

6 FOOD & BEVERAGE

UNIT MENU

Grammar: countable and uncountable nouns

Vocabulary: food and drink, food orders, catering

Professional skills: meetings customers' needs

Case study: rescue a restaurant

Aims and objectives

In this lesson students will:

- study vocabulary relating to food and drink
- read an article describing a day at work in a restaurant
- listen to the phrases used when people order food

Vocabulary

FOOD AND DRINK

Exercise 1, page 52

Focus students' attention on the photo and elicit what it shows (fish and seafood dishes) before asking students to match the food with the categories. Allow time for students to compare answers in pairs before going through them with the class. Check pronunciation and highlight the difference in meaning between *dessert* and *desert*. You may wish to elicit or add more examples to each group if time allows.

- 1 f – mushroom (vegetable)
- 2 d – prawn (shellfish or seafood)
- 3 a – lettuce (vegetable)
- 4 b – egg (sometimes it's in the protein/meat group or with dairy products)
- 5 c – dessert (part of a meal)
- 6 e – garlic (herb)

Possible additions to each category:

- 1 sardines, sole, monkfish, (sea) bass (also seafood and shellfish: prawn, squid, octopus, crab, lobster, scallops, oysters, mussels, clams, etc.
- 2 veal, rabbit, bacon, duck, mutton, goat
- 3 papaya, strawberries, plums, peaches, pears, tomatoes
- 4 mushrooms, lettuce, celery, sweetcorn, broccoli, spinach, green beans, courgettes/zucchini (AmE), aubergine/eggplant (AmE).
- 5 ice cream, margarine
- 6 spaghetti, crackers, cakes, flour

EXTRA ACTIVITY

Students work in pairs to find out:

- their partner's favourite type of meat, fish, fruit and vegetable
- any types of food that they never eat and why
- the main type(s) of food (staple food) in their country.

Exercise 2, page 52

Ask students to look at diagram and to label with the words given, checking answers in pairs before class feedback. If necessary, remind students of the word order of *knife and fork* (not *fork and knife*).

1 glass 2 napkin/serviette 3 fork 4 knife
5 spoon 6 plate

EXTRA ACTIVITY

Discuss as a class what items of crockery, e.g. plates and cutlery, e.g. knives, forks you would expect to use when eating in their country or others they know, e.g. bowls and chopsticks in Japan.

Exercise 3, page 53

Students read the article and discuss their answers with a partner before the discussion is opened to the class. Check vocabulary, e.g. *anticipate*, *tip*.

Danny works in a seafood restaurant as the front of house manager.

Exercise 4, page 53

Ask students to complete the sentences, either alone or in pairs, before eliciting the answers from the class.

1 servers 2 covers 3 station 4 specials
5 tips 6 set 7 front of house 8 order

Listening

IN A SANDWICH BAR

Exercise 5, page 53

Tell students they are going to listen to a conversation in a sandwich bar and ask them to note what the customers order and how much they pay. Allow time for students to compare answers in pairs before going through them with the class.

They order a chicken baguette (with salad) and a cheese and tomato sandwich (on brown bread), one chicken and mushroom soup, a bottle of sparkling water, regular decaf coffee, a blueberry muffin and a chocolate brownie. They pay €15.50.

Audio script Track 6.1, Exercise 5, page 123

S = Shop Assistant, C1 = Customer 1,

C2 = Customer 2

S Next, please.

C1 Hi, we'd like to order some sandwiches.

S Sure. To eat in or take away?

C1 To take away. I'd like a chicken sandwich.

C2 And cheese and tomato for me, please.

S OK. Would you like sliced bread or a baguette? The baguettes are freshly made.

C1 OK, I'll have the baguette.

C2 Sliced bread for me. Do you have brown bread?

S Yes, we do. So that's a chicken baguette and a cheese and tomato sandwich on brown bread. Would you like any extra fillings?

C1 Yes, please. Can I have some salad in the baguette?

S OK. Would you like some homemade soup with that? Today's soup is chicken and mushroom.

C2 Sounds tasty. Yes, please.

C1 Not for me. Thanks.

S And what would you like to drink with that?

C1 A bottle of sparkling water for me, please.

C2 I'll have a coffee. Do you do decaf?

S Yes, we do. Regular or large?

C2 Regular will be fine.

S Would you like some desserts? We have a great selection of homemade cakes and muffins.

C1 Those do look appetizing. I think I'll have a blueberry muffin.

C2 And me. No, make mine a chocolate brownie.

S Would you like to pay for that together or separately?

C1 Together.

C2 Separately.

C1 No, I'll get this one Claudette. My treat.

C2 OK, thanks very much.

C1 Together, please.

S So that's fifteen euros fifty altogether, please.

C1 Here you are.

S That's four fifty change. I'll just get your order ready for you.

Exercise 6, page 53

Allow time for students to read the sentences before they listen again, discussing answers with a partner before class feedback. Students then work in pairs practising the sentences themselves.

1 take away **2** Would you like **3** extra fillings
4 to drink **5** Regular **6** some desserts
7 homemade cakes **8** together **9** separately
10 euros

Exercise 7, page 53

Students work in pairs and discuss the customers' replies to the phrases. Set a limit, e.g. five minutes before referring them to audio script 6.1 on page 123.

1 **C1** To take away. I'd like a chicken sandwich.
2 **C1** OK, I'll have the baguette./**C2** Sliced bread for me. Do you have brown bread?
3 **C1** Yes, please. Can I have some salad in the baguette?
4 **C1** A bottle of sparkling water for me, please./**C2** I'll have a coffee. Do you do decaf?
5 **C2** Regular will be fine.
6 **C1** Those do look appetizing. I think I'll have a blueberry muffin./**C2** And me. No, make mine a chocolate brownie.
7 **C1** Together./**C2** Separately.
8 **C1** Here you are.

Speaking

TAKING FOOD ORDERS

Exercise 8, page 53

Put students into pairs and refer them to File 18 on page 105 in the Pairwork files. Go through the instructions with the class and check they understand what to do. Set a time limit for students to prepare, e.g. five minutes. Students then swap partners and take turns to show their menus and be the customer. Monitor the roleplays, noting good language use and areas to discuss during feedback. Round up by discussing the roleplays and deciding which menu sounded the best.

See Pairwork files.

Homework suggestions

- Students write an article for a tourism blog site explaining which are the main foods eaten in their country or one of their choice (150–200 words). If they like, they could compare two countries' foods.
- Students write a dialogue between two people where a food order is being taken (150–200 words or about five minutes long). They can decide where the conversation takes place, e.g. in a restaurant, and what is on the menu. Remind them to use language from the lesson. In a subsequent class, students can practise their conversations in pairs before acting them out for the class or in groups.

Photocopiable notes 6.1 (page 122)
What is it? (Card activity page 123)

BIG EVENTS

Aims and objectives

In this lesson students will:

- read an article on catering for large groups
- study quantifiers
- roleplay a situation where they are catering for an event

Reading

CATERING FOR A CROWD

Exercise 1, page 54

Focus students' attention on the photos and elicit what they show. Check students understand the meaning of *catering* before discussing the questions in pairs/groups. Round up by eliciting ideas and finding out who has worked or works in catering.

Students' own answers.

Exercise 2, page 54

Students read the article to check their answers before discussing if they were correct as a class. Check vocabulary, e.g. *hors d'oeuvres*, *culinary* and remind students that *buffet* is not pronounced with a *t* at the end.

- 1 Sandra Kellerman says buffets are better for parties with thousands of guests because it gives guests immediate access to the food.
- 2 She says that it's better to prepare some food in advance, but it's also a good idea to prepare some food at the event which ensures that they don't run out of food but there is not too much waste.
- 3 She employs staff with a lot of experience of big events and she makes sure they have space to serve three guests at the same time.

Exercise 3, page 54

Students read the article again, selecting the correct word to complete each sentence. Allow time for them to compare answers with a partner before checking them as a class.

- 1 business event 2 three thousand
3 buffet items 4 men
5 twelve staff on each drinks table

EXTRA ACTIVITY

Students work in pairs to describe a special meal they remember, what the occasion was and what food was served.

Exercise 4, page 55

Ask students to complete the sentences using words from the article, discussing answers in pairs before class feedback.

1 sit-down meal 2 Action stations 3 Cutlery
4 run out of 5 waste 6 disposable

Grammar**COUNTABLE AND UNCOUNTABLE NOUNS****Exercise 5, page 55**

Focus students' attention on the Grammar box. Allow them time to read through the information on countable and uncountable nouns, and to ask any questions before deciding which groups the words given belong to. With a weaker class students could do this in pairs instead of comparing answers with a partner. Round up discussing answers and providing examples of usage as needed.

Countable (C): meal, prawn, sandwich, vegetable, omelette
Uncountable (U): food, fruit, milk, salt
Both (B): chocolate, coffee, potato

EXTRA ACTIVITY

Refer students to page 114 of the Grammar reference and go through the information explaining countable and uncountable nouns. Allow time to discuss the examples given and any questions students might have. Provide additional examples as needed.

Exercise 6, page 55

Students listen to a conversation Sandra has with a potential customer and make notes. Allow time for them to compare answers in pairs before eliciting ideas.

1 25 June 2 1,800 3 casual dinner buffet
4 golf club

Audio script Track 6.2, Exercise 6, page 123

S = Sandra Kellerman, H = Henry Martins

S Hello, Sandra Kellerman speaking.

H Hi, Sandra. It's Henry Martins from P&K Sports here.

S Henry! Good to hear from you.

H Listen, we're organizing a big marketing event next month, on the 25th of June. We're expecting a lot of people, and we need some food – a buffet. Can you do the catering?

S The 25th. Yeah, sure just give me some details. How many guests are you expecting?

H We're not sure yet. We sent out 1,500 invitations and there are about 300 employees here.

S So that's around 1,800. I know it's impossible to get an exact number but can you confirm the guest numbers a week before, say on the 17th?

H OK. How much will it cost? Can you give me an estimate?

S Well, it depends on what kind of buffet you want. Is it breakfast, lunchtime, or dinner? Is it formal or informal?

H It's an evening event but the plan is to be very casual and relaxed.

S I see. Would you like some menu options? Then you can see the price per head and make your selection.

H Yes, great! You have my email, don't you?

S Yeah. I'll send them to you today. What's the location for the event?

H We've hired Marley's Golf Club.

S Good. I know the place. There's a lot of space there. I'll need to visit the club to see how we can organize the buffet stations. Will they do the drinks?

H Yes, that's right. Sorry, forgot to mention that.

S So you don't need any beverages?

H No. I mean, yes. We'd like some tea and coffee. You know, some hot beverages.

S OK. And how much time do we have to prepare the buffet and clean up after?

H Good question. Listen, I have an idea. Let's visit the golf club together and we can discuss it with the club manager.

S Good idea. Let's see, I'm available on ...

Exercise 7, page 55

Allow time for students to read the sentences before playing the recording again. Students discuss answers with a partner before class feedback. It might be useful to elicit what type of noun is being referred to in each sentence.

1 a lot of 2 some 3 some 4 many 5 much
6 a lot of 7 any 8 much

Speaking

CATERING FOR AN EVENT

Exercise 8, page 55

Put students into pairs and allot roles A and B. Allow time for students to prepare. With a weaker class, As and Bs could prepare in pairs before returning to their original partners. Monitor the conversations, note good language use and other points to mention during feedback. Round up by asking how the conversations went and discussing any difficulties that arose.

See Pairwork files.

RESEARCH CATERING FOR EVENTS

Go through the task with the class. In a subsequent lesson, allow time for students to present their findings either in groups or to the class.

Homework suggestions

- Students write 15 sentences of their own using a variety of quantifiers, if possible on a topic relating to food or tourism. Encourage them to use language covered in the coursebook so far.
- Students write their research findings in the form of an article for a catering or food-orientated website or magazine (150–200 words).

PROFESSIONAL SKILLS

MEETING CUSTOMERS' NEEDS

Aims and objectives

In this lesson students will:

- study vocabulary relating to special diets
- listen to special requests being made in a restaurant
- focus on the professional skill of meeting customers' needs

Speaking

SPECIAL DIETS

FACT FILE

In both the USA and the UK, the most common allergies in adults are to fish and shellfish, nuts, and certain fruit and vegetables. In children the most common allergies are to dairy products and eggs.

Exercise 1, page 56

Refer students to the photos and elicit what they show. Keep the descriptions general at this stage, as students will discuss the photos in detail in Exercise 3. Discuss what students understand by *special diets* before they answer the questions in pairs. Round up by eliciting the answers. If your students are thinking of taking the LCCI Level 1 Certificate in Spoken English for Tourism, remind them that they must be able to describe and explain the range of needs that different types of travellers and tourists may have for the exam.

- c, d, f (Vegetarians do not eat any meat or fish.)
- b, d, e (Not pasta which sometimes contains egg. Vegans do not eat anything that is produced from animals.)
- a, c, d (It is usually the sauce served with the pasta that is fattening, not the pasta itself.)
- a, b, d, e

EXTRA ACTIVITY

Discuss the following questions as a class or in small groups:

- 1 Can you think of other reasons why people have special diets?
- 2 Do you know anyone who has a special diet or a food allergy?
- 3 Do you anyone who is a fussy eater (will only eat a few things)?

Other reasons for special dietary requirements:

Other food allergies, e.g. tomatoes, peanuts, nuts. People who have coeliac disease are intolerant to wheat and products with gluten. People who have lactose intolerance are intolerant to dairy products.

Religion: Muslim/halal, Hindu (strictly vegetarian diet, avoiding all forms of meat, fish, and eggs) Jewish/kosher.

Health: People may be on a special diet for other health reasons, e.g. they are diabetic, have high cholesterol, high blood pressure or a heart condition.

Pregnant women should avoid several items including raw meat, raw fish, raw shellfish, raw eggs and soft cheeses.

Fussy/picky eaters: Some people, especially children, might just eat a few things.

Our Florentine steak is seasoned with sea salt and black pepper, and served with white beans.

Try our tasty beef Milanese. It's coated in egg and breadcrumbs, and then fried.

The chicken is marinated in lemon juice, olive oil and garlic for 24 hours, and then barbecued.

Exercise 4, page 56

Students match the photos A–D with the descriptions in Exercise 3. You could ask students what else they can see in each photo.

- 1 photo D
- 2 photo A (photo also shows tomato)
- 3 photo B (photo also shows salad of rocket and tomato)
- 4 photo C (photo also shows corn on the cob)

Exercise 5, page 56

Go through the instructions and allow students to prepare before sharing their ideas with a partner. Monitor, helping as needed. With a weaker monolingual class, students could prepare in pairs and then swap partners. Round up by eliciting some ideas from around the class. Perhaps add an example of a dish from the host country if it is different to students' own country.

Students' own answers.

Vocabulary**DESCRIBING DISHES****Exercise 2, page 56**

Students complete the descriptions, comparing with a partner before going through them as a class. Elicit examples of food types that each adjective can describe, e.g. *spicy* – curry.

1 tender 2 spicy 3 sweet 4 savoury 5 rich

Exercise 3, page 56

Tell students they are going to listen to different descriptions of food, and give them time to read the sentences and ask about any vocabulary they are unsure of before playing the recording. After listening, students check answers in pairs before class feedback.

1 comes with 2 made with 3 seasoned with
4 served with 5 coated in 6 marinated in

Audio script Track 6.3, Exercise 3, page 123

1

The seafood salad comes with a creamy, lemon dressing made with olive oil, vinegar, yoghurt, mayonnaise, mustard and fresh lemons.

2

Listening**SPECIAL REQUESTS****Exercise 6, page 57**

Students discuss their ideas in pairs before answers are elicited. Note them on the board and play the recording to check. Correct and add to them as needed. Ask if this type of meal is the same in their country or if they have more (or fewer) courses.

USA: appetizer, entrée/main course (side order comes with main course), dessert
UK: starter, main course, dessert

Audio script Track 6.4, Exercise 5, page 123

A In the USA the first part of a meal, or the first course, is the appetizer. It's a small dish of food before the main meal. You know, perhaps some salad or soup, or a small pasta dish.

B Appetizer? Really? In Britain we usually say that's the starter. What about the main part of the meal? We call that the main course.

A Yeah, in the USA we can say the main course or the entrée. And people sometimes ask for side orders with the entrée. These come on separate

plates and are usually extra potatoes or vegetables, or a side salad.

B Yes, that's more or less the same in the UK. Is the sweet course at the end of the meal called the dessert?

A That's right. We use the same word for that.

Exercise 7, page 57

Students listen to some orders being taken in a restaurant and note what is ordered and any special requests. Allow time for them to discuss answers in pairs before going through them as a class.

Starter/Appetizer:

C1 seafood salad: dressing on the side

C2 chilli prawns: no garlic

Main course/Entrée:

C1 Florentine steak, no white beans; side order of chips

C2 tuna steak, no sauce; no salt on fish

Audio script Track 6.5, Exercise 6, page 123

W = Waiter, C1 = Customer 1,

C2 = Customer 2

W Are you ready to order?

C1 Well, yes, nearly. We just have a few questions about the menu. What kind of sauce does the seafood salad come with?

W I believe the dressing is made with olive oil, vinegar, yoghurt, mayonnaise, mustard and fresh lemon.

C1 Sounds delicious. Could I have the dressing on the side?

W On the side?

C1 Yes, on a separate plate.

W Well, it's usual to serve the dressing with the salad.

C1 I understand. It's just that I'm a diabetic and I have to watch my cholesterol and fat levels.

W Of course, madam. I'll make a note for the chef. And for you, sir?

C2 I'll have the chilli prawns. Oh, hold on, is there garlic in that?

W Yes, the prawns are fried with lemon, chilli and garlic.

C2 No garlic for me, thanks.

W And for the main course?

C2 What's beef Milanese?

W It's beef coated in egg and breadcrumbs, and then fried.

C2 Have you got any meat that isn't covered in sauce or breadcrumbs?

W I suggest you try the Bistecca Alla Fiorentina or Florentine steak. It's a popular dish in Tuscany, cooked in the most simple way possible, with a little olive oil and seasoned with sea salt and lots of black pepper, then grilled to a medium rare perfection.

C2 That's exactly what I want. What does it come with?

W It's served with white beans.

C2 Not for me thanks. I'm a meat and potato man. Can I have a side order of fries?

W Sorry?

C2 A plate of fries with my steak.

W We don't usually ... I'll see what we can do. And for you madam?

C1 I see the tuna steak comes in a tomato sauce. Would it be possible not to put any salt in the sauce?

W I'm afraid the sauce is already prepared madam. You could order the tuna without the sauce, and I'll make a note of your request for no salt with your fish.

C1 Thank you.

EXTRA ACTIVITY

Students refer to audio script 6.5 on page 123, and underline all the descriptions of dishes given.

Professional skills

MEETING CUSTOMERS' NEEDS

Exercise 8, page 57

Play the recording again before asking students if the waiter did a good job or not, and why.

Suggested answer

Yes. The waiter listened to their requests, and although he was initially resistant, where possible agreed to them. He also apologized and explained when it wasn't possible to meet their needs. He knew the menu well and was able to answer the customers' questions about ingredients and cooking methods. He also helped the customers to make choices about their meal.

Exercise 9, page 57

Focus students' attention on the Professional skills box and ask students to match the tips with the expressions. Allow time for them to compare answers in pairs before checking them as a class.

1 e 2 b 3 a, c 4 d

Speaking

TODAY'S SPECIALS

Exercise 10, page 57

Put students into pairs and allot roles A and B. Allow time for students to prepare. With a weaker class, As and Bs could prepare in pairs before returning to their original partners. Monitor the roleplays, noting good language use and other points to mention during feedback.

Students' own questions.

Exercise 11, page 57

Remind students to swap roles and round up by discussing how the roleplays went and any difficulties that arose.

Students' roleplays.

EXTRA ACTIVITY

Before asking students to write their own three-course menu in pairs, refer them to page 100 of the Writing bank and go through the tips given for writing a menu.

Homework suggestions

- Students write an article for a food website or magazine describing traditional dishes in their country or a dish that is eaten on a particular day (150–200 words). Remind them to use language from the lesson.
- Students write about a type of special diet that is popular or exists in their country and describe it, explaining what people on this diet can and cannot eat, and why (150–200 words).

Photocopiable notes 6.2 (page 122)
What would you suggest/do? (Card activity page 124)

CASE STUDY

RESCUE A RESTAURANT

CASE STUDY MENU

Refer students to the lesson's aims and objectives before focusing on the photos and map, eliciting what they show. Ask students what they know about Australia and find out if anyone has ever been there.

Restaurants in Sydney

Exercise 1, page 58

Ask students what the largest city in Australia is and where it is on the map before asking them to find Sydney. Students then read the information and discuss their ideas on pairs before the discussion is opened to the class. Check vocabulary, e.g. *cosmopolitan*, *immigrants*, *fusion*, *ethnic*.

Suggested answers

The most popular types of restaurants are modern Australian (36%), Chinese (15%), seafood restaurants (9%) and Italian (9%).
Sydney has a cosmopolitan population and immigrants have brought their cuisine with them to the city, e.g. Chinese and Italian. Also, fusion cuisine (combining ethnic and Australian dishes) is popular.

EXTRA ACTIVITY

Students discuss in pairs or small groups the different types of restaurants in their countries and which are the most popular.

Exercise 2, page 58

Focus students' attention on the text and allow them time to compare answers with a partner before eliciting from the class.

Suggested answer

The restaurant is a type of steak house. It's possibly less popular now because people prefer ethnic food, they want to eat less meat, or the restaurant might look old-fashioned.

Sales data

Exercise 3, page 58

Put students into pairs and allot roles A and B. Allow time for students to read their information and prepare questions to ask their partner before starting the activity. With a weaker class, As and Bs could

prepare in pairs before returning to their original partners. Alternatively, discuss what questions to ask as a class. Monitor the activity, noting good language use and other points to mention during feedback. After students have finished, ask them to check their answers with their partner. Round up by eliciting some of the questions asked and discussing any language issues that arose.

See Pairwork files.

Student A:

1 \$9.50 2 60 3 \$28.50 4 \$6 5 100

6 \$20.50

Student B:

1 \$29 2 \$8.50 3 25 4 50 5 \$21.50 6 \$3

Exercise 4, page 58

Students refer to the sales data from Exercise 3 and in pairs, discuss what to keep or change from the menu. Round up by eliciting ideas and if time, try and get the class to reach a consensus on which would be the best three items to keep and why.

Suggested answer

The top selling items are the fillet steaks, T-bone steaks and the beef burgers so they would be best to keep, especially since the burgers are very cheap to produce. The lamb ribs are expensive and don't sell well so that would be one item to drop. The veggie burgers sell the least well so it might be an idea to drop that product as well. However as this is the only vegetarian item on the menu they should consider replacing it rather than simply removing it, as a group with vegetarian members might go elsewhere.

Dining trends

EXTRA ACTIVITY

Students discuss in pairs how often they usually eat out, who they usually go with, the types of places they usually go to and the kinds of food they like to eat.

Exercise 5, page 59

Allow time for students to read the article before discussing as a class how changes in dining trends could affect Katrina's.

Suggested answer

Australians are looking for healthier food options and less meat. It means a steak house like Katrina's could lose more business if it doesn't change its menu. Consumers also like ethnic foods, so Katrina could incorporate some fusion dishes combining their dishes with Chinese, Mediterranean and Latin American cuisine.

An expert view

FACT FILE

SWOT analysis is a decision-making tool used to determine whether a product or service has a market and is something to be invested in or not. It analyses the strengths (S) and weaknesses (W) of the organization and links them to the opportunities (O) and threats (T) which are external to it, e.g. in the market.

Exercise 6, page 59

Tell students they are going to listen to a conversation between a consultant and restaurant owner. Before listening discuss what a SWOT analysis is and why it is used by business. Highlight the four main aspects of the analysis. Allow students time to read the notes and pre-teach *fluctuating*. After listening, students compare answers in pairs before class feedback. Check vocabulary, e.g. *concept*, *décor*, *portion*.

1 menu 2 meat 3 décor 4 set menu
5 portion sizes 6 desserts 7 food prices
8 dining out

Audio script Track 6.6, Exercise 6, page 124

C = Consultant, R = Restaurant Owner

C Well, now let's look at why the sales are low this year. I think the first problem is the menu.

R What's wrong with the menu? It's always been popular in the past.

C Yes, I know. But I'd cut some of the meat dishes.

R But meat is the central concept of our restaurant.

C Yes, I'm not saying don't have any meat dishes but people's tastes are changing.

R I see.

C Another point is the décor and lighting. It's quite old-fashioned and dark. You know, it's usually the woman who decides where to eat these days and a fresher, brighter look would attract more customers.

R A new décor you say. Sounds expensive.

C It doesn't have to be. I've seen some lovely bistro restaurants with second-hand tables and chairs. Now let's look at some other opportunities you have to attract more customers. I see you don't have a set menu at lunchtime. I also think that your portions are big and customers often leave food on the plate. You could reduce the portion sizes and waste, to reduce costs.

R Yes, I suppose that would help to sell more desserts.

C You should also consider special diets and introduce more healthy options. I mean, just one vegetarian dish on the menu isn't enough.

R But it doesn't sell very well.

C True. But that's probably because a veggie burger isn't very appetizing and this is a meat restaurant. If you have more seafood and vegetables dishes, you can change the concept a little and attract a new type of customer. Have maybe one or two things on the menu indicated as vegetarian or suitable for diabetics, or low-calorie. People love that.

R OK. I'll have to think about it.

C So, what are the threats to your business?

R A big one is the fluctuating food prices. Meat is getting very expensive, especially lamb.

C Yes, that's true. Another good reason to have fewer meat options. And there is also a changing attitude to food and eating out. People expect something more ethnic these days. I think a few Mediterranean or Asian dishes on your menu would be really popular. Try some fusion cooking.

R Yes, maybe. I like Thai grilled beef salad myself.

TASK

Exercise 7, page 59

Put students into small groups before going through the task with the class. Check students understand what they must do and the information they need to read. Set a time limit for the preparation, e.g. 15–20 minutes and monitor, helping as needed. Round up by asking students to take turns to present their decisions to the class. Alternatively, ask students to prepare a short presentation of their ideas for a subsequent class.

POSSIBLE OUTCOME

1 Menu items:

Based on the sales and cost data, the four items to keep on the menu are: the Australian fillet steak, the T-bone steak, the grilled chicken breast and Katrina's beef burger. All these items sell well and the ratio between cost and menu price is good.

2 Set lunch:

See page 100 of the Writing bank for a model set menu for a three-course lunch.

3 Décor and lighting:

The restaurant needs a brighter, more modern look and feel. Painting the walls white would be a good low-cost option and having brighter light bulbs or more lighting would be another. A new sign outside is also an idea.

4 Name and concept:

It's good to keep the name, Katrina, so that regular customers know it's the same place but with a new look. The new concept for the food is more fusion/ethnic dishes to attract more diners but at the same time keeping some of the old favourites on the menu.

Writing a menu

Exercise 8, page 59

Decide if students are going to work alone, in pairs or in the same groups as Exercise 7. Students then create a new lunch menu. Monitor, helping as needed. If time is limited, students could complete their menus for homework. In a subsequent class, students could put their menus on the wall so others can read them. After a set time, e.g. 10 minutes round up by asking the class which menu they like best and why.

Model answer

Starters/Appetizers:

- French onion soup: delicious homemade soup made with beef and onions, served with Swiss cheese and breadcrumbs
- Seafood special: fresh white fish, prawns and mussels cooked in olive oil and onions
- Tasty baked camembert, coated in breadcrumbs and served with salad

Main courses:

- Thai grilled beef salad: tender pieces of beef grilled to perfection and served with salad
- Katrina's barbecue chicken, marinated in lemon juice, olive oil and garlic for 24 hours and then barbecued
- Beef burger: Katrina's classic beef burger, served with chips or salad

Desserts:

- Creamy chocolate mousse
- Fresh fruit salad

- Traditional summer pudding made with blackberries, raspberries and strawberries, and served with cream

UNIT 6: KEY WORDS

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

Homework suggestions

- Students write 15 sentences of their own using each of the key words given for the unit.
- Students create a lunch or dinner menu for a restaurant they are going to open (150–200 words). Their restaurant is going to sell traditional food from their country. Remind students to use language from the lesson and to add short descriptions of the dishes. (150–200 words) In a subsequent lesson, students work in groups and talk about their menus.