

# 4

# Asian Food

- Goals** • Understanding restaurant descriptions  
• Ordering food

## Warm-up Activity

1. *In this unit, we will learn how to describe restaurants and how to order Asian food.*  
Ask the students what describe means.
2. Show them how it is a verb and how *description*, from the previous unit, is a noun.
3. *Tell me about your favorite restaurant that sells Asian food? Maybe Thai? Maybe Korean? Maybe Taiwanese?*
4. Have the students tell you what their favorite Asian food is. Encourage them to talk about a restaurant they like. Help them discuss how the food tastes and how much it costs, and why they like it.

## Task 1A

1. *Look at the article in task 1A. It's a restaurant review. It tells us about a new Chinese restaurant.*
2. *Look underneath the article. There are some definitions—some meanings for some of the words in the article. Which word in red goes with which definition? Try to match the words in red with the correct definition. Write the words next to their definition.*
3. Walk among the students and make sure they know how to do the exercise. Don't offer any help with vocabulary at this point; you want the students to make guesses based on context.
4. Have individual students name the word for the definitions. If the word is wrong, ask other students if it is right and what the word should be.
5. Have several students read a few sentences each of the article. Discuss the article with the students and go over anything they don't understand, including new vocabulary.

**Answers:** 1. *venue* 2. *atmosphere* 3. *inviting*  
4. *warm* 5. *generous* 6. *authentic*  
7. *affordable* 8. *sample* 9. *diverse*

## Extension Activity

1. *Look at the restaurant review. Read it carefully.*
2. *A review should show all the pros and cons of a restaurant. How many positive statements can you find, and how many negative?*
3. Put the students into groups of four or five. Have them find and count the positive and negative comments about the restaurant.
4. Ask one student in each group to name how many they found of each.
5. **Answer:** There are no negative comments and between four and nine comments.
6. List all the positive statements found in the review.

## Task 1B please turn to p. 149 for audioscript)

1. *You will now hear some sentences about Chinese food. Within those sentences, you will hear some of the vocabulary in red from the restaurant article. When you hear one of the words, write it on the line. There may be more than one word for each line.*
2. Have the students look at the words in red once more. Then play the CD. *Listen carefully.* Pause between sentences.
3. Elicit the answers from the class as a whole. Play the track again so the students can listen for any that they missed.

**Answers:** 1. *warm and inviting, generous*  
2. *authentic, affordable* 3. *sample* 4. *venue, diverse*

## Extension Activity

1. Write the vocabulary (words in red) on the board.
2. *Now you must give me a sentence using one of these words.*
3. Choose individual students to stand up and give a sentence with a word that you choose. If they get it wrong, ask another student. Every student who gets one wrong must stand up again and take a new word until they can say a good sentence.

### Quiz!

1. *Close your books. Try to remember the vocabulary we learned in task 1A. I'll read them one more time.* Read aloud the words in red from 1A.
2. *Time for a quick quiz.* Ask the students the questions in the quiz. Have them write down their answers.
3. *Now swap your answers with the student next to you and mark each other's answers.*
4. Go over the questions and answers with individual students. If a student gives an incorrect answer, ask another student.
5. Ask the class who got them all right, who got three right, and so on. If any students got two or less right, tell them to turn over the paper with answers on and give them a quick verbal quiz.

**Answers:** 1. atmosphere 2. affordable  
3. venue 4. authentic

### Task 2A please turn to p. 149 for audioscript)

1. *You will now hear four radio ads for four Asian restaurants. Listen for the gist of the ads and look at the pictures. Which ad is for which kind of food? Write the letter next to the number.*
2. Play the CD. Make sure the students write a letter on each line.
3. Ask the class as a whole for the answers to each. Play each sentence again and discuss with the class.

**Answers:** 1. d 2. b 3. c 4. a

### Task 2B please turn to p. 149 for audioscript)

1. *Now listen again to the ads. You must listen for the details this time. Write down the name, address, and phone number for each restaurant. Look at the cards for each restaurant. Circle the key words to listen for.* Give the students a little time to prepare.
2. *Listen carefully.* Play the CD. Pause between each ad. If the students were not able to write

the details down quickly enough, play the track again.

- Answers:** 1. *Dragon City, 290 Mathews Road, 555-8818*  
2. *Kim's K-Bar, 83 Market Road, 510-0737*  
3. *Red River Restaurant, 114 Eastman Street, 8997-3821*  
4. *White Mountain, 17 Turner Avenue, 252-9071*

### Listen for This!

1. *When we want to invite someone to relax in our home or place of business, there are a few things that we can say. They are all informal, of course. Informal speech invites others to relax.*
2. *"Please take a seat" and "Please sit down" are polite but formal. Instead, you can say "Pull up a chair." This means "Bring a chair and sit next to us."*
3. *You can also say "Take a load off" or "Put your feet up"; they both invite the listener to sit down and be very comfortable by putting his feet up on something.*

### Language Note

When reciting street numbers in English, there are some rules to follow. For one- and two-digit numbers, we say the number {*number six*} or {*ninety-seven*}. For three digit numbers, you can say the digits one by one {*nine-two-three*}, the first digit by itself followed by the two-digit number {*nine twenty-three*}, but, if there is a zero in the middle, say the first digit, then *oh*, then the last digit {*one-oh-one*}. If the street number has four digits or more, it's better to just say each digit {*three-seven-six-three*} or break it into two two-digit numbers {*thirty-seven sixty-three*}. Use *oh* if the third digit is zero {*three-seven-oh-three*} or {*thirty-seven oh-three*}. For more than four digits, just say each digit {*nine-oh-two-one-oh*}.

### Task 3A

1. *We are now in a Chinese restaurant. Look at the menu on page 34, task 3A.*
2. *Which items would you like most to order? Circle the dishes you like the most. You can have one soup, one main course, two side orders, and a drink.*
3. Give the students time to read the menu and circle what they would like.
4. Go through the menu discussing the dishes. Help the students understand any dishes they do not know.
5. Ask a few students what dishes they chose.
6. Tell the students what your chosen dishes would be, and why.

#### Extension Activity

1. *Look at the way these dishes are cooked. Write the ways on the board and say them aloud: steamed, fried, roasted, stir-fried. Make sure the students understand the meaning of each.*
2. Ask the students to name other dishes that can be cooked using these ways. If they can't think of any, ask if anyone has had steamed potatoes, or fried chicken, or roasted rice—think of some dishes that are possible and some that are not.
3. Make a list on the board of the dishes that the students mention. Ask them where the dish comes from, if they like it, etc.

### Task 3B please turn to p. 149–150 for audioscript)

1. *You will hear a dialog between two people who want to order some food. Listen carefully and write down the dishes they choose. Joe is the man; Meg is the woman.*
2. Play the CD. Make sure the students are writing something on each line.
3. Ask the class as a whole which dishes Joe and Meg wanted to order. Play the track again and help the students pick out the correct dishes.
4. Find out if anyone chose the same dishes as Meg or Joe.

**Answers:** Joe: beef with broccoli, stir-fried vegetables

Meg: garlic prawns (x2), steamed rice (x2)

### Grammar Focus

1. *When we want to talk about something that we would like, or would like to do, we can say “I feel like” that thing.*
2. *We can put a noun after, or a gerund—that’s an -ing verb, like eating, playing, or watching. Here are some examples: “I feel like Chinese tonight” or “I feel like going to a Chinese restaurant tonight.” “I feel like a soda” or “I feel like drinking a soda.” And “I feel like some sushi” or “I feel like eating some sushi.”*
3. *What do you feel like tonight? What do you feel like eating for dinner?*
4. Have the students give you examples of what they would like to eat for dinner tonight. Correct their English by simply repeating what they say but with emphasis on the corrected part.

### Task 4A please turn to p. 150 for audioscript)

1. *When we stress words in English, they are usually words about the place, date, or time of what we’re talking about. When we are unhappy about waiting for something, we usually put a lot of stress on the time we had to wait.*
  2. *Listen to the example. Play the example. Repeat it, with exaggerated stress on the time. Write it on the board. How does the speaker feel? She is not happy about waiting so long for the food. Underline twenty minutes.*
  3. *Now listen to the CD and underline the stressed words.*
  4. Play the CD. Pause between tracks.
- Answers:** 1. *I’m meeting Jim at the K-bar.*  
2. *They said the food would arrive in half an hour.*  
3. *Let’s get together at Dragon City on the 3rd.*  
4. *I don’t think there is anyone here.*  
5. *I’d like to book a table for six at nine tomorrow night.*  
6. *Let’s go to Thai Palace—it’s too crowded here.*

**Task 4B** (🔊 please turn to p. 150 for audioscript)

1. Read through the statements and exaggerate the stressed words in each; highlight the stresses with body language, such as a punch of the air or a raised hand at the time of the stressed word.
2. Have the class read the statements chorally, and help them exaggerate the stressed word in each.
3. Choose an individual student to read aloud one of the statements. Repeat until all the statements have been read out or, if time permits, until every student has had a go.
4. *Which speaker was not very happy? Why was she unhappy?* Elicit answers from the students: Speaker number two was unhappy because she was waiting a long time for her food.

**Task 5A** (🔊 please turn to p. 150 for audioscript)

1. *Look at 5A. You will hear some people talking. Look at the questions. You need to listen to understand the gist of their conversation. Listen carefully.*
2. After the students have looked at the questions, play the CD. Have the students choose *a, b, c, or d* for each question and circle the letter in their books.
3. Elicit from the class who chose which answer for each question, then play the CD again and point out what the clues were. Go over anything the students didn't understand.

**Answers:** 1. *d* 2. *b* 3. *d*

**Task 5B** (🔊 please turn to p. 150 for audioscript)

1. *Now you will listen again to the dialog, but this time you are listening for details so you can answer the questions in task 5B. Circle a, b, c, or d.*
2. Play the CD. Walk among the students and make sure they circle an answer for each. Play the CD again if necessary.

3. Read out the questions one by one and have the students provide the answer to each chorally. If any are incorrect, ask *Is that right?* See if any students got it right.
4. Play the CD again and pause after each answer is provided. Discuss with the students, making sure they understand the clues.

**Answers:** 1. *d* 2. *b* 3. *a* 4. *a*

**Test Hint!**

1. *When you have multiple-choice questions, the first few questions are usually general. They might ask what kind of person is speaking, where the people might be talking, or what they are talking about.*
2. *These questions don't usually have the answer in the dialog; you can't hear the job of the person speaking, and they won't say where they are or the name of the subject they are talking about. But if you listen and understand properly, you will get the gist. If people are talking about ordering food and someone comes to their table, then they must be in a restaurant. They don't say they're in a restaurant, but we can guess by getting the gist of what they're talking about.*

**Language Note**

When talking about Western currency, we often just refer to a note by its value. So, instead of saying "I think I have a five-dollar bill somewhere," you can say "I think I have a five somewhere." When we ask if people can change a big note into small ones, we often say "Can you break a twenty?" or "Can you break a fifty?" When counting notes, you can say "I have a fifty, two twenties, a ten, three fives, and two ones."



**Task 6A** (🔊 please turn to p. 150–151 for audioscript)

1. Look at page 36, task 6A. You will hear a question followed by three possible answers. Which is the best answer: a, b, or c? Listen carefully and circle a, b, or c for each question.
2. Play the CD and make sure the students are circling answers. If they have difficulty, play the track again.
3. Play the CD again and explain the correct answers. Ask the students to say how they know which the correct answer is. Ask why the incorrect answers are not the best answers. Some are based on incorrect grammar.

**Answers:** 1. c 2. b 3. c 4. b 5. c

**Task 6B** (🔊 please turn to p. 150–151 for audioscript)

1. I will play the CD again. Please write down the questions that you hear—do not write down the answers, just the questions.
2. Play the track again and make sure the students are writing down the questions.
3. Have the class read out the questions chorally, one by one.
4. Put the class into pairs. *One of you is asking the questions. One of you is answering.* Ask the students to show you who is asking the questions and who is answering them. *When you answer the questions, give your own answer. We want to hear your own opinion. Do not try to remember the answers from the task 6A.*
5. Walk around and make sure that the English is good. Help them come up with some good answers.
6. Have the students swap roles and do the exercise again.
7. Choose several students and ask them some of the questions.

- Answers:** 1. What do you think of Japanese food?  
2. How about some Chinese food?  
3. Do you think that Korean food is better than Chinese?  
4. Is there a good Vietnamese restaurant nearby?  
5. Can you get any vegetarian food around here?

**Task 7A** (🔊 please turn to p. 151 for audioscript)

1. Look at task 7A. You are going to hear a conversation between a waiter and a customer. Read the dialog as you listen and write the missing words. You may need one, two, or three words. Listen carefully.
2. Play the CD. Walk amongst the students to make sure they are writing words in the blanks.
3. If the students missed any, play the dialog again.
4. Choose individual students to read a line of dialog. Pay attention to see if they fill in the missing words correctly. Correct any mistakes as you go.
5. If any students don't know any of the words, before you tell them what the word means, ask them what they think it could mean.
6. Make half the class A and the other half B. Have them read the dialog chorally.

**Answers:** lemon and ginger, one order, \$6, steamed or fried, \$17.50

**Useful Expressions**

1. Go over the useful expressions with the class. Play the rest of the CD track so they can hear them being spoken by someone else. Explain anything they don't understand.
2. Tell the class to close their books.
3. Choose one student to try and remember as many expressions as he or she can. Then let another student try. Keep going until one student can remember them all.
4. If the students have difficulty, give them clues or start an expression and let them finish it.
5. Pair up the students and let them act out a waiter–customer scenario. Walk among them and help them remember the expressions and use correct English.

**Speaking Hint!**

1. When you're ordering food, you don't always have to say "I would like . . ." You can use "Have you got any . . .?" or "Can I get . . .?" instead.
2. Some other ways to order food: "I'll take a . . ." and "Give me a . . ."
3. Write them on the board.

## Task 7B

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1. Draw an order sheet on the board the same as the one on page 37.
2. *I'm going to order some food from Wong's. I have thirty dollars. Let me see. I want . . .*  
Choose some dishes that total less than thirty dollars, and write them in the chart on the board. Multiply the price by the number of dishes ordered and add the totals. Write the total.
3. Put the students in pairs.
4. Have the students look at the menu on page 34 and order from each other using the openings above. They have thirty dollars to spend. The one who is not ordering must write the order in the table on page 37.
5. Pretend to be a chef and have students give you their partner's order.

## Task 7C

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1. Put the class in pairs again.
2. *Look at the questions in task 7C. With your partner, ask each other the questions and give answers using good English.*
3. Walk among the students to help them answer the questions well.
4. Now choose one of the students and ask him or her one of the questions. Then choose another student and ask another question. Repeat several times with different students.
5. If a student uses incorrect English, just repeat what was said while emphasizing the corrected parts.

## Cultural Note

When eating in a Western restaurant, it is customary to leave a large tip for you server. In the United States, your waiter or waitress will expect you to leave a tip that is between 15 and 20 percent of the total bill. If you are in a party of six or more people, your server will usually add 18 percent to your bill before presenting it to you.

## Extension Activity

1. Write on a piece of paper an order for Wong's Chinese Restaurant (menu on page 34).
2. Divide the class up into several groups, and have each group line up facing the board.
3. *I will tell whisper my order to the first person in each line, and that person must whisper the order to the next person. Each person must whisper the order to the person behind until the last person in line gets the order. That person must then must come to the front and write down the order.*
4. Don't make the order too big—maybe just a soup, a couple of main courses, a couple of side orders, and a drink. Make sure the students understand what whispering is. The students mustn't move out of line during the exercise, and the ones writing the orders must be away from the other students.
5. Collect the written orders and have the students return to their seats. Write you order on the board and then red out the orders that the students wrote down. Compare them with the original order and then name the team with the closest order as the winner.

Please turn to page 128, **In Focus**—extra cultural information for students discussing as a class.