Aims and objectives

In this lesson students will:

• do a quiz on world cuisine

• discuss the cuisine of their own countries

• read about culinary tourism

Reading

World cuisine – a quiz

Exercise 1, page 76

Find out what students understand by the terms *gastronomy* and *cuisine*.How are they different from *cookery*? (*Gastronomy* refers to cooking as an art and a science and is particularly connected with cooking as a profession. *Cuisine* is the French word for cooking and is used in English to mean a style of cooking, often from a particular country.) Students work in pairs to do the quiz. Encourage them to look up any words they do not know in a dictionary. You could ask for a show of hands for each question to find out the preferred options. Do not give answers at this stage as students will hear the correct answers in
Exercise 3.

See answers in Exercise 3.

Exercise 2, page 76

Students now write three more questions based on world cuisine and quiz each other. If you have a multinational group, they could base their questions on their own cuisine. You could
collect all students’ questions to make another class quiz.

Students’ own answers.

Listening

An interview with Jean-Pierre Petit

Exercise 3, page 76

Now tell students that they are going to hear a French chef answering the questions. Pre-teach any difficult vocabulary, e.g. *anonymous*, and check that students understand the idiomatic expression *trick question*. Play the recording for students to check their answers to the quiz. In feedback, find out if there were any surprises. If you wrote the most preferred answers on the board, check how well-informed the class is as
a whole.

**1** a **2** d **3** b **4** c **5** a **6** a **7** b **8** c **9** d

**10** A sushi B moules frites C borscht

Audio script Track 9.1, Exercise 3,
page 126

**I = Interviewer, J = Jean-Pierre**

**I** So, Jean-Pierre, what about number 1? Where did the slow food movement originate?

**J** Ah, I know the answer to this one! The answer’s ‘Italy’. It was started in 1986 by a man called Carlo Petrini, as a protest against fast food and the opening of a McDonald’s near the Spanish steps in Rome. It’s now an international movement and aims to preserve traditional and regional cuisine and promote healthy eating habits.

**I** OK, good start! So how about number 2?

**J** Well, this is a bit of a trick question. *Fusion* means ‘joining two or more things together’ but fusion cuisine’s not about sauces. The answer is ‘d’, combinations of cuisines from different regions. A good example would be Tex-Mex.

**I** So far so good. And number 3?

**J** Well, as a Frenchman, I’d like the answer to be ‘Bordeaux’ but, in fact, I know that the answer is ‘California’. The San Bernabe vineyard is the biggest grape-growing property in the world, over 3,250 hectares.

**I** Excellent! I can’t imagine you don’t know the answer to the next one.

**J** Well, Dorling Kindersley, Baedeker and Lonely Planet are all guidebooks but only Michelin gives stars to restaurants on the basis of anonymous inspections.

**I** And number 5?

**J** *Eggplant* is the word used in the United States, Canada, Australia and New Zealand for *aubergine*. *Zucchini* is the American English word for *courgette*.

**I** What about tomatoes? Do you know where they originated?

**J** Yes, they were first grown in South America and brought to Europe by the Spanish. They were originally called ‘xitomatl’, which, apparently, meant ‘the swelling fruit’.

**I** OK, the next four questions are all about the names of internationally famous dishes. Which of them do you know?

**J** Bouillabaisse is easy. It’s a delicious fish stew from Marseille in southeast France. For number 8, all these dishes are made from cheese – a croque monsieur, for example, is basically a toasted cheese sandwich – but the only one from Switzerland is the fondue, which is a dish of melted cheese served in a big pot and eaten by dipping bread into it on the end of a long fork.

**I** Right. And number 9?

**J** I’m not sure. I hesitate between Mexico and Brazil for the guacamole. I’ll go for Brazil.

**I** Oh, sorry! Guacamole originated with the Aztecs in Mexico. So you got one wrong there!

**J** Oh dear, not good for my reputation! But I do recognize these dishes. We’ve got sushi from Japan and moules frites, that is mussels and French fries, from Belgium. It’s interesting that French fries probably aren’t French at all – the word *frenching* refers to the technique of cutting something into long strips. And, of course, in Britain they’re actually called chips, not fries.

**I** And the last photo?

**J** Um ... that looks like a borscht, which is a beetroot soup and very popular in Russia and across eastern Europe.

**I** Excellent. So, almost full marks for the quiz! Well, now I’d like us to talk a little bit about ...

Extra Activity

Point out that the names of many food items used in English originally came from other languages. Write on the board the names of those that are not already identified in the listening for Exercise 3 and ask students if they know where they originated.

**1** artichoke **2** aubergine **3** avocado

**4** courgette **5** zucchini

Then ask students for any other English names of foods they know that originally came from their own or other languages.

**Answers**

**1** Italy **2** France **3** Spain **4** France **5** Italy

Speaking

Local cuisine

Exercise 4, page 77

Students work in pairs to discuss the questions. For question 2, ask them to describe their dishes to their partner. In feedback, write a list on the board of all the different dishes students have described. Do not go into too much detail at this stage as the language of describing dishes is the subject of the next lesson.

Students’ own answers.

Reading

Culinary tourism

Exercise 5, page 77

Tell students that they are going to read an article about culinary tourism. Ask what they understand by the term and refer them to the title of the article. Do they recognize the languages? (left to right: French, Turkish, Greek, Italian, Russian, English) Pre-teach any difficult vocabulary, e.g. *component*, *authenticity*, *demographics*, *affluent*, but ignore the words in bold as students will study them in Exercise 6. Give students a few minutes to read the article. They then form new pairs and answer the questions. In feedback, you could ask them how common it is in their countries to have restaurants offering cuisine from other countries.

**1** Eating is necessary in order to survive, whereas dining out is a pleasure.

**2** Local food can enhance sustainability, maintain a destination’s authenticity, strengthen the local economy, provide an environmentally-friendly infrastructure, support local farmers and fishermen and protect the environment by avoiding the transportation of food over long distances.

**3** **1** Tourists are ready to spend more money on gourmet products, dining out and sampling local produce.

 **2** Changing lifestyles mean that certain
 socio-economic categories are likely candidates for the food tourism market.

 **3** a growing rejection of bland, mass-produced food and drink

 **4** Foreign foods are more accessible and tempt people to discover the ‘real thing’.

 **5** the influence of the media

Extra Activity

Write the following comprehension questions on the board:

**1** What does the quote from Napoleon mean?

**2** What is meant by a *destination marketing campaign*?

**3** What additional reason for using locally- sourced food might hoteliers and restaurant owners have?

**4** Why are ‘dinks’ and ‘empty nesters’ a particular target of hotel and restaurant marketing?

**5** What examples are given of the media influencing culinary tourism?

**Answers**

**1** To get the best out of people they have to be properly nourished so that they are fit and healthy.

**2** a campaign aimed at promoting a particular place or destination

**3** Food which has not travelled a long distance is fresher and often better quality.

**4** They are perceived as having a higher disposable income and more leisure time as they are not supporting a young family.

**5** Celebrity chefs who promote the idea of gourmet cooking at home and holidays based around cookery courses in the country of origin of particular cuisines are becoming more popular.

Exercise 6, page 77

Still in their pairs, students read the text again to match the words in bold with their definitions.

**1** tempt the palate **2** bland **3** savour **4** wine

and dine **5** palate **6** gourmet products

**7** forked out **8** whet the appetite **9** produce

**10** fare

Homework suggestions

• Students search online for images and recipes for the dishes they described in Exercise 4.

• Students find advertisements for holidays based around culinary tourism and bring them to the next lesson to present to the class.

Describing dishes

Aims and objectives

In this lesson students will:

• read advice on increasing restaurant sales

• study vocabulary used to describe food

• listen to a waiter describing some dishes to diners

Reading

Selling the menu

Exercise 1, page 78

Tell students that this lesson is about making restaurant food attractive to prospective diners. First, they are going to read an article giving advice on how to increase restaurant sales.
Pre-teach any difficult vocabulary, e.g. *revenue*, *steamed*, and check that they understand the idiomatic express *make (someone’s) mouth water*. Students then work in pairs to complete the text with the correct options from questions
1–6. In feedback, ask what is meant by *house favourite* (the dish the restaurant is particularly known for).

**1** a **2** b **3** a **4** a **5** c **6** d

Exercise 2, page 78

The article states that restaurants will always try to persuade diners to choose the most expensive item on the menu and describes different strategies they use. Still in their pairs, students discuss other ways that could be used to tempt diners to order more than they intended.

Students’ own answers. If they are having difficulty, you could suggest:

• pointing out that a dish is rarely served as it is not often in season.

• encouraging diners to have an extra side dish and to have a coffee after their meal.

• bringing round a dessert trolley so that they can see what is on offer.

Extra Activity

Write the following questions on the board. Encourage students to discuss their answers
in pairs and say as much as they can about each question.

**1** What is meant by *still* and *sparkling* water?

**2** Why would *freshly squeezed* orange juice sound attractive?

**3** What are *French fries*?

**4** What is a *terrine*?

**5** Why are diners likely to be tempted by food described using foreign words?

**Answers**

**1** Sparkling, sometimes called *fizzy*, water has been carbonated to give it bubbles. Some more expensive waters are naturally carbonated; in others it is done at the bottling plant. Still water does not have bubbles.

**2** It means the juice has been pressed on the premises and is not preserved, concentrated or sweetened.

**3** deep fried potatoes cut in long, thin slices, known as *chips* in the UK but *French fries* in the USA

**4** cooked meat or fish moulded into the shape of a bread loaf and served cold, sliced

**5** It makes the dish sound more exotic and the diner feels sophisticated. This is a phenomenon particularly associated with the UK and the USA, whose traditional food is thought of as simple and hearty rather than sophisticated.

Vocabulary

Describing food

Exercise 3, page 78

In the next two exercises, students focus on ways of describing and cooking food. Draw their attention to the list. Ask them to check any words they do not know in a dictionary. They then work individually to place the adjectives in two lists, positive and negative, and write a sentence illustrating the meaning of each. They compare answers in pairs before whole class feedback.

P: appetizing, delicious, done to a turn,
mouth-watering, ripe, succulent, tasty, tender

N: bland, greasy, insipid, rancid, rotten, tough

Exercise 4, page 78

The words in the box are all ways of preparing food. Again, students should look up any words they do not know, and this time work in pairs to match the food items (1–6) with the methods of preparation. Can students think of other ways of preparing food? (Smoke (fish), braise (meat), flash fry (meat), deep fry (vegetables, especially potatoes), slow cook (meat) are some examples.)

**1** bake, fry

**2** grill, roast, simmer, stew (also boil, if it is a tough piece of meat)

**3** boil, fry, steam

**4** boil, fry, poach

**5** boil, bake

**6** bake, boil, fry, roast, simmer, steam, stew

Extra Activity

To extend the activity with other methods of preparing food before cooking, write the following on the board. Students match the method with the food item. There may be more than one correct answer.

**1** peel **a** cheese

**2** chop **b** eggs

**3** slice **c** coffee beans

**4** beat **d** potatoes

**5** blanch **e** tomatoes

**6** fillet **f** almonds

**7** grate **g** cream

**8** grind **h** onions

**9** whip **i** cabbage

**10** marinate **j** fish or meat

**Answers**

The most likely collocations are:

**1** d, h

**2** b, d, e, f, h, i

**3** a, b, d, e, h, i, j

**4** b

**5** e, f

**6** j

**7** a

**8** c (meat is also possible, but not fish)

**9** g

**10** j

Listening

Describing dishes

Exercise 5, page 79

Tell students that they are going to hear a waiter in a Turkish restaurant describing dishes to a couple who are deciding what to order. Pre-teach any difficult vocabulary, e.g. *cutlets*, *charcoal*, *shallots*. Then play the recording for students to complete the sentences with words from the waiter’s descriptions. If any of the students are Turkish or familiar with Turkish food, ask them to predict the words that will be used to complete the descriptions 1–4. Point out that some of the missing words are cooking methods while others refer to ways of presenting the dish. In feedback, ask students which of these dishes they would choose and why.

**1** tender **2** grilled **3** served **4** baked **5** topped

**6** (tasty) stew **7** flavoured with **8** fresh

**9** stuffed **10** steamed **11** accompanied

Audio script Track 9.2, Exercise 5,
page 126

**W = Waiter, D1 = Diner 1, D2 = Diner 2**

**W** Are you ready to order?

**D1** Hi, could you just tell us what these dishes are? For example, what’s the kuzu pirzola?

**W** OK, these are tender lamb cutlets which are marinated in red pepper, then grilled over charcoal and served with rice.

**D1** Sounds good. And what about lahmacun?

**W** That’s a kind of Turkish pizza. There’s a round bread base that’s baked in a brick
oven and topped with minced meat, tomatoes and herbs.

**D1** That sounds delicious. I’ll have that.

**W** And Madam?

**D2** What’s the levrek pilaki?

**W** It’s a tasty stew made by simmering fish with carrots and tomatoes, and flavoured with onions and garlic.

**D2** And what’s it served with?

**W** Potatoes.

**D2** OK. And this one? Midye dolmasi?

**W** That’s a delicious dish of fresh mussels, which are stuffed with a spicy rice mixture, steamed over a low fire and accompanied by chopped shallots.

Grammar

Relative clauses

Exercise 6, page 79

Focus students’ attention on the Grammar box. Give them time to read through the information and check that they understand the difference between defining and non-defining relative clauses. You could illustrate this with the same sentence with and without commas: *My brother, who was promoted last year, loves his job*. With commas we learn a little more about my brother; Without commas the sentence would mean that I have another brother who was not promoted last year; *who was promoted* defines which brother I am referring to. Students then work individually to write sentences using the prompts, including both defining and non-defining relative clauses. There may be more than one correct answer for each set of prompts. They then compare answers in pairs. After whole class feedback, refer students to the Grammar reference on page 115.

**Suggested answers**

**1** Gazpacho, which originated in the Andalucía region of Spain, is a tomato-based soup usually served cold.

Gazpacho, which is a tomato-based soup usually served cold, originated in the Andalucía region of Spain.

 Gazpacho is a tomato-based soup usually served cold which/that originated in the Spanish region of Andalucía.

**2** Bouillabaisse is a traditional fish stew which/ that originated in the city of Marseille, France.

 Bouillabaisse, which originated in the city of Marseille, France, is a traditional fish stew.

**3** Croissants, which are eaten freshly baked at breakfast, are flaky, crescent-shaped pastries.

 Croissants are flaky, crescent-shaped pastries which/that are eaten freshly baked at breakfast.

**4** Pho, which is a Vietnamese noodle soup, is served with beef or chicken and is a popular street food.

 Pho is a Vietnamese noodle soup which/that is served with beef or chicken and is a popular street food.

 Pho, which is a popular street food in Vietnam, is a noodle soup served with beef or chicken.

**5** Chow mein, which is popular in American-Chinese cuisine, is of two main kinds, steamed or crispy, and is a stir-fried dish consisting of noodles, meat and vegetables

 Chow mein, which is a stir-fried dish consisting of noodles, meat and vegetables, is popular in American–Chinese cuisine, and is of two main kinds: steamed or crispy.

 Chow mein is a stir-fried dish consisting of noodles, meat and vegetables which/that is popular in American–Chinese cuisine, and is of two main kinds: steamed or crispy.

**6** Goulash, which originated in Hungary, is a thick meat stew and a popular meal in eastern Europe.

 Goulash is a thick meat stew which/that originated in Hungary and is a popular meal in eastern Europe.

 Goulash, which is a popular meal in Eastern Europe, is a thick meat stew which/that originated in Hungary.

RESEARCH

Go through the task with the class. Ask students to read the text. Does this practice of making the menu sound ‘more gastronomic’ by using foreign descriptions occur in their own country? If so, which language is used? Then go through the example menu on page 101 and check that students understand all the vocabulary items.

For the next lesson, students should visit their local restaurant if the class is taking place in their own country and ask for a copy of the menu or find a restaurant online and print a copy of the menu. If the class is taking place in an English-speaking country, they can go online to find a restaurant with a menu in their own language. Alternatively, they could find a restaurant with a menu in English that uses simple language to describe the dishes. They then use the language of this lesson to make the dishes sound attractive, using the model menu on page 101 to help them.

Homework suggestions

• Refer students back to the extra activity following Exercise 4. Students write a similar matching task with more methods of preparation and food items.

• Students write a menu item based on a dish from their own country. At the next lesson students create an international menu compiled from their individual dishes.

Photocopiable notes 9.1 (page 157)

What’s the dish? (Card activity, page 158)

professional skills

giving feedback

Aims and objectives

In this lesson students will:

• focus on the professional skill of giving customer feedback to staff

• read and discuss online restaurant reviews

• roleplay a feedback session

Listening

Customer experiences

Exercise 1, page 80

Tell students that they are going to spend this lesson looking at customer feedback, from the perspective of the customer and the restaurant. Restaurants rely on recommendation and take customer feedback extremely seriously, as a poor recommendation will lead to loss of business. Can students think of other industries where this is also the case? (hotels, clubs and societies, any service industry where the general public are the customers) First, they work in pairs to discuss the criteria and put them in order of importance. What would make them recommend a restaurant or advise against going there? Ask for a show of hands and write a list of the most preferred criteria on the board. What was the majority opinion?

Students’ own answers.

Exercise 2, page 80

Tell students that they are going to hear seven restaurant customers talking about what they liked and did not like about a recent visit to a restaurant. Pre-teach any difficult vocabulary, e.g. *chequered*, *taverna*, *ambience*. Then play the recording for students to match the customers with the criteria in Exercise 1. In feedback, ask if they have personally experienced any of the situations the customers described.

**a** Speaker 6 **b** Speaker 2 **c** Speaker 3
**d** Speaker 5 **e** Speaker 7 **f** Speaker 1

**g** Speaker 4

Audio script Track 9.3, Exercise 2,
pages 126–127

**1** The way we were treated was absolutely awful! The waiters were in an extremely bad mood, shouting at each other and generally annoying us. And when we tried to catch
their eye to ask for something, they totally ignored us!

**2** I don’t often go to an Indian restaurant but when I do, I expect to hear sitars or maybe there’s a video of some Bollywood movie but the last one I went to was playing Chopin!

**3** When you go to an Italian restaurant, you expect to see something that reminds you of Italy – an Italian flag, pictures of Florence and Rome, red and white chequered tablecloths with matching napkins and green napkin
rings ... This one just had a huge picture of Bob Marley on the wall! I like reggae very much but what’s this got to do with Italy?

**4** This restaurant is so popular but, in fact, I would never go there because unless you get there first thing in the evening, you’ll probably have to stand in a long queue on the pavement until someone decides to leave. I don’t understand why they don’t take reservations.

**5** There was no dish of the day or house speciality – just four kinds of salad that looked and tasted identical and the kind of courses you’d expect in any Greek taverna.

**6** The perfect place for a romantic dinner by candlelight, with waiters dressed in traditional black and white to capture the ambience of 19th-century Paris.

**7** I nearly had a heart attack when the waiter, who had a big smile on his face, gave me the bill! I’d recommend this restaurant on condition that you take out a bank loan beforehand!

Reading

Online reviews

Exercise 3, page 80

Tell students that texts on pages 80–81 are online reviews of the same restaurant posted by different people. They all mention a problem they had at the restaurant. Pre-teach any difficult vocabulary, e.g. *dressing*, *sautéed*, and check that students understand the idiomatic expressions *grand finale* (used sarcastically in review 1), *get on* (*one’s*) *nerves* (in review 3).

Students read the reviews, then work in pairs to discuss them and make a list of the problems they mention. They should place them in the categories used in Exercise 1. In feedback, ask students what is meant by *no pun intended* in review 1. (The writer is making a pun, or play on words, on the meaning of *waiter* as one who serves customers, and someone who has to wait a long time.) Did any of the reviewers have anything positive to say? (Reviews 2 and 3 said the food was excellent.)

**1** long wait time, service (wrong orders)

**2** long wait time, service (forgotten orders)

**3** loud music

**4** service (constant interruptions)

**5** food quality (lack of garnish, guacamole unavailable)

**6** food quality (dirty plate and cutlery)

Listening

Giving feedback

Exercise 4, page 81

Tell students that the manager of the restaurant in Exercise 3 now has to relay the feedback to his team. Pre-teach any difficult vocabulary, e.g. *double-check*, *inventory*. Play the recording for students to identify which problems are mentioned and the solutions that are suggested. Students check answers in pairs, listening again if necessary, before whole class feedback. Ask which of the specific problems in Exercise 3 are mentioned (1, 2, 4, 5).

Problem: taking the wrong order

Solution: double-check with customer and write it down

Problem: ran out of notepads

Solution: order some more

Problem: ran out of lemons

Solution: Mercedes to check inventory and keep everything needed in stock

Problem: long wait time before being served because of absent staff

Solution: tell manager about any problems

Problem: staff do not have manager’s cell phone number

Solution: manager to provide

Problem: over-attentive service

Solution: judge exactly when service is required

Audio script Track 9.4, Exercise 4,
page 127

**M = Manager, W1 = Waiter 1, W2 = Waiter 2, W3 = Waiter 3**

**M** Can everyone come here, please? I’ve just been reading the customer reviews we’ve had over the last few days and, first of all, I’m pleased to say that most customers think the quality of food here is really good, so congratulations to the chef. On the other hand, it seems the quality of service sometimes leaves a lot to be desired. Apparently, one of you, I won’t mention names, has been getting the orders wrong. So could you please make sure that you double-check what the customer has ordered and preferably write it down?

**W1** But we’ve run out of notepads!

**M** Well, OK, if that’s the case, I’ll order some more. But just make sure you get the order right. We had a customer who ordered a drink with lemon and there was no lemon. Honestly, it’s not complicated!

**W2** But we don’t have any lemons. They weren’t in the last delivery.

**M** Why are we always running out of things? Another customer complained that there was no guacamole. Mercedes, you’re in charge of inventory. Please make sure that we keep enough of everything in stock so it won’t happen again.

**W2** OK.

**M** Another thing: can you tell me, why are customers having to wait so long to get served?

**W3** We don’t have enough people. There are lots of customers, two of the kitchen staff are off sick – it’s difficult. Alamar didn’t come on Monday.

**M** But why not?

**W3** I don’t know.

**M** Well, I need to know these things! I wasn’t here last week. If there’s a problem, get in touch with me ASAP. You all have my mobile number, don’t you?

**ALL** No.

**M** What? OK, I’ll write it down and give it you again. Well, finally, on a more positive note, I see from the reviews that you’ve been attentive to the customers and asking them if they’re satisfied. That’s really good and that’s what we said in the last feedback session. But be careful: don’t give them the impression that you’re harassing them. Just ask them first if they’re satisfied with their meal and then try and judge when exactly your service is needed. OK, everybody, that’s all for now. Keep up the good work and enjoy the rest of the day.

Exercise 5, page 81

Ask students which two reviews were not mentioned by the manager (3 and 6). Ask them how he could have relayed this feedback to the staff and what solutions could be found.

**Suggested answers**

Review 3: turn the music down as the restaurant becomes busier.

Review 6: if the restaurant has a dishwasher, have it serviced. If the washing up is done by hand, review the procedure.

Exercise 6, page 81

Draw students’ attention to the Professional skills box, which contains advice on how to give feedback effectively. Pre-teach any difficult vocabulary, e.g. *channel*, *upbeat*. Do not worry about *feedback sandwich*, whose meaning will become clear when students have completed the exercise. Working in pairs, students match the headings with the pieces of advice. In feedback, ask students to find examples in the listening of the advice. Refer them to the audio script on page 127 if necessary. Finally, ask them if they agree with all the advice. Is it ever acceptable to give feedback without listening to what the other person has to say? If someone has broken a company regulation, for example.

**1** b (I’ve just been reading the customer reviews we’ve had over the last few days ...)

**2** e (I’m pleased to say ... On the other
hand, ...)

**3** f (Apparently, one of you, I won’t mention names, has been getting the orders wrong.)

**4** a (Another thing: can you tell me ...)

**5** c (If there’s a problem, get in touch with me ASAP.)

**6** d (... first of all, I’m pleased to say ...; On the other hand, ...; ... finally, on a more positive note, ...)

Speaking

Dealing with customer feedback

Exercise 7, page 81

Tell students that they are going to roleplay a feedback session. Allocate roles: Student A is the manager of a restaurant and Student B is a server. Refer them to the relevant pages in the Pairwork files. Check that the B students understand the expression *make a fuss* (used by someone who thinks the problem is not as great as the person making the fuss thinks it is). They then prepare to have the feedback session, following the advice in the Professional skills box.

See Pairwork files 17 and 27 on pages 107 and 110.

Writing

Restaurant review

Exercise 8, page 81

Ask students to think of a meal they recently had in a restaurant or further in the past if they have not eaten out recently. Ask them to write a review for a travel magazine for tourists visiting their city or the city where your class is taking place. They should follow the model of the reviews on pages 80–81. When they have finished, find out how many of the reviews were positive, negative, or a mixture of both.

Students’ own answers.

RESEARCH

Go through the task with the class. Brainstorm different kinds of problems diners may encounter. An internet search using the search terms *problems with restaurants* will produce a series of links to consumer blogs and also advice on how to complain about a poor experience in a restaurant.

Homework suggestion

When students have done the research task, write a list of their ideas on the board. Then ask them to choose a scenario to roleplay as the manager of the restaurant that has been complained about and the staff member responsible for the problem.

Photocopiable notes 9.2 (page 157)

Restaurant feedback (Card activity, pages
159–160)

CAse study

Plan a new itinerary

CASE STUDY MENU

Refer students to the lesson’s aims and objectives before focusing on the photo and map. Have students ever been to Peru? What do they know about Peruvian cuisine?

A gastronomic tour of Peru

Exercise 1, page 82

Tell students that they are going to hear an interview with Rosa Huanca, who has developed a gastronomic tour of Peru. Before listening, ask them what, if anything, they know about Peruvian cuisine. Has anyone been there or visited a Peruvian restaurant in their home country?

The vocabulary should not present any problems but you may wish to mention the pronunciation of the dishes she names: *papa a la huancaína*, *tiradito* and *ceviche*. Then play the recording for students to answer the questions. They compare answers in pairs before whole class feedback. Ask how Rosa came to be working in the tourism industry (was impressed by a food festival she attended and she and her husband were looking for a new investment). In feedback, ask students if anything about Peruvian cuisine surprised them, e.g. the fact that it has been influenced by many different cultures. Is this true of the cuisine of their own country?

**1** 650,000: the number of visitors to the Mistura food fair, 100,000: the number of Chinese immigrants arriving in the early 19th century, 2,000: the number of Chinese restaurants

**2** The Incas grew potatoes and quinoa. The Spanish introduced olives and grapes.

**3** Papa a la huancaína consists of boiled potatoes in a spicy, creamy sauce. This is a fusion dish which incorporates elements of more than one culinary tradition.

**4** Chifas are Chinese restaurants in Peru. Ceviche and tiradito are Peruvian national dishes but they are based on seafood
 and have their roots in the Japanese culinary tradition.

Audio script Track 9.5, Exercise 1,
page 127

**I = Interviewer, R = Rosa**

**I** So, Rosa, how was it that you first got interested in creating a gastronomic tour in Peru?

**R** Well, two years ago I visited the Mistura food festival in Lima and I came away very excited. It’s the largest food fair in Latin America, with more than 650,000 visitors. And as regards regional cuisine, Peru has the same status as France does in Europe. My husband and I had just sold our last travel business and we had some money to invest. We thought the next big thing would be culinary tours and Peruvian cuisine, so we set out to find out more.

**I** And what did you discover?

**R** Well, the great thing about Peruvian cuisine is its ability to incorporate gastronomic influences from so many different cultures. I mean, the Incas gave us the potato but also cereals like quinoa and meat like the alpaca. And then the Spanish introduced olives, grapes, dairy products and rice and the two cuisines began to fuse, so there are dishes that combine the best of both worlds, like papa a la huancaína, which is basically boiled potatoes in a spicy, creamy sauce.

**I** OK, but I’ve heard that the real gastronomic revolution arrived from the
Far East.

**R** That’s right. Both the Chinese and the Japanese were employed as cheap labour in the cotton and sugar plantations. At the beginning of the 19th century, 100,000 Chinese immigrants arrived in Peru and their influence is felt in the number of Chinese restaurants, called ‘chifas’. There are over 2,000 of them.

**I** And the Japanese?

**R** They came to Peru for the same reason and brought with them a taste for seafood which the Peruvians didn’t have. Our national dishes of tiradito and ceviche are based on raw fish and owe a lot to the Japanese culinary tradition.

Tour itinerary

Exercise 2, page 82

Tell students that they are going to discuss the itinerary for Mucho Gusto, Rosa’s tour. Pre-teach any difficult vocabulary, e.g. *picturesque*, *exquisite*. Students then read the itinerary and work in pairs to discuss the two questions.

**Possible answers**

**1** Days 4–5 are mainly taken up with travelling. Day 3 is an ‘introduction’ to Peruvian cuisine but there are no further classes.

**2** The tour is ‘crowned’ by a visit to Machu Picchu, arguably not the point of a
culinary tour.

Customer feedback

Exercise 3, page 83

Tell students that after her first year of business, Rosa is going through customer feedback to decide whether she needs to make any adjustments to the tour. Students read through the comments she has received and draw up a list of complaints and suggestions. Refer them to the relevant pages: Student A’s comments are on page 83. Student B’s are on page 107. They should first read their own information, look up any words in their role information they do not know and be prepared to explain them to their partner. If you wish, you could do this in two stages: first, ask students to work in pairs and allocate each pair either the A or the B information to read and check comprehension of the text. They then form new A/B pairs to share information and prepare their list. In feedback, write the lists on the board and check that all points have been covered.

See Pairwork file 18 on page 107.

• no driver to pick up the group at the hotel

• very early start on day 4, delayed flight, little time to visit

• food poisoning from restaurant; suggests not using it in future

• poor sanitation; suggests warning people in advance to bring their own toilet paper

• little time to derive full benefit from the Mistura; suggests giving more time to attend the ten-day festival

• water not always drinkable; suggests warning people in advance

• high altitude is a problem for some travellers; suggests advising visitors to drink herbal tea or chew coca leaves

• journey to Machu Picchu takes four hours, which is wasteful in a short tour; suggests travelling by helicopter, which only takes
 45 minutes

• only one cookery class and one day at the Mistura festival; suggests focusing on the gastronomic elements of the tour and having other activities as optional add-ons at the end

Exercise 4, page 83

Tell students that Rosa has decided to join forces with another tour operator and is now discussing the feedback with a view to changing some elements of the tour. Play the recording for students to note the changes they discuss in two categories: culinary and non-food activities.

Culinary activities: more visits to restaurants and tastings with local chefs, visits to farmers’ markets to sample local produce

Other activities: include tours to the Pachacamac sun Temple and Lima by night and offer Machu Picchu and Chiclayo as optional extras

Audio script Track 9.6, Exercise 4,
page 127

**R = Rosa, L = Luis**

**R** OK, Luis, you’ve read the comments and we’ve talked a bit about reworking the itinerary. What are your conclusions?

**L** Well, I think we should focus more on the culinary experience. We should do more visits to restaurants and tastings with local chefs. For example, we should offer a Peruvian fusion experience at the Astrid y Gaston. I know the chef there and he will do tastings. And we must teach them to cook an Inca Pachamanca on hot stones.

**R** Yeah, that’s a good idea. And I can get in touch with the chef at A Puerto Cerrada and do a tasting of creole cuisine. He does a really good buffet lunch, which everyone would enjoy. And there’s also the Japanese fusion place, Toshiro’s – that’s well worth a visit.

**L** Maybe more visits to local farmers’ markets to sample local produce. We could hire an interpreter and talk to some of the local farmers and growers.

**R** What about the Mistura? It seems people want to stay longer.

**L** Yes, but I’m not sure people would want to go to too many seminars or conferences. The main thing is to let them spend enough time to sample everything. I guess real foodies can only do the event justice by buying a
multi-day ticket and coming every day for breakfast, lunch and dinner.

**R** What about the other non-food activities?

**L** There’s so much to do. For example, the Pachacamac Sun Temple is only half an hour away and we could do a tour of Lima by night. And if people want to go further afield to Machu Picchu or Chiclayo, we can put those on as optional extras.

TASK

Exercise 5, page 83

Divide students into groups of three or four to plan Rosa and Luis’s tour for next year. First, they should brainstorm ideas and then rewrite the website itinerary from Exercise 2. They do not have to rewrite it completely but should decide what to remove and what to add. They should also include a section on practical information to take account of the health and altitude problems experienced by some of last year’s visitors.

Monitor their conversations, making notes of good language use and other points to mention during feedback. When students have finished, make copies of their itineraries and circulate among the other groups so that they can compare their ideas. Were there many differences?

If your students are preparing for the LCCI Level 2 English for Tourism exam, remind them that they must be familiar with specialized business skills, e.g. itinerary planning and leisure travel.

possible outcome

From the information provided, it appears that the present itinerary suffers from a number of drawbacks, including poor organization and timing, substandard accommodation and an unfortunate choice of restaurant. The seven-day package is too short to fit in all the activities. As this is primarily a culinary tour, the emphasis should be on tastings, eating out in high-end restaurants and a longer visit to the Mistura food festival. A visit to Cuzco and Machu Picchu is certainly worthwhile but can be offered as an extension to the stay.

Possible itinerary

• Day 1: arrival in Lima; overnight accommodation in comfortable four-star hotel

• Day 2: breakfast on acaldo de gallino (hen soup), known as the soup levanta muertos, a dish to ‘wake the dead’; visit to a local market to purchase ingredients for tomorrow’s cookery class; dinner at the Astrid y Gaston, with its wide choice of Peruvian cuisine

• Day 3: introduction to Peruvian cuisine: learn how to prepare Peru’s staple dishes and afterwards taste the many dishes you made during class; gourmet dinner at one of Lima’s top restaurants• Day 4: visit to farmers’ markets (with an interpreter), buffet lunch at A Puerto Carrada and demonstration of creole cuisine with the resident chef; evening tasting on how to cook an Inca Pachamanca (a dish baked on hot stones

• Day 5: Mistura food festival: attend tastings and sample exquisite dishes from the country’s top restaurants and chefs

• Day 6: Mistura food festival: breakfast, lunch and dinner on site; attend seminars, tastings and workshops; meet local chefs and producers (with an interpreter)

• Day 7: shopping in Lima and return flight

**UNIT 9: KEY WORDS**

Highlight the key words box and elicit definitions for a selection of the words. Check on parts of speech, syllable stress and pronunciation as needed. Suggest that students use the
DVD-ROM Mini-dictionary for further self-study.

Homework suggestions

• Students write a sentence of their own using each of the key words given at the end of
the lesson.

• Students prepare a gastronomic tour of their own country or region, taking into account regional and national cuisine, tourist attractions and any practical advice for travellers to their country. They should present their tour to the class at the next lesson. (200–250 words)