

EVERYDAY LIFE

TYPICAL DISHES

Age: Teen/Adult

Level: Intermediate+ (B1+)

Time: 60–90 minutes

Activity: In this lesson, students will:

1. Review language for describing food and food preferences
2. Practise describing food from their own country
3. Take part in a restaurant role play, helping a friend order unfamiliar food.

Language focus: Vocabulary related to food – adjectives describing food, food preparation, functional phrases for describing food.

Global focus: Intercultural communication

Materials: One copy of the worksheet per student; one listening text (transcript included in the teacher's notes)

Exercise 1

Students discuss the questions in pairs. You could elicit different ideas from each pair and discuss as a group.

Exercise 2

This exercise explores the language that students already know, and inputs some phrases which may be useful for the final task.

- a. Students add the phrases to the table. Encourage students to start with the ones they are most sure about. Then students could ask a partner or classmates for help, or they may wish to ask the teacher or use a dictionary for help with the remaining words.

Key:

Types of diet – *vegan, vegetarian*

Cooking methods – *baked, fried, roasted, boiled, steamed*

Dietary requirements – *allergic to nuts, lactose intolerant*

Flavours and other food adjectives – *rich, hearty, bland, salty, spicy*

If any words are new to the students, don't forget to model the pronunciation.

Note:

rich (adj): containing a large amount of fat, spices or sugar

hearty (adj): substantial. A meal that makes you feel very full, or where there are many large courses, could be described as hearty.

- b. Students add their own ideas to the table. Encourage them to share ideas, and check understanding of any new/unknown language that their classmates share.

Key (possible answers):

Cooking methods: *chopped, minced, blended (this word appears in the listening), mixed (with)*

Dietary requirements: *I'm allergic to [plural noun], I have a [singular noun] allergy*

Flavours and other food adjectives: *crispy, chewy, sour, etc.*

Exercise 3

- a. Students listen and answer the question. Before listening, it is important that you drill unknown phrases, so students know what they are listening for.

Pronunciation: Below are approximations of Korean pronunciation. If you have a Korean speaker in your class, ask them to model the correct pronunciation!

chuatang = tʃʊətæŋ

doenjang jjigae = dwendʒæŋ dʒiɡeɪ

kimchi = kimtʃi:

- b. Students listen again and complete the comprehension questions.

Key:

1. How does Erica describe the restaurant? *'The most authentic Korean restaurant in town'.*
2. Why couldn't Rob understand the menu? *It was only in Korean.*
3. What two requests did Rob make about the food they ordered? *Something vegetarian, not too spicy.*
4. What are the ingredients of *chuatang*? *Fish, (soup), herbs and spices.*
5. Why didn't Rob want to eat *chuatang*? *He didn't (seem to) like the sound of blended/ground up fish.*
6. What are the ingredients of *doenjang jjigae*? *Tofu, seafood, doenjang (soy bean) paste*
7. How is Korean food usually served? *With lots of side dishes*
8. Is *doenjang jjigae* spicy? *A bit. Erica says 'it's got a kick', which means it is spicy.*

- c. Students discuss their own opinion of the dishes with a partner

EVERYDAY LIFE

TYPICAL DISHES

Exercise 4

This exercise draws out the useful language from the listening task for students to use during their own roleplay activity.

a. Students add phrases from the listening to the table.

Key:

Asking for recommendations	<i>What do you recommend?</i>
Asking about dietary requirements / preferences?	<i>Is there anything you want to avoid?</i> <i>Is there anything you can't eat?</i>
Explaining requirements / preferences	<i>Seafood's fine, I don't mind that.</i> <i>A bit of spice is fine.</i> <i>I'd prefer something vegetarian if possible.</i> <i>I'd rather not have anything too spicy.</i>
Making suggestions	<i>How about trying [dish]?</i>
Asking for more information	<i>What's that?</i> <i>What's [it] like?</i> <i>Does it come with anything?</i>
Describing a dish	<i>It's a fish soup</i> <i>It comes with lots of side dishes</i> <i>It's got tofu in it.</i> <i>It's really hearty</i> <i>It's normally served in a hot stone bowl.</i> <i>The fish is blended</i>
Deciding what to eat	<i>I'll go for that.</i>

Draw students' attention to the form of these phrases, and highlight how they can change parts of the phrase where necessary. You could do some substitution drilling if necessary, e.g.

It's got *tofu* in it

It's got *meat* in it

It's got *seafood* in it

Exercise 5

This pronunciation stage focuses on the linking of first consonant and initial vowel sounds in connected speech. This stage is optional – teachers are advised to review the language input in Exercise 4 and decide which pronunciation features would be most relevant for their students to focus on.

a. This stage raises awareness of the linking between the underlined sounds.

b. Students practise saying the phrases. Listen and help where necessary.

c. Students take time to think about a dish from their own country and prepare what to say about it.

d. Students practise speaking about the dish. Listen and monitor, paying particular attention to pronunciation features focused on in the previous stages of the activity.

Exercise 6

a. This final task has been scaffolded for support. Students work in pairs to roleplay the dialogue, following instructions in the table. Students should have a chance to use most phrases from the table in this task if needed. Give feedback on the use of the target phrases, and upgrade if necessary.

b. Students can repeat this task with a few different partners.

Note: If you find that your students struggle to explain their dish in detail, you could provide some planning time to make notes before repeating the activity.

Reflection

Students end the lesson by discussing the reflection questions with a partner, or noting down their reflections alone.

EVERYDAY LIFE

TYPICAL DISHES

WORKSHEET

EXERCISE 1

Work with a partner. Discuss the questions.

- How often do you eat out?
- Do you have a favourite cuisine?
- How would you describe the national dish of your country to a foreigner?
- What difficulties might you have when ordering food in a restaurant at home or abroad?

EXERCISE 2

a. Complete the table with the words in the box. Some have already been done for you.

allergic to nuts baked bitter bland boiled fried hearty lactose intolerant rich
roasted salty spicy steamed sweet vegan vegetarian

Types of diet	vegetarian,
Cooking methods	baked,
Dietary requirements	allergic to nuts,
Flavours and other food adjectives	sweet, bitter,

b. Add any other relevant words or phrases you know to the table. Share your ideas with a partner.

EXERCISE 3

a. Listen to Rob talking to his friend Erica in a Korean restaurant. Which dish does Rob decide to order?

chuatang *kimchi* *doenjang jjigae* *glass noodles*

b. Listen to the conversation again and answer the questions.

1. How does Erica describe the restaurant? _____
2. Why couldn't Rob understand the menu? _____
3. What two requests did Rob make about the food they ordered? _____
4. What are the ingredients of *chuatang*? _____
5. Why didn't Rob want to eat *chuatang*? _____
6. What are the ingredients of *doenjang jjigae*? _____
7. How is Korean food usually served? _____
8. Is *doenjang jjigae* spicy? _____

c. Which dish would you choose – *chuatang* or *doenjang jjigae*? Why?

EVERYDAY LIFE

TYPICAL DISHES

WORKSHEET

EXERCISE 4

a. Below are some phrases that are used in the conversation between Rob and Erica. Add each phrase to the table according to its function. Use the examples to help you.

A bit of spice is fine.

Is there anything you can't eat?

It's got tofu in it.

I'd prefer something vegetarian if possible.

I'd rather not have anything too spicy.

I'll go for that.

What do you recommend?

How about trying [dish]?

What's [it] like?

It's really hearty

It's normally served in a hot stone bowl.

The fish is blended

It's a fish soup

Does it come with anything?

Asking for recommendations	
Asking about dietary requirements / preferences?	<i>Is there anything you want to avoid?</i>
Explaining requirements / preferences	<i>Seafood's fine, I don't mind that.</i>
Making suggestions	
Asking for more information	<i>What's that?</i>
Describing a dish	<i>It comes with lots of side dishes</i>
Deciding what to eat	

EVERYDAY LIFE

TYPICAL DISHES

WORKSHEET

EXERCISE 5

a. Listen to your teacher say each phrase. What happens in the underlined part of each phrase?

- It's a fish soup
- It's normally served in a hot stone bowl.
- It's got tofu in it.

b. Practise saying each phrase.

c. Think of a dish from your own country. Complete the sentences to describe the dish.

- It's a _____.
- It's normally served _____.
- It's got _____ in it.

d. Describe the dish to your partner. Make sure you link sounds where necessary.

EXERCISE 6

a. Work with a partner. Prepare your role and then have a conversation with your partner. Use the language from Exercise 4 to help you.

Student A	Student B
Ask your Student B if they have any specific dietary requirements.	Explain your own dietary requirements to Student A. Then, ask Student A to recommend a dish to eat from their country.
Recommend a dish from your country to Student B. Make sure it meets their dietary requirements.	Ask for more information about the dish that Student A recommends to you.
Respond to Student A's questions about the dish you recommended	Decide if you would like to try the dish that Student B recommended.

b. Change roles and repeat Exercise a.

REFLECTION

Work with a partner. Discuss the questions.

- How relevant is the language from today's lesson to your everyday life?
- Did you learn any new phrases for describing food from today's lesson?
- What more would you like to know about how to describe food and cuisine?
- How well did you complete the final roleplay task? Give yourself a score between 1-10. What could you do to improve?

EVERYDAY LIFE

TYPICAL DISHES

TRANSCRIPT

Rob: So, this is the place you've been telling me about!

Erica: Yes! I'd say this is the most authentic Korean restaurant in town. I can't wait for you to try some of my favourite dishes.

Rob: Great! Let's take a look at the menu then. Oh ...

Erica: Everything OK?

Rob: Yes, it's just ... Well, the whole menu is in Korean!

Erica: I did say it's authentic! Don't worry, I can translate it for you.

Rob: Well, you're the expert on Korean food. I guess I'll just take your lead. What do you recommend?

Erica: OK, well ... Is there anything you can't eat? Or is there anything you want to avoid?

Rob: Hmm, well ... I'd prefer something vegetarian if possible. And, I'd rather not have anything too spicy. A bit of spice is fine.

Erica: Hmm, most Korean food has some kind of meat in it, or seafood at least.

Rob: Seafood's fine, I don't mind that.

Erica: OK, cool. Well, how about trying *chuatang*?

Rob: What's that?

Erica: *Chuatang*. It's a fish soup. *Tang* means soup in Korean.

Rob: Oh right. So, what's *chuatang* like?

Erica: Well, it's really hearty, and full of flavour. It's normally served in a hot stone bowl. It comes with herbs and spices on the side.

Rob: So, it's spicy?

Erica: No, it doesn't have to be. They're on the side, so you can add the spice yourself. It's not, like, hot spicy, it's flavour spicy, if you know what I mean?

Rob: OK, sounds nice. So what fish is it?

Erica: Er ... I don't know exactly. The fish is blended, like, it's ground up.

Rob: OK, I'm not sure about that. What else is there?

Erica: Haha, OK. Well, how about *doenjang jjiggae*?

Rob: The name sounds interesting! What's that?

Erica: It's a stew. It's got tofu in it, and normally a bit of shellfish. The flavour is, er ... it's hard to explain. A bit ... earthy, maybe? It's made with *doenjang* paste.

Rob: *Doenjang* paste?

Erica: It's basically a soy bean paste. It's really nice.

Rob: OK. Is it a fairly typical dish?

Erica: Oh, yes. It's very common.

EVERYDAY LIFE

TYPICAL DISHES

TRANSCRIPT

Rob: Does it come with anything?

Erica: Yeah, I mean, like most Korean dishes, it comes with loads of side dishes – beansprouts, glass noodles, stuff like that. And kimchi, obviously.

Rob: OK, I'll go for that.

Erica: Alright, one *doenjang jigga*, and ... I'll just see if they've got ... oh wait – *doenjang jjigae* is a bit spicy, is that OK?

Rob: A bit? Like, how spicy?

Erica: It's like ... I mean, it's got a kick, but it's not too bad.

Rob: Yeah OK, I'll risk it!