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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, grapes  2. carbohydrates: (grains, sugar, etc.) cereal, bread, pizza, rice, pasta, soup, biscuits  3. proteins: (meat, poultry, dairy products, etc.) milk, fish, meat, steak, chicken, burger  4. 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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