CHAPTER 4
Eating and Drinking

COMPETENCIES: Understanding North American eating and drinking customs
Describing typical dishes
Understanding recipes
Comparing food customs

GRAMMAR FOCUS: The future: will vs. be going to
The future continuous
The future conditional
Two-word verbs
PART ONE / CROSS-CULTURAL CONVERSATIONS

A. Do you understand what happened? Listen to the three stories. For each, circle the letter of the picture that shows the eating or drinking customs of North American culture.

Story 1

Story 2

Story 3

B. Listen to the stories again and then retell them. These cues may help you.

1. getting together with friends
   not in any hurry
   sitting around having a good time
   food arrives / keep on talking
   and smoking / gets cold

   eat slowly / spend hours
   by contrast / my family
   children won't wait until the
   waitress serves adults
   half-finished with their meals /
   talking about dessert
2. European trip
   enjoyed the food and service /
   missed the pitcher of ice water
   one restaurant / big container
   fresh, cool water on the table
   filled our wine glasses
   embarrassed / waiter came back
   with a bouquet of flowers
   surprised expression /
   cultural mistake

3. drinking customs
   beer or wine with most of our
   meals / natural / even the
   children
   U.S. / younger friends aren't
   allowed to drink alcohol
   go to parties / get into bars with
   false identification cards
   alcohol is so important / drive their
   cars home after they drink

C. What do you think? In small groups, discuss your answers to these questions.

1. In each story, what are the examples of the eating or drinking customs in the United
   States or Canada? In other cultures?

2. How are these customs similar to customs in your culture? How are they different?

3. What are your ideas about drinking alcohol? In your opinion, when is it appropriate
   in the United States or Canada? In your culture? Do you have any concerns about it?

D. How observant are you? Observe people when they eat and drink. Then write the
   answers to these questions in the chart on the next page.

   How do they eat? (with both hands, with a knife in the right hand and a fork in the
   left, with chopsticks, quickly, etc.)

   What do they drink? When? (water, beer, wine, soft drinks, coffee, etc.; before the
   meal, during it, after it, etc.)

   What do they do during the meal? (have a conversation, stay quiet, smoke, etc.)
<table>
<thead>
<tr>
<th>How do they eat?</th>
<th>What/When do they drink?</th>
<th>What do they do?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Talk about your observations with the class.

*E. Do you have your own story? Tell about a cultural experience or misunderstanding connected with eating or drinking.

1. Ask your friends and acquaintances about their experiences and think about your own. List some ideas. Practice telling your story.

2. Tell your stories in small groups. Make corrections, ask and answer questions, and discuss the experiences. Suggest possible solutions for problems.

3. Summarize your discussion for the class.
Food is very much a part of culture, and every country has typical native dishes.

A. Listen to Descriptions 1-5 twice. The speakers describe typical dishes in their cultures. For each, write the number (1-5) of the picture that shows the foods. To check your answers, you can listen again.
To learn how to prepare a new dish, you can follow the instructions in a recipe. In the United States and Canada, you eat most foods with a spoon or fork. But to eat certain foods in a traditional way, you should follow certain steps.

**B.** Listen twice to the recipe for corn on the cob. Write down the ingredients and the steps in the instructions. You can listen again to check your answers.

Ingredients: ____________________________________________

Steps to follow:

1. ____________________________________________________
2. ____________________________________________________
3. ____________________________________________________
4. ____________________________________________________
5. ____________________________________________________
6. ____________________________________________________

**C.** Listen twice to the instructions for eating corn on the cob and number the pictures of the steps in order.

![Pictures of corn eating instructions]

**D.** Draw a typical dish of your culture. Then show the class your picture and tell about it by answering these questions.

1. What are the main ingredients?
2. Do you eat it in a special way? If so, tell the steps.
3. When do you usually eat the food? (Is it traditional? Is it a holiday dish?)
4. Does the dish have a special meaning? What do people believe about it?
PART THREE / SPEAKING ACTIVITIES

• Understanding Recipes

How can you say it?

Most people like to talk about food as well as eat it. If you have a favorite dish, describe it and include a recipe. Be sure to tell the ingredients and the exact steps to follow to prepare it.

Example:

Many Koreans eat kimchi with almost every meal. To make it, you chop up a head of cabbage. Second, you soak it in salt water for about five hours. Next, wash it twice. After that, add red pepper, sugar, salt, green onions, and shredded radishes. Finally, you should let it stand for at least a day. Kimchi is hot and spicy and will keep for a long time without refrigeration.

Here are some words to introduce recipe steps in order.

first  third  then  finally
second  after that  next

Here are some verbs to use in recipes.

peel  measure  beat  grease  toast  steam
slice  sift  stir  pour  brown  broil
chop  add  whip  drain  fry  bake
grate  mix  cream  season  boil  roast

If the exact amounts of ingredients or temperatures are important, you should include them in your recipe. Here are some measurements for cooking.

tea spoon (2 liquid grams)  cup (16 tablespoons = 22 liquid grams)
tablespoon (6 liquid grams)  pint (2 cups or 1/2 pound)
  quart (4 cups)

low heat:  140–250° Fahrenheit  (70–121° Centigrade)
moderate heat:  300–400° Fahrenheit  (150–205° Centigrade)
high heat:  over 400° Fahrenheit  (over 205° Centigrade)
A. Write a recipe for one of your favorite dishes here.

Amounts and ingredients: 


Steps to follow: 


B. Tell a classmate your recipe. Your partner will write the information in his or her book. Then listen to your partner's recipe and write it here. Check what you wrote.

Amounts and ingredients: 


Steps to follow: 


*C. At home, prepare a dish from one of the recipes above. Bring it to school and have a potluck party. Tell about the food you made and give your teacher and other students the recipe.
PART FOUR / QUESTIONS AND ANSWERS

- Comparing Food Customs

A. Here are some facts about food customs in the United States and Canada. For each item, ask two classmates if the customs are the same or different in their culture. Write down the names of their countries and the important words of their answers.

1. People have special breakfast foods, such as cereal, bacon and eggs, or pancakes. They don’t usually eat the same foods for lunch or dinner.

<table>
<thead>
<tr>
<th>Country</th>
<th>Customs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. On the weekends, people may eat only two meals instead of three. They get up late and have a big brunch (a combination of breakfast and lunch).

<table>
<thead>
<tr>
<th>Country</th>
<th>Customs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. People often watch T.V. or read during meals, especially if they are eating alone.

<table>
<thead>
<tr>
<th>Country</th>
<th>Customs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4. At parties, the hosts or hostesses may serve dinner buffet style. They set up the dishes on a long table. The guests help themselves to the food and choose a place to sit and eat it.

<table>
<thead>
<tr>
<th>Country</th>
<th>Customs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. People go grocery shopping in a supermarket about once a week. They fill up large shopping carts with big packages of food—fresh, dried, frozen, and canned. Then they drive home and put away the food in the refrigerator and in cupboards.

<table>
<thead>
<tr>
<th>Country</th>
<th>Customs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. Expensive restaurants may serve only dinner, but moderate and low-priced cafeterias and coffee shops serve food all day long. Some chain restaurants may be open twenty-four hours a day.

<table>
<thead>
<tr>
<th>Country</th>
<th>Customs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Summarize your classmates’ answers in Exercise A. Then tell about other food customs that are different in your culture from those in the United States or Canada.