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| **School: ………………………………………..** | **Date:……………………………………..** |
| **Class: …………………………….....................** | **Period: 24** |

**UNIT 2: FIT FOR LIFE**

**Vocabulary 2c (Page 34)**

**1. Objectives**

By the end of this lesson, students will be able to…

**1.1. Language knowledge/ skills**

- learn and use vocabulary: *orange juice, salad, grapes, cereal, bread, pizza, rice, pasta, soup, biscuits, milk, fish, meat, steak, chicken, burger, ice cream.*

- practise listening for specific and general information.

- give advice about healthy eating habits.

- improve listening skills and pronunciation.

**1.2. Competences**

- improve Ss’ communication, collaboration, analytical and critical thinking skills.

 **1.3. Attributes**

 - build their love for music.

 - develop their patriotism, kindness, honesty.

**2. Teaching aids and materials**

**- Teacher’s aids:** Student’s book and Teacher’s book, class CDs, IWB – Phần mềm tương tác trực quan, projector/interactive whiteboard /TV (if any), PowerPoint slides.

**- Students’ aids:** Student’s book, Workbook, Notebook.

**3. Assessment Evidence**

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| **Performance Tasks** | **Performance Products** | **Assessment Tools** |
| **- L**ook at the pictures then write the words in the correct categories.- Look at the foods/drinks in Exercise 1 and decide if they are countable nouns or uncountable nouns.- Look and say what Sally has every day.- Answer the question by using their own information.- Talk about healthy eating habits. | **-** Ss’ answers.**-** Ss’ answers.- Ss’ answers.- Ss’ answers.- Ss’ answers / presentation. | - Observation.- Observation.- Observation.- Observation.- Observation. |

**4. Procedures**

**A. Warm up: 5 minutes**

a. Objectives: to brainstorm the topic and introduce vocabulary for Food & Food categories.

b. Content: task 1.

c. Expected outcomes: Ss can think and recall vocabulary and think about the topic.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Task 1. Look at the pictures. List the foods/drinks under the categories.**- Ask Ss to look at the pictures then write the words in the correct categories. - Provide an example for each category before Ss do the task. | **- L**ook at the pictures then write the words in the correct categories.- Work in pairs to complete the task. |

**B. Vocabulary presentation: 10 minutes**

a. Objectives: to present vocabulary for food & food categories and identify countable/ uncountable nouns.

b. Content: tasks 1, 2.

c. Expected outcomes: Ss can remember and understand the meanings of the vocabulary and identify countable/uncountable nouns.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Task 1: Listen and check.**- Play the recording for Ss to listen and check their answers (using the IWB).- Explain and translate into Vietnamese if necessary. | - Listen and check.- Take notes.***Answer keys:***1. fruit & vegetables: orange juice, salad, grapes2. carbohydrates: (grains, sugar, etc.) cereal, bread, pizza, rice, pasta, soup, biscuits3. proteins: (meat, poultry, dairy products, etc.) milk, fish, meat, steak, chicken, burger4. fats: (butter, oil, etc.) ice cream |
| **Task 2: Look at the foods/drinks in Exercise 1. Which are countable nouns and which are uncountable nouns?**- Read out the ***Note!*** box and explain that countable nouns are things we can count *(e.g. apple/apples, egg/eggs)* and uncountable nouns are things we cannot count *(e.g. bread, coffee, flour)*.- Give Ss time to look at the food/drinks in Exercise 1 again and elicit which are countable/ uncountable from Ss around the class.- Check Ss’ answers (using the IWB). | - Read the ***Note!*** Box and listen to the teacher.- Take notes.- Look at the foods/drinks in Exercise 1 and decide if they are countable nouns or uncountable nouns.***Answer Keys******countable:*** *steak, burger, biscuits, grapes****uncountable:*** *cereal, milk, orange juice,**bread, pizza, fish, salad, meat, rice, steak,**pasta, chicken, soup, ice cream****Note: Steak*** *can be countable and uncountable.* |

**C. Vocabulary practice: 15 minutes**

a. Objectives: to help Ss practise new vocabulary; practise listening for specific information.

b. Content: task 3 and task 4.

c. Expected outcomes: Ss can recall and use the words in the context correctly, listen and do the task.

d. Organization:

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| **Teacher’s activities** | **Students’ activities** |
| **Task 3.** **a) Sally is training for a basketball match and needs to eat healthily. What does she have (**✓**) every day? Look and say as in the example.***Sally has a glass of milk and cereal for breakfast.*- Explain the task using IWB and read out the example.- Elicit answers from Ss around the class.- Check Ss’ answers using IWB.**b) What do you have for *breakfast*, *lunch*, *dinner* and a *snack*?**- Then ask various Ss to say what they have for breakfast, lunch, dinner, a snack. | - Look and say what Sally has every day.- Work in pairs***Answer Key****She has fish and salad for lunch.**She has chicken and soup for dinner.**She has grapes for a snack.*- Answer the question individually and then share with their friend.***Suggested Answer Key****I have cereal with milk for breakfast.**I have pizza for lunch.**I have a steak for dinner.**I have biscuits for a snack.* |
| **Task 4**: **Listen to a dialogue about healthy eating habits. What advice does Ann give Bob? Take notes and tell the class.**- Explain the task using IWB and ask Ss to take notes.- Play the recording, twice if necessary. Ss listen and complete the task.- Check Ss’ answers. You can play the recording with pauses for Ss to check their answers (using the IWB). | - Listen to a dialogue and answer the question.***Answer Key****Ann advises Bob not to eat too much pizza because it contains too much fat. He should have some soup. It’s healthier.* |

**D. Vocabulary production: 10 minutes**

a. Objectives: to help Ss to use the language and information to talk about healthy eating habits.

b. Content: Task 5.

 c. Expected outcomes: Ss can to talk about healthy eating habits and present it to the class.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Task 5: Use the language in the box to give advice about healthy eating habits as in the example.***A: Do you like burgers?**B: Yes, a lot. I have one almost every evening.**A: Well, you shouldn’t eat too many burgers. They contain too much fat. Why don’t you have some salad instead? It’s healthier.**B: I guess you are right.*- Read out the ***Giving advice*** box.- Explain the task and ask two Ss to read out the example.- Give Ss time to complete the task and monitor the activity around the class. | - Use the language in the box to give advice about healthy eating habits as in the example.- Work in pairs to complete the task.***Suggested Answer****A: Do you like pasta?**B: Yes, a lot. We have pasta three times a week.**A: Well, you shouldn’t eat pasta that often.**It contains too many carbohydrates. You should control your portion sizes.**B: I guess you are right.**A: How often do you drink milk?**B: I don’t like milk that much.**A: You should drink milk because it contains protein. Try it with cereal.* |

**E. Consolidation and homework assignments: 5 minutes**

**-** Vocabulary: *orange juice, salad, grapes, cereal, bread, pizza, rice, pasta, soup, biscuits, milk, fish, meat, steak, chicken, burger, ice cream.*

- Do the exercises in workbook on page 18.

- Do the vocabulary exercise in TA7 Right On! Notebook pages 14, 15.

- Prepare the next lesson: Everyday English 2d (page 35).

**5. Reflection**

a. What I liked most about this lesson today:

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b. What I learned from this lesson today:

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c. What I should improve for this lesson next time:

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