



Lunch in Marrakesh: Rainbow salad bowl, falafel and mint tea.

FOOD

Food (n) the things that people or animals eat.
Synonyms: meal, cooking

The quote for this unit highlights the importance of food and suggests that as long as this basic need is met any other concerns are secondary.

Franz Kafka (1883–1924) was a German-speaking Jewish writer. His novels and short stories are concerned with the themes of social alienation, isolation and the harmful effects of bureaucracy on society.

So long as you have food in your mouth, you have solved all questions for the time being.

Franz Kafka

OBJECTIVES

- talk about eating out
- make speculations and deductions about food
- compare different types of food
- compare a range of solutions and choose the best one
- make suggestions
- write a reply in an online discussion forum

Work with a partner. Discuss the questions.

- 1 Look at the photo. How many types of food can you name?
- 2 Read the quote. What do you think it means?
- 3 Do you think it is important to eat with your family or friends? Why/Why not?

FOOD 73

OBJECTIVES

Read the unit objectives to the class.

UNIT OPENER QUESTIONS

With books closed, put students into pairs. Ask what they think the best way to make a new friend or show what friendship is. Elicit an example, then tell students to think of more ideas with their partner. Elicit any new or interesting vocabulary on the board.

- 1 Tell students to open their books and look at the photo. Put students into pairs and give them two minutes to name as many foods as they can in the photo. Elicit and write any new vocabulary on the board at the end of the activity.
- 2 Tell students to read the quote. Put students into pairs to discuss what they think it means. Elicit ideas together as a whole class.

- 3 Ask students to discuss whether they think it is important to eat with their family or friends and why or why not. Ask them if they eat together with their family. You could also ask if they think this tradition varies at different ages, in different countries, etc. Another idea would be to ask them to talk about an occasion when they shared a special meal with their friends and/or family.

WORKSHEETS

Lesson 7.1 Eating out

Grammar: Modals of speculation and deduction (W25)

Vocabulary: Phrasal verbs (W26)

Lesson 7.2 Food fads

Grammar: Comparatives and superlatives; *the ... , the ...* (W27)

Vocabulary: Waste (W28)

7.1 Eating out

- Talk about eating out
- Make speculations and deductions about food

- P** diphthongs; word stress with modals
- G** modals of speculation and deduction

- V** phrasal verbs; adjectives to describe food
- S** hidden contrasts

READING

A SPEAK Work in groups and discuss the questions.

- 1 Do you often eat out in a restaurant? Why/Why not?
- 2 Do you usually leave a tip to thank the waiter for good service?

B READ FOR MAIN IDEA Read *Super supper clubs*. What are supper clubs? Why do many customers prefer supper clubs to traditional restaurants?

C Complete the notes on the differences between supper clubs and traditional restaurants. Use the strategies in the box to help you.

Paragraph	Supper clubs	Traditional restaurants
Choosing a dish (2)	<i>the chef chooses</i>	<i>you choose from a menu</i>
Where customers sit (2)	together with other customers	quietly at separate tables
Choosing when to go (2)	join a waiting list; wait for an invitation	turn up when you're feeling hungry
What to cook (4)	the chef has control	the chef cooks the same food again and again
The food (4)	amazing, but they might not like it	boring
The experience (5)	for all the senses; having fun	just food

Hidden contrasts

In articles about new or unusual things, writers often use words like *instead*, *just* and *even* to show contrasts with more normal things. These contrasts are often hidden, so it's difficult to notice them. But they help you to understand the points that the writer wants to make.



SUPER SUPPER CLUBS



- 1** Anti-restaurants. Underground restaurants. Pop-up restaurants. Guestaurants. Whatever you call them, there's no **doubt** that supper clubs are one of the hottest trends in eating out today.
- 2** The idea is simple: instead of going to a traditional restaurant, you eat in the chef's home. Instead of choosing a dish from a menu, you eat what the chef gives you. And instead of sitting quietly at separate tables, all the customers eat together, chatting and making friends. But if that sounds like your perfect evening, there's some bad news. You can't just **turn up when you're feeling hungry**; you'll need to **join a waiting list and then wait for an invitation from the chef**.
- 3** The modern idea of supper clubs took off in Cuba in the 1990s. Cuba now has a huge amount of supper clubs, or *paladares*. Most of them started off as simply a room in the chef's home. They're popular with tourists, as well as people who want a simple home-cooked meal at a fair price. One of Cuba's best *paladares* is Castas y Tal, on the 11th floor of a large apartment building in central Havana. The main restaurant area has only eight seats, but there are wonderful views of the city below.

- 4** For chefs, supper clubs **clearly** seem like a great idea. They're quite cheap and easy to set up because the chef can do everything at home. Instead of **having to cook the same food again and again**, supper clubs **give chefs control over what to cook**. Customers don't mind giving up some choice because they know they'll eat amazing food that they've never eaten before. They **might not like it**, but at least it won't be boring.
- 5** At the St Jude Project in Mumbai, India, Chef Gresham Fernandes tries out ideas while he's cooking ... and even while he's dishing up! He cooks in front of the guests, explaining what he's doing as he works.
- 6** So next time you're feeling adventurous, why not visit a supper club? It's **sure** to be an experience you won't forget!

7.1 Eating out

LEAD-IN

With books closed, write on the board: *food, price, service, atmosphere, location*. Tell students that these are things people think about when choosing or rating a restaurant. Ask students if they can add any other categories and add them to the list. Put students into pairs to rank them in order of which is the most important to them in a restaurant. Get feedback and encourage students to expand on and explain their answers.

READING

A Check students understand *leave a tip* by asking them if it is normal practice to do this in their country and who you might leave a tip for apart from a waiter. Tell them to open their books and to discuss the questions in small groups. Encourage students to ask follow-up questions. If your students are from different countries, explore different attitudes to tipping here.

B Tell students to look at the pictures and elicit what they think about the places shown. Tell them they're going to read an article about supper clubs. Ask if any students have any idea what a supper club is. Check understanding of *supper* but point out that it is not very common in modern usage. Tell students to read the questions and to predict the answers based on what they can see in the pictures. Students can then read the article to check their answers.

Possible answer: *They're restaurants in the chef's home. Many customers prefer supper clubs because they're a fair price, a simple home-cooked meal, the experience isn't boring and will be one they won't forget.*

C Point out the information in the box about hidden contrasts and ask students if they noticed the words *instead, just and even* in the text. Tell students to read the article again and to complete the table, paying special attention to how the writer uses those words to contrast supper clubs with traditional restaurants.

TEACHING IDEA by David Seymour and Maria Popova

Topic: Food survey

Use this activity to extend the topic.

I'm going to dictate one question to each person. Mingle and ask all the other students your question. Make a note of their answers. (Dictate each question quickly, but go through them two or three times so that students get another chance to take down their question. After the survey, elicit the results and write them on the board.)

How much tea or coffee do you drink every day?

Do you eat healthy food?

Have you ever tried Indian/Japanese/Greek food?

How often do you eat out?

What is your biggest meal of the day?

Do you like fish and chips?

How much do you spend on food every week?

Do you prefer pizza or pasta?

What do you eat for breakfast?

Where do you buy your food?

Do you eat free-range eggs?

Do you eat a lot of chocolate?

TEACHING IDEA by David Seymour and Maria Popova

Topic: Restaurants

Use this activity to extend the topic.

Work in small groups. I'll give each group a different type of restaurant. Create a menu and include starters, main courses, side dishes, desserts and drinks. Don't forget the prices.

a steak house, a vegetarian café, an expensive French eatery, a motorway service station restaurant, a seafood restaurant

In pairs, describe your last visit to a restaurant in detail.

- when and where
- the food and drink
- who you were with
- the décor
- the waiter
- the music
- what you talked about
- the other people there

If anyone has experience of working in a restaurant, answer questions about the job from the class.

METHODOLOGY HUB by Jim Scrivener

Lead-in Preparation

This may be to help raise motivation or interest (e.g. discussion of a picture related to the topic), or perhaps to focus on language items (e.g. items of vocabulary) that might be useful in the activity.

Typical lead-ins are:

- Show / draw a picture connected to the topic. Ask questions.
- Write up / read out a sentence stating a viewpoint. Elicit reactions.

- Tell a short personal anecdote related to the subject.
- Ask students if they have ever been / seen / done, etc.
- Hand out a short text on the topic. Students read the text and comment.
- Play 'devil's advocate' and make a strong / controversial statement (e.g. *I think relaxing is better than exercise for your health*) that students will be motivated to challenge / argue about.
- Write a key word (maybe the topic name) in the centre of a word-cloud on the board and elicit vocabulary from students which is added to the board.

7.1 Eating out

PRONUNCIATION



7.1

- A** Tell students to look at the underlined words in the *Super supper clubs* article and to match them with the correct pronunciation. If students are unfamiliar with phonemic script, point out that most of the symbols for consonant sounds are the same as the letters. When students have done this, play the audio for students to listen and check.
- B** Tell students that all the words contain diphthongs. Demonstrate the diphthong sound in the first word. Tell students to look at the words and to complete the rules. In feedback, highlight and drill pronunciation of all eight diphthongs again.
- C** Put students into pairs and tell them to make sentences using at least three of the words from Exercise A in each. Give an example, e.g. *I might wait at home*. Monitor to check students are using the words appropriately. When all pairs have a few sentences, tell them to practise saying them. Monitor to check they're pronouncing the diphthong sounds correctly. You could then change partners and tell students to model and drill their sentences with their new partner.

VOCABULARY

- A** Tell students to look at the sentences, then to look at the article again and to find sentences with the same meaning. Tell them to replace the underlined words with the words used in the article.
- B** Elicit that all the answers to Exercise A were phrasal verbs. Tell students to read the rules and to complete the examples with some of the phrasal verbs from Exercise A. Make sure students realise that it's not possible to work out the meaning of most phrasal verbs just from looking at the verb and the particle.

- C** Direct students to the **Vocabulary Hub** on page 145 for further practice of phrasal verbs.
- D** Tell students to cover the phrasal verbs in Exercise A and to complete the phrasal verbs in the questions. Let students uncover Exercise A to check. Ask students to discuss the questions in pairs. Encourage students to ask each other follow-up questions and to expand on their answers. Use the **Vocabulary Worksheet** on W26 for extra practice.

SPEAKING

- A** Put students into pairs and tell them that they're going to plan their own supper club. Tell them to think about the points and to make notes to help them present their ideas later. Monitor to help with language input. Check students are just making notes and not scripting every word that they're going to say.
- B** Put students into larger groups and ask them to take turns to present their supper clubs. Encourage students to ask each other questions after each presentation.
- C** Ask each group to decide which supper club they would most like to attend and why. Ask one student from each group to explain to the class which supper club was the favourite and why. Finish with some feedback on students' use of language during their presentations and discussions.

Extra activity

You can extend the activity by making groups write a short menu or advert for their supper clubs. As well as listening to presentations, students can walk around and read the menus or adverts before voting on their favourite supper club.

METHODOLOGY HUB by Jim Scrivener

Phrasal verbs

A phrasal verb expresses a complete meaning. The main verb on its own would not express the whole meaning. The meaning will often not be guessable from the sum of its parts. For example, a learner might understand the separate meanings of gave and up – but still not be able to work out the meaning of 'He gave up his job'.

Phrasal verbs are normal everyday language. Generally speaking, they are not slang, colloquial or lazy English.

In many cases, an equivalent single-word verb may sound over-formal when compared to the normal phrasal verb.

They put out the fire.

They extinguished the fire.

Watch out for these problems:

Students choose the wrong participle: *I turned ~~out~~ down his invitation.*

Students put a pronoun after a particle: *They looked ~~up~~ it up in the library.*

Students use a transitive verb without an object: *We were excited about the party, but they decided to ~~put off~~ put it off till next week.*

TEACHING IDEA by David Seymour and Maria Popova

Call my bluff

Make small groups. Hand out four or five sentences with a phrasal verb (*The milk has gone off.*) to each group and ask them to keep them secret from other groups. For each phrasal verb, the groups should prepare three definitions – two of which are untrue and one which is true ('gone off' = (1) been spilled, (2) become bad, (3) been stolen). When students are ready, groups read out their sentences and each of their definitions. Students vote for which one they think is the correct definition / the group wins one point for every student who votes for one of the wrong definitions.

TEACHING IDEA by David Seymour and Maria Popova

Verb chain

Work in groups of four to six. Take turns to give a phrasal verb, alternately changing the particle and the verb, e.g. A – *Take off*. B – *Take up*. C – *Let up*. D – *Let down*. E – *Put down*. F – *Put on*.

If you can't think of one, you are out of the game. If you doubt another student's phrasal verb, challenge him/her to define it and give an example. If the student can't, he/she is out of the game. (Don't let students write during the activity, but make a note of the most useful phrasal verbs to revise at the end.)

PRONUNCIATION

Diphthongs



A Look at the underlined words in *Super supper clubs*. Match the words with their correct pronunciation (1–8). Then listen and check your answers.

- | | |
|-----------------------------|------------------------|
| 1 wert
<u>wait</u> | 5 hæʊm
<u>home</u> |
| 2 'klɪəli
<u>clearly</u> | 6 daʊt
<u>doubt</u> |
| 3 dʒɔɪn
<u>join</u> | 7 feə
<u>fair</u> |
| 4 maɪt
<u>might</u> | 8 ʃʊə
<u>sure</u> |

B WORK IT OUT The words in Exercise A all contain diphthongs. Choose the best word or phrase to complete the rules.

Diphthongs

- Diphthongs are long **vowel** / **consonant** sounds made from **two** / **three** short sounds.
- We pronounce diphthongs by **moving quickly from one sound to the next** / **saying the two sounds separately**.
- British English has **eight** / **ten** diphthongs: /eɪ/, /ɪə/, /ɔɪ/, /aɪ/, /əʊ/, /aʊ/, /eə/ and /ʊə/.

C SPEAK Work in pairs. Make sentences using at least three of the words from Exercises A and B. Then practise saying your sentences.

VOCABULARY

Phrasal verbs

A Look at *Super supper clubs* again. Find sentences that have the same meaning as the ones below. Which words are used instead of the underlined words?

- You can't just arrive without making an appointment when you're feeling hungry. **turn up**
- The modern idea of supper clubs really became popular in Cuba in the 1990s. **took off**
- Most of them began their lives as simply a room in the chef's home. **started off**
- They're quite cheap and easy to get ready to start. **set up**
- Customers don't mind losing some choice. **giving up**
- Chef Gresham Fernandes experiments with ideas while he's cooking ... and even while he's putting the food on plates. **tries out** **dishing up**

B WORK IT OUT Read the rules about phrasal verbs. Then complete the examples with phrasal verbs from Exercise A.

Phrasal verbs

- Phrasal verbs are usually made of two parts: a verb (e.g. *work, try*) and a particle (e.g. *out, up*).
- Sometimes it's possible to guess the meaning from the two words, but often you just need to learn the meaning of the whole phrasal verb:
 - You can't just ^a **turn up** _____ at their house! Always phone first to check it's OK.
- Some phrasal verbs can have an object. When the object is short (e.g. a pronoun or one or two words), it usually comes in the middle:
 - I have lots of ideas and I like to ^b **try** _____ them **out** _____ while I'm cooking.
 But when the object is a longer phrase, it usually comes at the end:
 - I like to ^c **try out** _____ lots of new ideas while I'm cooking.

C Go to the **Vocabulary Hub** on page 145.

D SPEAK Complete the questions with the correct phrasal verbs. Then work in pairs and ask and answer the questions.

- Do you think supper clubs will take _____ **off** _____ in your country?
- Do you ever try _____ **out** _____ new meals while you're cooking or do you always plan carefully before you start?
- Have your cooking skills ever let you _____ **down** _____? What went wrong?

SPEAKING

A Work in pairs. You are going to plan your own supper club. Make notes about:

- name
- location
- type of food
- cost
- number of guests
- what makes your supper club unique

B PRESENT Work in groups. Take turns to present your supper club to the group.

C REFLECT Decide which supper club you would like to attend and why.



VOCABULARY

Adjectives to describe food



a



b



c

A Work in groups. Look at the pictures and discuss the questions.

- 1 Where do you think each dish is from?
- 2 What do you think it contains?

B Go to the **Vocabulary Hub** on **page 145**.

C Many food adjectives end in -y (e.g. *spicy*). Complete the sentences with the missing adjectives. Use the words in bold to help you.

- 1 I didn't think this soup would **taste** very nice, but in fact it's really tasty!
- 2 Honey is very **sticky**. It **sticks** to the bread like glue!
- 3 I really love **cheesy** pizza, so I always ask for extra **cheese** on the top.
- 4 This **creamy** sauce is too rich for me. How much **cream** did you put into it?

D SPEAK Work in pairs. Think of some types of food and drinks that these adjectives might describe. Use the glossary to help you.

buttery chocolatey fatty fruity oily meaty
milky nutty peppery runny salty watery

E SPEAK Work in pairs. Use adjectives to describe:

- 1 your favourite soft drink.
- 2 your favourite flavour of ice cream.
- 3 your perfect breakfast.
- 4 your least favourite types of food.

LISTENING

A SPEAK Work in pairs. If you are invited to eat dinner at somebody's house, do you bring:

- flowers
- dessert
- a gift
- nothing
- something to drink

B Complete the description with the words in the box.

course dessert dinner party
dishes host starter surprise

A ¹ dinner party is an event where one person (the ² host) invites a group of friends to eat a meal at his or her house. At a traditional dinner party, the host cooks the food: a ³ starter and a main ⁴ course. But the guests often bring something to drink, and perhaps also a ⁵ dessert. In a pot luck dinner party, everybody (the host and guests) prepares one or two ⁶ dishes. It's called pot luck because it's always a ⁷ surprise: nobody knows what the others will bring.



C LISTEN FOR SPECIFIC INFORMATION Listen to a conversation at a pot luck dinner party. Match the people (1–5) with the dishes (a–e).

- | | |
|--------------------|---------------------------------|
| 1 Vicky (the host) | a cheesy chicken pasta surprise |
| 2 Charlie | b cream of chicken soup |
| 3 Tina | c spicy buffalo wings |
| 4 Felipe | d cheese and chilli salad |
| 5 Markus | e chicken curry in creamy sauce |

Glossary

allergic (adj) affected by an allergy (= a medical condition in which you become sick or your skin becomes covered with red marks as a reaction to something you eat, breathe or touch)

buffalo (n) a large African animal similar to a cow, with curved horns

dairy products (n) foods that are made from milk (e.g. cheese, butter, ice cream)

spicy (adj) food that has a strong hot flavour

7.1 Eating out

VOCABULARY

- A** Tell students to look at the pictures and elicit their reaction to the dishes shown. Put students into groups to discuss the questions. Share answers as a whole class and write any useful food vocabulary on the board. If any students are from a country where one of the dishes is from, ask them to tell the class more about it.

Picture a:

- 1 Thai chicken green curry from Thailand
- 2 It contains chicken, red chilli peppers, curry paste, cooking oil, coconut milk, Thai fish sauce, sugar, etc.

Picture b:

- 1 Chilli con carne from Texas
- 2 It contains minced beef, red kidney beans, chilli peppers, tomatoes, sweet corn, onions, etc; it's served here with rice, lettuce and tomatoes.

Picture c:

- 1 Olivieh potato salad from Iran
- 2 It contains potatoes, eggs, chicken, mayonnaise, lemon juice, oil; it's decorated with cherry tomatoes, carrot, egg and peas.

- B** Direct students to the **Vocabulary Hub** on page 145 to focus on adjectives to describe food. Check the meaning of *savoury* (not sweet). Point out that it is not a synonym of *salty*. Elicit example of foods for each adjective to consolidate understanding (e.g. *bread is savoury but not salty*).
- C** Elicit the noun *spice* and the adjective *spicy* and how by removing the *e* and adding a *y* we make the adjective from the noun. Tell students to look at the sentences and complete the gaps with an adjective formed from the words in bold.

- D** Write *buttery* on the board and elicit examples from the class of foods that are *buttery*. Put students into pairs to think of more examples of food that could be described with the other adjectives in the box.

Possible answers:

buttery: biscuits, pastry
chocolatey: cakes, biscuits
fatty: meat, chips
fruity: tea, ice cream
oily: fish, salad
meaty: soup, pasta sauce
milky: coffee, white chocolate
nutty: biscuits, chocolate bars
peppery: soup, omelettes
runny: soft cheese, eggs
salty: olives, crisps
watery: soup, pasta sauce

- E** Put students into pairs to describe the different items. To make this more engaging, tell them not to tell their partner what it is they are describing. Students have to listen to their partner's description and guess what it is.

LISTENING

- A** Put them into pairs to discuss the question.
- B** Tell students they're going to read about an unusual type of dinner party. Tell them to read the description and to complete the gaps with the words from the box.
- C** Tell them first to listen and to match the people with the dishes they bring.



7.2

GRAMMAR HUB

7.1 Modals of speculation and deduction

- We use *could*, *might* or *may* when we think something is possible, but we are not sure.
This dish is very hot – it could contain a lot of chillies.
Carla might be allergic to nuts – don't add any walnuts.
Paul may want sugar in his coffee.
- In the negative, we use *might not* and *may not* but NOT *could not*.
This restaurant may/might not be very good.
NOT This restaurant could not be very good.

- We use *must* when we are sure something is true because we have strong evidence for our belief.
This cake is burnt – it must taste horrible!
- We use *can't* when we are sure something is not true because we have strong evidence for our belief.
These biscuits are white – they can't be chocolate biscuits.
- We don't use *must* and *can't* for facts we are 100% sure about.

7.1 Modals of speculation and deduction

A Decide if the statements are true or false.

- 1 'Kitty may serve fruit salad for dessert tonight.'
Dessert will definitely be fruit salad. True / **False**
- 2 'I've been invited to three pot-luck dinners.
They must be popular.'
Pot-luck dinners are popular. **True** / False
- 3 'This can't be tomato soup – it isn't red.'
It almost certainly isn't tomato soup. **True** / False
- 4 'Bitter chocolate could be nice in a cake.'
The speaker really doesn't like bitter chocolate. True / **False**
- 5 'If you left the milk out all night, it could be sour.'
It's possible that the milk is sour. **True** / False

B Choose the correct option.

- 1 **A:** 'Are you going to order soup?'
B: 'No, I'm very hungry and it **mustn't** / **might not** be very filling.'
- 2 **A:** 'Lara said she wants chicken.'
B: 'But she doesn't eat meat. She **can't** / **mustn't** want chicken.'
- 3 **A:** 'What's 'scampi?''
B: 'I don't know really. It **could** / **can** be some kind of fish.'
- 4 **A:** 'Dinner is at seven tonight.'
B: 'I **could** / **may** not get there in time as I have to work late.'
- 5 **A:** 'Look at that man! He's ordered three pizzas!'
B: 'He **can** / **must** really like pizza!'
- 6 **A:** 'I've ordered sushi for lunch.'
B: 'Hector **might** / **could** not eat that but we'll see.'

► Go back to page 77.

7.1 Eating out



D Tell students to try to complete the table from what they remember. Play the audio again for students to check.

E Put students into groups to discuss the questions. Encourage students to expand on their answers.

1 *The guests are either allergic to or don't like the food the other guests have brought.*

GRAMMAR

A Tell students to choose the correct meaning of each sentence.

B Tell students to look at the sentences in Exercise A to help them complete the rules.

C Direct students to the **Grammar Hub** on pages 134 and 135 (see TB76). Use the **Grammar Worksheet** on W25 for extra practice.

PRONUNCIATION



A-D Monitor as students complete the exercises and model pronunciation where necessary.

SPEAKING HUB

A Monitor to help as students write their descriptions.

B Put students into groups to follow the stages and monitor to help.

C Ask one or two students from each group to tell the class about their party.

AUDIOSCRIPT

7.2

Listening, Exercise C

V = Vicky C = Charlie T = Tina M = Markus

V: Charlie! You're here at last!

Ex D Q1 C: Hi, Vicky. Sorry I'm a bit late.

V: No problem. You're only ... 20 minutes late. Welcome to pot luck night.

C: Thanks. Am I the last person here?

V: No, actually, there's only one other person so far. He arrived half an hour early!

Ex D Q1 C: Ah, that must be Felipe, right? He's always early.

V: True. But it was good because he helped me make my dish: a cheese and chilli salad.

Ex D Q3 C: Ach ... I'm allergic to dairy products. Oh, well. Never mind.

V: Hmm. Wow ... those look delicious, Charlie. What are they?

C: Spicy buffalo wings. They're a traditional dish from New York state made with a hot sticky sauce.

V: Wow. That's ... different.

Ex D Q2 C: Yes, that's what I thought. Er ... can I heat them up in the oven? They just need 15 minutes.

Ex D Q2 V: Sure, but you'll have to wait ten minutes. I'm heating up Felipe's dish at the moment.

C: OK, no problem.

V: Great. Let me take your dish. Go and join Felipe – he's waiting in the garden.

C: OK, thanks.

V: Aha ... Tina. Welcome to pot luck night!

T: Thanks. Is everyone else here already?

V: No, not yet. But Felipe's here, and Charlie.

T: Those look nice. What are they?

V: Buffalo wings. Charlie brought them. Hmm ... I've never eaten buffalo meat before. I wonder what it tastes like.

T: Hang on ... that can't be right. They can't be buffalo wings. Buffaloes don't have wings!

V: No, you're right. But they're definitely wings. They could be chicken or something like that.

T: Aha ... yes. Isn't there a city called Buffalo in New York state? The name must come from the city, not the animal.

V: Good thinking. Anyway, what have you brought?

T: It's my own recipe. It's called cheesy chicken pasta surprise.

V: Oh, right. What's the surprise?

Ex D Q2 T: Aha ... you'll have to wait and see. Can I just heat it up in the oven?

V: Well, er ... you'll have to wait for Charlie's dish ... and Felipe's dish. It's chicken curry in a creamy sauce.

T: Ah, yes, so that's what smells so good. I love hot, spicy food.

V: Great. So let me take your dish to the kitchen. Go and join the others out in the garden.

V: Markus! Great to see you. Come on in.

M: Thanks. I'm so sorry I'm late ... again! You must think I'm so disorganised!

V: No, don't worry. Most of the others have just arrived, too. So ... what have you brought?

M: Cream of chicken soup. I hope that's OK.

V: Er ... yeah, I hope so, too. But I haven't got any soup bowls, so it might be a bit difficult. I suppose we could drink it from cups. Er ... do I need to heat it up?

M: No, don't worry. I heated it up before I left. That looks lovely. What is it?

V: It's Tina's cheesy chicken pasta surprise.

M: Aha. It smells great, but ... what are those red things?

V: They look like they might be chillies.

Ex D Q4 M: Oh, I hope not! I hate spicy food.


V: Well, they might not be chillies. They may be red peppers or something.

M: No, they're definitely chillies. Oh, well – hopefully there are some other dishes that I can eat.

V: Er ... you may have a problem there. We've also got Felipe's spicy chicken curry and Charlie's spicy chicken wings.

M: Oh, no! Well, at least I've got my chicken soup. And it means there'll be more food for you.

Ex D Q5 V: Er ... not really. I don't like chicken.

 **D Listen again.** Tick (✓) the correct name(s).

7.2

	Vicky	Charlie	Felipe	Tina	Markus
1 Who arrived late?		✓		✓	✓
2 Whose dish needs to be heated up?		✓	✓	✓	
3 Who is allergic to dairy products?		✓			
4 Who doesn't like spicy food?					✓
5 Who doesn't eat chicken?				✓	

E SPEAK Work in groups and discuss the questions.

- What went wrong with the pot luck dinner party?
- Does it matter if some things go wrong at a party like this?

GRAMMAR

Modals of speculation and deduction

A WORK IT OUT Choose the correct meaning for the sentences from the conversation at the pot luck dinner party.

- They **can't be** buffalo wings. Buffaloes don't have wings!
 - Maybe they aren't buffalo wings.
 - I'm sure they aren't buffalo wings.**
- They **could be** chicken or something like that.
 - It's possible that they're chicken.**
 - It was possible that they were chicken.
- You **must think** I'm so disorganised!
 - I'm sure you think this.**
 - It's necessary for you to think this.
- Well, they **might not be** chillies.
 - It isn't possible that they're chillies.
 - Perhaps they aren't chillies.**
- Er ... you **may have** a problem there.
 - Maybe you have a problem.**
 - I'm sure you have a problem.

B Look again at the sentences in Exercise A. Complete the rules (1–4) with the words in the box.

Modals of speculation and deduction

can't could may may not might might not must

- We use **must** when we are sure something is true.
- We use **may**, **might** or **could** when we think something is possibly true, but we are not sure.
- We use **may not** or **might not** when we think something possibly isn't true, but we are not sure.
- We use **can't** when we are sure something is not true.

C Go to the **Grammar Hub** on page 134.

PRONUNCIATION

Word stress with modals



7.3

A Listen to the sentences (1–4) from the conversation at the pot luck dinner party. Then match the sentences with the rules (a–d).

- Ah, that **must** be Felipe, right?
 - Hang on ... that **can't** be right.
 - The name **must come** from the city, not the animal.
 - They might **not** be chillies.
- We usually place **extra stress** on the word *not* or a negative modal verb. **2, 4**
 - Modal verb + *be*: We usually **stress** the modal verb, not *be*. **1, 2**
 - Modal verb + main verb: We usually **stress** both verbs about the same. **3**
 - When we're speaking quickly, we often don't pronounce the *t* in *must*. **1, 3**



7.4

B Look at the highlighted words in the sentences below and underline the stressed words. Then listen and check your answers.

- You're such a great host. You **must have** a lot of dinner parties!
- 'What's wrong with the oven?' 'I don't know. It **might not be** switched on, perhaps.'
- I've made lots of soup because some people **may want** two or three bowls.
- Oh, no! Felipe **can't be** here already! The party doesn't start for another 20 minutes!



7.4

C Listen again and repeat the sentences. Then work in pairs and practise saying the sentences. Listen and check your partner's pronunciation.

D SPEAK Work in pairs. Make deductions and speculations about the people at the dinner party. Think about these questions.

- How do they know each other?
- What is the surprise in Tina's cheesy chicken pasta surprise?

SPEAKING HUB


A You have been invited to a pot luck dinner party. Write a short description of the dish you would like to bring.

B SPEAK Work in groups. Choose one person to be the host and give him/her your description. In your groups, decide:

- who brought which dish.
- which dishes you want to try.

C REFLECT Tell the class about your pot luck dinner party. Which dishes were the most popular?

 **Talk about eating out**

 **Make speculations and deductions about food**

7.2 Food fads


- Compare different types of food
- Compare a range of solutions and choose the best one

G – comparatives and superlatives; *the ...*, *the ...* **P** – vowel + w **V** – waste **S** – identifying people's opinions

READING

A SPEAK Read the definition of *fad*. Then work in pairs and discuss the questions.

fad – definition and synonyms

NOUN  Pronunciation /fæd/

1 something that is popular or fashionable for only a short time

- 1 Can you think of any current food fads? Which foods are fashionable now?
- 2 Are there any food fads connected with different ways of cooking? Or different ways of eating?
- 3 Which older food fads have gone out of fashion?



B READ FOR GIST Read *Food fads* quickly. What is the writer's opinion about superfoods?

- a They're just a fad – they aren't really very good for you.
- b Expensive superfoods are much healthier than cheaper food.
- c** You don't need to spend a lot of money to buy some superfoods.
- d Most superfoods are actually bad for your health.



FOOD FADS

Hi again! This week, I've decided to look at one of the biggest food fads of the 21st century: superfoods. Let's try to sort the facts from the fiction!



Quinoa has a long history as a superfood: it was known to the ancient Incas as 'the mother of all grains' because it was so healthy. Even today it's recommended by NASA as the perfect food for long space flights. Like all whole grains, it can help your body fight a variety of diseases, and it contains lots of vitamins, minerals and fibre. It's also one of the best sources of protein, so it's perfect for vegetarians and vegans, too. Amazing!

Ex C Q5

Goji berries are another great source of plant-based protein. These sweet berries have been used in China for centuries as a way to protect against illness. They contain less sugar than other fruits, so they're one of the healthiest snacks around. Unfortunately, they can be dangerous for some people, so always check with your doctor before eating them.

Ex C Q6

Ex C Q3



Açaí berries are perhaps the most successful superfoods of all: not long ago, they were unknown outside of Brazil. Now, açaí products are big business. Why are they so popular? Well, some people believe these berries will help them to grow old more slowly ... or even to live longer. Like goji berries, they're full of chemicals which seem to protect our hearts and our brains. Sounds good, right?



Chia seeds are known as the healthiest food on the planet. The name 'chia' comes from the ancient Mayan word for 'strength'. Out of all the foods in the world, chia seeds contain some of the most nutrients for the fewest calories. They're also one of the best sources of fibre, which is great for your digestive system. Even better, they make you feel full ... so you'll eat fewer snacks!



7.2 Food fads

LEAD-IN

With books closed, write on the board *one year ago*, *five years ago* and *ten years ago*. Tell them to think of something that used to be very popular at that time but isn't any more. Elicit a couple of examples to get them started. Put students into pairs to compare ideas. Share ideas as a whole class to see how similar everyone's answers are.

READING

A Point out the definition of a *fad* and use students' answers from the *Lead-In* to check understanding. Put students into pairs

to discuss the questions. Get feedback and write any useful language that comes up on the board.

Possible answers:

- 1 non-dairy milk, e.g. almond milk; salted caramel
- 2 raw diets
- 3 low-fat diets

B Tell students they're going to read a blog post about food fads. Set a time limit and tell students to read the post and to choose which sentence best describes the writer's opinion. Point out the glossary but tell students they don't need to understand every word to do this task.

GRAMMAR HUB

7.2 Comparatives and superlatives; *the ...*, *the ...*

Comparatives and superlatives

	Comparative	Superlative
Short adjectives (one syllable)	adj + <i>-er</i> (+ <i>than</i>) cheap → cheaper	<i>the</i> + adj + <i>-est</i> cheap → the cheapest
Longer adjectives	<i>more</i> + adj (+ <i>than</i>) popular → more popular	<i>the most</i> + adj popular → the most popular
Irregular adjectives	good → better (+ <i>than</i>) bad → worse (+ <i>than</i>)	good → the best bad → the worst
Adverbs	<i>more</i> + adv (+ <i>than</i>) quickly → more quickly	<i>the most</i> + adv quickly → the most quickly
Irregular adverbs	badly → worse far → farther/further fast → faster hard → harder well → better	badly → the worst far → the farthest / the furthest fast → the fastest hard → the hardest well → the best
Countable nouns	many nutrients → more nutrients	many nutrients → the most nutrients
	few nutrients → fewer nutrients	few nutrients → the fewest nutrients
Uncountable nouns	much protein → more protein	much protein → the most protein
	little fibre → less fibre	little fibre → the least fibre

- We use comparative adjectives and adverbs to say how two or more things or actions are different.
- We use superlative adjectives and adverbs to say that something is the top or bottom of a group.
- For adjectives ending in *-e* or *-y* the rules differ a little.
Your meal is larger than mine, but Harry's is the largest. Carrot soup is tastier than pea soup, but chicken soup is the tastiest of all.
- For adjectives which end with one vowel and one consonant, we double the final consonant before adding *-er* or *-est*.
These melons are bigger than those ones.

- To make negative comparatives and superlatives, we use *less* instead of *more* and *the least* instead of *the most*.
- We never use *more* or *the most* together with *-er* or *-est*.
I think juice is healthier than coffee. NOT I think juice is more healthier than coffee.
- We only use *than* when it is followed by the thing we are comparing.
This dish is good but this one is better. NOT This dish is good but this one is better than.

the ..., *the ...*

<i>the</i> + comparative adjective + noun, <i>the</i> + comparative adjective + noun	The fresher the ingredients, the better the dish.
<i>the</i> + comparative adjective + clause, <i>the</i> + comparative adjective + clause	The more tasty it is, the more satisfied they will be.
<i>the</i> + comparative adverb + clause, <i>the</i> + comparative adverb + clause	The faster it boils, the more quickly it will be ready.
<i>the</i> + <i>more/less</i> + noun + clause, <i>the</i> + <i>more/less</i> + noun + clause	The more recipes you learn, the more food you can cook.
<i>the</i> + <i>more/less</i> + clause, <i>the</i> + <i>more/less</i> + clause	The more I practised , the less I needed a cookbook.

- We use *the ...*, *the* to show that two changes are closely connected. As one thing changes, the other thing changes too.
- Sometimes we use the very simplest form of this structure, using comparative adjectives only, and no verb.
The more, the merrier.
- We don't have to use only the forms shown in the table above. We can also combine different parts of the structures.
The more complicated the recipe, the longer it takes. The less we spend on food, the more money we have.

7.2 Food fads

- C Tell students to read the post again and to match the foods to the questions. Tell students to underline the sections of the text which helped them find the answer. Check answers as a whole.
- D Put students into groups to discuss the questions. Encourage students to expand on their answers and talk about their own experiences with superfoods or healthy food.

GRAMMAR

- A Tell students to cover the blog post and to look at the sentences. Tell them to try to complete the sentences with one word in each space, either from what they remember or by guessing. When all students have tried this, tell them to uncover the post and check.
- B Direct students to the **Grammar Hub** on pages 134 and 135 (see TB78 and below).

- C Put students into pairs to compare the ideas. Point out the example and elicit another from the class. If students have strong opinions about any of the topics, offer them up for debate with the class. Encourage students to use as many comparatives as they can when comparing or contrasting the ideas.

SPEAKING

Point out the example and elicit one or two more to make sure students are confident at forming questions with the superlative. Tell students to ask and answer more questions in pairs. Ask students to share the most interesting answers to their questions with the class. Finish with feedback on how well students used superlatives during the task praising good usage and working through any errors you noticed.

GRAMMAR HUB

7.2 Comparatives and superlatives; the ..., the ...

A Complete the sentences with the correct form of the adjectives and adverbs in brackets.

- The **fastest** (*fast*) the pizza delivery man can get here is 15 minutes.
- You can buy cheese **more cheaply** (*cheaply*) in the street market than in the shops.
- The food in the airport was bad, but the meal on the plane was **worse** (*bad*).
- I made the soup with **fewer** (*few*) ingredients than it says in the recipe.
- The **best** (*good*) way to serve this dessert is with a little cream.
- I would prefer to try a **milder** (*mild*) curry than the one you're eating.

B Complete the sentences with the words and phrases in the box.

less meat more often more quickly the better
the more money the sweeter you disagree

- The **less meat** you eat, the healthier it is for your heart.
- The more sugar you add, **the sweeter** the sauce will be.
- The **more quickly** you eat your salad, the sooner you'll have dessert!
- The more **you disagree** with me, the less likely I am to change my mind!
- The **more often** you reheat food, the more unsafe it becomes.
- The less food we throw away, **the more money** we'll save.

C Correct the mistakes in each sentence.

- The peas will cook **faster** ~~more fast~~ than the potatoes.
- I think the **most** ~~less~~ sourest taste of any food is vinegar.
- Salad is the **least** ~~less~~ filling than pasta.
- First prize in the competition will go to the person who cooks the **most** ~~more~~ creatively.
- I put very little sugar in Jim's coffee, but he wanted even more **little** ~~less~~.
- Chia seeds have **much** ~~more~~ protein than some foods, but quinoa has the most.

D Write one word in each gap to complete the sentences.

- Is fast food **more** popular than home-cooking in your country?
- My old mixer worked quite well, but this one works much **better**.
- Water is the **least** fattening drink you can have because it has zero calories!
- Raw food is generally healthier **than** cooked food.
- All these curries are spicy, but this one is the hottest **of** all!
- The older the wine is, **the** better it gets.
- The salad plates are quite large, but the dinner plates are **larger/bigger**.
- Mmm! This is **the** most delicious meal I've ever had!

► Go back to page 80.

C READ FOR SPECIFIC INFORMATION Read again. Write A (açai berries), B (broccoli), C (chia seeds), G (goji berries) or Q (quinoa).

According to the blog post, which superfood ...

- isn't only eaten on our planet? **Q**
- is much cheaper than other superfoods? **B**
- might help you stay younger for longer? **A**
- can help you digest your food more effectively? **C**
- might not be safe for everybody? **G**
- has become popular very quickly? **A**
- helps you to eat less food between meals? **C**

D SPEAK Work in groups and discuss the questions.

- Do you think it's worth paying more money for superfoods? Why/Why not?
- Do you think it is more important for you to eat healthy food or tasty food? Why?
- What are some simple ways that we can eat more healthily?



But before you all rush out to buy superfoods from your local health food shop, remember that superfoods are usually super expensive, too! And do you know what? Strawberries are probably just as good for you as goji berries and açai berries. Similarly, quinoa and chia seeds are great because they're whole grains. But you can get all that fibre far more cheaply by eating plenty of brown bread, brown rice and whole grain pasta. And what's the best superfood of all? **Broccoli! It's cheap, tasty and incredibly good for you. It isn't quite as exciting as quinoa, but it's a lot less expensive!** **Ex C Q2**

Glossary

fibre (n) the parts of fruit, vegetables and grains that your body cannot digest (= turn into substances it can use); it helps food to pass through your body

nutrient (n) a substance in food that plants, animals and people need to live and grow

protein (n) a substance in food, such as meat, eggs and milk, that people need in order to grow and be healthy

GRAMMAR

Comparatives and superlatives

A Cover the *Food fads* article. Complete the sentences with one word in each space. Then check your answers in the blog post.

- This week, I've decided to look at one of the biggest food fads of the 21st century: superfoods.
- They contain less sugar than other fruits, so they're one of the healthiest snacks around.
- Chia seeds contain some of the most nutrients for the fewest calories.
- Even better, they make you feel full ... so you'll eat fewer snacks!
- Some people believe these berries will help them to grow old more slowly ... or even to live longer.
- It isn't quite as exciting as quinoa, but it's a lot less expensive!

B Go to the **Grammar Hub** on page 134.

C SPEAK Work in pairs. Compare each set of ideas.

- quinoa vs white rice
 - broccoli vs ice cream
 - supermarkets vs health food shops
 - fast food vs superfoods
 - cooking vs eating out
 - eating alone vs eating in a large group
- A: Quinoa is much tastier than white rice.
B: Yes, but it's a lot more expensive.*

SPEAKING

Work in pairs. Use the superlative form of the words and phrases in the box to ask and answer questions.

bad expensive far (to travel for a meal)
few ingredients little money (to spend on food)
much time (to spend preparing a meal) spicy

A: What's the furthest you've ever travelled for a meal?

B: Not very far. I usually buy all my food in the local shop. But once I spent an hour cycling to the 'best ice cream shop in town'. But it wasn't as good as I expected.



LISTENING

A Work in pairs. Do the **Reduce Your Waste** quiz. Then go to the **Communication Hub** on **page 153** to check your answers.

B You are going to listen to part of a radio show about a family who are trying to waste less food. Look at the pictures (1–6) and guess the answers to the questions. Then listen and check your answers.

REDUCE YOUR WASTE

1 How long can you store these things before they go bad?

- a fresh milk in a fridge
- b frozen vegetables in a freezer
- c fresh bananas
- d dry food (e.g. pasta)
- e an opened bottle of apple juice in a fridge
- f a plate of leftovers in a fridge

2 True or false?

- a You can safely reheat food as many times as you like.
- b Most food is still safe to eat after it has passed its best-before date.
- c You must eat rice within 24 hours of cooking it.



1

How much food does the average person waste each year?



2

Do ugly carrots taste as good as beautiful carrots?



3

What's the problem with growing lettuce in a greenhouse?



4

How many buckets of water does it take to make a loaf of bread?



5

What can you do with your leftovers if you don't want to waste them?



6

How can a mobile phone app help us waste less food?

C Who expressed each of these opinions: *Mrs Taylor*, *Mr Taylor*, *Alison* or *Philip*? Use the strategies in the box to help you.

Identifying people's opinions

When you're listening, pay attention to whether people are just describing a situation or expressing an opinion about it. Adjectives like *great* and *awful* usually show that the person is expressing an opinion.

- 1 Food doesn't need to be beautiful. Mrs Taylor
- 2 I like collecting and studying detailed information about our experiment. Philip
- 3 Food waste is bad for our planet. Mr Taylor
- 4 I didn't like eating the same food the next day. Alison
- 5 I enjoy cooking meals to use up the food in the fridge. Philip
- 6 Money isn't the most important reason for reducing waste. Mr Taylor

D SPEAK Work in pairs. How much food do you think you waste in your family?

GRAMMAR

the ... , the ...

A WORK IT OUT Look at the sentences from the radio show. Match the beginnings of the sentences (1–5) with the endings (a–e).

- 1 The more I researched the topic, a the more normal it feels.
- 2 The less food we throw away, b the better.
- 3 The less we cook, c the more I realised that we aren't just throwing away food.
- 4 The longer we do it, d the more accurate your results will be.
- 5 The more carefully you count things, e the less we waste.

B Read the rule and complete the example. Use the words in brackets to help you.

the ... , the ...

To show that two changes are closely connected, we use **the + comparative, the + comparative**. As one thing changes, it makes the other thing change.

As far as I'm concerned, the uglier (ugly), the better (good)!

C Go to the **Grammar Hub** on **page 134**.

7.2 Food fads

LISTENING

A Put students into pairs to do the quiz. Check understanding of *leftovers*, *reheat* and *passed its best-before date*. Share some ideas as a whole class and encourage debate if they have very different answers. Don't confirm or deny any answers yet. Direct

students to the **Communication Hub** on page 153 to check their answers. Ask students if they found anything surprising.



B Tell students they're going to listen to a radio show about a family who are trying to waste less food. Tell students to look at the questions and the pictures and to guess the answers. Use the

AUDIOSCRIPT

7.5

Listening, Exercise B

H = Host MT = Mrs Taylor MrT = Mr Taylor

P = Philip A = Alison

H: Hello and welcome to The Food Fad Show. Today, we're talking about food waste. Did you know that globally, we waste a huge amount of the food we produce. The average person, just one person, wastes £200 of food every year. Can you believe that? £200!

In the studio today, we have the Taylor family. A year ago, they decided to reduce the amount of food they waste every year by 50 per cent. Tell us more, Mrs Taylor.

MT: Well, I've been interested in food waste for a long time. But the more I researched the topic, the more I realised that we aren't just throwing away food; we're also throwing away hundreds of pounds per year – enough to pay for a nice family holiday. That's when I decided we needed to cut our own waste dramatically.

H: OK, so what have you done to save money?

Ex C Q1 MT: Let me give you an example. **Ugly carrots taste just as good as beautiful carrots**, but in our local supermarket, they cost less than half as much. As far as I'm concerned, the uglier, the better! Also, my supermarket always lowers the price of meat or dairy products that are getting close to their best-before date. So it's usually possible to buy food a lot more cheaply by checking those dates carefully. As long as you eat the food soon after buying it, it's completely safe.

H: Right. So it's all about money, then, Mr Taylor?

Ex C Q6 MrT: **No, not really. Food production has a massive impact on the environment:** first to produce the food and distribute it, and then to get rid of any waste. I always thought the best way to save the planet was to reduce the amount of rubbish we throw away and to reuse and recycle as much as possible. But in fact, **the food itself has a much greater impact than the packaging it comes in. For example, throwing away a lettuce harms our planet 100 times more than throwing away the plastic bag.**

Ex C Q3

H: Really? That's amazing. Why?

MrT: Well, just think of all the water needed to grow it, the electricity to keep the greenhouse at just the right temperature, and then the environmental cost of keeping it fresh all the way from the farm to your fridge. It all adds up!

H: Wow! I'd never thought of that!

MrT: Here's another example. It takes 100 buckets of water to bake one loaf of bread. A hundred! Think about that next time you throw away some one-day-old bread. If we could end all food waste

around the world, it would be like taking one quarter of the world's cars off the roads. As far as I'm concerned, the less food we throw away, the better.

H: OK, so what have you done to cut down on food waste? Alison?

A: Yes, well, before our experiment, Mum or Dad always dished up a large plate of food for each of us, but it was usually too much for me. So half of it always went in the bin. These days, we all help ourselves to food from a serving dish in the middle of the table. It's great because now we only take what we want – and we eat everything on our plates. It's much better because the less we cook, the less we waste.

H: OK, great. And what about leftovers?

A: When we started off, we had a rule that we had to eat yesterday's leftovers before any fresh food.

Ex C Q4

But it was awful, so we stopped it. I mean, yesterday's leftovers are disgusting! Who wants to eat those? But now we use those leftovers to make soup or a stew. It's still a bit strange, but the longer we do it, the more normal it feels.

H: Yes, I'm sure. OK, and what about Philip? Can I ask you a question or are you too busy playing on your phone?

P: Don't worry – I'm not playing. I wanted to show you a cool mobile phone app. It helps us keep track of exactly what food we've got in the house – and when that food will go bad.

H: Oh, right. Sorry. So ... how does it work?

P: Well, you need to type in all the numbers whenever you buy – or eat – anything. Some people might find that a bit of a waste of time, but I like that sort of thing. Of course, you don't need to count every single potato, for example, **but the more carefully you count things, the more accurate your results will be. It's really fascinating when you study the numbers.** Now, whenever we're in the supermarket, we can check what we need and what we don't. The app also sends us a notification when something is getting close to its best-before date. That's really useful.

Ex C Q2

H: Yes, I'm sure.

Ex C Q5

P: **And it even suggests delicious meal ideas to use up the ingredients we've got, instead of buying new ones all the time.** I never enjoyed cooking before, but thanks to the app, it's a lot more fun. And best of all, the app tells us exactly how much money we're saving every day.

H: Ah, yes. Tell us about the money, Mr Taylor.

MrT: Well, so far, it's been a great success. According to Philip's app, we've managed to save £730 in food bills alone over the past year. And guess what? We're off on holiday next week to celebrate our fantastic achievement.

H: Wow! Congratulations!

7.2 Food fads

pictures to make sure students understand all the vocabulary in the questions. Elicit some ideas from the class but don't provide the answers yet. Ask students to listen to the radio show and check their answers. When checking answers, highlight the word *stew* (a dish made by cooking vegetables, and usually meat or fish, slowly in liquid), which is used in the answer to 5.


- 1 7.2 million tonnes
- 2 yes
- 3 It has a high cost to the environment because you need to keep the temperature just right.
- 4 100
- 5 You can make them into soup or a stew.
- 6 by helping us to check the best-before dates of the food in our fridge; by suggesting ways of using the food we already have

- C** Point out the information in the box about *identifying people's opinions*. Tell students to look at the opinions and try to remember who expressed each one. Tell students to listen again and to check using the strategies in the box to help them.
- D** Put students into pairs to discuss how much food they think they waste in their family. Elicit some ideas as a whole class and find out the most common causes of food waste in the class.

GRAMMAR

- A** Elicit that all the sentences are from the radio show. Tell them to match the beginnings of the sentences with the endings.
- B** Tell students to look at the rule, and at the sentences from Exercise A, then to complete the example. Check students remember the rules for how to form comparatives here as well.
- C** Direct students to the **Grammar Hub** on pages 134 and 135 (see TB78 and 79). Use the **Grammar Worksheet** on W27 for extra practice.

PRONUNCIATION

-  **A** Put students into pairs to pronounce the words above the box, using the information in the box. Play the audio for them to listen and repeat.

chew /tʃuː/
cow /kaʊ/
own /əʊn/
raw /rɔː/
stew /stjuː/



7.7

- B** Tell students to look at the words in bold in the sentences and to put them in the gaps in the box from Exercise A. Play the audio for students to check.
- C** Tell students to practise saying the sentences in Exercise B with a partner. Encourage them to say the sentences several times, getting a bit faster each time. Tell them to make sure their partners are still pronouncing the words properly.

VOCABULARY

- A** Elicit that the words in the box are all connected to waste. Tell them to match the words to their definitions.
- B** Tell students to complete the gaps in the questions with a word from Exercise A. Check answers as a whole class. Tell students to discuss the questions with a partner. Use the **Vocabulary Worksheet** on W28 for extra practice.

SPEAKING HUB

- A** Tell students they're going to think of ways to reduce food waste in their home by 50 per cent. Elicit examples of how this could be done, then put students into pairs. Tell them to look at the suggestions and to make notes about each one.
- B** Tell each pair to prepare their presentation, using the notes they made in Exercise A. When they are ready, tell each pair to make their presentation. Tell the other students to listen carefully and to think about how similar or different the other pairs' ideas are.
- C** Put students into groups to discuss the questions, using their notes to help them. When the groups have discussed all the questions, tell them to use those questions as criteria to choose the best two or three ideas.
- D** Put students into new groups to discuss the questions. Get whole-class feedback and find out which students are going to make the biggest changes to their lifestyle.

METHODOLOGY HUB

by Jim Scrivener

Simple variations on well-known games are helpful in familiarising students with phonemic symbols:

- **Phoneme bingo:** Hand out bingo cards with phonemes instead of numbers; call out sounds rather than numbers (see the *Phoneme bingo cards* resource on the DVD).
- **Anagrams:** Get students to work out anagrams of words using phonemes rather than normal alphabetic letters, e.g. /kbu/ (= book).

- **Category words:** Choose five or six categories – such as 'Food', 'Sports', 'Animals', 'Household objects', 'Clothing', etc – which students should copy down. Students work in small teams. When you call out (and write up) a phoneme, the teams must attempt to find a word containing that phoneme for each category. So, for example, if the phoneme is /i:/, a team could choose *cheese, skiing, sheep, teapot* and *jeans*. The teams then compare words and points are awarded.

PRONUNCIATION

Vowel + w

- A** How do you pronounce these words? Use the strategies in the box to help you. Then listen and repeat the words.

chew cow own raw stew

Vowel + w

Three vowels, **a**, **e** and **o**, often combine with **w** to make a new sound. There are two possible sounds for **e + w** and **o + w**.

a + w /ɔː/ for, draw, awful, **awesome**,
law

e + w /juː/ you, knew, view, **few**

e + w /uː/ too, jewellery, threw, **flew**,
grew

o + w /əʊ/ go, low, owe, **flown**,
throw, **know**, **slowly**,
grown

o + w /aʊ/ out, how, wow, **allowed**,
flowers, **now**

- B** Look at the bold words in these sentences. Write them in the correct place in the box in Exercise A. Then listen and check your answers.

- 'Have you ever **flown** in a helicopter?' 'Yes, I **flew** in one a **few** weeks ago. It was **awesome**.'
- You aren't **allowed** to **throw** away your rubbish here! Don't you **know** it's against the **law**!
- The **flowers** **grew** quite **slowly** at first, but **now** they're **grown** really big.

- C SPEAK** Work in pairs. Practise saying the sentences in Exercise B. Listen and check your partner's pronunciation.

VOCABULARY

Waste

- A** Match the definitions (1–8) with the words and phrases in the box.

bin cut down get rid of recycle reduce
reuse rubbish throw away use up waste

- to not use something that you could use waste
- a container for putting rubbish in bin
- things that you throw away because they are no longer useful rubbish
- to use all of something, so there's no waste use up
- to change waste materials such as newspapers and bottles so that they can be used again recycle
- to use something again reuse
- to use less of something cut down
reduce
- to get rid of something that you no longer want get rid of
throw away

- B SPEAK** Complete the questions with one word in each space. Then work in pairs and discuss the questions.

- Do you **recycle** plastic and glass containers so they can be turned into new products, or do you just get **rid** of them?
- Do you **reuse** plastic bags again and again, or throw them in the **bin**?
- How could restaurants cut **down** the amount of **waste/rubbish** they throw **away** each week?

SPEAKING HUB

- A** Work in pairs. How could you reduce food waste in your home by fifty per cent? Write notes about:

- shopping habits (how often? how much?)
- meal planning (weekly menus)
- leftovers
- food storage (fridge? cupboard? special containers?)
- apps and gadgets

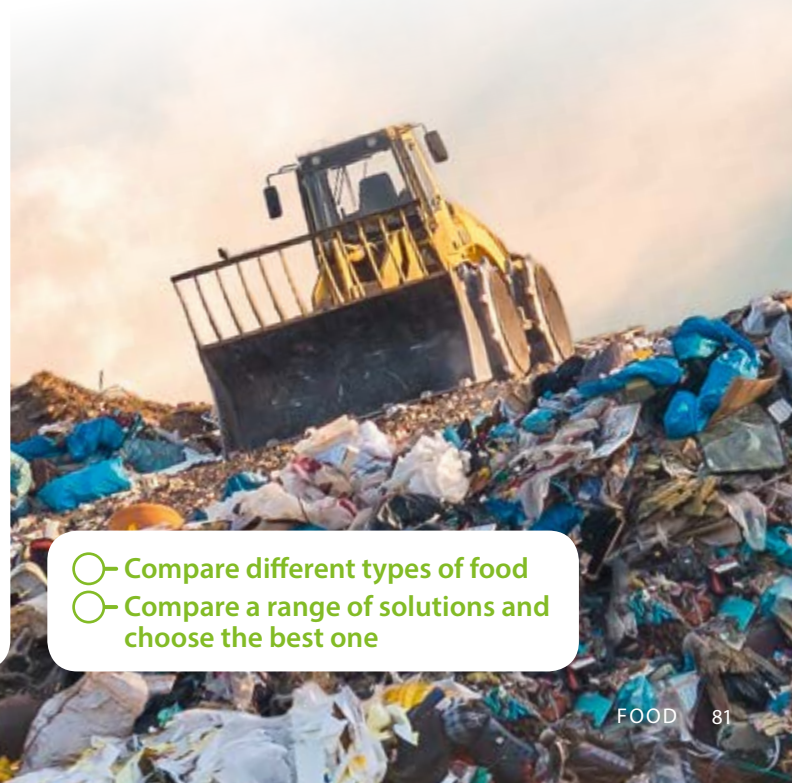
- B PRESENT** Use your notes to prepare a short presentation on how you can help people reduce their food waste. Present your ideas to the class.

- C DISCUSS** Work in groups. Use these questions to compare your ideas from Exercise B. Then choose the best two or three ideas.

- Which ideas will be easiest for people to understand and follow?
- Which ideas will make the biggest difference?
- Which ideas might cost people more money? Which ideas might save them money?

- D REFLECT** Work in groups and discuss the questions.

- Are you going to try to reduce your own food waste? How?
- Will you try to persuade others to cut their food waste? How?



- Compare different types of food
- Compare a range of solutions and choose the best one

COMPREHENSION

A Work in pairs and discuss the questions.

What do you do when you're feeling upset or worried?
Do you cook, go for a run, phone a friend, watch a good film or something else?

B ▶ 00:00–01:30 Watch the first part of the video and answer the questions.

- 1 What is Gaby's big news? **She really likes Sam.**
- 2 What does Milly think about her news? **She thinks it's great.**
- 3 What is Gaby upset about? **She left Sam a letter expressing her feelings for him and he hasn't mentioned it.**

C ▶ 00:56–01:21 Find and correct five mistakes in the story that Gaby told Milly. What advice do you think Milly will give? Watch to check your answers.

It was about a week ago. Last **Monday** ~~Wednesday~~, Sam had to leave work early and so he asked me to **lock up** ~~look after~~ the café. I had decided to tell him how I felt, and so before I **locked up**, I wrote a **letter** ~~poem~~ expressing my true feelings for him. ... And I left it on the **counter** ~~door~~ for him to find. He **must** ~~can't~~ have seen it.



FUNCTIONAL LANGUAGE

Making suggestions

A Match the two halves of the extracts from the video.

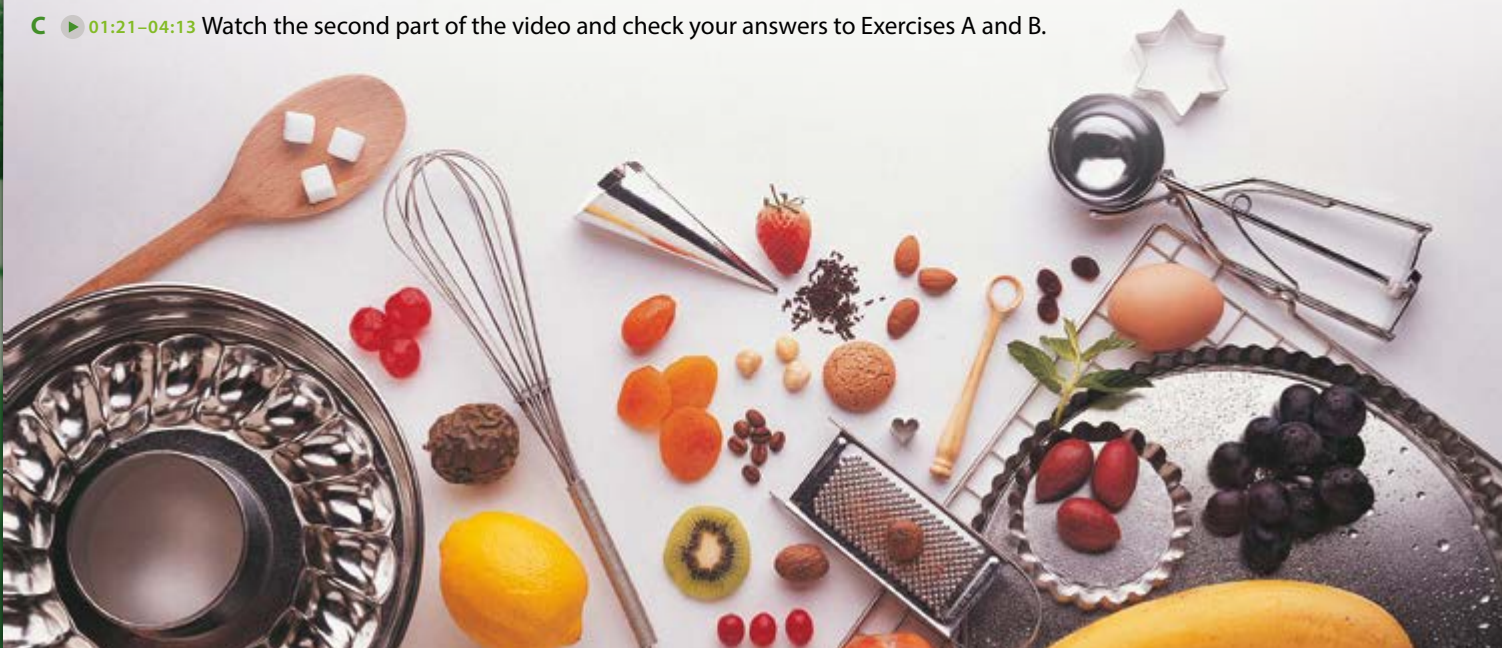
Making a suggestion

- | | |
|---------------------------|--|
| 1 Have you tried | a cook something delicious. |
| 2 What about | b take some time to think about it. |
| 3 The best thing might be | c talking to him about it? |
| 4 If I were you, I'd | d put on some whipped cream and sprinkles? |
| 5 Why don't we | e sending a text or an email or something? |
| 6 We could | f to just ask him if he got the letter. |

B Complete the phrases in the table.

Saying no to a suggestion	Saying yes to a suggestion
No, I can't . I don't know what to say.	That's a good idea .
No, that wouldn't work . To say what?	It's worth a try .
That's a terrible idea. I'm already really embarrassed.	Good plan .

C ▶ 01:21–04:13 Watch the second part of the video and check your answers to Exercises A and B.





MILLY



SAM



NEENA



ZAC



GABY

USEFUL PHRASES

A Match the useful phrases (1–4) with the screenshots (a–d).

- | | | | |
|-----------------|----------|---|----------|
| 1 What's up? | <u>a</u> | 3 It'll help take your mind off Sam. | <u>c</u> |
| 2 Great timing! | <u>d</u> | 4 He's been acting like nothing happened! | <u>b</u> |



B How do you say these useful phrases in your language?

PRONUNCIATION

Suggestions



7.8

A Listen to the extracts from the video and underline the stressed/key words. Does the intonation rise or fall at the end of each phrase?

Milly: Have you tried talking to him about it? (↑)

Gaby: No, I can't. I don't know what to say. (↓)

Milly: Or, what about sending him a text or an email or something? (↓) (↓)

Gaby: No, that wouldn't work. To say what? (↑)

Milly: I don't know exactly. The best thing might be to just ask him if he got the letter? (↓)

Gaby: No, no, no, no, no, no, no, no! That's a terrible idea. I'm already really embarrassed. (↓)

Milly: If I were you, I'd take some time to think about it. (↓)

B In pairs, practise the conversation. Copy the stress and intonation.

SPEAKING

A Work in pairs. Think about possible solutions to the problems below.

- I'm having a dinner party, but I hate cooking.
- I want to eat more healthily, but superfoods are too expensive.
- I want to save some money, but I love going out to restaurants!
- I often have leftover food, but I don't want to waste it.
- I want to grow vegetables, but I live in an apartment.

B DISCUSS Take it in turns to read out a problem and make suggestions using the phrases in Functional Language Exercise A.

A: I'm having a dinner party, but I hate cooking.

B: What about getting a takeaway?

🔍 Make suggestions

➤ Turn to **page 162** to learn how to write a reply in an online discussion forum.

7.3 Comfort eating

LEAD-IN

Put students into two teams. Give students cards with different emotions on them (i.e. *worried, sad, happy, stressed, embarrassed*). The student with the card has to act the emotion out for their team to guess.

COMPREHENSION

- A** Check the meaning of *upset* and then elicit one or two ideas of things students do to make them feel better.
- B** ▶ **00:00-01:30** Elicit what they can remember about Gaby, Milly and Sam. Tell them to read the questions, then watch and answer them.
- C** ▶ **00:56-01:21** Tell students to find and correct the five factual mistakes in Gaby's story. Ask them to discuss with a partner what advice they think Milly will give. Play the video again for students to check.

FUNCTIONAL LANGUAGE

- A** Tell students to match the two halves to complete the sentences.
- B** Tell students to complete the spaces in the phrases in the table. Point out that the phrases are all related to saying yes or no to suggestions.
- C** ▶ **01:21-04:13** Play the video once again for students to check their answers to Exercises A and B.

USEFUL PHRASES

- A** Tell students to match the useful phrases from the video with the screenshots.
- B** Tell students to think about how they would say these phrases in their language.

PRONUNCIATION



- A** Tell students to listen to the extracts from the video and underline the stressed/keywords. Tell them to listen carefully to decide if the intonation rises or falls at the end of each phrase.
- B** Put students into pairs to practise reading the conversation, paying careful attention to the stress and intonation.

SPEAKING

- A** Elicit some solutions to the first problem as an example with the class. Next, put students into pairs to think of possible solutions to the other problems. Share ideas as a whole class.
- B** Tell students to work in pairs and to take it in turns to read out a problem. After one student has read out a problem, the other has to make a suggestion. The first student can either accept or reject the suggestion. If they reject it, their partner has to make another suggestion. Continue until the first student is happy with the suggested solution.

▶ VIDEOSCRIPT

M = Milly G = Gabby Z = Zac

M: So ... I got your text. What's up?
G: Oh, Milly! It's big news.
M: Woah. You're starting to sound like Zac. What's going on?
G: Please – sit down.
M: So?
G: So ... I like Sam.
M: So do !!
G: No, I mean, I really like Sam ...
M: Oh ... that's ... great!
G: No. It's not great ...
M: Why?
G: Well ... It was about a week ago ...
 Last Monday, Sam had to leave work early and so he asked me to close up the café. I had decided to tell him how I felt, and so before I locked up, I wrote a letter expressing my true feelings for him.
 ... And I left it on the counter for him to find. He must have seen it.
M: So ... What did he say?
G: Nothing. Nada. Zero. And all week, he's been acting like nothing happened!
M: Oh ... Have you tried talking to him about it?
G: No ... I can't, I ... I don't know what to say ... Anyway, he clearly doesn't feel the same, so ... There's nothing to say ...
M: Or ... what about sending him a text or an email or something?

G: No, that wouldn't work ... to say what?
M: I don't know exactly. The best thing might be to just ask him if he got the letter?
G: No no no no no! That's a terrible idea. I'm already really embarrassed. I'm not going to embarrass myself anymore.
M: Well ... if that's how you feel ...
G: I don't know Milly ... I'm thinking about moving back to my parent's house in Madrid. You know, save up some money ...
M: Well ... If I were you, I'd take some time to think about it ... Hey, I have an idea.
G: What?
M: You hungry?
G: A little.
M: Why don't we cook something delicious! It'll help take your mind off Sam!
G: OK. That's a good idea. It's worth a try.
M: OK ... the recipe says it should be cooked by now.
G: Oh. It looks a bit sad. It looks like me.
M: We could put on some whipped cream and sprinkles?
G: And maybe some fruit on top?
M: Good plan.
G, Z, M (together): Oooooooooo!
Z: Great timing.
M: Ready?
G: GO!

7 Writing

Write a reply in an online discussion forum

W comparing and recommending

A Work in pairs and discuss the questions.

- Have you ever ...
 - read an online discussion forum?
 - asked a question on an online discussion forum?
 - written a reply to somebody on an online discussion forum?
- What kind of online discussion groups are you interested in? Use the ideas in the box and your own ideas.

current affairs financial matters food
 health and fitness music and film personal matters
 product reviews and recommendations travel
- What's good about using these websites? What's bad about them?

B Read the forum post and the three replies. Which reply offers the best advice? What is the worst advice?

Message from Jessica



Hi. We have some relatives from abroad coming to stay next week. I want to take them out for a meal when they arrive after their long flight. I'm not sure whether to take them to an expensive restaurant or a fast-food joint.

I've asked them which they prefer, and they say they don't mind ... but perhaps they're just being polite. What do you recommend?

3 Comments

Reply from Miss Orange

It depends. Expensive restaurants serve better food, but of course they're much more expensive than fast-food joints. On the other hand, I like fast food because it's a lot faster than food from a restaurant. Why don't you ask them what they want to eat? Or how about cooking a meal for them instead?

Reply from hungry_al

I strongly recommend taking them for a nice meal at an expensive restaurant. It'll make them feel special and welcome, and it should make an excellent first impression on them. They might be stressed after their flight, so they might want to go somewhere quiet and relaxing. You could always take them to a fast-food joint later during their stay with you – it's a nice thing to do with somebody you already know well. But for that first meeting, an expensive restaurant is far better.

Reply from Stewpot

I think you should take them for some fast food. After a long journey, they'll be tired and hungry, so they'll want to eat as quickly as possible. Another thing to remember is that your visitors might not feel very fresh and clean after their journey, and they may not have suitable clothes for a nice restaurant. So you'll have to take them home first so they can change their clothes ... and that could take hours. It's much quicker and easier if you take them for some simple food at a fast-food joint. After all, you can always take them to your favourite restaurant the next day. Good luck!

C Read again. Which reply or replies ...

- started with a clear recommendation? **hungry_al; Stewpot**
- ended with a clear recommendation? **hungry_al**
- introduced a third option? **Miss_Orange**
- thought about how the visitors will feel after their journey? **hungry_al; Stewpot**
- missed some important information in the original message? **Miss_Orange**
- gave reasons to explain why their recommendation is better? **hungry_al; Stewpot**
- suggested a way of using both options? **hungry_al; Stewpot**

D Look at the box. Choose Do or Don't for each rule.

Comparing and recommending

- Do / Don't** start with a clear recommendation. (I think you should ...; I strongly recommend ...)
- Do / Don't** say it depends. The writer is asking you for a recommendation, so don't make their decision more complicated.
- Do / Don't** use comparatives to show why your option is better. (It's much quicker and easier ...)
- Do / Don't** just talk about what you prefer.
- Do / Don't** show that you have thought about the people in the situation. (They might be stressed after their flight, so ...)
- Do / Don't** give reasons for your recommendation.
- Do / Don't** add extra suggestions.
- Do / Don't** end with a clear recommendation. (... is far better.)

Possible answer:

The worst advice comes from Miss_Orange because she doesn't actually recommend one option and her comments are too obvious (i.e. expensive restaurants are expensive; fast food is fast). hungry_al and Stewpot both offer good advice.

WRITING

A PLAN Read the forum post. What are the two options? Make notes of some arguments for and against each option.

Message from Jessica

I want to organise a dinner party for about 20 people from work and their families. I like the idea of a pot luck dinner party, but I've heard they don't always work well. Maybe I should just cook all the food myself. What do you recommend?

B WRITE Which option will you recommend? Write your reply (100–150 words).

C REVIEW Work in groups. Read each other's replies. Did everyone follow all the rules in the skills box? Who wrote the best recommendation?

Refer students to these forum posts as a model for the writing task.

WRITING

Write *expensive restaurant* and *fast-food restaurant* on the board. Tell students to think of advantages and disadvantages of eating in each. Elicit an example, then put students into pairs to think of more.

- Put students into pairs to discuss the questions. Get answers from the class as a whole and encourage students to expand on their answers. If students have written on an online discussion forum, ask them to describe what they wrote about.
- Tell students to look at the picture and elicit what it shows. Tell them to read the forum post and replies and decide which advice they think is the best and the worst. Explain that *fast-food joint* is a more informal way of saying *fast-food restaurant*.
- Tell students to read the posts again and to match the replies to the questions.

- Tell students to use the replies to help them complete the *dos* and *don'ts* in the box. Elicit the first answer as an example, showing students that examples of this can be found in the posts that are more successfully written.

WRITING TASK

- Tell students to read the forum post and to find the two options. Establish that the two options are a pot luck dinner party or cooking all the food yourself for a dinner party. Put students into pairs to think of arguments for and against each option. Elicit ideas from the class as a whole to ensure everyone has a good number of ideas for the writing task.
- Tell students to choose which option they will recommend and write their reply. Tell them to refer to the *dos* and *don'ts* in Exercise D as they do this.
- Put students into groups to read each other's replies. Tell them to think about whether they agree with the suggestions and how well the writer has followed the *dos* and *don'ts*. Get some whole-class feedback on what are the best replies.

GRAMMAR

A Choose the best words to complete the conversation.

- A:** Do you want some of this pot luck stew? I made it from all of last week's leftovers: fish curry, cheesy chicken pasta, spicy vegetables ...
- B:** Yuck! That ¹*can't* / *might not* / *must* taste disgusting!
- A:** Well, no, it actually tastes quite nice. Try it – you ²*can* / *might* / *must* like it.
- B:** Really? OK. I guess it ³*couldn't* / *might not* / *mustn't* be so bad. But don't forget I'm allergic to peanuts.
- A:** Don't worry, it ⁴*can't* / *may not* / *might* contain any peanuts. I never cook with them. But it ⁵*couldn't* / *may* / *must* contain some other types of nuts – I'm not sure. Is that OK?
- B:** Yes, that's fine. Hmm ... this ⁶*can't* / *could* / *must* be a big mistake, but ... OK, I'll try it.

B Complete the sentences with the correct form of the words in brackets.

- I want to cook the most food for the least (little) money. Any ideas?
- Açaí berries are really good for you – they're much healthier (healthy) than I thought.
- If you want to lose weight, you need to eat fewer (few) sweets.
- You should come to the restaurant on a Tuesday lunchtime – that's the least crowded (crowded) time.
- You cooked this cake too fast! Next time, try cooking it more slowly (slowly).
- Cooking for ten people is far more stressful (stressful) than cooking for one!
- There's too much cream in this sauce. Can you make it a bit less creamy (creamy) next time?

C Match the beginnings of the sentences (1–6) with the endings (a–f).

- | | |
|--|--|
| 1 Bring all your friends to our dinner party – the more people who come, | a the more I prefer to stay in and cook at home. |
| 2 The earlier you arrive at the restaurant, | b the less flavour they'll have. |
| 3 The older I get, | c the more fun we'll have. |
| 4 The more sugar you add, | d the more likely you are to get a table. |
| 5 Natural food is much better for you; the fewer chemicals it contains, | e the sweeter it will be. |
| 6 Don't boil vegetables for too long; the longer you cook them, | f the healthier it is. |

VOCABULARY

A Complete the sentences with the correct form of the phrasal verbs in the box.

carry on clear up end up put off work out

- I can't work out how to turn on the microwave. Can you help me?
- Sorry to interrupt your meal, but I need to go out for a minute. Please carry on eating while I'm away.
- I'm happy to cook dinner, but could you clear up the dirty plates afterwards?
- If you want to learn to cook, don't put it off! Join our cookery classes today!
- I was planning to cook a big meal, but then the oven broke so I ended up buying takeaway pizzas for everybody.

B Choose the best adjectives to complete the sentences.

- I think we need to cook this meat a little longer – it's still *delicious* / *mild* / *raw* in the middle.
- I don't really like sweet snacks. Have you got anything *bitter* / *rich* / *savoury*, like a sandwich?
- Don't worry. This curry is very *buttery* / *mild* / *spicy* – there are no chillies or strong flavours in it.
- The food was lovely, but it wasn't very *chewy* / *filling* / *spicy*. We were still hungry at the end of the meal!
- I don't like dark chocolate – it's too *fatty* / *bitter* / *creamy* for me. I prefer something sweeter.
- If you want a cheap and *disgusting* / *sour* / *tasty* lunch, Kate's café is the best place to go.

C Complete the advice about food waste with words in the box. There is one extra word.

bins get recycle reduce reuse throw use

Try these tips:

- Don't ¹ get rid of yesterday's bread just because it isn't fresh. Make toast to ² use up the last few pieces.
- Don't ³ throw old plastic away. You can ⁴ reuse the same shopping bags again and again.
- Use two (or more) ⁵ bins: one for food waste and one for containers that you can ⁶ recycle.

FUNCTIONAL LANGUAGE

Find and correct the mistakes in the sentences.

- I don't feel like cooking tonight. Why ~~we~~ don't ^{we} eat out tonight?
- Yes, why not? What about go to The Food Zone?
What about going to The Food Zone?
- Again? We went there last week. Could we going to that new supper club, The Spicy Kitchen, instead?
Could we go to that new supper club, The Spicy Kitchen, instead?
- Good idea! The best thing might be phone them. They might have a free table tonight.
The best thing might be to phone them.
- Yes, that's worth to try. Can you phone them and ask?
Yes that's worth a try.

7.1 Phrasal verbs

Work in pairs. Match the underlined phrasal verbs (1–9) with the definitions (a–i).

- f 1 I can't work out what ingredients you've used here. What are they?
- g 2 A: 'Maybe I'll start studying for my exams next week ...'
B: 'Don't put it off! Start today!'
- e 3 We've eaten out every night this week. Let's stay in this evening and cook some food at home.
- i 4 Sorry to let you down, but I can't come to your party.
- a 5 I asked everybody to be quiet for a few minutes, but most people just carried on talking.
- h 6 Can you turn the oven down to 150°C in ten minutes? If you leave it at 220°C for too long, the food will burn.
- d 7 I don't mind cooking, but can you clear up afterwards?
- b 8 Can you put your phone away, please! It's really rude to check your messages while we're eating dinner!
- c 9 Great job! Keep up the good work!

a continue without stopping

b take something that's in the wrong place and put it in the right place

c continue at the same high level

d make everything clean and tidy again after making a mess

e not go out

f find the answer by thinking carefully

g decide to do something later, not now

h make something lower/colder/quieter

i make somebody feel sad because you don't do something that you promised to do

➤ Go back to page 75.

7.1 Adjectives to describe food

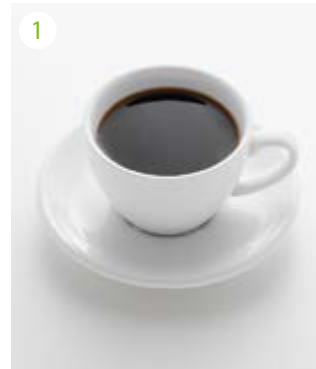
A Complete the sentences with the adjectives in the box.

delicious disgusting filling mild savoury sour

- 1 Our bakery sells a mix of sweet products, like cakes and fruit pies, and savoury products, like bread and meat pies.
- 2 Do you prefer strong flavours or mild flavours?
- 3 Mmm ... I love this meal. It's absolutely delicious!
- 4 I love sour food like lemons, grapefruit and pickled cabbage.
- 5 Ugh! How long has this milk been in the fridge? Two weeks? It tastes disgusting!
- 6 This meal is lovely, but it's very filling – I feel completely full already.

B Label the pictures with the adjectives in the box.

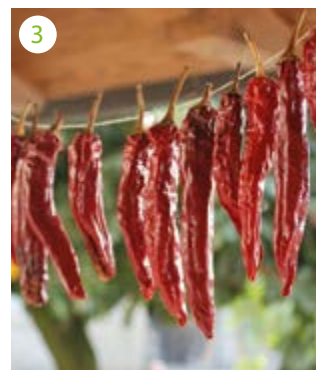
bitter raw rich spicy



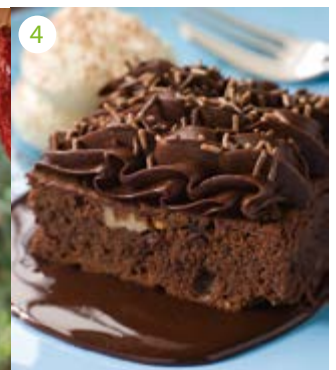
bitter



raw



spicy



rich

➤ Go back to page 76.

8.2 Positive adjectives

Choose the best adjectives to complete the sentences.

- 1 A: My dog pressed six buttons in the right order!
B: That's so unique / impressive!
- 2 I just want an umbrella that's incredible / practical – if it keeps me dry, I'm happy.
- 3 I read a fascinating / gorgeous article about the dangers of technology.
- 4 The party was sensible / unforgettable – I'll remember it for the rest of my life.
- 5 It's unique / incredible that people waste so much money on stupid gadgets!
- 6 It looks like a normal umbrella, but it contains very sophisticated / gorgeous electronics.
- 7 The CleverPet is sophisticated / suitable for small pets, like cats and dogs, but not large animals, like horses.
- 8 A: I lost my Oombrella. I forgot to take my phone with me.
B: Well, that wasn't very sensible / unique, was it?

➤ Go back to page 90.

4.1 Student B



You can only see your side of the conversation. Read through your lines, and practise your intonation. Roleplay the conversation with your partner. Listen carefully in order to speak at the right time. Your partner will start the conversation.

A: _____

B: Hi, [name]. I can't see you – I don't think you've clicked the video button.

A: _____

B: That's better. Good to see you. Happy New Year!

A: _____

B: How's everything going in Spain?

A: _____

B: Well, lucky you! We went to see the fireworks.

A: _____

B: Yeah, it was fantastic! Mind you, it was a long wait. We got there at nine.

A: _____

B: Yeah! Lucky you. I didn't have a hat or anything. In fact, I'm going to look for one tomorrow.

A: _____

B: Actually, I've not made any resolutions yet.

A: _____

B: Really? What have you decided?

A: _____

B: That's a surprise! I always thought your English was really good.

A: _____

B: Really? That's quick!

A: _____

B: My chocolate habit? What do you mean?

A: _____

B: Well, just a little.

➤ Go back to page 39.

5.2 Student B

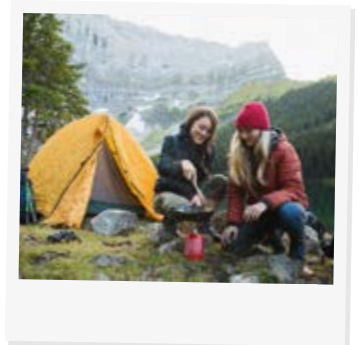
Company:	H&M stores, Sweden and worldwide
Retail sector:	Fashion clothing
Environmental idea:	Customers hand in their old clothes (even ones they didn't buy at H&M). The company either sells them as second-hand clothes, or turns them into other clothing items.
Reason:	To stop old clothes going to waste.
Result:	In a four-year period, the company received more than 40,000 tonnes of clothing items (enough material to make 150 million T-shirts).

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2.1 Student B

Has your partner done these things? If he/she has, find out more details.

- go sailing
- climb a mountain
- hold a monkey
- relax on a beach all day
- have a camping holiday
- bake a cake
- give someone flowers
- see a tiger in the wild
- stay in an underwater hotel
- learn to drive



➤ Go back to page 15.

7.2 Students A and B

- 1

a about a week	e about 3 days
b 8–10 months	f about 2 days
c 4–5 days	
d 18–24 months	
- 2
 - a False. You should only reheat food once.
 - b True. After the best-before date, the food may lose some taste or colour, but it's probably still safe to eat for a little longer.
 - c True. Rice sometimes contains very strong bacteria which aren't killed by cooking. So after cooking, put any leftover rice in the fridge and eat within 24 hours.

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Modals of speculation and deduction

A Write a story. Write one sentence for each picture using the words below and describe what you think is happening.

may could might must can might not mustn't

Example: *I think he might be waiting for someone.*



B Work in pairs. Compare stories. How are they similar? How are they different?

C Work in groups. Choose the best version of the story to present to the class.

7.1 Vocabulary

Phrasal verbs

A Read the blog about a night market and replace each word in bold with a phrasal verb from the box.



turn up work out put off keep up stay up stay in
start off dish up carry on try out

Although I was tired from the long flight, I didn't want to **remain indoors**. I tried a tour of the night market in Chiang Mai. After we **found** the best route, we went straight there from our hostel. The great thing about the tour is you don't need to book, you can just **arrive without appointment**. A variety of hot food is **put on plates** so you can **experiment** with the local specialities.

B Work in pairs. Choose four phrasal verbs and discuss your own experience of visiting a new place.

C Discuss the questions with a partner.

- 1 Do you usually go out or stay in on Saturday night?
- 2 What new experiences would you like to try out?
- 3 Have you given anything up for your work or studies?
- 4 How do you feel if someone turns up late for an appointment?
- 5 What's something you often put off?
- 6 Can you think of anything that has really taken off recently?
- 7 Would you like to set up a business? If so, what kind?
- 8 Do you prefer cooking or clearing up?



Comparatives and superlatives; *the ...*, *the ...*

A Work in groups and find out who:

- has the biggest family.
- has the most pets.
- has the best phone.
- works the hardest.
- travels the furthest to get to work/school.
- has been to most countries.
- has known their best friend the longest.
- has the most pairs of shoes.
- is the best cook.
- can say the alphabet in English the fastest.

B Change groups. Tell your new group about your old group.

C Work in pairs. Find and correct the mistakes in five sentences.

- 1 The more friends you have, the happier you are.
- 2 The more expensive a restaurant, the more good it is.
- 3 The sooner you pay a bill, the better.
- 4 The slower you drive, the safer you are.
- 5 The more books you've read, the more interesting you are.
- 6 The more you sleep, the more tired you feel.
- 7 The more organised are you, the less time you waste.
- 8 The beautifuler someone is, the less interesting they are.
- 9 The unhealthier something is, the nicer it tastes.
- 10 The more early you get up, the more you achieve.

D Do you agree with the sentences? Why/Why not?

7.2 Vocabulary

Waste

A Read the article and form collocations about waste from the words in bold.

< > X

Waste

Reduce

One way to **wnd ocut** on waste is to **deurce** amount of products you use. For example, you could use both sides of a piece of paper after you print something.

Reuse

Instead of **wringtho yawa** plastic shopping bags, why not **sreue** them? Then you don't have to buy another plastic bag when you go shopping. Cut down on the amount of packaging you **ret gio df** by reusing old jars and pots as storage containers.

Recycle

Rather than **gtering tid fo** all your rubbish in one **ibn**, make sure that you separate glass, plastics and paper ready for **rgcecyinl**. Try to think of new ways to recycle old items – this will also save you money.

B Work in pairs and discuss:

- something you need to cut down on
- something you threw away recently
- something that can't be recycled
- something you often reuse
- something that is often wasted
- something you often use up
- something you'd like to get rid of

