Planning date: 10 – 01 – 2023

Teaching date: 11 – 01 – 2023

Period 56: **Unit 7: RECIPES AND EATING HABITS**

 **Lesson 2: A CLOSER LOOK 1**

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

**1. Knowledge:**

 a. ***Vocabulary***: learn some words related to dishes and ways of preparing and cooking food.

 b. ***Grammar***: Quantifiers & modal verbs in conditional sentences type 1

**2. Competences:**

 - use lexical items related to dishes and ways of preparing and cooking food and ask statement questions with the correct intonation.

**3. Qualities:**

 - know how to describe the ways of preparing and cooking food

**II. TEACHING AIDS:**

**1. Materials:** Textbooks, plan

**2. Equipment:** A laptop connected with TV, textbooks

**III. PROCEDURES:**

| **Stages/Time** | **Contents** | **Notes** |
| --- | --- | --- |
| **Warm up** 5 mins**Preparation** 7 mins**Practice** 5 mins  5 mins 5 mins 5 mins**production** 3 mins 5 mins**Homework:**5mins | **\*Write some words related to preparing and cooking food**Example: boil**I. VOCABULARY****1. Write a food preparation verb from the box under each picture** - whisk (v) : đánh trứng, kem - slice (v) : thái lát - grate (v) : nạo - dip (v) : nhúng - chop (v) : chặt, cắt - spread (v) : phết - sprinkle (v) : rắc - marinate (v) : ướpU7-L2-1-1-40a47da9e767383404286dbb8bce5bf0 U7-L2-1-2-68ba7049f11d59f74afed503b756cb2b U7-L2-1-3-5d5efe44fdd08b40be0b0a793b08a351A. chop B. slice C. grate U7-L2-1-4-51b1b82441c9f3778d0d945fccd7a56eU7-L2-1-5-d1cfbe868e47a42c1a8634aef79c78a7U7-L2-1-6-0cfd51a9b1a30eda35b6ac116bf1e38a D. marinate E. whisk F. dipU7-L2-1-7-5d6fd776d529ca800fc3938f495b0ac2U7-L2-1-8-82c404149bcbd344a02a065eab710026G. sprinkle H. spread**2. Complete the sentences with the correct form of the verbs in 1.***Key:*1. chop, Slice 2. grates, sprinkles 3. Marinate 4. whisk 5. Dip 6. spread**3. Match each cooking verb in A with its definition in B***Key:* 1.g 2. f 3. h 4. c  5. e 6. a 7. d 8. B**4. a. What can you see in the pictures? Do you know what dish these ingredients are used for ?***Key:* tomato sauce, onion, cheese, apple, bacon, pizza base 🡪 pizzaU7-L2-4-8581def829fdad58a90c004f4fac860a**b. Complete the instructions below with the verbs in 1 and 3. One verb is used twice**1 21. *Chop* the onion, 2. *Grate* the cheese. Bacon and an apple.3 43. *Spread* the tomato 4. *Sprinkle* the cheese on sauce on the pizza base. The pizza base.5 65. *Spread* the chopped 6. *Bake* the pizza in the onion, bacon and apple oven for about 10 minuteson top.**II. PRONUNCIATION****Tones in statements used as questions**U7-L2-4-7-77dd44a75b0ff0775f25c01e4911413f**5. Listen to the conversation. Draw 🡮 or 🡭 at the end of each line. Practice the conversations with a partner.** 1. A:  B: … an apple A: An apple ? B: …..an apple 2. A:  B:  A:  B:  3. A:  B:  A: B: A: -Do exercise 6-Learn new words by heart-Prepare for A closer look 2 | -Ask Ss to write the words on the board.-T and the whole class comment.-T gives marks-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’ answers.  -Ask Ss to work in pairs to do this exercise.-Check the answers as a class.-Have Ss do this exercise individually and then compare their answers with a partner. Check and confirm the correct answers.-Ask Ss to answer the two questions. Elicit their answers. Ask them if they have ever eaten or made a pizza. If yes, ask them to describe the process of making one briefly.Have Ss complete the instructions individually and then compare their answers with a partner. Check the answers as a class.-Explain to Ss the meaning of ‘statement’ and ‘statement question’-Play the part of the conversation in Getting started and ask Ss to pay attention to the intonation of the sentences. Ask them to give comments.-Answer any questions from Ss, and ensure that Ss understand the information.-Have Ss read through the three conversations. Play the recording for Ss to draw appropriate arrow to indicate the intonation of each sentence. Have Ss compare their answers in pairs.-Correct the mistakes.-Lead Ss to do this exercise at home |