

Week: ...
Period: ...

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

UNIT 5: VIETNAMESE FOOD AND DRINK

Lesson 5: Skill 1

I. Objectives:

By the end of this lesson, students can use read for specific information about Pho, a popular food in Viet Nam.

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.

V. Procedures:

| <i>Teacher's Activities</i> | <i>Ss' Activities</i> | <i>Content</i> | <i>Note</i> |
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| <p>- Ask Ss to look at the picture of a bowl of pho. Ask them some questions.</p> | <p>- Answer</p> | <p>* Presentation: Reading <i>Questions:</i></p> <ul style="list-style-type: none"> • What dish do you think it is? • Which place is famous for this dish? • What are the ingredients for it? • When do people often have it? • Do you like to have it? Why? Why not? | |
| <p>- Ask Ss to scan the passage to find where the words: stewing, bones, broth, boneless and slices are in the passage.</p> <p>- Ask Ss to read the text again and answer the questions. - Ask Ss to note where they found th information that help them to answer the questions.</p> | <p>- Individual work</p> <p>- Individual work</p> <p>- Pair-work</p> | <p>* Practice: 1. Read Phong's blog. Find the words from the box below in the text an underline them. Use the words around each underlined word to help you understand the meaning.</p> <p>2. Read Phong's blog again and answer the questions.</p> <ol style="list-style-type: none"> 1. We can enjoy Pho for all kinds of meals during a day, | |

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| <p>- Have ss compare their answers before discussing before the whole class.</p> <p>- Remind Ss of form and use of a/ an, some, any and phrases of quantity used with uncountable nouns. Ask Ss to work in pairs, asking and answering the questions about the ingredients for an omelette.</p> <p>- Ask ss to work individually, using the phrases in the box to complete the instructions on how to cook an omelette.</p> <p>- Have ss share their answers with their partner.</p> | <p>- Pair-work</p> <p>- Individual work</p> | <p>from breakfast to dinner, and even for a late night snack.</p> <ol style="list-style-type: none"> They are made from the best variety of rice. The broth for Pho bo is made by stewing the bones of cows for a long time in a large pot. The broth for Pho ga is made by stewing chicken bones. It is boneless and cut into thin slices. <p>📖 Speaking</p> <p>3. Look at the list of ingredients below. Work in pairs. Ask and answer questions about the ingredients for an omelette.</p> <p>4. Look at the pictures of how to cook an omelette.</p> <p>Key:</p> <p>1. d 2. e 3. a 4. b 5. c</p> | |
| <p>- Give Ss time to think about some food and drink and how to make them. Ask them to take notes about the steps to make their food and drink.</p> <p>- Ask Ss to work in pairs to practice.</p> | <p>- Pair -work</p> | <p>* Production:</p> <p>5. Work in pairs. Practice giving instructions on how to make a dish or drink.</p> <p>Example:</p> <p>A: Can you tell me how to cook the rice, please? What should I do first?</p> <p>B: First, put some water in a pot and heat it until it boils.</p> <p>A: And then?</p> | |
| | | <p>*Homework:</p> <p>- Prepare the next lesson:</p> <p style="text-align: right;">(Skill 2)</p> | |

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| <p>recording again and have Ss tick the correct items as the listen.</p> <ul style="list-style-type: none">- Play the recording again for Ss to check the answers. <p>- Ask Ss to make notes about some foods or drinks where they live. Remind the Ss that they do not have to write full sentences and they can use abbreviations.</p> <ul style="list-style-type: none">- Read out the notes from some more able Ss to the whole class. | <p>- Pair-work</p> | <p>📖 Writing</p> <p>3. <i>Make notes about some popular food or drink in your neighbourhood.</i></p> <ul style="list-style-type: none">- Name of the foods or drinks.- Ingredients- How to make them. | |
| <p>- Ask Ss to Ask Ss to write a draft first. Then have them write their final version in class.</p> | <p>- Group-work</p> | <p>* Production:</p> <p>4. <i>Write a paragraph about popular foods or drinks in your neighbourhood. Choose one or more. Use the information in 3, and Phong's blog, as a model.</i></p> | |
| | | <p>*Homework:</p> <ul style="list-style-type: none">- Write the paragraph in your notebook.- Prepare the next lesson : (Looking back) | |

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UNIT 5: VIETNAMESE FOOD AND DRINK

Lesson 7: Looking Back

I. Objectives:

By the end of this lesson, students can review all what they have 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, pictures.

V. Procedures:

| <i>Teacher's Activities</i> | <i>Ss' Activities</i> | <i>Content</i> | <i>Note</i> |
|--|---|--|-------------|
| <p>- Tell ss to find as many words or phrases as possible to add to the columns individually. - Have ss compare with a partner to find out who has more words.</p> | <p>- Individual work - Pair-work</p> | <p>* <u>Presentation:</u> 📖 Vocabulary 1. Add the words/ phrases you have learnt to the columns. Suggested key: Dishes: omelette, pancake, beef noodle soup, chicken noodle soup, rice, noodles, pork, sandwich, meat, tofu, bread... Ingredients: shrimp, salt, cooking oil, flour, pork, turmeric, pepper, noodle, vegetable, egg, meat, tofu... Phrases: a slice, a can, a bottle, a kilo, a bar, a glass, a bag, a teaspoon...</p> | |
| <p>- Ask Ss to read the sentences carefully and complete them with the verbs from the box. Remind Ss that the words, phrase, and sentences around the blanks will provide the context form them to choose the correct verbs.</p> | <p>- Individual work - Individual work</p> | <p>* <u>Practice:</u> 2. Fill each gap with a verb from the box. Key: 1. fold 2. pour 3. beat 4. heat 5. serve 📖 Grammar 3. Choose a/ an or some for the following words.</p> | |

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| <p>- Ask Ss to do the exercise individually. - Call on some Ss to give their answers.</p> <p>- Ask Ss to do the task individually to complete the sentences with SOME and ANY. - Correct their answers.</p> <p>- Ask Ss to make question with How many/ How much for underlined words. - Ask them to write the answers in the board. - Invite some comment from other Ss.</p> | <p>- Individual work</p> <p>- Pair-work</p> | <p><i>Key:</i></p> <p>1. A 5. Some 2. Some 6. Some 3. Some 7. An 4. Some 8. some</p> <p>4. Complete the sentences with some or any.</p> <p>1. Any 5. any, 2. some some 3. any 4. some, any</p> <p>5. Make questions with How many/ How much for the underlined words in the following sentences.</p> <p>1. How much milk is there in the bottle? 2. How many cans of lemonade do you need? 3. How many apples has Peter got in his bag? 4. How much rice is left in the electric cooker?</p> | |
| <p>- Ask Ss to do the task in pairs to complete the conversation. - Have them to practice the conversation with their partner.</p> | <p>- Pair-work</p> | <p>* Production: 📖 Communication</p> <p>6. Choose sentences (A-D) to complete the following conversation. Practice the conversation with a partner.</p> <p><i>Key:</i> 1. D 2. B 3. A 4. C</p> | |
| | | <p>*Homework:</p> <p>- Do “project” on page 57. - Prepare next lesson : (Unit 6: The first university in Viet Nam - Lesson 1: Getting Started)</p> | |