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**Period 55**

**UNIT 7:**  **RECIPES AND EATING HABITS**

**Lesson 1: Getting started: My favorite salad (P.6 - 7)**

**I. OBJECTIVES:** By the end of the lesson, Ss will be able to:

**1. Knowledge:** Have an overview of the topic “Eating habits in Viet Nam.”; Use the lexical items related to the topic “Eating habits in Viet Nam” to talk about good table manners.

- Vocabulary: Words: The lexical items related to the topic “Recipes and eating habits”.

1. prawn (n): món tômcelery (n): cần tâydrain (v): làm ráo nướcIngredient (n): Serve (v):Veratile (adj): Starter (n):

- Language: Conditional sentences type 1 with modal verbs.

**2. Skills:** Listening, speaking, reading and writing.

**3. Attitude:**

- Ss have a positive attitude towards what they have learnt; understand and actively respond to relevant matters or situations.

- Try to learn good table manners and taste different cuisines and respect the differences and diversities, so that they can strengthen the love for Vietnamese traditional cuisines and be aware of preserving and promoting Viet Nam’s identity.

**4. Competencies:**

Form and/or improve such competencies as: collaboration, teamwork, communication, presentation, problem-solving, assessment, etc.

**II. PREPARATIONS:**

**Teacher:** Projector, textbook, pictures, lesson plan.

**Students: Textbooks**, notebooks …

**III. ANTICIPATED PROBLEMS AND SOLUTIONS:**

- Students may not be familiar with many difficult recipes and eating habits.

\* Solutions: T only introduces the active words in class. For the passive ones, T lets Ss study at home.

**IV. PROCEDURE:**

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| **Teacher’s activities** | **Contents** |
| **WARM UP (IW/ 3’)(**The whole class)  - Ask Ss to open their books and look at the picture and the phrase under GETTING STARTED. Ask them some questions: *+ Who can you see in the picture?*  *+ What is there on the table?*  *+ Where are the people?*  *+ What do you think the people in the picture are talking about?* | **UNIT 7:**  **Lesson 1: Getting started:**  **My favorite salad** |
| **I**/ **LISTENING AND READING**  **1. Vocabulary: (IW/5’)**  - Teacher use different techniques to teach vocabulary (situation, realia)  - Follow the seven steps of teaching vocabulary  - Ss Write down  **TASK 1a: (IW/3’)**  - Have Ss work independently to ­find the words with the given meanings in the dialogue.  - Ss Share their answers with a partner.  - Allow Ss to share their answers before asking them to discuss as a class.  - Ask Ss to read out the lines in the dialogue that contain the words.  - Ss On pair quickly writes the correct answers on the board.  - Other pairs add some more words  - Have Ss look at the Watch out! box and quickly read the information. Ask Ss to make some examples with the expressions.  **TASK 1b:(PW/5’)**  Ask Ss to work in pairs and complete the word webs.  - Call on one pair to write their answers on the board.  - Ask other pairs add more words if needed.  **TASK1. c: Answer the questions:** (**IW/PW/7’)**  - Have Ss read the questions to make sure they understand them. Ask them ­ firstly to answer the questions without reading the dialogue again. (PW)  - Have Ss exchange their answers with a classmate.  - Ask Ss to check their answers by reading the dialogue again.  - Ask for Ss’ answers. | **I. Vocabulary:**   1. prawn (n): món tôm 2. celery (n): cần tây 3. drain (v): làm ráo nước 4. Ingredient (n): 5. Serve (v): 6. Veratile (adj): 7. Starter (n):   **II. LISTENING AND READING**  **Ex1.a: Find a word that means:**  1. starter 2. versatile  3. drain 4. peel  5. chop 6. combine    **Ex1b: find the word related to the topic of food in the conversation**  - Ingredient:salt, pepper, prawns, lemon juice, spring onions, celery, mayonnaise.  - Preparing and cooking: wash, boil, combine, chop, peel, drain, mix, add.  **Ex1. C: Answer the questions:**  1. Nick’s mum. 2. Because it’s simple and delicious. 3. In the summertime. 4. They are versatile, and you can use lots of different ingredients in a salad. 5. Nick’s mum boils and drains the prawns. Nick washes the celery, peels the prawns, and mixes the ingredients. Mi washes the spring onions, chops the celery and spring onions, and mixes the ingredients. 6. Because he is ­ finding it difficult to wait for one hour. |
| **PRACTICE**  Helping Students practice some dishes from different countries in the world.  **TASK 2: (IW/ PW/7’)**  - Have Ss look at the pictures. Tell Ss that in the box are some dishes from different countries in the world.  - Ss write these dishes under the pictures, and then compare their answers in pairs.  - Play the audio for Ss to check and repeat the answers.  - SS compare their answers in pairs then listen and check.  **TASK 3: (IW/ PW/10’)**  a/ Have Ss work in pairs to discuss what country in the box is associated with each dish in  - Ss write the answers.  **-** Check and confirm the correct answers.  - 5 Ss write the answer on the board.  b/Tell Ss to complete the sentences with the names of the dishes in**2**. The complete sentences will give Ss information about these dishes.  - Call on two Ss to write their answers on the board.  - Have Ss close their books. Point at each of Ss’ answers on the board and quickly Ss have to call out the country where the dish comes from. | **Ex2. Listen and name of each dish in the box under the picture.**  A. Cobb salad  B. sushi  C. steak pie  D. fajitas E. lasagna  F. mango sticky rice  G. beef noodle soup  H. curry  **Ex3. Discuss which country is associated with each dish.**  A. The USA B. Japan  C. The UK D. Mexico  E. Italy  F. Thailand  G. Viet Nam  H. India  **b. Fill in the blank with the name of a dish in 2.**  1. Lasagna  2. curry  3. steak pie  4. Fajitas  5. sushi |
| **WRAPPING UP**  Helping Students sum up whole knowledge from the game.  **TASK 4: (IW/ GW/4’)**  - Ask Ss to work in groups of 6 to do the quiz. The group which has the answers the fastest is invited to read out their answers. Elicit feedback from other groups and ask them to add some other answers.  - If there is some time left, have Ss work in their groups and write down a similar quiz. Set a time limit of about ­ five minutes. When time is up, ask the ­ first group to read out a question in their quiz. Ss from other groups give the answers. Other Ss decide if their answers are correct. Continue the TASK until all the groups have read out all of their questions or when time is up. | **Ex4. Food quiz:**  1. beef 2. prawn, potato 3. cheese, butter, ice cream  4. strawberry, lychee, cherry, pomegranate 5. broccoli, spinach, lettuce, celery, kohlrabi  1. beef 2. prawn, potato 3. cheese, butter, ice cream  4. strawberry, lychee, cherry, pomegranate 5. broccoli, spinach, lettuce, celery, kohlrabi |
| **HOMEASSIGNMENT (1’)**  - T elicits the homework. | - Practice reading the dialogue.  - Copy the exercise into notebooks. |

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**Period 56**

**UNIT 7:**  **RECIPES AND EATING HABITS**

**Lesson 2: A Close look 1 (P.9- 10)**

**I. OBJECTIVES:** By the end of the lesson, Ss will be able to:

**1. Knowledge:** use the lexical items related to dishes and ways of preparing and cooking food; ask statement questions with the correct intonation.

**- Vocabulary:** Words: The lexical items related to the topic “Recipes and eating habits”.

(chop ; slice ; grate ; marinate ; whisk ; dip ; sprinkle ; spread)

**- Grammar:** Conditional sentences type 1 with modal verbs.

**2. Skills:** Listening, speaking, reading and writing.

**3. Attitude:** - - Ss have a positive attitude towards what they have learnt; understand and actively respond to relevant matters or situations.

- Try to learn good table manners, taste different cuisines, and respect the differences and diversities, so that they can strengthen the love for Vietnamese traditional cuisines and be aware of preserving and promoting Viet Nam’s identity.

**4. Competencies:**

Form and/or improve such competencies as: collaboration, teamwork, communication, presentation, problem-solving, assessment, etc.

**II. PREPARATIONS:**

**Teacher:** Projector, textbook, pictures, lesson plan.

**Students: Textbooks**, notebooks …

**III. ANTICIPATED PROBLEMS AND SOLUTIONS:**

- Students may have difficulty in distinguishing the stressed words in sentences.

# \* Solutions: Teacher should download pronunciation power <https://www.thoughtco.com/practice-stress-and-intonation> to help Ss pronounce correctly.

**IV. PROCEDURE:**

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| **Teacher’s activities** | **Contents** |
| **WARM UP (5’)** The whole class  **Match the dish to the country.**  *T: Look at the table, match the countries in column A to the right dishes in column B.* | |  |  | | --- | --- | | A. The USA  B. Japan  C. The UK  D. Mexico  E. Italy  F. Thailand  G. Viet Nam  H. India | A. Cobb salad  B. sushi  C. steak pie  D. fajitas E. lasagna  F. mango sticky rice  G. beef noodle soup  H. curry |   **UNIT 7:**  **RECIPES AND EATING HABITS**  **Lesson 2: A Close look 1 (P.9- 10)** |
| ***VOCABULARY***  **TASK 1: (*IW/ PW/7’)***  - Have Ss work individually to do this exercise and then compare their answers with a classmate. - Elicit the answers from Ss and quickly write them on the board.  - Have Ss explain the meaning of each verb in English or Vietnamese.  - Correct Ss’ explanations when needed.  *- whisk: beat eggs, cream, etc., with a special tool to add air and make the food light (đánh trứng, kem…) - slice: cut something into thin ‑ at pieces (thái lát)*  *- grate: rub food (e.g. cheese) against a grater in order to cut it into very small pieces (nạo)*  *- dip: put something quickly into a drink, sauce or batter and take it out again (nhúng)*  *- chop: cut something into pieces with a knife (chặt, cắt)*  *- spread: put a layer of a substance evenly onto the surface of something (phết)*  *- sprinkle: shake small pieces of something, or drops of a liquid, on something (rắc)*  *- marinate: pour a mixture, usually containing oil, wine or vinegar, and herbs and spices, over meat or ­ fish before it is cooked to add ‑ favour or make it tender (ướp)*  - Now have Ss look at their answers on the board and say if these are correct.  - Listen and write the meaning of the words if necessary  **TASK 2:(PW/IW/7’)**  *T: The purpose of this exercise is to help you use the verbs correctly to talk about food preparation.*  - Ask Ss to work in pairs to do the exercise.  - Check the answers as a class. If time allows, have Ss make sentences.  **TASK 3:(IW/PW/7’)**  - Have Ss do this exercise individually and then compare their answers with a partner.  - Ss do this exercise individually and then compare their answers with a partner.  - Check and con­firm the correct answers.  - Have Ss give the Vietnamese translation of the words if needed.  **TASK 4:(WHOLE CLASS/7’)**  a/ Ask Ss to answer the two questions.  - Elicit their answers.  - Ask them if they have ever eaten or made a pizza.  T: *Do you they like the dish?.*  *Have you made a pizza yourselves?*  *Can you describe the process of making one briefly?*  b/ Have Ss complete the instructions individually and then compare their answers with a partner.  - Check the answers as a class.  T: *Who has not made a pizza before?*  *Can you make a pizza themselves after reading the instructions?* | **Ex1. Write a food preparation verb from the box under the picture:**  A. chop B. slice  C. grate D. marinate E. whisk F. dip  G. sprinkle H. spread    **Ex2: Complete the sentences with the correct form of the verbs:**  1. chop; slice  2. grates; sprinkles  3. marinate  4. whisk  5. dip  6. spread  **Ex3. Match each cooking verb with its definition.**  1. g 2. f 3. h 4. c  5. e 6. a 7. d 8. b  **Ex4.a: What dish are these ingredients used for?**  tomato sauce, onion, cheese, apple, bacon, pizza base → pizza  **b. Complete the instructions with the verbs in 1 and 3.**  1. Chop 2. Grate  3. Spread 4. Sprinkle  5. Spread 6. Bake |
| **PRONUNCIATION (10’)**  **Tones and statements used a question.**  **TASK 5:**  - 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.  (For a more able class, have Ss work in pairs and draw the arrows ­first. Then play the recording for them to check their answers.)  **TASK 6:(PW)**  a/ Ask Ss to work in pairs to complete the mini dialogues with suitable statement questions.  - Call on some pairs to write their answers on the board.  - Give comments when needed.  b/Have Ss practice the mini-dialogues and act them out in front of the class with the correct intonation.(PW) - Ask other Ss to comment. If time allows, let Ss write their own mini-dialogues with statement questions. | **Ex5. Listen and draw.**  1. A ……….  B. …….. and an apple  A. An apple?  B: Yes, an apple.  2. A: What’s for dinner?  B: ……. tonight.  A: ….. eating out?  B: Right.  3. A: …….. this dish.  B: Why not?  A: …… to prawns.  B: ….. to prawns?  A: ……. Eat them.  **Ex6.a. Complete the dialogues.**  *Suggested answer:* 1. You don’t like pasta?  /Don’t like pasta? 2. Add some salt?  **b. Practice the dialogue.** |
| **HOMEASSINGMENT ( 2’)**  - T elicits the homework. | - Write sentences with new words  - Copy the exercise into notebooks. |

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**Period 57**

**UNIT 7:**  **RECIPES AND EATING HABITS**

**Lesson 3: A Close look 2 (P.11- 12)**

**I. OBJECTIVES:** By the end of the lesson, Ss will be able to:

**1. Knowledge:** use some quantifiers correctly; write and use conditional sentences type 1 with modal verbs

**- Vocabulary:** Words: The lexical items related to the topic “Recipes and eating habits”.

They are related to dishes, and ways of preparing and cooking food ask statement questions with the correct intonation, use some quantifiers correctly.

**- Grammar:** Conditional sentences type 1 with modal verbs.

**2. Skills:** Listening, speaking, reading and writing.

**3. Attitude:** - Ss have a positive attitude towards what they have learnt; understand and actively respond to relevant matters or situations.

- Try to learn good table manners and taste different cuisines and respect the differences and diversities, so that they can strengthen the love for Vietnamese traditional cuisines and be aware of preserving and promoting Viet Nam’s identity.

**4. Competencies:**

Form and/or improve such competencies as: collaboration, teamwork, communication, presentation, problem-solving, assessment, etc.

**II. PREPARATIONS:**

**Teacher:** Projector, textbook, pictures, lesson plan.

**Students: Textbooks**, notebooks …

**III. ANTICIPATED PROBLEMS AND SOLUTIONS:**

- Students may have difficulty in using quantifiers

**\* Solutions:**Teacher should prepare the lesson carefully and give the Ss clear instructions.

**IV. PROCEDURE:**

|  |  |
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| **Teacher’s & Students’ activities** | **Contents** |
| **WARM UP (5’)**  **-** Helping Ss revise complex sentences as well as warming up the class and leading in the new lesson  **REVISION: Quantifiers: review**  - Ask Ss what a quantifier is. (a quantifier is a word or phrase that express quantity or amount). Tell Ss that they have already learnt, and know, quite a few quantifiers.  - Elicit examples from Ss. | **UNIT 7:**  **RECIPES AND EATING HABITS**  **Lesson 3: A Close look 2** |
| **GRAMMAR**  **1/ The use of the food quantifiers.**  ***TASK 1 (PW/5’)***  1. Ask Ss about the use of the four quantifiers. Make any necessary comments.  - Have Ss do this exercise individually and then compare their answers in pairs.  - Ss do the exercise individually, then compare the answers with a partner.  - Practice the dialogue again.  *T: When talking about recipes, people usually use food quantifiers and that the* ***Lookout****! Box contains the most common ones. Now, read the information in the* ***Look out!*** *Box.*  - Ask Ss to give examples with the quantifiers.  - Have Ss add some more food quantifiers they know to the list.  **TASK 2 (IW;PW/5’)**  - Have 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.  **TASK 3: (IW;PW/10’)**  **a/** Have 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.  **b/** 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.  **2/ MODAL VERB IN CONDITIONAL SENTENCES TYPE 1**  **TASK 4:(IW/5’)**  - Have Ss read the two given sentences and answer the questions. Elicit their answers and confirm the correct ones.  - Ask them to give the standard form of conditional sentences type 1.  - Call on one student to write the form on the board.  - Have Ss read the information and examples in the grammar box.  - Write the form of the examples on the board:  **TASK 5:(IW/5’)**  - Have Ss do the exercise individually and then compare their answers in pairs.  - Ask some Ss to read out loud the complete sentences. | ***Ex1. Fill each blank with: a, an, some, any.***  ***Key:***  1. a 2. a  3. some 4. some/any  5. a 6. some.  7. an 8. any  9. some  **Ex2. Match the food quantifiers with the nouns.**  1. a, g 2. a  3. f, g 4. c  5. h 6. b, d  7. e, f 8. b  **Ex3.a: Read the instructions to make a chicken salad.**  1. 200 grams 2. an  3. tablespoons 4. teaspoon  5. teaspoon 6. some  **Ex3.bWork in pairs. Think about a simple salad Write the instructions on how to make it using the quantifiers and cooking verbs you have learnt.**  *SUGGESTED:*  *Cut the bread into medium pieces and bake for 8-10 minutes until they brown evenly. Lay the chicken breasts on the pan for 4 minutes then turn them and cook for another 4 minutes. While waiting for the chicken, crush the garlic and mix with the cheese, mayonnaise and white wine vinegar, stir in a few teaspoon water if you want. Chop the chicken into bite-size, add the mixture to chicken and toss. Sprinkle some cheese on top and serve right away.* **Modal verbs in conditional sentences type 1.**  ***Form:***   |  | | --- | | **If + S + V (present simple), S + can/must/may/might/**  **should + V (in­finitive).** |   **Ex4.**  1. ability  2. advice  **Ex5. Match the first half of the sentence in A with the second half in B.**  1. c 2. e  3. a 4. b  5. f 6. d |
| **WRAPPING UP**  Helping Students write sentences that have the same meaning as the first after speaking and practicing the phrases.  **TASK 6:(PW/8’)**  - Have Ss work in pairs to read the situations and write appropriate *if*-sentences.  - Call on some Ss to write their sentences on the board. - Others give their comments.  - Give necessary correction. | **Ex6. Write the conditional sentences type** 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. |
| **HOMEASSIGNMENT ( 2’)**  - T elicits the homework. | - Write sentences with new words then learn them by heart.  - Copy the exercise into notebooks. |

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**Period 58**

**UNIT 7:**  **RECIPES AND EATING HABITS**

**Lesson 4: Communication (P.13- 14)**

**I. OBJECTIVES:** By the end of the lesson, Ss will be able to:

**1. Knowledge:** discuss the recipe for a dish

**- Vocabulary:** Words: The lexical items related to the topic “Recipes and eating habits”.

1. purée (v): xay nhuyễn (realia)2. cube (n): hình khối (picture)​3. shallot (n): cây hẹ (realia)

tender( adj): mềm (translation)5. garnish (v): bày biện món ăn6. fiber (n): sợi (realia)

**- Grammar:** Conditional sentences type 1 with modal verbs.

**2. Skills:** Listening, speaking, reading and writing.

**3. Attitude:** - Ss have a positive attitude towards what they have learnt; understand and actively respond to relevant matters or situations.

- Try to learn good table manners and taste different cuisines and respect the differences and diversities, so that they can strengthen the love for Vietnamese traditional cuisines and be aware of preserving and promoting Viet Nam’s identity.

**4. Competencies:**

Form and/or improve such competencies as: collaboration, teamwork, communication, presentation, problem-solving, assessment, etc.

**II. PREPARATIONS:**

**Teacher:** Projector, textbook, pictures, lesson plan.

**Students: Textbooks**, notebooks …

**III. ANTICIPATED PROBLEMS AND SOLUTIONS:**

- Students may have difficulty in using quantifiers

**\* Solutions:**Teacher should prepare the lesson carefully and give the Ss clear instructions.

**IV. PROCEDURE:**

|  |  |
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| **Teacher’s & Students’ activities** | **Contents** |
| **WARM UP (IW/5’)**  Helping Ss revise complex sentences as well as warming up the class and leading in the new lesson  - Ask Ss what they would like to have for breakfast?  - Ask them to talk about Ingredients for Pho  - The whole class One by one go to the board and write. | **UNIT 7:**  **RECIPES AND EATING HABITS**  **Lesson 4: Communication** |
| **VOCABULARY (IW/7’)**  - T introduces some vocabulary.  - Have Ss practice reading the vocab ( individually, chorally)  - Listen, repeat and copy down.  **TASK 1: (IW/2’)**  - Have Ss look at the picture and answer the questions.  - Quickly elicit their answers and write them on the board. Do not confirm the correct answers now.  **TASK**  **2:**  a/ Play the ­ first part of the recording for Ss to check their answers.  - Listen and check the answers  - T confirms the correct ones.  b/ Play the recording again for Ss to do the exercise.  - Have them compare their answers in pairs.  - Call on two Ss to write their answers on the board.  - Ask other Ss to correct these answers if needed.  - Play the recording one more time for Ss to check their answers. | **I. Vocabulary**  1. purée (v): xay nhuyễn (realia)  2. cube (n): hình khối (picture)  ​3. shallot (n): cây hẹ (realia)  4. tender( adj): mềm (translation)  5. garnish (v): bày biện món ăn  6. fiber (n): sợi (realia)  **Ex1. Look at the picture and answer the questions:**  1. pumpkin, celery, shallots, butter, salt, cream  **Ex2.a. Listen to the first part of the talk.**  **Ex2.b. Listen and fill in the blank:**  1. a kilo/one kilo 2. two  3. two sticks 4. two tablespoons  5. two tablespoons 6. a pinch  7. peel 8. chop  9. peel 10. slice  11. leaves |
| **PRACTICE (DISCUSSION) (11’)**  Helping Students talk about a day out  **TASK 3:**  - Have Ss read the steps to cook the soup and try to rearrange the steps.  **-** Do the task individually  - Some Ss write the answers on board  - Ask some Ss to write their order on the board.  - Play the recording for Ss to check their answers.  - Ask Ss to comment on the orders on the board. If there are any unclear points, play the recording a second time.  - Without playing the recording again, ask Ss about the benefits of the soup. If Ss are not sure about any points, play the recording again.  - Have one student talk about the benefits. | **Ex3.a. Read the steps to make the disk. Rearrange them into the correct order.**  1. b  2. e  3. f  4. c  5. a  6. d  **Ex3.c. Benefits of the dish:**  - a good source of ­fiber, minerals, and vitamins, especially vitamin A - improve your eyesight and protect yourself from certain cancers. |
| **WRAPPING UP**  Helping Students to sum up whole knowledge from speaking.  **TASK 4:**  a/ Have Ss work in groups to discuss a dish they like.  - Move around to provide any necessary help.  - Ss take notes of the ingredients, how to prepare the dish, and the steps to cook it on a big piece of paper.  b/ Ask groups to stick their answers on the walls around the class.  - Ask other Ss to move around to each group and listen to the group’s presentation about the dish.  - Each group present their work in front of the class.  - Have Ss vote for the best dish and explain the reasons. | **Ex4. Choose a disk you like. Discuss its ingredients, steps to cook and how to cook it.**   |  |  | | --- | --- | | **Name of the dish** | **………..** | | **Ingredients** | **……......** | | **Preparation** | **………..** | | **Steps** | **…………** | | **Benefits of the dish** | **………….** |   **Expected answer:**  *Name of the dish: Chung Cake Ingredients:rice, green bean, fatty pork and black pepper, salt, sometimes green onion*  *STEP: Fold the leaves over a mould, wrap the cake into a square shape, and tie it with bamboo strings.*  *- Place cakes in a pot padded with dong leaf stalks, pour in enough water to submerge the cakes, and boil on high heat. As the water boils off, add enough to keep the  cakes submerged.*  *Boil continuously for 12 hours*  *Benefits: Help us to remember about the traditional food* |
| **HOMEASSIGNMENT ( 1’)**- T elicits the homework. | - Make sentences with new words then learn them by heart. |

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**Period 59**

**UNIT 7:**  **RECIPES AND EATING HABITS**

**Lesson 5: Skills 1 (p.14- 15)**

**I. OBJECTIVES:** By the end of the lesson, Ss will be able to:

**1. Knowledge:** read for general and speci­fic information about the eating habits of Japanese people; talk about the eating habits of Vietnamese people.

**- Vocabulary:** Words: The lexical items related to the topic “Recipes and eating habits”.

They are related to dishes, and ways of preparing and cooking food ask statement questions with the correct intonation, use some quantifiers correctly.(component (n): longevity (n): staple (n): nutritious portion (n): horseradish: pickled (adj):

**- Grammar:** Conditional sentences type 1 with modal verbs.

**2. Skills:** Listening, speaking, reading and writing.

**3. Attitude:** - Ss have a positive attitude towards what they have learnt; understand and actively respond to relevant matters or situations.

- Try to learn good table manners and taste different cuisines and respect the differences and diversities, so that they can strengthen the love for Vietnamese traditional cuisines and be aware of preserving and promoting Viet Nam’s identity.

**4. Competencies:**

Form and/or improve such competencies as: collaboration, teamwork, communication, presentation, problem-solving, assessment, etc.

**II. PREPARATIONS:**

**Teacher:** Projector, textbook, pictures, lesson plan.

**Students: Textbooks**, notebooks …

**III. ANTICIPATED PROBLEMS AND SOLUTIONS:**

- Students may have difficulty in using quantifiers

**\* Solutions:**Teacher should prepare the lesson carefully and give the Ss clear instructions.

**IV. PROCEDURE:**

|  |  |
| --- | --- |
| **Teacher’s & Students’ activities** | **Board Contents** |
| **WARM UP (5’)**  **TASK 1: Ex1:*Guessing the pictures***  - T shows the 4 pictures hidden and lets sts guess what they are.  - The whole class  *T: Have you ever tried the dishes in the pictures? If so, how did you find them?* | A: different types of sushi  B: miso soup  C: a bowl of rice  D: sliced cucumber/ pickled cucumber |
| **READING**  **Leading sts to the new lesson by teaching vocabulary (IW/8’)**  - Have sts look at the picture and answer the questions, quickly elicit their answers and write them on the board.  - Get feedback for the correct answers.  **TASK 2 Read then match the headings with the paragraph. (IW. PW/8’)**  **Help sts read the text and find out the question by matching the headings with the paragraph**  - Ask sts to read the headings quickly. Make sure they understand the meaning of each heading.  - Have sts read the paragraphs and match them with the headings then compare the answers with a partner  - Ask sts to compare the answers in pairs.  - Elicit their answers.  **TASK 3: Answer the questions (IW/PW/ 7’)**  - Have sts read the passage again to answer the questions. Ask them to underline the parts of the text that help them with the answers.  - Ask sts to compare in pairs.  - Have sts come to the board to write the answers.  - Correct the mistakes if needed. | **I. Reading:**  **1. Vocabulary**  1. component (n): /kəm'pounənt/ thành phần  2. longevity (n): / lɔn'dʤeviti/ tuổi thọ  3. staple (n): /'steipl/ lương thực chính  4. nutritious (n): / nju:'triʃəs/ dinh dưỡng  5. portion (n): / 'pɔ:ʃn/ khẩu phần  6. horseradish:/ ‘hɔːsrædɪʃ/ củ cải cay  7. pickled (adj): /'pikld/; ngâm giấm  **Ex2. Read the article about Japanese eating habits. Match the headings with the paragraph.**  *Key: A3, B2,C1*    **Ex3. Answer the questions:**  Key:  1. They like raw food and do not use sauce with a strong flavor.  2. They cut fresh fish.  3. Both can be served with soy sauce. |
| **SPEAKING (3’)**  **TASK 4: Discuss the eating habits of Vietnamese people (GW/7’)**  - Have sts work in groups of 4 to discuss the eating habits of Vietnamese people, using the questions as cues.  **Helping Students make a brainstorm and express their opinions.**  - Ask the groups to organize their ideas to prepare for a short presentation.  - Group work  ( write the ideas on the posters) | **Ex4. Discuss the eating habits of Vietnamese people.**  + The most important feather of Vietnamese eating:  + The typical components in Vietnamese meal:  + The staple of our country:  + The dishes are arranged:  + Other characteristics of our eating habits: |
| **FURTHER PRACTICE (GW/8’)**  **Help sts feel comfortable to present the group’s ideas about Vietnamese eating habits**  *T: Imagine that you take part in an international competition in which competitors talk about the eating habits of your country. Present your group’s ideas about Vietnamese eating habits.*  - Have one or more group(s) to come to the front to present. | **Ex5. Present your group’s ideas about Vietnamese eating habits.**  *Vietnamese food is varied and distinctive. It is considerably low fat and high in carbohydrates. 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.*  *There is no concept of ‘ course’ in a Vietnamese meal. A meal consists of various dishes*  *( meat, fish, egg or tofu), vegetable, soup and rice. Rice is the staple in Vietnam. In many families, people eat around a tray of food with a small bowl of fish sauce in the middle. Around this bowl are dishes. If people place the food on a table, a similar arrangement is followed. Dishes are served communally. Usually there is a big dish/ 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.* |
| **HOMEASIGNMENT ( 2’)**  - T elicits the homework. | - Write new words.  - Copy the exercise into notebooks. |

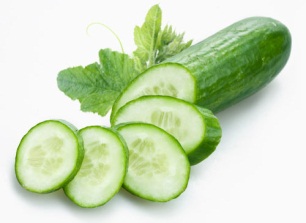
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**Period 60**

**UNIT 7:**  **RECIPES AND EATING HABITS**

**Lesson 6: Skills 2 (P.15)**

**I. OBJECTIVES:** By the end of the lesson, Ss will be able to:

**1. Knowledge:** listen for detailed and speci­fic information about teenagers’ eating habits; write about the eating habits of a classmate.

**- Vocabulary:** Words: The lexical items related to the topic “Recipes and eating habits”.

They are related to dishes, and ways of preparing and cooking food ask statement questions with the correct intonation, use some quantifiers correctly.(- grill (v): - Nutritious (n): - creal (n))

**- Grammar:** Conditional sentences type 1 with modal verbs.

**2. Skills:** Listening, speaking, reading and writing.

**3. Attitude:** - Ss have a positive attitude towards what they have learnt; understand and actively respond to relevant matters or situations.

- Try to learn good table manners and taste different cuisines and respect the differences and diversities, so that they can strengthen the love for Vietnamese traditional cuisines and be aware of preserving and promoting Viet Nam’s identity.

**4. Competencies:**

Form and/or improve such competencies as: collaboration, teamwork, communication, presentation, problem-solving, assessment, etc.

**II. PREPARATIONS:**

**Teacher:** Projector, textbook, pictures, lesson plan.

**Students: Textbooks**, notebooks …

**III. ANTICIPATED PROBLEMS AND SOLUTIONS:**

- Students may have difficulty in organizing the ideas to write about the eating habits of a classmate**.**

**\* Solutions:**Teacher should prepare the lesson carefully and give the Ss clear instructions.

**IV. PROCEDURE:**

|  |  |
| --- | --- |
| **Teacher’s & Students’ activities** | Résultat de recherche d'images pour "bát cơm"**Contents** |
| **WARM - UP ( PW/5’)**  - T divides the class into two teams.  - T tell the rule of the game  - T show 8 pictures about many kinds of food all over the world at a time  - At the last picture was showed, Ss have 30 seconds to go to the board and write down the answers.  - T check the answers.  - Let Ss open their books and start  the lesson. | Résultat de recherche d'images pour "súp miso"Image associée  image001_12.jpgKết quả hình ảnh cho món gỏi ngon  **UNIT 7:**  **RECIPES AND EATING HABITS**  **Lesson 6: Skills 2 (P.15)** |
| **LISTENING**  **- Leading sts to the new lesson by giving some vocabulary and finding out the differences between the two pictures. (IW/3’)**  **-** Teacher use different techniques to teach vocabulary:  - Follow the seven steps of teaching vocab.  - Ss practice reading the words, and then write down  **\* Checking vocab: What and where**  **TASK 1: Describe the pictures (PW/5’)**  *T: One of you looks at picture A, and the other looks at the one on page P.17. Ask each other questions to find out the differences between them.*  - Have Ss do this TASK in pairs.  - Have them 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.  **TASK 2:Listen to the conversation (IW/7’)**  *- T: You are going to listen to two students talking about their eating habits. Before listening, please read through the statements and underline key words.*  - Play the recording for Ss to do the exercise.  - Ss listen to the recording and do 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.)  **TASK 3:complete the table (IW/5’)**  *T: Without listening to the recording again, please complete the table by ­filling each blank with no more than three words. You’ll work individually.*  - Have Ss compare their answers with a classmate before giving 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**. | **I. Listening:**  **1. Vocabulary:**  - grill (v): nướng  - Nutritious (n): dinh dưỡng, bổ dưỡng  - creal (n): ngũ cốc  **2. Describe the pictures:**  - 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.  **Ex2. Listen to the conversation and decide whether if the statements are T of F.**  1. T 2. F  3. T 4. F  5. T 6. F  **Ex3. Listen and complete the table.**  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 |
| **WRITING**  **Ask and answer questions about each other’s eating habits, and take notes.**  **TASK 4:Ask and answer questions (PW/4’)**  - 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 moves around to give comments as there may not be enough time for checking with the whole class.  **TASK 5:write about their partner’s eating habits. (IW/10’)**  - 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. | **II. WRITING**   |  |  |  |  | | --- | --- | --- | --- | | Name | Breakfast | Lunch | Dinner | |  |  |  |  | |  |  |  |  |   **Ex4. Ask and answer questions about each other’s eating habits, and take notes of their partner’s answers in the table.** |
| **FURTHER PRACTICE IW/5’)**  - T collects some Ss’ work to correct, or T may ask them to rewrite the exercise as homework. | *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. |
| **HOMEASSIGNMENT( 1’)**  - T elicits the homework. | - Write make sentence with each new words .  - Copy the exercise into notebooks.  - Prepare **LOOKING BACK** |

***Audio script:***

**Nicolas**: I don’t have a proper breakfast. I never have time because I always get up late. Normally, my mum buys a packet of biscuits and I have some on the school bus. At lunchtime, I’m always hungry, so I have a hamburger, a packet of crisps, and a cola. I can easily get them at the school canteen. For dinner, I like fried beef, noodles, and eggs. I don’t really eat vegetables because they aren’t tasty. My mum says my eating habits are unhealthy. I’m thinking about changing them. If I   
continue eating like this, I may become overweight.

**Maya**: My brother doesn’t have healthy eating habits, but I do. For breakfast, I usually have a bowl of cereal, a glass of milk, and a banana. It’s important to start a new day with a good breakfast, so I tend to have nutritious things. I don’t buy lunch at school; instead, I prepare my lunch box with two slices of bread, a boiled egg, and salad. Sometimes, my mum makes sushi for my lunch. In the evening, my mum and I cook dinner. My favourite is steamed fish. Lean grilled chicken is also a dish I like for dinner.

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**Period 61**

**UNIT 7:**  **RECIPES AND EATING HABITS**

**Lesson 7: Looking back + Project (P.16- 17)**

**I. OBJECTIVES:** By the end of the lesson, Ss will be able to:

**1. Knowledge:** use some vocabularies and structures to talk about their favorite dishes and recipes for dishes.

**- Vocabulary:** Words: The lexical items related to the topic “Recipes and eating habits”.

They are related to dishes, and ways of preparing and cooking food ask statement questions with the correct intonation, use some quantifiers correctly.

**- Grammar:** Conditional sentences type 1 with modal verbs.

**2. Skills:** Listening, speaking, reading and writing.

**3. Attitude:** - Ss have a positive attitude towards what they have learnt; understand and actively respond to relevant matters or situations.

- Try to learn good table manners and taste different cuisines and respect the differences and diversities, so that they can strengthen the love for Vietnamese traditional cuisines and be aware of preserving and promoting Viet Nam’s identity.

**4. Competencies:**

Form and/or improve such competencies as: collaboration, teamwork, communication, presentation, problem-solving, assessment, etc.

**II. PREPARATIONS:**

**Teacher:** Projector, textbook, pictures, lesson plan.

**Students: Textbooks**, notebooks …

**III. ANTICIPATED PROBLEMS AND SOLUTIONS:**

**-**Students are not confident to present and promote their activities before the class.

**\* Solutions:**Teacher should prepare the lesson carefully and give the Ss clear instructions and encourage students to be calm to take part in the project part.

**IV. PROCEDURE:**

|  |  |
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| **Teacher’s & Students’ activities** | **Contents** |
| **WARM UP (IW/5’)**  Helping Ss revise some words about recipes and eating habits, quantifiers as well as warming up the class and leading in the new lesson.  **TASK 1: Match the words**  - Have Ss do this exercise individually and then compare their answers with a partner.  - Call on Ss to read out loud their answers. | **I. Vocabulary:**  **Ex1. Match the words in A with their definitions**  1. d 2. e  3. g 4. b  5. a 6. c  7. h 8. f |
| ***VOCABULARY (10’)***  ***Leading sts to the new lesson by using the words in the warm - up part.***  **TASK 2:**  - Ask Ss to complete the words individually. Check Ss’ answers as a class.  - Ss compare the answers with a partner. Read out loud their answers.  - Call on one or two Ss to write their answers on the board.  **TASK 3:**  - Have Ss work individually.  - Have Ss compare the answers with a partner.  - Call on some ss to read out loud their answers.  - Confirm the correct answers. | **Ex2. Write a verb for a cooking method under each picture:**  A. steam B. deep-fry  C. stir-fry D. bake  E. roast F. grill  G. simmer H. stew  **Ex3. Fill in each blank with a word/ a phrase.**  1. hamburger 2. sushi  3. deep-fry 4. steam  5. stew |
| **Review Grammar (12’)**  **Help sts review Grammar: Quantifiers and Modal verbs in Conditional sentences.**  **TASK 4:** Circle the correct answers  - Have sts work individually.  - Have sts compare the answers with a partner.  - Confirm the correct answers.  **TASK 5: Complete the sentences**  - Ask sts to write the sentences individually.  - Call on 2 sts to write the sentences on the board.  - Ask other sts to give comments.  - Correct the sentences if needed. | **II. Grammar:**  **Ex4. Circle the correct answers:**  1. slice 2. sticks  3. any - some 4. bag  5. clove 6. bunch  **Ex5. Complete the sentences.**  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. |
| **Communication (5’)**  **Help Ss make a complete conversation about eating habits**  **TASK 6:**  - 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.  - Finished!  - Ask Ss to complete the self-assessment.  - Identify any difficulties and weak areas and provide further practice if necessary. | **Ex6. Rearrange the lines to make a complete conversation.**  1. B 2. E  3. F 4. I  5. A 6. H  7. J 8. C  9. G 10. D |
| **Project (12’)**  **A survey on eating habits**  1. Have Ss work in groups of four or ­ five. They go to other classes and ask different Ss about their eating habits. (Each student interviews three other Ss and records their answers in the table).  2.Group members meet together and organize the answers in the form of an answer to each question. The following table can serve as an example. This summarizes the answers of 12 Ss. (Ss work in groups of 4).  Their ­ findings might look like this: - Question 1: Of 12 students answered, only three usually eat fast food. Four of them sometimes eat fast food, and ­ five never have this kind of food. - Question 2: …  3.Have groups present their ­ findings to the class. Finally, they conclude whether Ss at the school have healthy eating habits. | **A survey on eating habits** |
| **HOMEASSIGNMENT (1’)**  - T elicits the homework. | - Do ex in MLH work book.  - Copy the exercise into notebooks. |

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