**Period 43 UNIT 3: ALL ABOUT FOOD Lesson 6: 3C VOCABULARY (p. 58)**

**I. Objectives (learning outcomes):** By the end of this lesson, students will be able to:

**1. Knowledge:**

- Learn verbs relating to food preparation.

- Learn cooking tools.

- Learn how to talk about cooking tools.

**2. Core competence and language skills:**

- Listen and pronounce the words correctly.

- Build critical thinking, communication skills.

**3. Personal qualities:**

- Build their love for cooking and know more about healthy diet.

**II. Teaching aids:**

**- Teacher’s aids:** student book and teacher’s book, class CDs, IWB software, PPT/ projector/interactive whiteboard/TV (if any).

**- Students’ aids:** Student books, notebooks.

**III. Procedures:**

**A. Warm-up: (5 minutes)**

**a. Objectives:** to introduce the new lesson and set the scene for Ss to acquire new language; to get students' attention at the beginning of the class by means of enjoyable and short activities as well as to engage them in the steps that follow.

**b. Content:** Miming game

**c. Outcome:** Ss can know some verbs relating to food preparation

**d. Competence: c**ommunication, collaboration, analytical thinking skills

**e. Organization:**

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| **T’s activities** | **Ss’ activities** |
| - Divide the class into 2 groups.  - Write the words in the paper and ask Ss to mime in front of the class for their friends to guess the words.  - The group having the correct answers is the winner. | - Play game in groups  - Take notes  **Game: miming**   1. slice 2. peel 3. grate 4. add 5. mix 6. chop 7. beat |

**B. New lesson: (35 minutes)**

**1. Activity 1: (15 minutes)**

**a. Objectives:** to present vocabulary for food preparation and improve Ss’ listening skill.

**b. Content:** vocabulary for food preparation.

**c. Outcome:** Ss can remember and use vocabulary for food preparation correctly.

**d. Competence: c**ommunication, collaboration, critical thinking skills

**e. Organization:**

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| **T’s activities** | **Ss’ activities** |
| - Ask Ss to look at the pictures. - Play the recording with pauses for Ss to repeat chorally and/or individually. - Check Ss’ pronunciation and intonation. - Elicit the students' native language equivalents. | - Look at the pictures and take notes  - Listen and repeat chorally and/or individually.  ***Task 1.* Listen and repeat. Say the** **words in your language. (2.17)**  Food preparation (slice, peel, grate, add, mix, chop, beat) |
| - Ask Ss to look at the pictures. - Play the recording with pauses for Ss to repeat chorally. - Check Ss’ pronunciation and intonation. - Elicit the students' native language equivalents. | - Look at the pictures and take notes  - Listen and repeat chorally and/or individually.  - Work in pairs, one S says Vietnamese, the other says English  **Task 2: Listen and repeat. Say the words in your language.**  Cooking tools (knife, saucepan, bowl, whisk, cake tin, grater, frying pan, spoon)  **\* Checking remembering:** |

**2.** **Activity 2: (15 minutes)**

**a. Objectives:** to help SS practise vocabulary for food preparation and cooking tools.

**b. Content:** cooking tools

**c. Outcome:** Ss can talk about food preparation and cooking tools.

**d. Competence: c**ommunication, collaboration, critical thinking skills and creativity

**e. Organization:**

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| **T’s activities** | **Ss’ activities** |
| - Explain the task.  - Check Ss’ answers.  - Ask Ss to work in pairs and make sentences about food preparation and cooking tools using their answers to Exercise 3a following the example. - Elicit answers from around the class. | - Complete the task individually and then share with their partners  ***Task 3.* a. Match the cooking tools (1-4) to the correct phrases (a-d).**  **Answer key**  1. c 2. d 3. a 4. b  **b. Make sentences using your answers in Exercise 3a. Tell your partner.**  ***Answer key***  You need a knife to chop, peel or slice onions. You need a grater to grate cheese. You need a spoon to mix vegetables*.* |

**3. Activity 3: (5 minutes)**

**a. Objectives:** to help SS practice extensive speaking.

**b. Content:** food preparation

**c. Outcome:** Ss can apply the lesson in a real situation

**d. Competence: c**ommunication, collaboration, critical thinking, presentation skills and creativity

**e. Organization:**

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| **T’s activities** | **Ss’ activities** |
| - Ask Ss to work in pairs and talk about what do they need to cook their favourite dish/dishes.  - monitor the class and help ss if necessary.  - Call some Ss to talk in front of the class. | - Develop the ideas.  - Practice extensive speaking.  - Apply the lesson in a real situation  **Work in pairs. Ask and answer the questions: What’s your famous dish? What do we need to cook it and what are they used for.**  ***Suggested answer***  *My favourite dish is fried eggs. To cook this dish, we need some eggs and oil. We need a whisk to beat eggs. We need a frying pan to fry eggs. And we need a place to contain fried eggs.* |

**C. Consolidation (3 minutes)**

- Verbs relating to food preparation,

- Cooking tools

- Talk about cooking tool

**D. Homework assigned (2 minutes)**

- Learn verbs relating to food preparation and cooking tools

- Do exercises in the workbook (page 30)