Date of preparation:

Date of teaching:

Period: 60

**UNIT 7: RECIPES AND EATING HABITS**

**Lesson 6: SKILLS 2**

**I. OBJECTIVES:**

**1. Knowledge:** By the end of the lesson students will be able to:

- Listen for detailed and speci­fic information about teenagers’ eating habits.  
- Write about the eating habits of a classmate.

a. Vocabulary: Vocabulary related to eating habits.

b. Grammar: Review

**\* Skills:** describe the picture, listening and decide true or false sentences, listening and completing the table, answering the questions, spoken interaction, writing the paragraph, reporting, presentation.

**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, projector, plan.

**2. Students:** Textbooks.

**III. PROCEDURE**

**1. Checking:** During the lesson

**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:** Ss share ideas about unhealthy eating and healthy eating habits.  **The result of the activity:** Students know how to have healthy eating habits  **Procedure:** | | | |
| **Teacher**’s **and students**’ **activities** | | **Contents** | |
| - T asks Ss to answer the question  - Ss discuss and give the answer  T introduces the lesson | | **\* Chatting.**  Do you think how is unhealthy eating and healthy eating? | |
| **2. Presentation (10’)**  **Aim:** Help Ss understand the contents of the listening  **Content:** Ss know some new words related to the content of listening task  **The result of the activity:** Students identify information about the listening task  **Procedure:** | | | |
| **Teacher**’s **and students**’ **activities** | | | **Contents** |
|  | | | |
| -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. | | **I. Listening**  **1. Describe and ­find out the** **differences between your pictures.**  *Suggested answers:*  - 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 | |
| **3. Practice (15’)**  **Aim:** Help Ss listen for detailed and speci­fic information about teenagers’ eating habits and write about the eating habits of a classmate  **Content:** Ss listen to decide whether the statements are True or False and gap – filling in the text; write about the eating habits of a classmate  **The result of the activity:** Students understand the detailed information about the listening task and write about the eating habits of a classmate  **Procedure:** | | | |
| **Teacher**’s **and students**’ **activities** | **Contents** | | |
| -Tell Ss that they are going to listen to two students talking about their eating habits.  - 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. -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 T 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**.  - 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.  -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. | **2. Listen to what they say** **and decide if the statements are true (T) or** **false (F).**  *Key:* **2** 1. T 2. F 3. T 4. F 5. T 6. F  **3. Listen again and complete the table. Use no** **more than three words for each blank.**  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  **II. Writing**  **4. Ask and answer questions** **about each other’s eating habits. Take notes** **of your partner’s answers in the table.**  **5 a. Write about your partner’s eating habits.** **Include information about his/her meals,** **your opinion about his/her eating habits and** **possible changes.**  **b. Exchange your work and give comments.**  *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. | | |
| **4. Further practice (10’)**  **Aim:** Help Sstalk about the eating habits of a classmate  **Content:** Ss can present the eating habits of a classmate  **The result of the activity:** Students know how to present the eating habits of a classmate  **Procedure:** | | | |
| **Teacher**’s **and students**’ **activities** | **Contents** | | |
| T guides Ss to talk about the eating habits of a classmate  Ss talk about the eating habits of a classmate  T corrects and remarks |  | | |
| One student review what’ve been learnt in the lesson  T summarizes again | **Consolidation (2’)**  Review the lesson | | |

**3. Guides for homework**

- Revise the writing.

- Prepare next lesson: Looking back - Project.

**\* Feedback:**

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