

5 Tasty treats!

My learning journey:

Reading

- An article about bubble tea
- A review of a cafe



Technology Education
(Technology & Living:
Food & Nutrition)



Arts Education



Understanding stated information (II)

Vocabulary

- Ways of cooking
- Adjectives to describe food

Language

- Talking about amounts
(Countable and uncountable nouns)
- Talking about definite and indefinite amounts
(Quantity words and quantifiers)
- Giving instructions (Imperatives)

Listening

- A conversation about two restaurants



Listening for opinions

Speaking

- Talking about food for a party



Plural endings

Task

I will write a restaurant review.



Adding creative details



Warm-up

Which of these street food and drink items do you like the best? Choose three and fill in the heart for each. What about your class? Guess which three items they like the best and fill in the star for each.



Now check with your class. Were your guesses right? Why do you think these food or drink items are popular with young people?

Pre-reading

1 Skim the text.

What sweet drink is the article about?



Look at the title and pictures.

2 Match these words (A–C) with their meanings.

A delights (n) (title)

the beginning of something

B origin (n) (line 2)

things that give a particular taste

C flavourings (n) (line 5)

things that make you feel happy

Bubble tea is a simple drink, but it has become hugely popular around the world. Find out more here.

Bubble tea delights!



1 Bubble tea first appeared in Taiwan in the 1980s, but there are different stories about its origin. Let's find out more.

2 Some people say the name 'bubble tea' originally came from the bubbles that formed when the drink was shaken to mix the tea, milk
5 and flavourings. Another story is that it was an experiment by Lin Hsiu Hui, the manager of a teahouse in Taichung. She mixed some chewy tapioca balls (bubbles)
10 from a dessert into a cup of cold tea. The result was an instant hit and rapidly became popular in the teahouse and the rest of Taiwan.

What is tapioca?

Tapioca is made from cassava root.

You can see it for sale in local markets.



3 Today you can find bubble tea (or boba)
 15 all over the world. It comes in many different
 flavours and with lots of different toppings such as
 red beans, custard pudding, mini mochi and popping
 boba. This last variety is especially fun because the
 bubbles are filled with delicious fruit juice, yogurt or
 20 even a dash of coffee.

4 Bubble tea can be readily picked up from corner
 shops, but some people make it at home. If you want
 to try making bubble tea yourself, follow these
 instructions. First, make a cup of tea and chill it in
 the fridge. Then, boil or steam a cup of tapioca balls
 and chill them. Dissolve eight tablespoons of
 brown sugar in two cups of hot water to make a
 syrup. Finally, mix the tea, the tapioca balls, some
 syrup and add a few ice cubes plus half a cup of
 25 cold milk. Now you have a yummy drink to share
 with friends.
 30

5 As you can see, boba is easy to make. Don't forget to
 add a topping of your choice! The flexibility of this tasty
 pick-me-up has got to be a major reason for its growing
 popularity. How will bubble tea evolve in the future? It'll be
 35 exciting to find out!



Grammar in text

We can show the amount of something by using **quantity words** and **quantifiers**.

a cup of cold tea

many different flavours

Can you find more examples in the text?
Underline them.

Tip from the kitchen

Get creative and replace the tapioca balls with something new, e.g. juicy fruit balls.

Values corner

Eat healthily

How can you make bubble tea healthier?





Reading skill

Understanding stated information (II)

When we answer questions about a text, we may need to recognise the same information in different words. Read the sentence below. Underline the stated (given) information that helps you answer the question on the right.

I visited the night market, which has hundreds of food stalls.

What does the night market offer?

- A few snack shops
- B many places to eat

Part A Answer the questions using information from Reading 1. Blacken one circle only.



1 According to paragraphs 1–2, bubble tea was _____.

- A first made without tapioca balls
- B first sold in Taiwan
- C not popular at first
- D originally a hot drink

2 According to paragraph 3, popping boba drinks _____.

- A come in many flavours
- B come in only one flavour
- C use coffee instead of tea
- D use fruit instead of bubbles



3 According to paragraph 4, tapioca balls must be _____ first.

- A chilled
- B cooked
- C dissolved
- D mixed

4 A 'syrup' (line 28) is a mixture of _____.

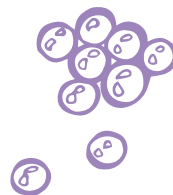
- A milk and ice cubes
- B sugar and tea
- C sugar and water
- D water and tapioca balls

5 Paragraph 4 is about _____.

- A how to make bubble tea
- B sharing bubble tea with friends
- C the best way to cook tapioca balls
- D where to buy bubble tea

6 According to paragraph 5, the writer feels _____ about the future of bubble tea.

- A positive
- B negative
- C neutral
- D unsure



Part B Use information from Reading 1 to answer the following questions.



1 According to paragraph 2, what was Lin Hsiu Hui's job?

2 What do the following words and phrase refer to in the text?

a) it (line 6) _____

b) This last variety (line 18) _____

c) them (line 26) _____

3 Find a word in paragraphs 4–5 that has the opposite meaning of each word or phrase below.

a) with difficulty	(adv)
b) heat	(v)
c) falling	(adj)



4 Complete the following sentence by using one word taken from paragraph 5.

Bubble tea is a flexible drink because you can put any _____ you like on it.

Part C Summary cloze Complete the following summary using words taken from Reading 1. Fill in each blank with one word only.

There are many ¹ _____ about how bubble tea was created, but we only know for sure that it has been ² _____ since the 1980s. It is made with tea, ³ _____ and a wide variety of flavourings and ⁴ _____ such as red beans. The ⁵ _____ in bubble tea are tapioca balls, which are made from the ⁶ _____ of the cassava plant. Most people buy bubble tea in shops, but you can also ⁷ _____ it yourself — it's easy!



Pre-reading

1 Skim the text.

What kind of place is the writer reviewing?

2 Scan the text.

Who or what are Mee and Kwan?



Quickly read the title and first paragraph.



Look for the words 'Mee' and 'Kwan'.

Toby regularly writes reviews for food websites. Read his latest review.



Visit if you love Korean food ... and cats!

1 After finding out that a new cat cafe, Kitty Korea, had opened near our school, my best friend and I immediately made plans to visit today. We wanted to try their after-school snacks and say hello to the cats.

5 2 When we arrived, the owner greeted us enthusiastically. After the warm welcome, he led us to a table. We sat down and admired the simple, modern furniture and decoration. Soon a pretty cat with bright, blue eyes came over to say hello. It was Mee. The other cat, Kwan, sat on a high shelf and looked at us. He
10 seemed less friendly.



Take a look at Mee. Her name means beautiful.



3 We couldn't wait to try the food so we quickly ordered a few snacks to share — some Korean rice cakes, scrambled egg bread and two Korean corn dogs. We both ordered a
15 glass of green plum tea as well. Mee meowed. I think she liked our choices!



4 Our snacks arrived quickly and, of course, the camera ate first! The smell of the snacks was mouth-watering. The rice cakes were chewy and the
20 spicy sauce was delicious. The Korean corn dogs were our favourite. We loved the tender, juicy sausage inside the thick, crunchy batter.

5 Our only disappointment was the scrambled egg bread.
25 The two cats looked at it greedily, but we thought the eggs were too dry. (Next time, don't scramble them for too long, Chef!) Luckily the refreshing,
30 sour tea made up for it.

6 On the whole, the food was awesome and just right for a quick drop-in snack. Kitty Korea is the perfect place for people who love Korean food and cute, well-behaved cats. Give it a try! I'll definitely be
35 visiting again.



Grammar in text

We can tell someone to do something by using **imperatives**.

Try the new snacks.

Order some sandwiches.

What examples can you find in the text? Underline them.

Values corner

Be fair and truthful

How might an unfair and untruthful review affect a business?

Comprehension 2



Part A Text analysis Answer the question using information from Reading 2.

Match the paragraphs in the review with their functions. Write the letters (A–E) in the spaces provided.

Paragraph(s)	
1	
2	
3	
4–5	
6	

Function

- A** Describe what you ordered.
- B** Describe the taste and appearance of the food.
- C** Say when and where you ate.
- D** Sum up your experience.
- E** Describe your first impression of the place.

Comprehension 2



Reading skill

Understanding stated information (II)

See page 6 for details.

Part B Answer the questions using information from Reading 2. Blacken one circle only.



- 1 The cafe in the review ____.
- A has many different animals
 - B is close to a school
 - C opened a long time ago
 - D sells cat food
- 2 The word 'admired' (line 6) shows the writer ____ how the cafe looked.
- A complained about
 - B did not like
 - C liked
 - D was not interested in
- 3 According to paragraph 2, Kwan ____.
- A has blue eyes
 - B looks friendly
 - C said hello to the writer
 - D sat away from customers
- 4 According to paragraphs 4–5, which of the following is true? The writer ____.
- A enjoyed the sour tea
 - B gave food to the cats
 - C forgot to take photos
 - D tried to avoid spicy food
- 5 Which of the following statements shows that the service was good?
- A 'we quickly ordered' (line 12)
 - B 'she liked our choices' (line 16)
 - C 'Our snacks arrived quickly' (line 17)
 - D 'the food was awesome' (line 31)
- 6 In which part of the review website would you find this review?
- A Hotel Dining
 - B Snacks and Cheap Eats
 - C Takeaway Food
 - D Vegetarian

Part C Summary cloze Complete the following summary with words taken from Reading 2. Fill in each blank with one word only.

Kitty Korea is a new cafe near the reviewer's ¹ _____.

The cafe has two ² _____, who are called Mee and Kwan.

They are well-behaved animals. They seem to like the food served at the cafe as much as customers do, because they look at the food ³ _____.

Overall, the reviewer liked the food, especially the ⁴ _____ corn dogs. However, one ⁵ _____

was the scrambled egg bread. The eggs were too dry, because they were cooked for a ⁶ _____ time.



A What is the part of speech of each word below? Write the words in the correct spaces.

- a) choose, choice
- b) vary, various, variety
- c) luck, luckily, lucky
- d) origin, original, originate, originally
- e) popular, popularity, popularly
- f) enthusiastic, enthusiasm, enthusiastically

	Noun	Verb	Adjective	Adverb
a)	<input type="text"/>	<input type="text"/>		
b)	<input type="text"/>	<input type="text"/>	<input type="text"/>	
c)	<input type="text"/>		<input type="text"/>	<input type="text"/>
d)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
e)	<input type="text"/>		<input type="text"/>	<input type="text"/>
f)	<input type="text"/>		<input type="text"/>	<input type="text"/>

B Use some of the words from the table to fill in the blanks below.

- 1 Bubble tea is a very _____ drink in Hong Kong. Young people particularly love it.
- 2 There's a _____ of five set lunches on the menu. Which one do you want?
- 3 We were _____ to arrive at the restaurant just before it started raining.
- 4 Lucy found a _____ of cookbooks on the shelf and wants to try some of the recipes in them.
- 5 Mark is an _____ cook. He's always happy when he's cooking in the kitchen.
- 6 I broke Anna's cup, so I bought her another one to replace her _____ cup.

Ways of cooking

- A** bake
- B** deep-fry
- C** grill
- D** roast
- E** scramble
- F** steam
- G** stew
- H** stir-fry

A What are the following ways of cooking? Write the letters (A–H) in the boxes.



1



2



3



4



5



6



7



8

B Complete the tips for different ways of cooking using words from the word box.



Don't put too many cookies on the tray — ¹ _____ only a few at a time.



To make perfect French fries, ² _____ them twice.



³ _____ the meat until it's soft before adding the vegetables.



To prevent sticking, rinse the noodles in cold water. Let them dry before you ⁴ _____ them.



It's better to ⁵ _____ fresh pineapples rather than canned ones.



Before you ⁶ _____ the egg mixture, remove the bubbles on top of it.

Adjectives to describe food

- | | | |
|-----------------|------------------|-----------------|
| A bland | D crunchy | G sour |
| B chewy | E juicy | H spicy |
| C crispy | F savoury | I tender |





Some of these adjectives describe taste and some describe texture (how food feels when you bite it). Can you sort them out?

A Complete the sentences using the words from the word box. Write the letters (A–I) in the boxes.

<p>1 <input type="text"/> food is thin and breaks easily.</p> <p>2 <input type="text"/> food is thick and hard to break.</p> <p>3 <input type="text"/> food is easy to cut or chew.</p> <p>4 <input type="text"/> food contains a lot of juice.</p> <p>5 The strong taste in <input type="text"/> food comes from spices, such as chilli.</p>	<p>6 Lemon is used for cooking <input type="text"/> food.</p> <p>7 Don't swallow <input type="text"/> food immediately. Remember to chew it!</p> <p>8 Food that is <input type="text"/> has very little taste.</p> <p>9 <input type="text"/> food is salty not sweet. It sometimes has spices in it too.</p>
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B Complete the webpage using words from the word box. Do not use any word more than once.

Four popular street foods

<p>Egg waffles</p> 	<p>Hot and sour soup</p> 	<p>Korean corn dogs</p> 	<p>Tofu pudding</p> 
<p>This snack has thin, 1 _____ edges that break apart with every bite. Some varieties have a soft, 2 _____ centre.</p>	<p>This soup uses pepper oil for the 3 _____ flavour, and red rice vinegar for the 4 _____ taste.</p>	<p>This Korean snack sometimes has ingredients like kimchi and even 5 _____ peanuts.</p>	<p>Tofu tastes 6 _____ on its own, but add ginger syrup to it and it becomes sweet and tasty.</p>

Talking about amounts (Countable and uncountable nouns)

When we talk about amounts, it helps to know if a noun is countable or uncountable.

	Countable nouns refer to things, people, etc. that we can count.	Uncountable nouns refer to things that we cannot count.
With singular forms	Use <i>a</i> or <i>an</i> : <i>a cake</i> <i>an egg</i>	Do not use <i>a</i> or <i>an</i> : <i>butter</i> <i>water</i>
With plural forms	Add <i>s</i> or <i>es</i> to most nouns: <i>carrots</i> <i>potatoes</i>	No plural form.
When showing amounts	Use numbers: <i>three lemons</i> <i>five waffles</i> Use quantity words, especially with packaged foods: <i>a bag of apples</i> <i>four tins of beans</i>	Use quantity words: <i>a bowl of soup</i> <i>a litre of orange juice</i> <i>two teaspoons of salt</i>
When asking about amounts	Use <i>how many</i> or <i>any</i> : <i>How many apples</i> do we have? Are there <i>any nuts</i> in the salad?	Use <i>how much</i> or <i>any</i> : <i>How much time</i> do you need? Is there <i>any jam</i> on the table?

Note

We sometimes leave out the quantity words when it is clear what we mean.

Can I have **two coffees**, please?
(two cups of coffee)

I'd like **a tomato soup**, please?
(a bowl of tomato soup)

Let's practise Jason's mum is sending him two text messages. Complete the messages. Underline the correct words and phrases in brackets.



Mum

Last seen today at 10:21

On your way home, go to Happy Star Cafe and buy ¹ (three takeaway meal / three takeaway meals). Choose whatever you like. Also, get ² (two iced lemon tea / two iced lemon teas) for me and your dad. I don't want any ³ (sugar / sugars) in mine.

10:18

You want to make egg pudding tonight, right? ⁴ (How many eggs / How much eggs) do you need? Get some at the supermarket. Buy ⁵ (a flour / flour) too. We have ⁶ (blueberry / two packs of blueberries) at home, so let's use them to make pancakes for breakfast tomorrow.

10:21

Talking about definite and indefinite amounts
(Quantity words and quantifiers)


Definite amounts are amounts that are clear and exact. We can use **quantity words** to talk about them. Quantity words often describe an item's packaging or container, shape or measurement. Sometimes they can show that an item is part of a whole.




Let's practise Look at the pictures below and fill in the **quantity words** for each of them.

Packaging or container

a ¹ _____ of milk




a ² _____ of jam




Shape

a ³ _____ of chocolate




a ⁴ _____ of butter




Measurement

a ⁵ _____ of sugar




a ⁶ _____ of salt




Part of a whole

a ⁷ _____ of garlic



a ⁸ _____ of parsley



You can use these **quantity words**:

- bar
- block
- carton
- clove
- jar
- pinch
- spoonful
- sprig

Indefinite amounts are amounts that are not clear or exact. We can use **quantifiers** to talk about them. Sometimes we use different quantifiers with countable and uncountable nouns.



	Countable nouns	Uncountable nouns
A large amount	I ate a lot of / lots of snacks .	Dad cooked a lot of / lots of rice .
	We have plenty of eggs at home.	There is plenty of salad for lunch.
	Are there many people in the restaurant?	We don't have much money to spend on food for the party.
Not a large amount	Shall we put some clams in the steamed egg?	Do you want some cheese on top of the spaghetti?
A small amount	Pass me a few strawberries .	Please add a little milk in my tea.

Note
We usually use **many** and **much** in questions and negative statements.

Let's practise Complete the following article. Fill in the blanks with the correct **quantifiers** in brackets and the correct **quantity words**. Remember to use the correct form.

Street food in Cheung Chau

What is Cheung Chau famous for? ¹ _____ (A lot of / Much) people may say the Bun Festival, but Cheung Chau is actually also well known for its tasty street food. On weekends and holidays, ² _____ (lots of / some) tourists come here to 'sweep the street' – ³ _____ (a little / some) locals use this Cantonese slang phrase to mean eating street food from various stalls along the street. Apart from the famous jumbo fish balls and mango mochi, there are ⁴ _____ (much / plenty of) other savoury and sweet snacks that you can try in Cheung Chau. Here are two of them.

You can use these **quantity words**. Use each word once only.

- bottle
- can
- cup
- packet
- pinch
- slice
- spoonful



Spiral potato (Chips on a stick)

Add to the flavour by dipping the chips in a bowl of ketchup or sprinkling a ⁵ _____ of salt and pepper on them. Compared to a ⁶ _____ of chips, spiral potato is more expensive. You can buy a set of one stick plus a ⁷ _____ of water or a ⁸ _____ of Coke. It's worth a try!



Fruit tea

If you don't like fizzy drinks, then how about a big ⁹ _____ of fruit tea? It comes with several ¹⁰ _____ of fresh fruit mixed with two ¹¹ _____ of honey. It's really refreshing!

Giving instructions (Imperatives)

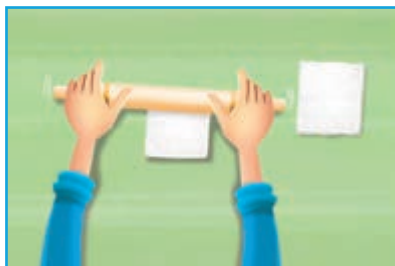
We often give instructions using an **imperative**, which is the base form of a verb. We use it to tell people to do or not to do things.

Stir-fry the mushrooms for one minute and **don't add** any water.

Turn the heat off when the water is boiled.

If you aren't very hungry, **don't order** a lot of food.

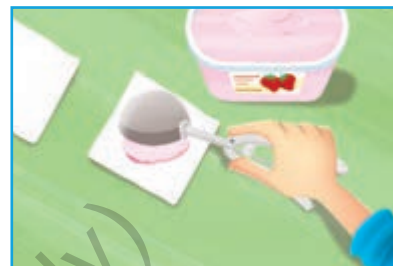
Let's practise Below are some pictures from a cooking video on how to make fried ice cream. Complete the instructions with suitable **imperatives**. Remember to use the correct form.



1 _____ two slices of bread flat with a rolling pin.



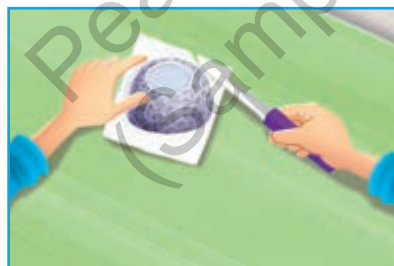
2 _____ the bread with some water.
3 _____ it too wet.



4 _____ some ice cream onto one slice of bread.



5 _____ the ice cream with the other slice of bread.



6 _____ a bowl on the bread. 7 _____ around the bowl.



8 _____ along the edge to make the bread stick together.



9 _____ the bread for at least an hour before frying.



10 _____ the bread into the pan until the oil is very hot.



11 _____ the bread out when it looks golden brown.

You can use these verbs. Two verbs can be used more than once.

- brush
- cover
- cut
- freeze
- make
- press
- put
- scoop
- take



Amy and her friend Sarah are talking about making tea leaf eggs in their vlog. Complete their conversation using suitable words and phrases. One has been done for you.

You can use these **quantity words** and **imperatives**:

- packet
- pinch
- spoonful
- remove
- soak
- tap

Remember to use the correct forms.

Amy: Hi, Sarah. I have ¹ plenty of eggs in the fridge. Three dozen! They're all going to expire soon. What can I do with them?

Sarah: Shall we make tea leaf eggs? We can take them to our class party tomorrow.

Amy: That's a good idea. ² _____ students are there in our class?

Sarah: I think there are thirty five, but ³ _____ students may not like them.

Amy: All right. I've got this old recipe from my grandma. It's very easy. First, put the eggs in a pot of cold water and add some salt. Then, boil them for twenty minutes.

Sarah: ⁴ _____ salt do I add?

Amy: Just a ⁵ _____ of salt is enough. You don't want to make the water too salty.

Sarah: OK.

Amy: When the eggs are cooked, take them out and tap them with a spoon. ⁶ _____ too hard, just gently enough to crack the shells. ⁷ _____ the shells.

Sarah: Is that how we get the patterns on the eggs?

Amy: That's right. Next, fill a big pot with water and add five ⁸ _____ of soy sauce, a pinch of salt, and a ⁹ _____ of ready-made tea leaf ingredients. Then, boil them on low heat for three hours.

Sarah: Three hours!

Amy: We're not done yet! Finally, ¹⁰ _____ the eggs in the sauce overnight.





Listening skill

Listening for opinions

To find out what people think or feel, we can listen for:

- verbs expressing opinions, e.g. *I **think** / **believe** / **guess** we'll arrive on time.*
- adjectives, e.g. *The steak is **juicy**.*
- adverbs, e.g. *The staff spoke **rudely** to us.*



I think the beef is **too dry**.



This restaurant is **expensive**.



Let's listen

Gigi and Tony are talking about two restaurants. Listen to their conversation and complete the reviews.



1

Pizza Place

For each item, please circle a number and write your comments.

(1 = poor, 2 = satisfactory, 3 = good, 4 = excellent)

a) Atmosphere & decoration 1 2 3 4

.....
.....

b) Food 1 2 3 4

.....
.....

c) Price 1 2 3 4

.....
.....

d) Service 1 2 3 4

.....
.....

2

Danny's Kitchen

For each item, please circle a number and write your comments.

(1 = poor, 2 = satisfactory, 3 = good, 4 = excellent)

a) Atmosphere & decoration 1 2 3 4

.....
.....

b) Food 1 2 3 4

.....
.....

c) Price 1 2 3 4

.....
.....

d) Service 1 2 3 4

.....
.....



Speaking skill

Plural endings

Most plural nouns end in *-s*, e.g. *chips*, *bottles*. Some end in *-es*, e.g. *potatoes*, *sandwiches*. Be careful! There are three ways to pronounce the final *-s* sound in plural endings.



Pronounced as /s/	Pronounced as /z/	Pronounced as /ɪz/
After voiceless consonant sounds: <i>chefs</i> <i>books</i> <i>cups</i> <i>peanuts</i>	After vowel sounds: <i>avocados</i> <i>mangoes</i> <i>potatoes</i> <i>straws</i> After voiced consonant sounds: <i>clubs</i> <i>cupboards</i> <i>bags</i> <i>spoonfuls</i> <i>rooms</i> <i>beans</i> <i>jars</i> <i>cloves</i>	After these consonant sounds: <i>glasses</i> <i>quizzes</i> <i>pinches</i> <i>oranges</i> <i>dishes</i> <i>boxes</i>

When you pronounce a **voiced consonant**, your throat vibrates. When you pronounce a **voiceless consonant**, your throat does not vibrate.

Listen to the following conversations. Do the words in bold end in a /s/, /z/ or /ɪz/ sound? Underline the words in different colours for each sound.

Conversation 1

Alex: What are you going to make for the party?

Sandy: I think I'll make some **sandwiches** with **tomatoes**, **eggs** and **sausages**.

Alex: Nice! I think I'll make a salad. I love **salads**!

Sandy: What are you going to put in it?

Alex: I'll make a fruit salad with some **apples**, **plums** and **pears**.

Sandy: Yum!

Conversation 2

Sandy: Shall I get some **drinks** and **chips** for the party?

Alex: Sure! Let's get some strawberry ice cream too. That's one of Miss Chan's **favourites**.

Sandy: How many people will be there?

Alex: Thirty **students** and two **teachers** will be there.

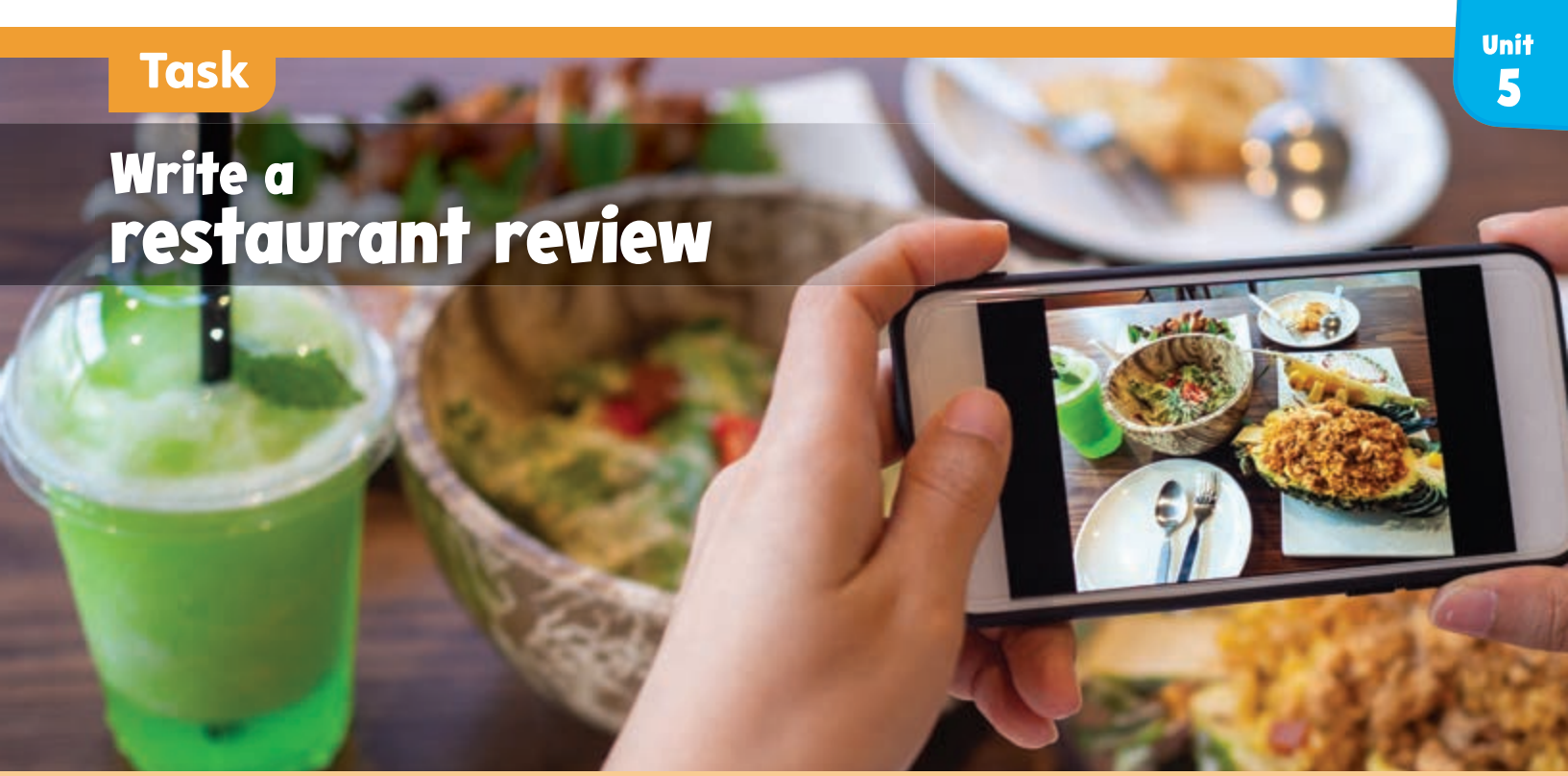
Sandy: OK! I think we'll need three **tubs** of ice cream then.

Work in pairs and read aloud the conversations.



Task


Write a restaurant review




Have you recently eaten out and want to tell others about it? Now's your chance. Write a review for an online review website.

STEP 1 Get ready


Let's look at the genre and work out the audience, purpose(s) and style of this task. Tick the correct boxes.




G.A.P.S.

Genre Restaurant review 

Audience


- family and friends
- people interested in eating out
- followers of the review website 

Purpose(s)

- to discuss an issue
- to give descriptions
- to give opinions
- to provide an explanation 

Style informal semi-formal formal

A restaurant review has an **informative** tone. It can be positive, negative or both. Usually the tone is also ____.

friendly persuasive worried 

STEP 2 Read and analyse

- A You have found some guidelines for writing a restaurant review. Label the review below with the correct guidelines given on the next page. Write the letters (A–F) in the spaces provided.



- 1 ● **The best desserts in town!**
- 2 [Last Saturday, my friend Kenny and I popped into Dizzy Desserts in Aberdeen for a sweet treat.
- 3 [As we entered the cafe, we immediately knew we were in the right place. The air had a sweet aroma of sugar. We both have a sweet tooth, so it smelt like heaven to us! 5
- 4 [Our mouths were watering as we looked at the menu. Kenny ordered red bean soup and I chose the steamed milk pudding.
- 5 [When our food arrived, we took a photo to 'instagram' it. Then we tasted our desserts. My milk pudding was smooth and creamy and came with ginger syrup. Yum! Kenny loved his red 10
bean soup, especially the tender lotus seeds.
- 6 [Dizzy Desserts is a new eatery, but it deserves to do well. Kenny and I agreed that the desserts were the best in town.



Tip!

Include both **facts** and **opinions** in your review. The facts can be the type of food served, what you ordered, the ingredients, etc. The opinions can be your thoughts on the atmosphere, decoration, menu, service and, of course, food and drinks.

A Mention when and where you went. You can also mention who you went with.

D Mention what you ordered.

B Describe the appearance, texture, taste and / or smell of the food.

E Write about your first impression of the place.

C Write an eye-catching title.

F Sum up the overall experience.



Writing skill

Adding creative details

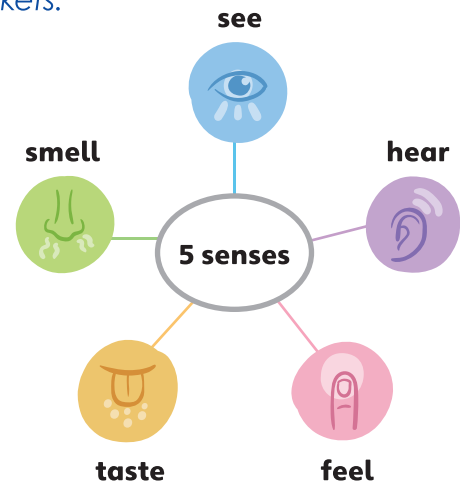
We often write about what we can **see**. However, we can also add creative details by writing about what we notice using our other senses, i.e. what we can **smell**, **hear**, **taste** and **feel the texture of**. For example:

The air had a **sweet aroma of sugar**.

... we tasted our dessert. My milk pudding was **smooth** and **creamy**.

B Read the following sentences. Which sense is being used to add creative detail? Write 'see', 'smell', 'taste', 'hear' or 'feel' in the correct brackets.

- 1 A wonderful smell of curry filled the air. ()
- 2 The meat was hard to cut. ()
- 3 Our table was next to the noisy kitchen. ()
- 4 The soup was bland and unexciting. ()
- 5 The cake was covered in colourful icing. ()



STEP 3 Brainstorm

Here are some useful ideas, words and phrases to help you with your writing. You can also look at the Vocabulary section and the Task Sheet for words to use.



Describing the atmosphere and decoration

- There was a relaxed and cheerful / cold and unfriendly atmosphere ...
- The ... lights and ... music were relaxing ...
- The dining area was busy and full of noisy customers / completely empty ...
- We liked the modern, comfortable ... / We found the ... uncomfortable ...
- The walls were decorated with amazing photos of ... / The walls were cracked and dirty ...
- The eatery was spacious / very cramped ...

Giving overall opinions

- worth visiting / a disappointment
- You will not be disappointed by ... / We were disappointed by ...
- If you like / don't like ..., this is definitely (not) the place for you.
- I highly / don't recommend this restaurant for children / teenagers / the elderly because ...

Other phrases you could use

- contemporary / old-fashioned surroundings
- spacious / cramped surroundings
- bright / poor lighting
- reasonable / expensive prices

Describing the service

- The staff were kind / attentive ...
- The staff were rude / impatient ...
- The food arrived promptly ... / took a long time to arrive and was cold ...



STEP 4 Write

Write your review.

STEP 5 Evaluate

Read your review and put a tick in the boxes for each category. Revise your review if necessary.

G.A.P.S.

- I know the purpose of writing the restaurant review.
- My review appeals to my intended audience.
- I used a semi-formal, informative style in my review.

You can also ask a friend to evaluate your review!

Content

- I included facts about the eatery.
- I mentioned what food was ordered and gave my opinion of it.
- I gave my opinions about other aspects of the eatery, e.g. atmosphere, price, service.
- I gave my overall opinion about the eatery.
- I recommended whether or not other people should visit the eatery.

Organisation

- I included a catchy title.
- I included an opening that introduced where and when I ate at the eatery.
- I used different paragraphs to describe first impressions, the food I ordered, and what the food was like.
- I ended with a conclusion that summed up my feelings about the place.

Language

- I used the simple past to describe the experience.
- I used imperatives to give instructions appropriately.
- I used quantity words to talk about amounts.

Vocabulary Bank

Ways of cooking

bake (v) p. 12

grill (v) p. 12

steam (v) p. 5

boil (v) p. 5

roast (v) p. 12

stew (v) p. 12

deep-fry (v) p. 12

scramble (v) p. 12

stir-fry (v) p. 12

Adjectives to describe food

bland (adj) p. 13

crispy (adj) p. 13

savoury (adj) p. 13

sour (adj) p. 9

tender (adj) p. 9

chewy (adj) p. 4

crunchy (adj) p. 9

salty (adj) p. 13

spicy (adj) p. 9

creamy (adj) p. 22

juicy (adj) p. 9

smooth (adj) p. 22

sweet (adj) p. 13

Seasonings

chilli (n) p. 13

ketchup (n) p. 16

soy sauce (n phr) p. 18

syruup (n) p. 5

garlic (n) p. 15

pepper (oil) (n) p. 13

spice (n) p. 13

(red rice) vinegar (n) p. 13

honey (n) p. 16

salt (n) p. 14

(brown) sugar (n) p. 5

Ingredients

flour (n) p. 14

mushroom (n) p. 17

yogurt (n) p. 5

kimchi (n) p. 13

red bean (n phr) p. 5

mochi (n) p. 5

sausage (n) p. 9

Other vocabulary

admire (v) p. 8

eatery (n) p. 22

greedily (adv) p. 9

pop into (phr v) p. 22

topping (n) p. 5

aroma (n) p. 22

expire (v) p. 18

make up for (phr v) p. 9

refreshing (adj) p. 9

dessert (n) p. 4

flavour (n) p. 5

mouth-watering (adj) p. 9

sweet tooth (n phr) p. 22

Self-assessment

How much have you learnt in this unit?
Go to the online platform to find out!