

Week: ...  
Period: ...

Date of planning: ...../...../.....  
Date of teaching: ...../...../.....

## UNIT 5: VIETNAMESE FOOD AND DRINK

### Lesson 1: Getting Started – Dinner alone

#### I. Objectives:

By the end of this lesson, students can know the key language and structures to be learnt in this unit.

#### II. Language Focus:

1. *Vocabulary*: the lexical items related to “Vietnamese food and drink”.
2. *Structures*: Nouns (countable/ uncountable)  
How much/ How many?  
a/ an, some, any...

#### III. Method: Communicative approach

#### IV. Teaching aids: Course book, CD player, picture.

#### V. Procedures:

<i>Teacher's Activities</i>	<i>Ss' Activities</i>	<i>Content</i>	<i>Note</i>
<ul style="list-style-type: none"> <li>- Show the picture and ask Ss some questions.</li> <li>- Play the recording.</li> </ul>	<ul style="list-style-type: none"> <li>- Answer</li> </ul>	<p><b>* <u>Presentation:</u></b> Questions:</p> <ul style="list-style-type: none"> <li>• Where are Phong and his mum?</li> <li>• What might be happening to them?</li> <li>• What are they doing?</li> <li>• What is there in the fridge?</li> </ul>	
<ul style="list-style-type: none"> <li>- Ask Ss to work independently. Then allow them to share their answer before discussing as a class.</li> </ul>	<ul style="list-style-type: none"> <li>- Individual work</li> </ul>	<p><b>* <u>Practice:</u></b> <b>1. Listen and read</b> <i>a. Read the conversation again and answer the questions.</i> Key:</p> <ol style="list-style-type: none"> <li>1. Because his parents are going to the opera tonight and they won't be home until 9 p.m.</li> <li>2. There's some rice left from lunch.</li> <li>3. Phong should warm it up.</li> <li>4. She'll buy some milk tomorrow.</li> <li>5. He can have some orange juice instead of milk.</li> </ol>	
<ul style="list-style-type: none"> <li>- Ask Ss not to look at the book and try to remember which food</li> </ul>	<ul style="list-style-type: none"> <li>- Pair-work</li> </ul>		

<p>and drinks are mentioned in the conversation. Then let them open their book and check their answer.</p> <p>- Have ss quickly match each word/ phrase with its picture. - Play the recording for Ss to check their answers.</p> <p>- First ask Ss to think about their favorite food and drink, and what questions they can ask about their partners' favorite food and drink. - Model this activity with a more able student. Then ask Ss to work in pairs.</p> <p>- Play the recording and ask Ss to listen and repeat the adjectives. - Ask Ss to add more adjectives and allow them to write the adjectives on the board.</p>	<p>- Individual work</p> <p>- Pair –work</p> <p>- Individual work</p>	<p><i>b. Find the words about food and drink in the conversation and put them in the correct column.</i> <i>Key:</i></p> <table border="1" data-bbox="911 394 1414 636"> <thead> <tr> <th><i>Food</i></th> <th><i>Drink</i></th> </tr> </thead> <tbody> <tr> <td>Meat, tofu, fried vegetables, bread, noodles, rice.</td> <td>Milk, juice, mineral water, orange juice.</td> </tr> </tbody> </table> <p><b>2. Match the food and drink with the pictures.</b></p> <table data-bbox="959 758 1276 951"> <tbody> <tr> <td>1. J</td> <td>2. F</td> </tr> <tr> <td>3. A</td> <td>4. B</td> </tr> <tr> <td>5. D</td> <td>6. I</td> </tr> <tr> <td>7. G</td> <td>8. H</td> </tr> <tr> <td>9. E</td> <td>10. C</td> </tr> </tbody> </table> <p><b>3. Think about your favourite food and drink. What questions can you ask about them? Ask and answer questions with a partner.</b> <i>Example:</i> A: What's your favourite food? B: It's <i>Pho bo</i> – beef noddle soup. A: When do you usually eat it? B: In the morning.</p> <p><b>4. Listen and repeat the adjectives.</b></p> <table border="1" data-bbox="911 1430 1414 1591"> <tbody> <tr> <td>1. bitter</td> <td>2. delicious</td> </tr> <tr> <td>3. tasty</td> <td>4. sweet</td> </tr> <tr> <td>5. salty</td> <td>6. spicy</td> </tr> <tr> <td>7. fragrant</td> <td>8. sour</td> </tr> </tbody> </table>	<i>Food</i>	<i>Drink</i>	Meat, tofu, fried vegetables, bread, noodles, rice.	Milk, juice, mineral water, orange juice.	1. J	2. F	3. A	4. B	5. D	6. I	7. G	8. H	9. E	10. C	1. bitter	2. delicious	3. tasty	4. sweet	5. salty	6. spicy	7. fragrant	8. sour
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<p>- Demonstrate the game to the class first. Describe one or two favourite foods or drinks and ask some more able Ss to guess their name. then when Ss know exactly what to do, ask them to work in groups.</p>	<p>- Group-work</p>	<p><b>* Production:</b> <b>5. Game</b> WHAT'S YOUR FAVOURITE FOOD AND DRINK? <i>Example:</i> A: It's my favourite drink. It's a bit sour, but it's also sweet. B: Is it lemonade? A: Yes, it is. / No, try again.–</p>																						

		<b><u>*Homework:</u></b> - Learn Vocabulary. - Prepare the next lesson <i>(A closer look 1)</i>	
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## UNIT 5: VIETNAMESE FOOD AND DRINK

### Lesson 2: A Closer Look 1

#### I. Objectives:

By the end of this lesson, students can pronounce correctly the sounds /ɒ/ and /ɔ:/ in isolation and in context; use vocabulary related to “Vietnamese food and drink”.

#### II. Language Focus:

1. *Vocabulary*: the lexical items related to “Vietnamese food and drink”.
2. *Structures*: Nouns (countable/ uncountable)  
How much/ How many?  
a/ an, some, any...

#### III. Method: Communicative approach

#### IV. Teaching aids: Course book, CD player, flash cards.

#### V. Procedures:

<i>Teacher's Activities</i>	<i>Ss' Activities</i>	<i>Content</i>	<i>Note</i>
<ul style="list-style-type: none"> <li>- Have Ss complete the instructions with the verbs in the box.</li> <li>- Ask Ss to make some examples with the verbs they have learnt.</li> </ul>	<ul style="list-style-type: none"> <li>- Individual work</li> </ul>	<p><b>* <u>Presentation:</u></b> 📖 <b>Vocabulary</b></p> <p>1. Look at the pictures and complete the instructions with the verbs in the box.</p> <p>Key:</p> <ol style="list-style-type: none"> <li>1. beat</li> <li>2. heat</li> <li>3. pour</li> <li>4. fold</li> <li>5. serve</li> </ol>	
<ul style="list-style-type: none"> <li>- Ask ss to do the exercise individually and then check with the whole class. When checking, ask Ss to refer to 1 to make the meanings of the verbs clearer to them.</li> </ul>	<ul style="list-style-type: none"> <li>- Individual work</li> </ul>	<p><b>* <u>Practice:</u></b></p> <p>2. Put the words in the correct order to make sentences. Then reorder the sentences to give the instructions on how to make a pancake.</p> <p>Key:</p> <ol style="list-style-type: none"> <li>1. Beat</li> <li>2. Pour</li> <li>3. Heat</li> <li>4. Cook</li> <li>5. Serve</li> </ol> <p><b>Reordering: 1-3-2-4-5</b></p>	

<ul style="list-style-type: none"> <li>- Check Ss' understanding of the meanings on the nouns given.</li> <li>- Explain the meanings by using pictures, example.</li> <li>- Have Ss put nouns in the correct columns.</li> <li>- Remind Ss that some nouns may fit in both columns.</li>   <li>- Model the sounds /ɒ/ and /ɔ:/. first and let Ss see how the sounds are formed.</li> <li>- Ask Ss to practice the /ɒ/ and /ɔ:/ sounds together. Play the recording and ask Ss to listen and repeat.</li> <li>- Ask Ss to listen again and put the words in the correct column.</li> </ul>	<ul style="list-style-type: none"> <li>- Individual work</li>   <li>- Listen and repeat.</li>   <li>- Individual work</li> </ul>	<p>3. Put the following nouns in the correct columns. Some may fit in both categories.</p> <p><b>Key:</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #ffff00;"> <th style="padding: 5px;">Dishes</th> <th style="padding: 5px;">Ingredients</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Pancake; beef noodle soup; spring rolls; noodles; pork; omelette; sandwich.</td> <td style="padding: 5px;">Salt; cooking oil; flour; pork; turmeric; pepper; noodles.</td> </tr> </tbody> </table> <p><b>📖 Pronunciation</b> /ɒ/ and /ɔ:/  4. Listen and repeat the words. Pay attention to the sounds /ɒ/ and /ɔ:/. In pairs put the words in the correct column.</p> <p><b>Key:</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #ffff00;"> <th style="padding: 5px;">/ɒ/</th> <th style="padding: 5px;">/ɔ:/</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Soft; hot; bottle; pot; rod.</td> <td style="padding: 5px;">pork; salt; fork; sport; sauce.</td> </tr> </tbody> </table>	Dishes	Ingredients	Pancake; beef noodle soup; spring rolls; noodles; pork; omelette; sandwich.	Salt; cooking oil; flour; pork; turmeric; pepper; noodles.	/ɒ/	/ɔ:/	Soft; hot; bottle; pot; rod.	pork; salt; fork; sport; sauce.
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<ul style="list-style-type: none"> <li>- Ask Ss to listen while T plays the recording. Play the recording again and ask Ss to circle the words they hear.</li> <li>- Ask Ss to check their answers.</li> </ul>	<ul style="list-style-type: none"> <li>- Group-work</li> </ul>	<p>* <b><u>Production:</u></b></p> <p>5. Listen to the sentences and circle the words you hear.</p> <p><b>Key:</b></p> <ol style="list-style-type: none"> <li>1. Cod</li> <li>2. Port</li> <li>3. Sports</li> <li>4. Fox</li> <li>5. Short</li> </ol>								
		<p>* <b><u>Homework:</u></b></p> <ul style="list-style-type: none"> <li>- Learn vocabulary by heart.</li> <li>- Prepare the next lesson (A closer look 2)</li> </ul>								

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