

UNIT 5

SPEAKING

- ▶ Talk about your eating and drinking habits
- ▶ Order a meal in a restaurant
- ▶ Describe a special dish

LISTENING

- ▶ Listen to people talk about food
- ▶ Learn to understand fast speech
- ▶ Watch an extract from a cookery programme about a famous chef

READING

- ▶ Read about eating and drinking habits

WRITING

- ▶ Use paragraphs to write a short report about your class
- ▶ Write a recipe

BBC CONTENT

- ⌚ Video podcast: What's your favourite dish?
- 📀 DVD: Rick Stein's Seafood Odyssey

UNIT
5

food



▶ MyFridge.com p48



▶ A lifetime in numbers p50



▶ Are you ready to order? p52



▶ A Chef In Goa p54

GRAMMAR nouns with *a/an, some, any*

VOCABULARY food/drink

HOW TO talk about food/drink

VOCABULARY food/drink

1 Look at the fridges A–C and discuss.

I Which fridge belongs to:

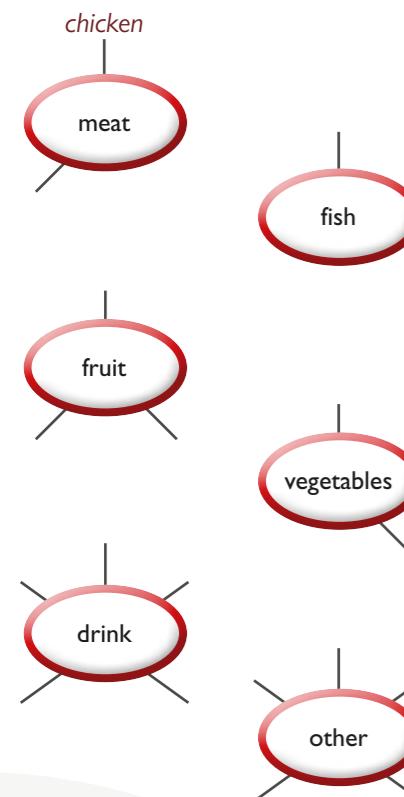
- a) a student
- b) a vegetarian
- c) a family?

2 Is your fridge at home similar to fridge A, B or C?

2A Look at the words in the box. Which fridge are the things in? Write fridge (A), (B) or (C) next to each item.

eggs	A	milk	a banana	an apple
cola		carrots	chicken	butter
water		a cucumber	sardines	bread
wine		grapes	yoghurt	leftovers
cheese		fruit juice		a hot dog

B Write the words from the box in the correct word web below.

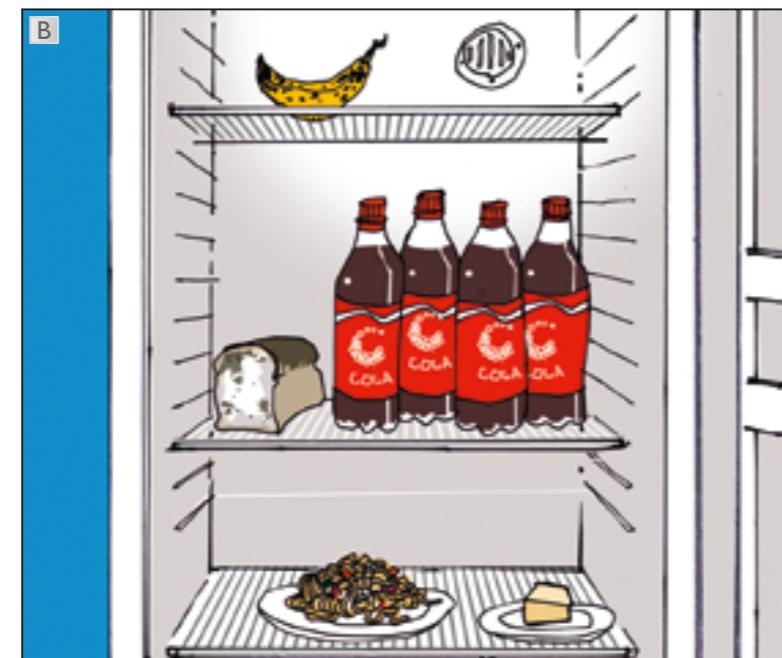
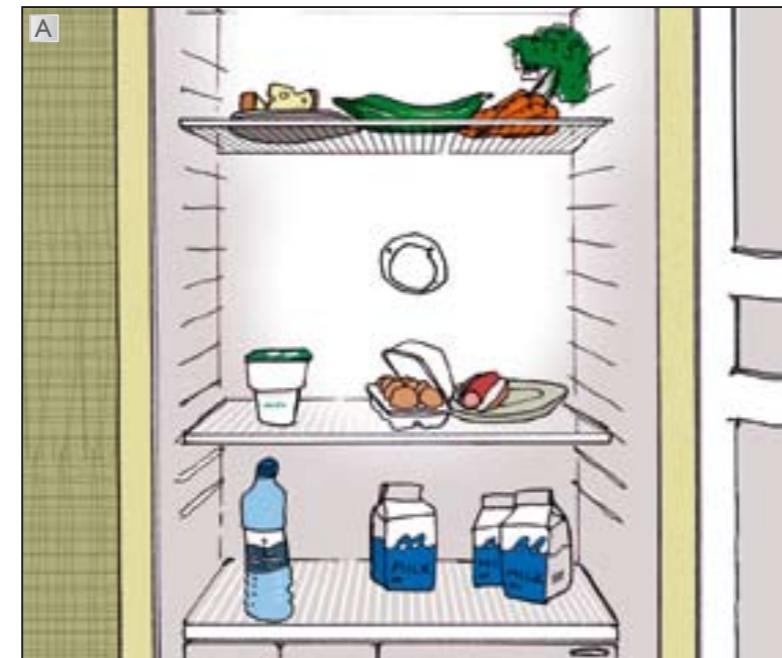


C Work in pairs and take turns. Look at the fridges. Student A: say a type of food or drink. Student B: say which fridge it's in.

A: grapes

B: fridge C

→ page 157 PHOTOBANK



GRAMMAR countable and uncountable nouns

3A Write the words from Exercise 2A in the correct column below. Which word is always plural?

Words you can count		Words you can't count
Countable singular	Countable plural	Uncountable
a banana	eggs	milk

B → 5.1 Listen and check. Then listen and repeat.

→ page 136 LANGUAGEBANK

PRACTICE

4A Underline the correct alternative.

- | | |
|-----------------------------------|-----------------------------------|
| 1 I love cheese/cheeses. | 4 I don't like fruit/fruits. |
| 2 I really like hot dog/hot dogs. | 5 I really don't like milk/milks. |
| 3 I quite like egg/eggs. | 6 I hate vegetable/vegetables. |

B Change the food/drink words to make the sentences above true for you. Then work in pairs and compare your answers.

speakout TIP

When you write a noun in your notebook, write (C) for countable or (U) for uncountable next to it, e.g. a steak (C). Write five new words from the photo bank on page 157 in your notebook. Write (C) or (U) next to them.

LISTENING

5A → 5.2 Listen and match each person with fridge A, B or C.



B Listen again. What is each person surprised about?

GRAMMAR nouns with *a/an, some, any*

6A → 5.3 Listen and underline the correct alternatives in the sentences below.

I've got *a/some* cheese and *a/some* cucumber and *a/some* carrots. Of course, I haven't got *some/any* meat.

B Complete the table with *a/an, some* and *any*.

	Countable singular	Countable plural	Uncountable
We've got	apple	eggs	butter
We haven't got	banana	oranges	cheese

→ page 136 LANGUAGEBANK

PRACTICE

7A Complete the text with *a/an, some* and *any*.

Hi everyone! I'm Maria Collins and this is my fridge.

Some friends are coming for dinner and so my fridge is really full. I've got ² prawns and fresh fish to cook on the grill and ³ corn on the cob. There's ⁴ bottle of mineral water, but I haven't got ⁵ alcohol – my friends don't drink. I've got them ⁶ fruit juice instead. There's ⁷ lettuce to make a salad and ⁸ tomatoes. I haven't got ⁹ onions for the salad – I don't like raw onions. I've got ¹⁰ cucumber ... oh, no I haven't. Where's that cucumber ... ?



B Think about what's in your fridge. Write two types of fruit, two vegetables and two drinks that are in the fridge.

C Work in pairs and take turns. Ask your partner questions and guess what's in your partner's fridge.

A: Have you got any milk?

B: Yes, I have! Are there any apples in your fridge?

A: No, there aren't. Have you got any oranges?

SPEAKING

8A Complete sentences 1–6 about you.

1 For breakfast, I sometimes have ...

2 For lunch, I never have ...

3 In the evening, I usually drink ...

4 My favourite vegetable is ...

5 My favourite fruit is ...

6 I really hate (a type of food/drink) ...

B Work in groups. Ask and answer questions. Find out if any students have got similar eating habits to you.

A: What do you usually have for breakfast?

B: Er ... I often have muesli.

C: Do you? I usually have ...

5.2 A LIFETIME IN NUMBERS

GRAMMAR | how much/many; quantifiers

VOCABULARY | containers

HOW TO | talk about quantities

VOCABULARY containers

- 1A** Look at pictures A–K. What items can you see?



- B** Match pictures A–K to the words in the box below.

bar	A	bottle	bag	cup	can/tin
packet		jar	tube	mug	carton
roll					

- C** Work in pairs and take turns. Student A: point to one of the items above and say what it is. Student B: says the container.

A: It's chocolate.

B: a bar of chocolate

READING

- 2A** Work in pairs. How do you say the numbers in the box below?

4½	21	61	845	1,200	4,300
10,000	35,000	60,000	75,000		

- B** **5.4** Listen and check. Then listen again and repeat.

- 3A** Read the article. Complete it with numbers from Exercise 2A.

- B** **5.5** Work in pairs and compare your answers. Then listen and check.

- C** Work in pairs and discuss the questions.

- Which food in the article do you eat a lot? Which do you never eat?
- What other food and drink do you eat or drink a lot?

I How much food does an average person eat in a lifetime? And how much do they drink? The answer is A LOT!!!

- 2** Do you eat meat? Well, an average meat-eater eats ¹ sheep in their lifetime and ² chickens. Does that sound quite a lot? The good news is that he or she only eats ³ cows. If you're a vegetarian, maybe you like beans? Well, on average, British and American people eat ⁴ cans of baked beans in their life.
- 3** And why is weight a problem for so many people? How many cookies does the average American eat? The answer is an amazing ⁵. And chocolate? Over ⁶ bars!
- 4** And how much water or tea do people drink in their lifetime? It's interesting that a person drinks about ⁷ litres of water and people in the UK drink about ⁸ cups of tea. Maybe it isn't surprising that people use ⁹ rolls of toilet paper a year! That's about ¹⁰ in their lifetime!



GRAMMAR how much/many; quantifiers

- 4A** Complete the sentences below. Use the article above to help.

- food does an average person eat in a lifetime?
- cookies does the average American eat?

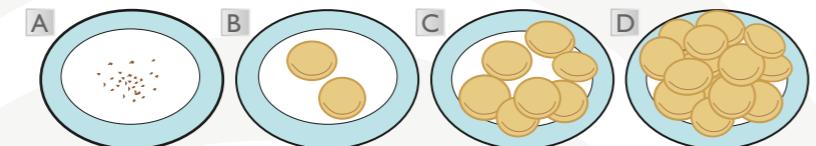
- B** Look at the sentences above. Underline the correct alternatives to complete the rules.

Rules:

- Use how much with countable/uncountable nouns.
- Use how many with countable/uncountable nouns.

- C** Match the words below with pictures A–D.

not many a lot/lots none quite a lot



▶▶▶ page 136 LANGUAGEBANK

PRACTICE

- 5A** Complete the questions.

- How many times does a six-year-old child laugh every day?
- How milk does a person drink in their lifetime?
- How shampoo do people use in their lifetime?
- How words does a woman say in a day?
- How times does a person laugh every day?
- How friends does a person make in their lifetime?
- How toothpaste does a person use in their lifetime?
- How words does a man say in a day?

- B** Work in pairs. Student A: turn to page 161 and find the answers to questions 1–4. Student B: turn to page 162 and find the answers to questions 5–8.

- C** Work in pairs and take turns. Student A: ask one of your questions and say both possible answers. Student B: listen and choose the correct answer.

A: How many times does a six-year-old child laugh every day? a) about three hundred times or b) about a hundred times?

B: I'm not sure. I think a hundred times!

SPEAKING

- 6A** Work in groups. Ask and answer questions using the prompts below to complete the table. Use a lot/lots, quite a lot, not much/many, none and one extra piece of information in your answers.

In a week	You	Student 1	Student 2	Student 3
biscuits / eat?	Quite a lot. 5–10.	Not many. 1–2.	A lot! I love them!	
fruit / eat?				
vegetables / eat?				
water / drink?				
coffee / drink?				
exercise / do?				

A: How many biscuits do you eat in a week, Julio?

B: Not many. Maybe one or two.

A: How about you, Yumi?

C: A lot! I love biscuits!

- B** Discuss. Which students have a good diet/healthy lifestyle?

I think Julio has a good diet because he eats a lot of vegetables.

WRITING paragraphs

- 7A** Look again at the article on page 50. Match topics a)–d) below with paragraphs 1–4.

- a) drinks
- b) introduction
- c) sweet food
- d) meat-eaters and vegetarians

- B** Read the sentences below. Underline the correct alternatives.

A paragraph is a group of words/sentences about one/two main topic(s) or idea(s). It can be short or long. When you finish the topic, start a new sentence/paragraph.

- C** Read the text below. How many paragraphs can you make? Draw a line between each one.

Healthy living

HOW HEALTHY ARE WE? Do we have a healthy lifestyle and a good diet? The answer is some people do! How much exercise do we do? It's interesting to find out that many people do sport or other exercise two or three times a week. So, maybe it isn't surprising that we drink on average 2.5 litres of water a day! How about our diet? Do we like sweet food? Well, lots of people love biscuits, but only two of us never eat them. It's not so good that all of us like chocolate. Maybe we're not so healthy as we think!



- D** Write a report about your group. Use your notes from Exercise 6A to help. Write three or four paragraphs.

5.3 ARE YOU READY TO ORDER?

5.3

FUNCTION | ordering in a restaurant

VOCABULARY | restaurant words

LEARN TO | understand fast speech

VOCABULARY restaurant words

1A Work in pairs and discuss. Where do you go when you want to:

- 1 have a drink with a friend in the afternoon?
- 2 eat something fast before you go to the cinema?
- 3 have an evening meal in a good restaurant?

There's a very good café in ... called ...

B Work with another pair and compare your ideas.

2 Match each word to its meaning.

- | | |
|-------------------|---------------------------------|
| 1 menu | a) you pay this at the end |
| 2 chef | b) he/she brings the food |
| 3 dish | c) food cooked in a special way |
| 4 bill | d) a list of food with prices |
| 5 order | e) he/she cooks |
| 6 tip | f) ask for food |
| 7 waiter/waitress | g) extra money for service |



FUNCTION ordering in a restaurant

3A Look at the phrases a)–j). Where do you usually hear them? Write restaurant (R) or fast food restaurant (FF).

- a) Would you like something to drink? **R**
- b) Small, medium or large?
- c) Can we have the bill, please?
- d) Are you ready to order?
- e) Is that eat in or takeaway?
- f) Thanks. Have a nice day!
- g) Tonight's special is ...
- h) Afternoon. What can I get you?
- i) Large fries with that?
- j) Good evening. A table for two?
- k) Anything else?

B **5.6** Listen and tick the phrases you hear.

C Number the ticked phrases in order. Then listen again and check.

4A **5.7** Listen and complete the sentences below.

- 1 Could _____ an orange _____?
- 2 Can _____ a _____ of mineral _____?
- 3 _____ like some _____, please.
- 4 The _____ for _____, please.

B Listen again and check your answers. What do the customers order?

→ page 136 LANGUAGE BANK

5A Complete the conversation with words in the box.

like can for any 'd could

like

A: Good evening. Would you something to drink?

B: Yes, we have two colas and some water, please?

A: Fine. Are you ready to order?

B: Yes. We like the fish and the chicken.

A: Would you like vegetables?

B: Yes, please.

A: We've got carrots, peas and beans.

B: I have some carrots and some peas?

C: The same me, please.

B Work in pairs and practise the conversation.

6A **5.8** Listen to the customers in a restaurant. Are they polite or impolite?

B Work in pairs and take turns. Student A: say customer sentences from Exercise 5A. Be polite or impolite. Student B: say if Student A is polite or impolite.

SPEAKING

7A Look at the menus and discuss. Which dishes would you like to try? What food do you think is in today's special dishes?

A <table border="1"> <thead> <tr> <th>STARTER</th> </tr> </thead> <tbody> <tr> <td>Onion soup</td> </tr> <tr> <td>Melon</td> </tr> <tr> <th>MAIN COURSE</th> </tr> <tr> <td>Roast lamb</td> </tr> <tr> <td>Thai chicken with rice</td> </tr> <tr> <td>Fish of the day with chips or new potatoes</td> </tr> <tr> <td>Served with seasonal vegetables</td> </tr> <tr> <th>TODAY'S SPECIALS</th> </tr> <tr> <td>Chef's Sunday special</td> </tr> <tr> <td>Garden delight</td> </tr> <tr> <td>Summer mix</td> </tr> <tr> <th>DESSERT</th> </tr> <tr> <td>Apple pie with ice cream or cream</td> </tr> <tr> <td>Chocolate cake</td> </tr> <tr> <td>Fresh fruit</td> </tr> </tbody> </table>	STARTER	Onion soup	Melon	MAIN COURSE	Roast lamb	Thai chicken with rice	Fish of the day with chips or new potatoes	Served with seasonal vegetables	TODAY'S SPECIALS	Chef's Sunday special	Garden delight	Summer mix	DESSERT	Apple pie with ice cream or cream	Chocolate cake	Fresh fruit	B <table border="1"> <thead> <tr> <th>STARTER</th> </tr> </thead> <tbody> <tr> <td>Tomato soup</td> </tr> <tr> <td>Italian style grilled vegetables</td> </tr> <tr> <th>MAIN COURSE</th> </tr> <tr> <td>Cheese, tomato and mushroom pizza</td> </tr> <tr> <td>Cheese, tomato, mushroom, olive and ham pizza</td> </tr> <tr> <td>Pasta of the day</td> </tr> <tr> <td>Served with a side salad</td> </tr> <tr> <th>TODAY'S SPECIALS</th> </tr> <tr> <td>Spring special</td> </tr> <tr> <td>Fisherman's platter</td> </tr> <tr> <td>Roman holiday</td> </tr> <tr> <th>DESSERT</th> </tr> <tr> <td>Ice cream</td> </tr> <tr> <td>Fruit salad</td> </tr> <tr> <td>Three cheese plate</td> </tr> </tbody> </table>	STARTER	Tomato soup	Italian style grilled vegetables	MAIN COURSE	Cheese, tomato and mushroom pizza	Cheese, tomato, mushroom, olive and ham pizza	Pasta of the day	Served with a side salad	TODAY'S SPECIALS	Spring special	Fisherman's platter	Roman holiday	DESSERT	Ice cream	Fruit salad	Three cheese plate
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B Work in pairs and role-play the situation. Student A: you are the customer. Look at menu A on this page and order your food. Ask the waiter about any dish you don't know.

Student B: you are the waiter. Look at page 162. Answer the customer's questions. Take his/her order.

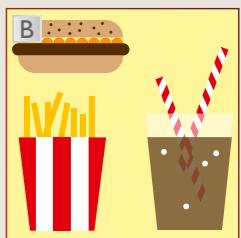
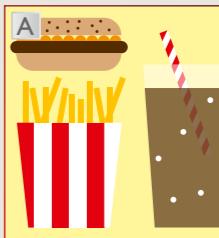
B: Are you ready to order?

A: Can I ask about Today's Specials? What's the Garden delight?

C Change roles. Student B: you are the customer. Look at menu B on this page. Student A: you are the waiter. Look at page 161.

LEARN TO understand fast speech

8A **5.9** Listen to the conversation in a fast food restaurant. What does the man order? Circle the correct answer.



B Listen again. Tick the phrases you hear in Exercise 3A.

Speakout TIP

When one word finishes with a consonant and the next word starts with a vowel, the two words join and sound like one word, e.g. good_evening, how_much_is_it.

C Look at the example below. Then underline the key stressed words in the fast food phrases in Exercise 3A. Draw lines to show the linking.

Afternoon. What can_I get you?

D **5.10** Listen and check. Then listen and repeat.

E Work in pairs. Choose one long sentence from audio script 5.6 on page 170. Try to finish the sentence faster than your partner.

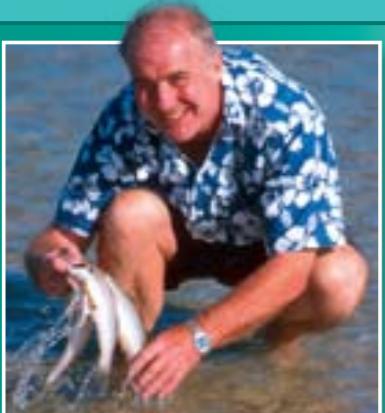
DVD PREVIEW

1A Work in pairs and discuss.

- 1 Do you like cooking?
- 2 What's your favourite dish?
- 3 Do you like eating outside? Why/Why not?

B Look at the photo and read the text. Then answer the questions.

- 1 Who is Rick Stein?
- 2 What type of food does he like?
- 3 Which place does he visit in the programme?


BBC
Rick Stein's Seafood Odyssey

Rick Stein is an English chef who loves seafood. He travels around the world to find new dishes. He also meets and talks to the people who cook them. In this BBC programme, he visits Goa on the West coast of India. He buys some local fish at the market and cooks a simple dish on the beach.

► DVD VIEW

2A Watch the DVD. Tick seven things you see in the box below.

a market ✓ fruit oil a boat the sea a pan a cat
 meat spices fish vegetables a washing-up bowl

B Watch the DVD again and complete the sentences below with words in the box.

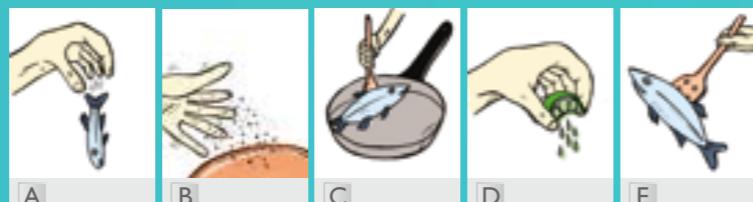
cheap vegetables spices food eight

This is Goa – a place I've known and loved for the best part of ¹ _____ years. To buy ² _____ here is *a real joy. The variety of seafood, ³ _____, ⁴ _____ is quite *staggering and *incredibly ⁵ _____.

* a real joy – something that makes you very happy
 * staggering – very surprising | * incredibly – very very

C Match the verbs with pictures A–E.

stir C throw in squeeze drop turn over

**D** Look at Rick Stein's instructions for cooking below. Number them in the correct order.

- a) Put some flour into a washing up bowl. 1
- b) Cook for about three or four minutes.
- c) Stir the fish around in some oil.
- d) Put in some fish.
- e) Squeeze some lime over the fish.
- f) Drop the fish in the pan.
- g) Add salt and spices.
- h) Turn the fish over.

E Watch the DVD again and check your answers.

speakout a special dish

3A Work in pairs. Two other students are coming for dinner. Choose your ingredients from the list below:

- one kind of meat or fish
- two/three kinds of vegetables
- rice, pasta, noodles or potatoes
- three eggs
- oil, salt, pepper, soy sauce, spices or herbs

B Work in pairs and discuss. What can you make with your ingredients? Give your special dish a name.**4A** ► 5.11 Listen to the students describe their dish. What ingredients are in their dish?**B** Listen again and tick the key phrases you hear.

keyphrases

The name of [this/our] dish is ...
 It's [very easy/quite difficult] to make.
 You need some prawns, some eggs ...
 It's [delicious/not too hot].
 You'll love it!

C Prepare to tell your class about your dish. Use the key phrases to help.**D** Tell your class about your dish. Listen to the other groups. Which dish would you like to try?

writeback a recipe

5A Read the student's recipe. Would you like to try it?

Italian special

SERVES FOUR

Ingredients: tiger prawns, a can of Italian tomatoes, a large onion, a red pepper, two celery sticks and some fresh pasta. A handful of herbs, some black pepper and some olive oil.

First, cut the vegetables into small pieces. Then heat the oil in a wok or a frying pan. Next drop in the vegetables and fry them for about two minutes. Add the prawns, tomatoes, pepper and herbs. Cook for about two minutes. Heat some water in a pan and then add the pasta. Cook for three minutes. Finally, take the pasta out of the water and mix with the sauce. Serve it immediately with some salad. It takes about twenty minutes to make and you'll love it!

B Look at the linkers underlined. Which ones can change places?**C** Write the recipe for your special dish from Exercise 4D. Remember to use linkers.

5.5 << LOOKBACK

FOOD

1A Read the clues below and complete the food words.

- 1 It's green, it's a fruit and it starts with 'a'. apple
- 2 It's a drink and it starts with 'm'.

- 3 It's a vegetable and it starts with 'cu'.

- 4 It's a fruit, it's yellow and it starts with 'b'.

- 5 It's sweet and it starts with 'i'.

- 6 It's white, it's got four letters and it starts with 'r'.

B Write four more sentences to test your partner.

It's a drink and it starts with ...

C Work in pairs and take turns.

Student A: read out your sentences.

Student B: say the name of the food.

NOUNS WITH A/AN, SOME, ANY

2A Look again at the three fridges on page 48. Complete the sentences below so that they are true. Use *be* and *a/an, some or any*.

- 1 There isn't any milk in Mike's fridge.
- 2 There _____ carrots in Amy's fridge.
- 3 There _____ eggs in Luis's fridge.
- 4 There _____ beer in Luis's or Mike's fridge.
- 5 There _____ cucumber in Amy's fridge.
- 6 There _____ water in Amy's fridge.

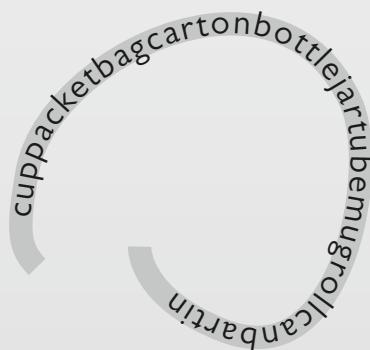
B Write four questions about the things in the fridges.

Is there any chicken in Mike's fridge?

C Work in pairs. Ask and answer questions.

CONTAINERS

3A Find twelve words for containers.



B Work in pairs and take turns.

Student A: start the phrase with a container. Student B: complete the phrase with the correct item.

A: A cup of ...

B: A cup of coffee

HOW MUCH/MANY

4A Write the questions in full.

- 1 How / water / drink every day?
How much water do you drink every day?
- 2 How / chocolate / eat / every week?
3 How / brothers / have got?
4 How / people / be / there in your family?
5 How / sugar / have / in your coffee?
6 How / cola / drink / every week?
7 How / rooms / be / there in your flat/house?
8 How / salt / like / in your food?

B Answer the questions in Exercise 4A with numbers or phrases.

4 glasses, 2 bars, 3 ...

C Work in groups. Try to guess the question for each number or phrase.

A: Eight

B: How many rooms are there in your flat?

A: Yes!

IN A RESTAURANT

5A Work in pairs. Look at the menu for a new restaurant. Write a description of dishes 1–3.

MENU

1 King's delight:

2 Winter warmer:

3 Light & tasty:



B Work in groups and role-play the restaurant situation. One student: you are the waiter. Tell the group the names of the dishes. The other students: ask about the dishes and order some food.

A: Good evening. Are you ready to order?

B: Nearly. Can I ask ...

BBC VIDEO PODCAST



Download the podcast and view people describing food and what dishes they like/dislike.

Authentic BBC

www.pearsonlongman.com/speakout