits.  **Content:** Ss share general knowledge about the Japanese food and eating habits through the reading text  **The result of the activity:** Students understand some new words and know more information about the Japanese eating habits.  **Procedure:** | |
| **Teacher**’s **and students**’ **activities** | **Contents** |
| T asks some questions related to the dishes in the pictures in the book. (Picture A: different types of sushi Picture B: miso soup Picture C: a bowl of rice Picture D: sliced cucumber/pickled cucumber).  Ss answer the questions  T gives some vocabulary words  Ss copy and read  T asks Ss to read an article about Japanese eating habits  Ss read and match the headings (1-3) with the paragraphs (A-C).  T corrects and remarks | **I. Reading**  **1. Vocabulary**  arrange:  raw:  component:  well-balanced:  longevity:  lortion:  horseradish:  avocado:  ginger:  **2. Now read an article about Japanese eating habits. Match the headings (1-3) with the paragraphs (A-C).**  *Key:* A. 3 B. 2 C. 1 |
| **3. Practice (15’)**  **Aim:** Ss can read for general and speci­fic information about the eating habits of Japanese people and answer the questions.  **Content:** Ss share general knowledge about the Japanese food and eating habits through the reading text  **The result of the activity:** Students understand some new words and know more information about the Japanese eating habits.  **Procedure:** | |
| **Teacher**’s **and students**’ **activities** | **Contents** |
| -Ss read the article again to answer the questions. Ss can underline parts of the text that help them with the answers. Ask Ss to compare their answers before giving the answers to T. Ask them to give evidence when giving the answers.   * Ss work in groups to discuss the eating habits of Vietnamese people. Ss use the questions provided as cues. Move around the class to provide help. Ask the groups to organise their ideas to prepare for a short presentation. | **3. Read the article again and answer the questions.**  *Key:*  1. 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.  **II. Speaking**  **4. Discuss the eating habits of** **Vietnamese people.**  Eg:  1.  have big dinner with at least 3 dishes and use many kinds of special sauces for each dish.  2.  Rice is the typical components in a Vietnamese meal.  3.  Rice is the staple.  4. ⇒  5.  Vegetable and soup are two dishes that always appear in a typical Vietnamese meal; after a meal, we usually eat fruit for desserts.  6.  Yes, because we eat a lot of vegetables and fruits. |
| **4. Further practice (10’)**  **Aim:** Ss can talk about the eating habits of Vietnamese people.  **Content:** Ss share general knowledge about the eating habits of Vietnamese people.  **The result of the activity:** Students understand more the eating habits of Vietnamese people.  **Procedure:** | |
| **Teacher**’s **and students**’ **activities** | **Contents** |
| -one group of Ss act as examiners and other groups as competitors. The groups take turns to present their ideas. If there is not much time left, allow about two or three groups to present. Invite comments from the examiners. Give additional comments. | **\* Present your** **group’s ideas about Vietnamese eating habits.**  E.g:  Vietnamese food is varied and distinctive. Traditional Vietnamese cooking usually uses fresh ingredients, little dairy and oil, and various herbs and vegetables. Different sauces such as : fish sauce, shrimp paste, and soya sauce are quite popular in various regions. A meal consists of various dishes: main dish (meat, fish, egg or tofu), vegetable, soup and rice. Rice is the staple in Viet Nam. In many families, people eat around a tray of food with a small bowl of ¬ fish sauce in the middle. Around this bowl are the dishes.  Usually there is a bowl of each dish, and people use chopsticks and spoons to get their share.  In general, Vietnamese food is considered healthy and is popular in other countries. |
| One student review what’ve been learnt in the lesson  T summarizes again | **Consolidation (2’)**  Review the lesson |

**3. Guides for homework (3’)**

– Find out some famous dishes of VN and how to cook them.

- Prepare next lesson: Skills 2

- Give opinion about eating habits.

**\* Feedback:**

………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………..