Date of preparation:

Date of teaching:

Period: 61

**UNIT 7: RECIPES AND EATING HABITS**

**Lesson 7: LOOKING BACK - PROJECT**

**I. OBJECTIVES:**

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

- Practice vocabulary and grammar points they have learnt in this unit.

- Practice making communication, project.

a. Vocabulary: Vocabulary related to eating habits.

b. Grammar: Review

**\* Skills:** matching words with descriptions, completing the words, completing the paragraph, sentences completion

**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 review the main content of unit 7**The result of the activity:** Students know the main content of unit 7**Procedure:** |
| **Teacher**’s **and students**’ **activities** | **Contents** |
| **1.Vocabulary****Aim:** Help Ss practicevocabularies related to eating habits**Content:** Ss review some new words related to the topic**The result of the activity:** Students know some new words related to the topic**Procedure:** |
| - Have Ss do this exercise individually and then compare their answers with a partner. - Call on Ss to read out loud their answers.- Ask Ss to complete the words individually - Check Ss’ answers as a class. If time allows, call on one or two Ssto write their answers on the board.- Ask Ss to do this exercise individually. - Have some Ss read out their answers. Con­firm the correct ones. | **1. Match the words in A with their description or** **de­finition in B.***Key:*1. d 2. e 3. g 4. b 5. a 6. c 7. h 8. f**2. Write a verb for a cooking method under each** **picture. The first letter has been provided.***Key:*A. steam B. deep-fry C. stir-fry D. bakeE. roast F. grill G. simmer H. stew**3. Fill each blank with a word/phrase in the box.** **There is one extra word.***Key:*1. hamburger 2. sushi 3. deep-fry 4. steam 5. stew |
| **2. Grammar (7’)****Aim:** Help Ss review the conditional type 1**Content:** Ss do the exercises related to the conditional type 1**The result of the activity:** Students know how to use the conditional type 1 correctly**Procedure:** |
| **Teacher**’s **and students**’ **activities** | **Contents** |
| - Have Ss do this exercise individually. - Check the answers as a class. T may ask Ss to explain their choice.- Ask Ss to write the sentences individually. Have two Ss write the sentences on the board. Ask other Ss to give comments. Correct the sentences if needed. | **4. Circle the correct answer.***Key:*1. slice 2. sticks 3. any - some 4. bag 5. clove 6. bunch**5. Complete the sentences with your own ideas.** **Use the modal verbs provided.***Suggested answers:*1. If you keep eating fast food, you might become overweight.2. If you promise to ­finish your homework tonight, you can go to the cinema with your friend.3. He should eat less sweets if he doesn’t want to have toothache.4. She must eat less rice and bread if she wants to lose weight.5. If you join this cooking lesson, you can cook many delicious dishes. |
| **3. Communication (8’)****Aim:** Help Sspractice making communication**Content:** Ss use language in communication correctly and fluently**The result of the activity:** Students know how to use language in communication correctly and fluently**Procedure:** |
| **Teacher**’s **and students**’ **activities** | **Contents** |
| - Have Ss rearrange the lines to make a complete conversation, ­first individually and then share their answers with a partner. Ask some pairs to read out loud the conversation.- Ask Ss to complete the self-assessment. Identify any difficulties and weak areas and provide further practice if necessary | **6. Rearrange the lines to make a complete** **conversation.***Key:*1. B 2. E 3. F 4. I 5. A 6. H 7. J 8. C 9. G 10. D |
| **4. Project (10’)****Aim:** Help Sspractice making project.**Content:** Make a survey on eating habits**The result of the activity:** Students know how to show ideas about eating habits**Procedure:** |
| **Teacher**’s **and students**’ **activities** | **Contents** |
|  |
| - Have Ss work in groups of four or ­five.- Guide them how to do and ask them to do at home. | **A survey on eating habits****1.** Work in groups. Go to other classes and ask different students about their eating habits. Write the students’ answers in the table.**2.** Now work together again. Analyse the answers you have got and organisethem in the form of an answer to each question. This could be done using avisual organiser such as a chart.**3.** In general, do the students at your school have healthy eating habits? Presentyour group’s ­findings to the class. |
| One student review what’ve been learnt in the lessonT summarizes again | **Consolidation (2’)**Review the lesson |

**3. Guides for homework (3’)**

- Complete the project.

- Prepare next lesson: Unit 8 – Getting started.

**\* Feedback:**

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