

Focus on Food

5

ACADEMIC PATHWAYS

Lesson A: Listening to a Talk by an Anthropology Professor
Conducting a Survey

Lesson B: Listening to a Conversation between Students
Creating a Description with Interesting Details



Think and Discuss

1. What do you see in the photo?
2. What are some foods you eat almost every day?
3. What foods do you eat on holidays or on special occasions?

Farmers spread out apricots to dry in Anatolia, Turkey.

Exploring the Theme: Focus on Food

Look at the photos and read the captions. Then discuss the questions.

1. What foods do you see in the photos?
2. Which of these foods do you like? Dislike? Explain.
3. Where are papayas from?
4. What are some foods that people typically eat every day in your country?

Foods from around the World



Cheese and other **dairy products** are popular in **Europe**.



African yams are a starchy vegetable.



Rice is part of many meals in **Asia**.



Many animals are raised for **meat** in **North America**. For example, cattle are raised for **beef**.



Papayas are a kind of fruit. They grow in **Central and South America**.



Australia and New Zealand are surrounded by water, so many people in these countries eat **seafood** such as **prawns**.

Bananas grow in the floodplains of the Nyabarongo River, Kigali, Rwanda.





track 2-2

A | Meaning from Context. Look at the photos and read the captions. Then read and listen to the sentences below. Notice the words in **blue**. These are words you will hear and use in Lesson A.



The puffer fish can be dangerous to eat.



In some countries, people eat insects.



The durian has sharp spines on the outside and soft fruit on the inside.

1. The puffer fish is a poisonous fish, but the Japanese government will **allow** certain chefs to prepare it. They know how to make the fish safe to eat.
2. India is not the **only** country where people like hot foods. There are many other countries, too.
3. Insects are small but very **nutritious**. They are full of things that your body needs.
4. Many people can't **imagine** eating insects for dinner. It is a strange thing to think about.
5. I visited a rainforest in Colombia where the **local** people eat insects called termites.
6. Some people eat only **raw** foods. They think cooking food makes it less nutritious.
7. Many people eat honey. They like the sweet **taste** in their mouths.
8. Lingonberries are an **unusual** fruit. You find them in Sweden and just a few other places.
9. You can hurt yourself if you **touch** a durian fruit. You need to wear gloves to open it.
10. People in some parts of Asia think large water insects are **delicious**, so they eat a lot of them.

B | Write each word in **blue** from exercise **A** next to its definition.

1. _____ (v.) to let someone do something
2. _____ (adj.) uncooked
3. _____ (v.) to feel with your fingers
4. _____ (adj.) not found very often, or interesting because it is different
5. _____ (adj.) shows that no others exist or no others are present
6. _____ (adj.) tasting very good
7. _____ (adj.) belonging to the area where you live, or to the place you are talking about
8. _____ (v.) to see something in your mind, not with your eyes
9. _____ (adj.) describes food that is good for your health
10. _____ (n.) the flavor of something, e.g., sweet or salty

A | Read the article. Fill in each blank with a word in **blue** from exercise **A** on page 84. Use each word only once.

Sharing Food and Making Friends

Dr. Wade Davis is an anthropologist. Anthropologists study people and cultures around the world. In each place he travels to, Dr. Davis likes to share meals with the (1) _____ people. One food that made a big impression on him is the durian fruit. You might not have durian where you live. Southeast Asia is the (2) _____ part of the world where it grows.



Sometimes it's hard to (3) _____ why people eat the things they do. But everybody likes different things. In Malaysia, the durian is the “king of the fruits.” Malaysians love it! They think it's (4) _____. Some people say durian has a (5) _____ that's like vanilla ice cream with a little bit of onion.


The durian is a huge fruit—as big as a man's head. It's also heavy. You can only eat this fruit after it falls from the tree. But you can't just run up and (6) _____ it with your hands. A durian has sharp spines growing on it, and they can hurt you. Inside, though, the durian is soft. Some people like to cook it. Others prefer to eat it (7) _____. There's something else that's (8) _____ about the durian. It has a very strong smell. Some people say it smells like dirty feet! Some people won't (9) _____ a durian inside their house.

People know that the durian is a healthy, (10) _____ food for the body. So people who don't really like the fruit hold their noses and eat it. For Dr. Davis, eating durian and other unusual foods shows respect for people and their customs. He also says that durian is good in pies!

B | **Self-Reflection.** Complete each sentence with your own ideas. Then share your ideas with a partner.

1. I think _____ is **delicious**.
2. Sometimes I like the **taste** of _____, and sometimes I don't.
3. I can't **imagine** how people eat _____.
4. I love to eat **raw** _____.
5. I think that _____ is/are **nutritious**.

Before Listening

 **Prior Knowledge.** You are going to listen to a professor talk about the importance of food in her work. The professor is also going to answer questions from students in the class. Discuss the following questions with a partner.

1. Do you feel comfortable asking questions in a small class? In a large class?
2. Do you think teachers want you to ask questions in class? Explain.
3. What do you think is the best way to ask a question in class? Circle your answer.
 - Raise your hand and say nothing.
 - Raise your hand and say the professor's name.
 - Use a phrase such as *Could I ask a question?* or *I have a question.*
 - Just ask your question when there is a quiet moment.

Listening: A Talk by an Anthropology Professor



A | **Listening for Main Ideas.** Read the statements and answer choices. Then listen to the talk and choose the correct answer.

1. The professor is _____.
 - a. a biologist
 - b. a psychologist
 - c. an anthropologist
2. The professor showed the students _____.
 - a. travel photos
 - b. family photos
 - c. interesting Web sites
3. The professor eats _____.
 - a. anything except insects
 - b. only foods from her home country
 - c. everything the local people eat



B | Look back at the list in the Before Listening section. Then listen again. Check (✓) the ways you hear students ask questions.



Nopal cactus fields near Tlayacapan, Mexico



Prickly pear cactus leaves, *nopalitos*, ready for the grill in Yucatan, Mexico



C | Listening for Details. Listen again. Fill in each blank with the word or words that you hear.

1. For the professor, it's very important to become a part of the _____.
2. The professor eats unusual foods such as _____ ants.
3. Cassava is a kind of _____.
4. If it is raw, cassava can make people _____.
5. The professor never gets sick when she _____.
6. The professor likes to eat cactus with _____.

After Listening



A | Self-Reflection. Form a group with two or three other students. Discuss the questions.

1. Do you like to try new foods? Why, or why not?
2. What non-nutritious foods do you like to eat? Explain.



B | Critical Thinking. Discuss the questions with your group.

1. What foods from your culture might seem strange to other people? Explain.
2. What can we learn about people from the kind of foods they eat?



Cassava

Pronunciation

Can and Can't

In a sentence, the word *can* is usually unstressed. That means the vowel is reduced to schwa /ə/. The word *can't* is usually stressed and has a full vowel sound.

*I **can** eat it, too.*

*You **can** use it to make bread.*

*I **can't** eat any kind of cheese.*

*You **can't** eat it raw.*

There are two ways to hear the difference between *can* and *can't* in a sentence:

1. Listen for the final /t/ sound in *can't*.
2. Listen for the reduced vowel schwa /ə/ in *can*, and the full vowel /æ/ in *can't*.

In fast speech, we often don't hear the final /t/ sound, but the vowel sound can help you understand *can* and *can't* correctly.



With a partner, practice saying each pair of sentences. Use a reduced vowel for *can* and a full vowel (as in *cat* or *math*) for *can't*.

- | | |
|--|---------------------------------------|
| 1. You can eat raw apples. | You can't eat raw <i>cassava</i> . |
| 2. You can eat cactus raw or cooked. | You can't eat cactus with the spines. |
| 3. I can help you tomorrow. | I can't help you on Sunday. |
| 4. We can work on our homework together. | We can't work on the test together. |

Language Function

Expressing Opinions

In a conversation, we often use these expressions to show we are giving a personal opinion.



track 2-5

In my opinion, trying new foods is a lot of fun.

I think the food in India is very good.

I don't think durian fruit tastes very good.

For me,/To me, this dish is too salty.

Personally, I don't like the food at that restaurant.



track 2-6

A | Listen to the conversations and underline the expressions for giving a personal opinion.

- Lydia:** I think these fried potatoes are delicious.
Henri: I don't think they're good for you, though.
Lydia: You're probably right.
Henri: Personally, I don't like to eat any fried foods.
- Lee:** Do you like the chicken curry?¹
Zachary: In my opinion, it's a little too hot.
Lee: Really? For me, it's perfect.
- Natalia:** What are you cooking? It smells great!
Jenny: It's *falafel*. It's a vegetarian² dish.
Natalia: Are you making any meat dishes to go with it?
Jenny: Not tonight. Personally, I think we eat too much meat.



B | Practice the conversations in exercise **A** with a partner. Then switch roles and practice them again.



C | Work with your partner. Fill in each blank with a word or phrase from the Expressing Opinions box. Then practice the conversations.

- A:** _____ puffer fish is too dangerous for people to eat.
B: _____ you're right.
- A:** _____ eating insects is a terrible idea.
B: _____ I would like to try them.
- A:** _____ Frank is a very good chef.
B: _____ he cooks eggs very well, however.

¹ **Curry** is a flavorful dish that is common in India and other parts of the world.

² A **vegetarian** dish has no meat in it.

Grammar

Can and Can't

We use *can* and *can't* to talk about ability.

*I **can** ride a bicycle, but I **can't** drive a motorcycle. I don't know how.*

We use *can* and *can't* to talk about possibility.

*You **can** write your paper about nutrition or about strange foods. You **can't** write it on any other topic.*

We use *can* and *can't* to ask for or give permission.

***Can** I come in? Yes, but you **can't** stay very long. I have to leave soon.*

The negative form of *can* is *cannot*. *Can't* is a contraction. It is usually used in spoken English.

*Instructors **cannot** enter the building before 7:00 a.m.*

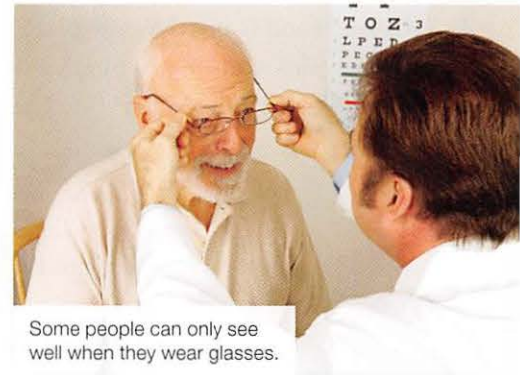
*Could you speak up? I **can't** hear you very well.*

Note: In short answers with *can*, we use the full vowel sound.

*Can you hear me? Yes, I **can**. (/æ/)*

A | Fill in each blank with *can* or *can't*.

1. Lyle _____ pick you up at the airport. He'll be at work at that time.
2. You _____ use cassava like you use potatoes. It's delicious!
3. I'm sorry, you _____ go in there. They're having a meeting.
4. Students _____ meet with professors during their office hours.
5. Paula got new glasses, so she _____ see much better now.
6. I _____ eat this food. It's too hot for me.



Some people can only see well when they wear glasses.

B | Work with a partner. Take turns asking questions and giving short answers about the abilities below.

Can you speak more than two languages?

No, I can't.

play tennis well

take beautiful photos

eat very hot foods

name all seven continents

speak more than two languages

cook Italian food

run very fast

play a musical instrument

play tennis well

take beautiful photos

eat very hot foods

name all seven continents



C | Read and listen to the article. Underline *can* and *can't*.

Eating Insects: More Common Than You Might Think

Do you like to eat bugs? Some people do, and some people don't. But here's the surprise—even if you don't like eating insects, you are probably eating them anyway.

“It's estimated that the average human eats one pound (around half a kilogram) of insects each year unintentionally,”¹ says Lisa Monachelli, director of youth and family programs at New Canaan Nature Center in Connecticut. In the United States, the U.S. Food and Drug Administration (FDA) allows some insects and insect parts in food, as long as they don't make people sick.

For example, for every 3.5 ounces (100 grams), chocolate can have up to 60 insect parts and peanut butter can have 30 insect fragments,² according to the FDA. Tomato sauce can't contain more than 30 fly eggs per 3.5 ounces (100 grams).

And food is not the only place you can find insects and insect parts. Cochineal insects give a red or pink coloring to foods, lipsticks, and beverages. The small bugs are listed as “cochineal extract” on the ingredient³ list. The fact is—you can't always avoid eating insects.



The food in your refrigerator can contain some surprises.

¹ Unintentionally means by accident.

² A **fragment** is a small piece or part of something.

³ An **ingredient** is an item you need to make a meal or food product.



D | Ask a partner questions 1-3. Your partner will give short answers using the information in the article. Then switch roles for questions 4-6.

1. Can 3.5 ounces (100 grams) of chocolate have more than 60 insect parts in it?
2. Can you avoid eating insects?
3. Can insects be used in some drinks?
4. Can 3.5 ounces (100 grams) of tomato sauce have 35 fly eggs in it?
5. Can 3.5 ounces (100 grams) of peanut butter have 25 insect parts in it?
6. Can the insect parts in peanut butter make you sick?



E | **Critical Thinking.** Form a group with two or three other students. Discuss the questions. Use some of the expressions for giving opinions on page 88.

1. Besides the foods in the article, do you think other foods can contain insects? Explain.
2. Do you think a vegetarian can eat these foods? Why, or why not?
3. Do you think it is safe to eat foods with insects or insect parts? Explain.
4. In general, who should make sure our food is safe (e.g., farmers and other food producers; government agencies such as the FDA; customers who buy food; grocery stores that sell food)?

Conducting a Survey

Staple Foods

Staple foods are foods that make up a large part of the diet. People eat them every day, or almost every day. You are going to conduct a survey of your classmates' eating habits. You are going to talk to three of your classmates. Then you are going to share the information from your survey with a small group.

Some of the World's Staple Foods



Beans



Rice



Potatoes



Wheat



Corn

A | Note-Taking. Follow these steps. Take notes in the chart below or in your notebook.

1. Ask a classmate questions about his or her eating habits.
2. Take notes on your classmates' answers.
3. Then switch roles and answer the questions.
4. When you are finished, repeat the steps with two more classmates.

Survey Questions	Student 1	Student 2	Student 3
1. Where did you grow up?			
2. What staple food do you eat most often?			
3. How do you eat that food (e.g., made into bread, with a sauce, as a side dish, etc.)?			
4. Do you think this staple food is an important part of your culture? Explain.			
5. Are any of the foods in the photos new to you? Do you want to try them?			

B | Critical Thinking. Read your notes from exercise **A**. Think about the information you have. Decide which information might be interesting to talk about.

C | Presentation. Form a group with two or three other students. Share the interesting information you learned from your survey.

The students in my survey come from cultures with different staple foods: corn, rice, and wheat. But they all said . . .



Durian fruit, Johore, Malaysia

FORBIDDEN FRUIT



Before Viewing



A | Critical Thinking. Discuss the questions with a partner.

1. What do you remember about durian fruit from Lesson A of this unit?
2. In Lesson A, you learned that only some people like to eat foods such as insects, cactus, and durian fruit. Why do you think other people dislike these foods?



B | Using a Dictionary. Use your dictionary to find out whether each word in the box has a positive (good) or negative (bad) meaning. Write each word in the correct side of the T-chart below.

awful disgusting fragrant precious smelly smuggle


Positive Meaning	Negative Meaning

While Viewing



A | Watch the video. Choose the correct answer to complete each sentence.

1. Hotels don't want durian fruit in the rooms because it _____ bad.
 - a. looks
 - b. tastes
 - c. smells
2. According to the video, durian fruit in Southeast Asia is as precious as _____.
 - a. gold in India
 - b. cheese in France
 - c. gasoline in Bolivia
3. Hotel workers can use _____ to clean the air in hotel rooms.
 - a. soap and water
 - b. a machine
 - c. flowers
4. Hotels want guests to eat their durian fruit _____.
 - a. indoors
 - b. at home
 - c. outdoors

-  **B** | Watch the video again. Underline each word from exercise **B** in the Before Viewing section when you hear it.

After Viewing



track 2-B

- A** | **Meaning from Context.** Read and listen to the information about the video. Notice the underlined words.

Forbidden Fruit

In this video, hotels in Malaysian Borneo have a problem: Guests like to bring smelly durian fruit into their rooms. Then the hotel staff has to work hard to get rid of the smell. The video uses interesting words to talk about the problem. For example, it says that, “Hotels are on the front lines of the durian war.” Of course, it’s not really a war, but there are two sides: the hotels and the guests who bring durian fruit into the rooms. The video also says, “Hotel managers maintain a constant vigil to keep it out.” But the managers can’t see everything, so when a guest does bring in a durian fruit, there is “a durian alert,” and the hotel staff must work quickly to make the room smell good again.



During durian season, hotels in Malaysian Borneo don't allow the fruit inside.



- B** | With a partner, write each underlined word or phrase next to its definition below.

1. _____ (n.) a time of watching and waiting
2. _____ (n.) fighting; usually between two or more countries
3. _____ (n.) places where most of the fighting happens
4. _____ (n.) emergency situation



- C** | **Expressing Opinions.** Form a group with another pair of students. Discuss the questions.

1. Is it a big problem for you if a hotel room has a bad smell? Explain.
2. What's one food that is disgusting to you? Why do you dislike it?
3. What's one food that almost everyone in your culture likes? Why do they like it?
4. Is the situation with hotels and durian fruit in Malaysian Borneo really like a war? How is it similar or different?





Meaning from Context. Read and listen to the information about three kinds of restaurants. Notice the words in **blue**. These are words you will hear and use in Lesson B.

Three Kinds of Restaurants

Sugar Shacks

You can find *sugar shacks* in the Canadian province of Quebec. They're family restaurants, and you can go there in the early spring for good food and maple syrup—a sweet **liquid** from maple trees. After you finish your pancakes and hot coffee, **order** some maple taffy—a kind of candy. To make the taffy, a restaurant worker pours warm maple syrup onto cold snow. Then the worker **quickly** turns the maple syrup with a wooden stick, and the maple taffy is ready to eat!



Fresh maple taffy on a bed of snow



Chinese *dim sum*

Dim Sum Restaurants

In English, *dim sum* means, “a little bit of heart.” In the United States, San Francisco is a great place to enjoy these small plates of delicious **treats**—all made with love. Why San Francisco? In the 1800s, many Chinese people moved to California to work. Their **neighborhood** in San Francisco was the first Chinatown in the United States. Today, there are **numerous** *dim sum* restaurants in San Francisco. They all **serve** this traditional Chinese food with a traditional Chinese **beverage**—hot tea.

Chocolaterías

Which European country makes the best chocolate? People disagree on that, but we do know that Spain was the first European country to buy cacao beans for making chocolate. Cacao arrived in Seville in 1585! Soon after that, Spanish people fell in love with a drink called hot chocolate. Today, you can find cafés called *chocolaterías* all over Spain. They're **popular** places for friends and families to **meet**, and some of them are open all night.



Hot chocolate is a favorite beverage in many parts of the world.

USING VOCABULARY

A | Fill in each blank with a word in **blue** from page 94. Use each word only once.

1. Welcome to Mom's Sugar Shack. Are you ready to _____?
2. On the cold snow, maple syrup changes from a _____ to a solid.
3. I don't want to drive very far. Are there any good restaurants in this _____?
4. This café is very _____. There are always a lot of people here.
5. Does that restaurant _____ seafood? I'd like to have some fish for dinner.
6. The class starts in 10 minutes. Let's walk _____ so we get there on time.
7. We often _____ at the library, and we all study together there.
8. My favorite _____ is water, but I also like tea.
9. There are _____ reasons to eat at home. For example, it's less expensive than eating at restaurants, and homemade food is more nutritious.
10. That restaurant has a lot of delicious _____ on its dessert menu such as chocolate cake, apple pie, and several kinds of ice cream.

B | **Collaboration.** Notice how the vocabulary words are used in exercise **A**. With a partner, write each word in the correct column of the chart below.

Noun	Verb	Adjective	Adverb

C | Take turns asking and answering the questions with your partner.

1. What's the name of a **popular** restaurant or café you know about? What do they **serve** there?
2. What's your favorite hot **beverage**? Your favorite cold **beverage**?
3. At a restaurant, what do you like to **order** for breakfast?
4. Do you usually eat **quickly** or slowly? Explain.
5. What are your two favorite sweet **treats**? Why do you like them?



A family enjoys *dim sum* at the May Flower restaurant in San Francisco.



Bread baked in a wood-fired oven, Paris, France

Before Listening

Listening for Specific Information

Listening for main ideas is almost always necessary. Listening for specific information, or smaller details, can also be very important. Here is an example.

This listener wants to know two things: Where is the restaurant? Is it expensive? Notice the specific information that the listener needs to hear.



track 2-10

Lucky Noodle is a new restaurant on the north side of the city. It's located at 314 Webster Street near the university campus. Students and other busy people will love the quick service at *Lucky Noodle*, and everyone will love the food. The prices are not bad either. A large bowl of noodle soup is \$6.95, and the pan-fried noodles with chicken costs \$8.95.



track 2-11

Note-Taking. Read the questions. Then listen to information about a school cafeteria¹ and write the answers.

1. Where is the cafeteria? _____
2. Who can eat there? _____
3. When is it open? _____
4. How much does the food cost? _____

Listening: A Conversation between Students



track 2-12

A | Listening for Main Ideas. Read the questions and answer choices. Then listen to a conversation between two university students and choose the correct answer.

1. What does Roger think about the cafeteria food?
 - a. It's very bad.
 - b. It's not very popular.
 - c. It's too expensive.
2. What does Roger think about the cafeteria hours?
 - a. The cafeteria opens too early.
 - b. The cafeteria closes too early.
 - c. The cafeteria hours are fine.
3. What does Aaron suggest?
 - a. Roger should cook at home.
 - b. Roger should meet him at the cafeteria.
 - c. Roger should eat at the nearby restaurants.



Food sits uneaten on a school lunch tray.

¹ A **cafeteria** is a self-service restaurant, usually in a public building such as a school or hospital.



B | **Listening for Details.** Read the statements and listen again. Then circle **T** for *true* or **F** for *false*. Change the false statements to make them true.

- | | | |
|---|----------|----------|
| 1. Roger thinks the coffee in the cafeteria is good. | T | F |
| 2. Roger usually eats dinner around 10:00 p.m. | T | F |
| 3. Roger and Aaron both like the food at the Pink Rose Café. | T | F |
| 4. Aaron says people can eat quickly at the cafeteria. | T | F |
| 5. Roger and Aaron agree to meet at the cafeteria at 12:15 p.m. | T | F |

After Listening

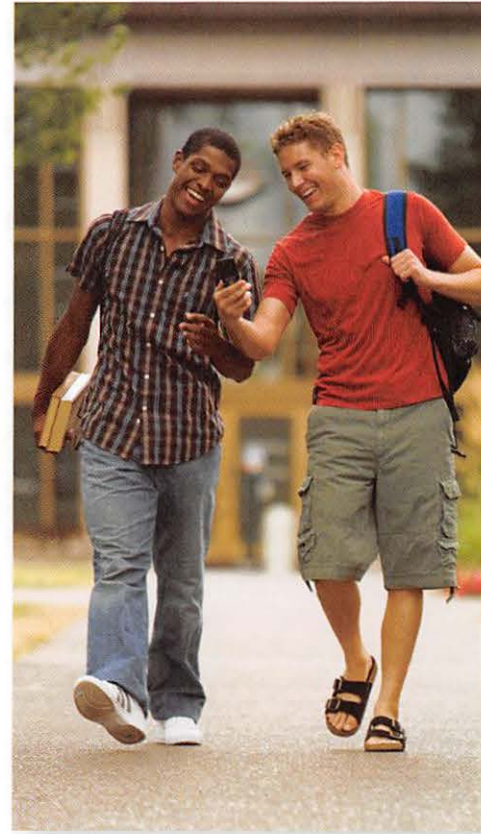
A | **Self-Reflection.** When you eat at a restaurant or cafeteria, what is important to you? Rank the following from 1 (most important) to 5 (least important).

____ cost/price ____ quality of food ____ location
 ____ service ____ hours

B | **Discussion.** With a partner, compare and discuss your rankings in exercise **A**.

For me, the food is most important.

That's important to me, too, but the price is even more important.



Student to Student: Showing Agreement

In a conversation, you will often want or need to agree with someone. Here are some expressions you can use to show agreement.

Right! *Exactly!* *That's true.* *I agree.*



C | **Critical Thinking.** Form a group with another pair of students. Think about the conversation between Roger and Aaron, and discuss the questions. Practice using expressions to show agreement.

1. What did you think about Roger? Were his reasons for not going to the cafeteria good reasons? Was his idea to eat at nearby restaurants a good idea? Explain.
2. What did you think about Aaron? Did he understand Roger's problem? Did he recommend a good solution? Explain.
3. Where do you usually eat? Do you eat at home, in restaurants, or in cafeterias? Explain.



A | Read and listen to the conversation. Notice the words the speakers use to describe food.



Mexican tacos



Korean kim chee

Mariana: You should really try tacos. They're delicious!

Jen: What are they like?

Mariana: Well, they're made from fresh, warm tortillas—those are like little corn pancakes, but they're not sweet.

Jen: OK. Fresh tortillas sound good.

Mariana: They are! Then we put a little meat and raw onions and other vegetables on top.

Jen: Well, I'll try tacos if you'll try *kim chee*.

Mariana: Hmmmm . . . What's *kim chee*?

Jen: It's made from raw vegetables with salt, red chili, and fish sauce. Then, we wait several days before we eat it.

Mariana: Really? It doesn't sound very good to me.

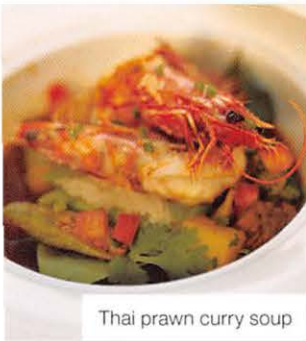
Jen: Oh, it's great! You only eat a little, and you have it with other food such as rice or soup.

Mariana: I could try it, I guess.

Jen: Yes, try it! And I'll try tacos.



B | Practice the conversation with a partner. Then switch roles and practice it again.



Thai prawn curry soup



Chinese fried rice

Grammar

Descriptive Adjectives

Adjectives give us more information about the nouns they describe. They usually come before nouns.

*I don't like **sweet** foods.* *For some people, a **boiled** egg is a **good** snack.*


Adjectives come after the verb *be* and some other verbs, for example: *taste/smell/look*.

*This soup is **salty**.* *Potato chips are usually **crispy**, but these are **soft**.*

*The fried rice smells **delicious!*** *This curry is very **red**. It looks **spicy!***

Here are some adjectives to describe food:

salty	delicious	crunchy	raw
sweet	mild	soft	cooked
sour	spicy	crispy	fried/boiled


 **A** | Write sentences in your notebook using adjectives from the box and the words and phrases below. Then take turns saying your sentences to a partner.

boiled crunchy delicious fried mild raw salty spicy sweet

1. This chocolate cake/look *This chocolate cake looks delicious.*
2. The soup at the Blue Moon Café/be
3. I really/like/eggs
4. My favorite snack/be
5. This apple/taste
6. I/don't like/foods

B | **Describing a Favorite Food.** Follow the steps below.


1. Choose a food that you really like to eat.
2. Think about how people prepare the food and when and where you eat it.
3. Make a list of adjectives to describe the food. You can use your dictionary to help you.

 **C** | With a partner, take turns describing the food you chose in exercise **B**. Use descriptive adjectives.

I really like baked lasagna. It has a mild flavor, and it's hot and delicious. I make it on cold days when . . .

Critical Thinking Focus: Distinguishing between Main Ideas and Details

There are different kinds of information in every conversation, lecture, or reading passage. Some of the information gives you the main ideas—the most important things to know. Other ideas are details. These details give you more information about the main ideas. Knowing whether a piece of information is a main idea or a detail can help you to understand what you hear or read.

 **Critical Thinking.** Read the two groups of statements below. Each group has one main idea and three details. With a partner, mark each statement with **M** for *main idea* or **D** for *detail*.

1. ____ We eat rice at almost every meal.
2. ____ Many dishes in my country, such as rice noodles, are made from rice.
3. ____ Many farmers in my country grow rice.
4. ____ Rice is very important in my country.

1. ____ The professor explains things well.
2. ____ Algebra 362 is an excellent course.
3. ____ We're using a very good textbook.
4. ____ The tests and quizzes are helpful.

5

Situation: You and your group are restaurant managers. You plan to add three new items to your restaurant's menu. Research shows that people order menu items with good descriptions. You will create the best description for each new menu item shown on this page.



Form a group with two other students. Then follow the steps below.

1. **Discussion.** Look at the photos below and discuss some of the details about each new menu item. For example, does it contain vegetables, nuts, or tomato sauce? Will you serve it hot or cold? Use your own ideas.
2. **Brainstorming.** For each new menu item, make a list of several descriptive adjectives in your notebook. Look back at the chart on page 98. Use your dictionary to help you with other adjectives.
3. **Planning a Presentation.** Assign one menu item to each person in your group. Write notes for a description of your menu item. The words you choose should make people want to order the food.
4. **Presentation.** Describe your menu item to your group. Remember to use descriptive adjectives. Ask your group members if your description makes them want to order the item. Can they think of ways to make the description even better?



Fried vegetable egg rolls



Pasta with chicken and tomato sauce



Brownie with vanilla ice cream and chocolate sauce

Presentation Skills: Giving Interesting Details

Giving details keeps your audience interested and makes your presentation more complete. You can use descriptive adjectives and other expressions to add interesting details. For example:

Without Details: *There were flowers in front of the building.*

With Details: *There were fragrant red roses in large wooden flower boxes in front of Murphy Hall.*