

Unit

5

VIETNAMESE FOOD
AND DRINK

GETTING STARTED

Dinner alone

THIS UNIT INCLUDES:

VOCABULARY

Food and drink
Appearance and taste of different
foods and drinks
Verbs for cooking

PRONUNCIATION

Sounds: /ɒ/ and /ɔ:/

GRAMMAR

Nouns (countable/uncountable)
How much/How many?
a/an, some, any ...

COMMUNICATION

Talking about recipes
Asking and answering questions
about food preferences



1 Listen and read.

Phong's mum: Dad and I are going to the opera tonight and we won't be home until 9 p.m. You'll have to eat dinner alone. There's some food for you in the fridge.

Phong: OK. Like what, Mum?

Phong's mum: Some meat with tofu and some fried vegetables. I'm afraid there isn't any bread left, but you can have noodles instead.

Phong: Er, but I usually have rice, Mum.

Phong's mum: There's some rice left from lunch. Just warm it up.

Phong: All right, Mum. What is there to drink?

Phong's mum: There's milk, juice, or mineral water.

Phong: How much milk is there?

Phong's mum: Oh, I forgot ... There isn't any milk left. I'll buy some tomorrow. You can have some orange juice instead. How many cartons do you want?

Phong: One ... No, wait, two please.

Objectives:

By the end of this unit, Ss can:

- pronounce the sounds /v/ and /ɔ:/ correctly in isolation and in context
- use lexical items related to the topic 'Vietnamese Food and Drink'
- distinguish countable nouns and uncountable nouns
- read for specific information about *pho*, a popular food in Viet Nam
- use *a/an*, *some* and *any* to talk about quantity
- use *How much* and *How many* to ask about quantity
- talk about different types of Vietnamese food, drink, and recipes
- listen for specific information about different traditional foods
- write about some popular foods or drinks

GETTING STARTED

Dinner alone

Introduction

- Before Ss open their books, review the previous unit. Focus on the characters in Unit 4 and key language and structures learnt.
- Write the Unit title on the board 'Vietnamese food and drink'. Elicit any information Ss know about Vietnamese food and drink by asking what they know about different types of food and drink and their taste.
- Ask Ss to guess what the photo might show or what the conversation might be about. Let Ss open their books and check their answers.

1 Ask Ss questions about the picture:

E.g. *Where are Phong and his mum? What might be happening to them? What are they doing? What is there in the fridge?* T can ask Ss to guess what food and drink Phong would like to have. T can also ask Ss to share any recent experiences of having dinner alone: *'Have you ever had dinner alone?'*, *'When and where?'*, *'What did you eat then?'*, *'How did you feel then?'*

- Play the recording. Ss listen and read. T can play the recording more than once. Pause the recording at the appropriate places if Ss need help with comprehension questions.

a Read the conversation again and answer the questions.

1. Why must Phong eat dinner alone?
2. How much rice is left?
3. What should Phong do with the rice?
4. What will Phong's mother buy tomorrow?
5. What can Phong drink instead of milk?

b Find the words about food and drink in the conversation and put them in the correct column.

Food	Drink
<u>meat</u>	<u>milk</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

2 Match the food and drink with the pictures.

















A. lemonade
B. green tea
C. beef noodle soup
D. omelette
E. sweet soup
F. noodles
G. turmeric
H. shrimp
I. tofu
J. eel soup

Remember!

There are many different kinds of noodles. How many can you think of? What do the noodles look like when they're cooked? Uncooked? What adjectives can you think of to describe different types of noodles?

3 Think about your favourite food and drink. What questions can you ask about them? Ask and answer questions with a partner.

Example:

A: What's your favourite food?

B: It's *pho bo* - beef noodle soup.

A: When do you usually eat it?

B: In the morning.

4 Listen and repeat the adjectives.

- | | | |
|-------------|--------------|----------|
| 1. bitter | 2. delicious | 3. tasty |
| 4. sweet | 5. salty | 6. spicy |
| 7. fragrant | 8. sour | |

Can you add some more adjectives?

Now use these adjectives to talk about the food and drink in **2**.

Example:

Green tea is bitter.

5 Game: **WHAT'S YOUR FAVOURITE FOOD AND DRINK?**

Work in groups. One student describes his favourite food or drink. The rest of the group tries to guess which food or drink it is.

Example:

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.



- a** First, have Ss work independently. Then allow them to share their answers before discussing as a class.

Key:

1. Because his parents are going to the opera tonight and they won't be home until 9 p.m.
2. There's some rice left from lunch.
3. Phong should warm it up.
4. She'll buy some milk tomorrow.
5. He can have some orange juice instead of milk.

- b** Firstly, ask Ss not to look at the book and try to remember which foods and drinks are mentioned in the conversation. Then let them open their books and check their answers.

Key:

Food	Drink
meat	milk
tofu	juice
fried vegetables	mineral water
bread	orange juice
noodles	
rice	

- 2** Have Ss quickly match each word/ phrase with its picture. With a weaker class, ask for translation to check if they understand. With a stronger class, T may ask some additional questions, e.g. *Do you often have sweet soup/ green tea...? How often do you have it? etc.*

Key: 1. J 2. F 3. A 4. B 5. D 6. I 7. G 8. H 9. E 10. C

- 3** First, ask Ss to think about their favourite food and drink, and what questions they can ask about their partners' favourite food and drink. Model this activity with a more able student. Then ask Ss to work in pairs. T may go round to help weaker Ss. Call on some pairs to practise in front of the class.
- 4** Play the recording and ask Ss to listen and repeat the adjectives. T can play the recording more than once. With a weaker class, ask for translations to check if they understand. Then ask Ss to use the adjectives they have learnt to talk about the food and drink in **2**. T may give some more examples to illustrate before allowing Ss to practise in pairs. After that, call on some Ss to talk in front of the class. Finally, ask Ss to add more adjectives and allow some of them to write the adjectives on the board. Check with the whole class what these adjectives mean.



Audio script:

- | | | |
|-------------|--------------|----------|
| 1. bitter | 2. delicious | 3. tasty |
| 4. sweet | 5. salty | 6. spicy |
| 7. fragrant | 8. sour | |

- 5 Game:** Demonstrate the game to the class first: T may describe one or two favourite foods or drinks and ask some more able Ss to guess their names. Then when Ss know exactly what to do, ask them to work in groups.

A CLOSER LOOK 1

Vocabulary

1 Look at the pictures and complete the instructions with the verbs in the box.

heat pour fold beat serve



1. _____ the eggs together with salt and pepper.



2. _____ the frying pan over a high heat and add cooking oil.



3. _____ the egg mixture into the pan.



4. _____ the omelette in half.



5. _____ with some vegetables.

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.

1. together/Beat the eggs/with sugar, flour and milk
2. at a time/into the pan/Pour $\frac{1}{4}$ cup of the mixture
3. over a medium heat/Heat the oil/in a frying pan
4. until/ golden/Cook
5. with some vegetables/Serve/the pancake

3 Put the following nouns in the correct columns. Some may fit in both categories.

salt	omelette	flour
spring rolls	pancake	pepper
beef noodle soup	pork	cooking oil
noodles	turmeric	sandwich

Dishes	Ingredients

Pronunciation

/b/ and /ɔ:/

4 Listen and repeat the words. Pay attention to the sounds /b/ and /ɔ:/.

soft	pork	salt	hot	bottle
pot	fork	sport	sauce	rod

Now, in pairs put the words in the correct column.

/b/	/ɔ:/

5 Listen to the sentences and circle the words you hear.

1. Can you see the **cod/cord** over there?
2. It is a very small **pot/port**.
3. Tommy doesn't like these **spots/sports**.
4. Where can I find the **fox/forks**?
5. His uncle was **shot/short** when he was young.

A CLOSER LOOK 1

Vocabulary

- 1** Have Ss complete the instructions with the verbs in the box. With a weaker class, ask for translations to check if they understand. With a stronger class, T may wish to ask Ss to make some examples with the verbs they have learnt.

Key: 1. Beat 2. Heat 3. Pour 4. Fold 5. Serve

- 2** 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.

Key: 1. Beat the eggs together with sugar, flour, and milk.
2. Pour $\frac{1}{4}$ cup of the mixture into the pan at a time.
3. Heat the oil over a medium heat in a frying pan.
4. Cook until golden.
5. Serve the pancake with some vegetables.

Reordering: 1 - 3 - 2 - 4 - 5

- 3** Check Ss' understanding of the meanings of the nouns given. With the nouns that Ss do not know, T may explain their meanings by using pictures, examples, or even translations. Then, have Ss put the nouns in the correct columns. Remind Ss that some nouns may fit in both columns.

Key:

Dishes: pancake; beef noodle soup; spring rolls; noodles; pork; omelette; sandwich

Ingredients: salt; cooking oil; flour; pork; turmeric; pepper; noodles

Pronunciation

/b/ and /ɔː/

- 4** T models the sounds /b/ and /ɔː/ first and lets Ss see how the sounds are formed. Ask Ss to practise the /b/ and /ɔː/ sounds together. Play the recording and ask pupils to listen and repeat. Play the recording as many times as necessary. Ask Ss to put the words in the correct column while they listen. Ss compare their answers in pairs before T checks their answers with the whole class.

Key:

/b/ : soft ; hot ; bottle ; pot ; rod

/ɔː/ : pork ; salt ; fork ; sport ; sauce



Audio script:

soft	pork	salt	hot	bottle
pot	fork	sport	sauce	rod

- 5** Ask Ss to listen while you play the recording. Play the recording again and ask Ss to circle the words they hear. Ask Ss to check their answers. Provide further practice if needed.

Key:

1. cod 2. port 3. sports
4. fox 5. short




Audio script:

1. Can you see the **cod** over there?
2. It is a very small **port**.
3. Tommy doesn't like these **sports**.
4. Where can I find the **fox**?
5. His uncle was **short** when he was young.

A CLOSER LOOK 2

Grammar

Countable and uncountable nouns

Countable nouns	
one egg 	two eggs 
Uncountable nouns	
some water 	some rice 

For uncountable nouns we can use phrases like *a bottle of*, *a piece of*, *a bar of*, *a glass of*, *a kilo of*, and *a bag of*, etc.

Example:

a bottle of water

Look out!

There are many different phrases like *a bottle of*, *a piece of*, *a kilo of*, etc. Can you add some more?



- 1 Which of the following nouns are countable and which are uncountable? Which phrases can you use with the uncountable nouns? (You may use a dictionary to help you.)



1. spinach



2. banana



3. bread



4. beef



5. pepper



6. apple



7. pork



8. turmeric

A CLOSER LOOK 2

Grammar

Countable and uncountable nouns

Ask Ss to study the **Grammar Box**. Draw Ss' attention to the difference between countable nouns and uncountable nouns and the use of measurement phrases, by analysing the examples in the **Grammar Box**. Then ask some Ss to give some more examples. Remind Ss that they should use a good dictionary to check if a noun is countable or uncountable.

- 1 Show Ss what they should do. Ask Ss to do the grammar exercise individually. Remind them to refer to the **Grammar Box** and use a dictionary if necessary. Then have Ss compare their answers in pairs before checking with the whole class.

Key:

Countable: banana, apple

Uncountable: bread, beef, pepper, pork, turmeric, spinach

A/An/Some/Any

Countable nouns		
	Singular	Plural
Affirmative	There is an egg.	There are some eggs.
Negative	There isn't an egg.	There aren't any eggs.
Interrogative	Is there an egg?	Are there any eggs?
Uncountable nouns		
Affirmative	There is some milk.	
Negative	There isn't any milk.	
Interrogative	Is there any milk?	



Remember!

We can use **some** in an offer or a request

Example:

Would you like some bananas?
Can I have some milk, please?

2 Game: GIVE ME AN EGG!

One team says words related to food or drink.
The other team adds **some** or **a/an**.

Example:

Team 1: egg

Team 1: flour

Team 2: an egg

Team 2: some flour

3 Fill the blanks with **a/an**, **some**, or **any** in the following conversation.

Mi: Let's have dinner.

Phong: Good idea! Is there (1) _____ rice?

Mi: No, there isn't, but there are (2) _____ noodles.

Phong: OK. Let's have noodles with (3) _____ beef or pork.

Mi: Ah, there's a problem.

Phong: What is it?

Mi: There isn't (4) _____ beef or pork left.

Phong: Oh, I have (5) _____ cheese sandwich and (6) _____ apple in my bag.

Mi: That's not enough for both of us, Phong!



How many? How much?

'How many?' and 'How much?' are used to ask about quantity. We use 'How many?' with countable nouns and 'How much?' with uncountable nouns.

How many + plural countable nouns

Example:

How many eggs do we have?

How much + uncountable nouns

Example:

How much milk do you need?

4 Fill each blank with **How many** or **How much**.

- _____ apples are there in the fridge?
- _____ pepper do you want?
- _____ bananas are there on the table?
- _____ sandwiches are there in your bag?
- _____ water is there in the bottle?

5 Work in pairs. Use the suggested words to make questions with **How many/How much**, then interview your partner.

Example:

milk/drink/every morning

How much milk do you drink every morning?

- water/drink/every day?
- rice/eat/for dinner?
- vegetables/eat/every day?
- apples/eat/every day?

A/ An/ Some/ Any

Ask Ss to study the **Grammar Box**. Draw Ss' attention to the use of *a*, *an*, *some*, and *any* by analysing the instructions and examples in the **Grammar Box**. Then ask some more able Ss to give some more examples. Remind Ss of the special use of *some* in an offer or a request.

2 Game: Demonstrate the game to the class first. Then when Ss know exactly what to do, ask them to work in groups.

3 Ask Ss to read the instruction. Tell Ss what they are supposed to do (with a weaker class do the first blank). Then ask Ss to work individually and share the answers with their partners before checking with the whole class.

Key: 1. any 2. some 3. some 4. any 5. a 6. an

How many? How much?

Ask Ss to study the **Grammar Box**. Help Ss distinguish the use of *How many?* and *How much?* by analysing the instruction and examples in the **Grammar Box**. Then ask some more able Ss to give some more examples.

4 Ask Ss to read the instruction. Tell Ss what they are supposed to do (with a weaker class do the first sentence). Then ask Ss to work individually and share their answers with their partners before checking with the whole class.

Key:

1. How many 2. How much 3. How many 4. How many 5. How much

5 Ask Ss to read the instruction. Use the example to make clear to Ss what they are supposed to do (with a weaker class do the first sentence). Then have Ss work in pairs: one asks the questions he/she has made from the suggested words and the other gives the answers. T may go round to help weaker Ss.

Key:

1. How much water do you drink every day?
2. How much rice do you eat for dinner?
3. How many vegetables do you eat every day?
4. How many apples do you eat every day?

COMMUNICATION

Extra vocabulary

xoi (sticky rice)	yoghurt
sauce	tuna
sausage	ham



YOUR FAVOURITE FOOD AND DRINK



1 Listen to a celebrity chef, Austin Nguyen talking about his favourite food. Which food in *Extra vocabulary* does he talk about?

2 What are your favourite food and drink? Write your answers in the table below.

Questions	Your answers
1. What's your favourite food?	
2. How does it taste?	
3. What's your favourite drink?	
4. When do you often drink it?	
5. What foreign food/drink do you like?	
6. What new food do you want to try?	
7. What food do you hate?	
8. What food can you cook?	

3 Now, interview three students about their favourite foods and drinks. Write their answers in the table below.

Questions	Student 1	Student 2	Student 3
1. What's your favourite food?			
2. How does it taste?			
3. What's your favourite drink?			
4. When do you often drink it?			
5. What foreign food/drink do you like?			
6. What new food do you want to try?			
7. What food do you hate?			
8. What food can you cook?			

4 Report your results to the class.

COMMUNICATION

Your favourite food and drink

- Before Ss open their books, ask them what food and drink they like to have. T can say: *Today, we are going to do an interview with your classmates about their favourite food and drink. Please think of the questions you may ask your friends in your interview with them.*
- Help Ss understand the meanings of the words in **Extra vocabulary** by using pictures, examples, or even translations. T may ask Ss to add some more words naming or describing food and drink.

- 1 Ask Ss to look at the picture of the chef and predict which food or dishes he might like. Play the recording and let Ss check their predictions. Play the recording again and ask Ss to tick the food the chef mentions from the *Extra vocabulary* box.



Audio script:

Austin Nguyen: Hi, I'm celebrity chef Austin Nguyen and I want to share with you a few of my favourite dishes.

One of my favourites has to be sticky rice because we can eat it in so many ways - with a pinch of salt, with some sliced sausage. Perfect!

I eat simply at home. Just some fruit and yoghurt for breakfast, but if I'm eating out, a wonderful grilled tuna steak is my favourite dish. Delicious! Next...

- 2 First, have Ss read the questions in the table carefully and ask them to note their answers. Then ask Ss to share their answers in pairs to find out what they have in common with their partners.
- 3 Ask Ss to move around and ask different classmates every question in the table (avoiding those whom they have shared their answers with in 1). Remind Ss to write the names of the people they interview and note the answers in the table. When they have finished the interview, T may have Ss practise reporting the results of their interviews in pairs or in groups (including the information about themselves).
- 4 Call on some Ss to report the results of their interviews before the whole class. After each student has finished his/ her report, T invites some comments from other Ss. Then T makes comments. After the chosen Ss have given their presentations, T can correct the common errors.

SKILLS 1

Reading

- 1 Read Phong's blog. Find the words from the box below in the text and underline them. Use the words around each underlined word to help you understand the meaning.

stewing bones broth boneless slices



Sun, Feb 24, ...

PHO - A POPULAR DISH IN HA NOI

Among the many special dishes in Ha Noi, *pho* is the most popular. It is a special kind of Vietnamese soup. We can enjoy *pho* for all kinds of meals during the day, from breakfast to dinner, and even for a late night snack. *Pho* has a very special taste. The rice noodles are made from the best variety of rice. The broth for *pho bo* (beef noodle soup) is made by stewing the bones of cows for a long time in a large pot. The broth for another kind of *pho*, *pho ga* (chicken noodle soup) is made by stewing chicken bones. The chicken meat served with *pho ga* is boneless and cut into thin slices ... It's so delicious! Tell me about a popular dish where you live!

Posted by Phong at 5:30 p.m.



- 2 Read Phong's blog again and answer the questions.

- When can we enjoy *pho*?
- What are the noodles made from?
- How is the broth for *pho bo* (beef noodle soup) and *pho ga* (chicken noodle soup) made?
- How is the chicken meat served with *pho ga*?

Speaking

- 3 Look at the list of ingredients below. Work in pairs. Ask and answer questions about the ingredients for an omelette.

RECIPE FOR AN OMELETTE

Ingredients

- two eggs
- a pinch of salt
- two teaspoons of cold water
- a half teaspoon of pepper
- two tablespoons of oil



Example:

- A: I want to cook an omelette. What ingredients do I need?
B: You need ...
A: How much/many ...?

- 4 Look at the pictures of how to cook an omelette.

RECIPE FOR AN OMELETTE

Instructions



1. First, beat _____

Remember!

Sometimes we don't know all of the words in a passage and don't have time to look up words in the dictionary. It's okay! Practise using the words around the word you don't know to guess the meaning.

SKILLS 1

Reading

Ask Ss to look at the picture of a bowl of *pho*. Ask them: *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?*

- 1 Ask Ss to scan the passage to find where the words *stewing*, *bones*, *broth*, *boneless* and *slices* are in the passage. T may help Ss use the context of the passage to work out the meanings of these words. If it is a weak class, T may ask for translation to check if they understand.
- 2 T may set a longer time limit for Ss to read the text again, and answer the questions. Ask Ss to note where they found the information that helped them to answer the questions. Ss can compare answers before discussing them as a class.

Key:

1. We can enjoy *pho* for all kinds of meals during a day, from breakfast to dinner, and even for a late night snack.
2. They are made from the best variety of rice.
3. 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.
4. It is boneless and cut into thin slices.

Speaking

- 3 First, remind Ss of the form and use of *a/ an*, *some*, *any* and phrases of quantity used with uncountable nouns. Ss may refer to the **Grammar Boxes in A Closer Look 2**. Then, ask Ss to work in pairs, asking and answering questions about the ingredients for an omelette. T may go around to help weaker Ss. After finishing, call on some pairs to practise in front of the class.
- 4 First, remind Ss of the words or phrases about cooking, food and drink. Ask Ss to refer to the words and phrases that they can use to talk about food, drink, and cooking in the **Getting Started**, **A Closer Look 1**, and **Communication**. Then, ask Ss to work individually, using the phrases in the box to complete the instructions on how to cook an omelette. Have Ss share their answers with their partners before checking with the whole class. If time allows, call on some Ss to practise giving instructions in front of the class on how to make an omelette.

Key:

1. d 2. e 3. a 4. b 5. c



2. Then, heat _____.

3. Next, pour _____.

4. After that, fold _____.

5. Finally, put _____.

Use the phrases in this box to complete the above instructions.

- a. the egg mixture into the pan and cook for two minutes
- b. the omelette in half
- c. the omelette on a plate and serve it with some vegetables
- d. eggs together with salt, pepper, and cold water
- e. the oil over high heat in a frying pan

5 Work in pairs. Practise giving instructions on how to make a dish or drink.

Example:

- A: Can you tell me how to cook the rice, please? What should I do first?
- B: First, put some water in a pot and heat it until it boils.
- A: And then?

SKILLS 2

Listening

1 Listen to three people talking about traditional dishes where they live. Match the places with the dishes.

a. Nghe An b. Ha Noi c. Da Nang

- 1. bánh tôm _____
- 2. súp lơ _____
- 3. mì quảng _____

2 Listen again. Tick the ingredients for each dish. Some ingredients are in more than one dish.

	rice noodles	eel	pepper	turmeric	shrimp	pork
bánh tôm						
súp lơ						
mì quảng						

Writing

3 Make notes about some popular food or drink in your neighbourhood.

Name of the foods or drinks	Ingredients	How to make them

4 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.

Remember!

Make your writing complete! Try to answer **Who, What, When, Where, Why, and How**, to help you in your writing.



- 5 First, give Ss time to think about some food and drink and how to make them. Ss may make notes about the steps to make their food and drink. Next T may ask a more able student to model this activity in front of the class. Then, have Ss work in pairs while T circulates and monitors. If time allows, T may call on some pairs to practise before the whole class, then invite some comments from other Ss.

SKILLS 2

Listening

Ask Ss to talk about traditional food or drink where they live. Ask them: *What are the traditional food or drink in your village/ city/ town/ province? Which one is the most popular? What are the ingredients for it?* For advanced classes T may ask Ss how they would describe the dish.

- 1 Ask Ss to read the instructions carefully and remind them to remember the names of three places and three dishes mentioned in the conversation they are going to listen.
- Play the recording and ask Ss to match the places with the dishes. Then ask two or three Ss to write their answers on the board.
 - Play the recording again for Ss to check the answers. If time is limited, T may play only the sentences that include the information Ss need for their answers.

Key: 1. b 2. a 3. c



Audio script:

1

Interviewer: Are you from Nghe An?

Man: Yes, I am.

Interviewer: Are there any traditional dishes there?

Man: Yes, there are. There's a kind of soup. Its name is *sup luon*.

Interviewer: What are the ingredients?

Man: Well, there's eel, turmeric, pepper, and some chilies. It's often served with bread.

2

Interviewer: Where are you from?

Woman: I'm from Da Nang.

Interviewer: Can you give me an example of a traditional dish there?

Woman: Our traditional dish is called *my quang*.

Interviewer: What are the ingredients?

Woman: It's made with rice noodles, shrimp, pork, ... and some vegetables.

3

Interviewer: Are you from Hai Phong?

Man: No, I'm from Ha Noi.

Interviewer: What are the traditional dishes in Ha Noi?

Man: There are a lot. *Banh tom* is one.

Interviewer: *Banh Tom*! What is it, exactly?

Man: It's fried pastry with red shrimp on the top.

Interviewer: Mmm, sounds delicious.

- 2 - Ask Ss to read the rubric and study the table carefully. Ss may work in pairs to discuss the answers from the information they have listened to in 1.
- Play the recording again and have Ss tick the correct items as they listen. Ss can share their answers with their partners. With a weak class, T may play the recording several times to help Ss choose the correct answers. Call some Ss to write their answers on the board.
 - Play the recording again for Ss to check the answers. T may pause at the sentences that include the information Ss need for their answers.

Key:

	rice noodles	eel	pepper	turmeric	shrimp	pork
banh tom					✓	
sup luon		✓	✓	✓		
my quang	✓				✓	✓

Writing

- 3 Ask Ss to make notes about some popular foods or drinks where they live. Remind Ss that they do not have to write full sentences and they can use abbreviations. Then, ask Ss to share their notes with their partners. T may read out the notes from some more able Ss to the whole class.
- 4 Set up the writing activity. T reminds Ss that the first and most important thing is always to think about what they are going to write. In this case, Ss do not have to think of so many ideas about what they have to write because they have made lists in 3. So T only has to brainstorm with Ss for the language necessary for writing. T may ask Ss to refer back to the reading in **Skills 1** for useful language and ideas, and he may note some necessary expressions and language on the board.
- Ask Ss to write a draft first. Then have them write their final version in class or at home. If Ss write in class, they can also do it in pairs or groups. T may display all or some of the leaflets on the wall or on the noticeboard. Other Ss and T give comments. Ss edit and revise their writing as homework.

LOOKING BACK

Vocabulary

- 1 Add the words/phrases you have learnt to the columns.

Dishes	Ingredients	Measurement Phrases
omelette	shrimp	a slice of

Compare with a partner. Who has more words/phrases?

- 2 Fill each gap with a verb from the box.

heat pour fold serve beat

- _____ the omelette in half.
- _____ the sauce over the cake.
- _____ the milk together with flour, sugar and cheese.
- _____ the food for five minutes.
- _____ it on a plate.

Grammar

- 3 Choose *a/an* or *some* for the following words.

1. _____ banana	5. _____ pork
2. _____ bread	6. _____ salt
3. _____ beef	7. _____ apple
4. _____ pepper	8. _____ milk

- 4 Complete the sentences with *some* or *any*.

- There aren't _____ eggs in the fridge.
- Would you like _____ coffee?
- Is there _____ orange juice in the fridge?
- She has got _____ eggs but she hasn't got _____ milk.
- I went fishing but I didn't catch _____ fish, so we had _____ bread for dinner.

- 5 Make questions with *How many/How much* for the underlined words in the following sentences.

- Ann has got three oranges.
How many oranges has Ann got?
- There is some milk in the bottle.

- I need three cans of lemonade.

- Peter has got three apples in his bag.

- There is some rice left in the electric cooker.

Communication

- 6 Choose sentences (A-D) to complete the following conversation. Practise the conversation with a partner.

Phong: Can you tell me how to cook rice, please?
What should I do first?

Mi: (1) _____

Phong: What should I do when the water boils?

Mi: (2) _____

Phong: And then?

Mi: (3) _____

Phong: OK, after that?

Mi: (4) _____

Phong: Ah, yes. Thank you.

- Then, stir the rice.
- When the water boils, put in the rice and let it boil for another five minutes.
- Cook the rice over low heat for 15 minutes before you serve it.
- First, put water in a pot and cook it over high heat until it boils.

Finished! Now I can ...	✓	✓✓	✓✓✓
• use words and phrases for food and drink			
• distinguish countable nouns and uncountable nouns			
• use <i>a/an</i> , <i>some</i> and <i>any</i> to talk about quantity			
• use <i>How much</i> and <i>How many</i> to ask about quantity			
• tell someone how to make a kind of food or drink			

LOOKING BACK

This is the review and drill section of the unit, so encourage Ss not to refer back to the unit pages. Instead they can use what they have learnt during the unit to help them answer the questions. That will help T and Ss see how far they have progressed, and which areas need further practice.

The questions in **Looking Back** match the **Finished!** self-assessment statements at the end of this lesson. Ss should check how well they did at each question and use that information when filling in the self-assessment.

Vocabulary

- 1 Tell Ss to find as many words or phrases as possible to add to the columns individually. Then ask them to compare with their partners to find out who has more words.

Suggested key:

Dishes	Ingredients	Phrases
omelette, pancake, beef noodle soup, chicken noodle soup, rice, noodles, pork, sandwich, meat, tofu, bread, spring rolls ...	shrimp, salt, cooking oil, flour, pork, turmeric, pepper, noodle, vegetable, egg, meat, tofu ...	a slice, a can, a bottle, a kilo, a bar, a glass, a bag, a teaspoon, a tablespoon ...

- 2 Ask Ss to read the sentences carefully and complete them with the verbs from the box. Remind Ss that the words, phrases, and sentences around the blanks will provide the context for them to choose the correct verbs.

Key: 1. Fold 2. Pour 3. Beat 4. Heat 5. Serve

Grammar

For exercises 3, 4, and 5, ask Ss to do them individually first. Then they can check their answers with a partner before discussing the answers as a class. However, tell Ss to keep a record of their original answers so they can use that information in their *Now you can...* statement.

Key:

3 1. a 2. some 3. some 4. some 5. some 6. some 7. an 8. some

4 1. any 2. some 3. any 4. some, any 5. any, some

- 5 2. How much milk is there in the bottle?
3. How many cans of lemonade do you need?
4. How many apples has Peter got in his bag?
5. How much rice is (there) left in the electric cooker?

Communication

- 6 First, ask Ss to do the task individually to complete the conversation. Then check their answers with the whole class. After that, ask Ss to practise the conversation with their partners.

Key: 1. D 2. B 3. A 4. C

Finished!

Finally ask Ss to complete the self-assessment.

PROJECT

A CLASS COOK BOOK

1 Read this page from a cook book on how to make the perfect pancake.

The perfect pancake!



<p>Preparation time: five minutes</p> <p>Cooking time: ten minutes</p>	<p>INGREDIENTS:</p> <ul style="list-style-type: none"> - two eggs - three teaspoons of sugar - four tablespoons of flour - one cup of milk 	<ol style="list-style-type: none"> 1. Beat the eggs together with sugar, flour and milk. 2. Heat the oil over medium heat in a frying pan. 3. Pour about $\frac{1}{4}$ cup of the mixture into the pan at a time. 4. Cook until golden. 5. Serve with some vegetables.
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2 Choose one of your favourite dishes and write a recipe for it.

3 Combine your recipes into a class cook book.



PROJECT

A class cook book

- 1 Ask Ss to read the recipe for the pancake. Point out the instructions on how to make a pancake and the ingredients needed for it. Remind them that a recipe generally includes two parts: a set of instructions that tells them how to cook food or a dish and the ingredients (*i.e.* items of food) they need for it.
- 2 Ask Ss to work in pairs/groups to discuss one of their favourite food and the recipe for it. Each student may make notes about the instructions on how to make his favourite food and the ingredients he needs for it.
- 3 Ask Ss to use the ideas from their notes to write a recipe for one of their favourite food. Ss can complete the project as homework if there is not enough time. Finally, combine the recipes into a class cook book.