



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

Franz Kafka

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

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?

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)		
Choosing when to go (2)		
What to cook (4)		
The food (4)		
The experience (5)		

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!

PRONUNCIATION

Diphthongs



7.1

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 | 5 hæʊm |
| _____ | _____ |
| 2 'klɪəli | 6 daʊt |
| _____ | _____ |
| 3 dʒɔɪn | 7 feə |
| _____ | _____ |
| 4 maɪt | 8 ʃʊə |
| _____ | _____ |

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.
- The modern idea of supper clubs really became popular in Cuba in the 1990s.
- Most of them began their lives as simply a room in the chef's home.
- They're quite cheap and easy to get ready to start.
- Customers don't mind losing some choice.
- Chef Gresham Fernandes experiments with ideas while he's cooking ... and even while he's putting the food on plates.

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 _____ *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 _____ *them* _____ *while I'm cooking.*
 But when the object is a longer phrase, it usually comes at the end:
 - I like to* ^c _____ *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 _____ in your country?
- Do you ever try _____ new meals while you're cooking or do you always plan carefully before you start?
- Have your cooking skills ever let you _____? 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 _____. It **sticks** to the bread like glue!
- 3 I really love _____ pizza, so I always ask for extra **cheese** on the top.
- 4 This _____ 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 _____) 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 _____ and a main ⁴ _____. But the guests often bring something to drink, and perhaps also a ⁵ _____. In a pot luck dinner party, everybody (the host and guests) prepares one or two ⁶ _____. It's called pot luck because it's always a ⁷ _____: nobody knows what the others will bring.



7.2 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

 **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 _____ when we are sure something is true.
- We use _____, _____ or _____ when we think something is possibly true, but we are not sure.
- We use _____ or _____ when we think something possibly isn't true, but we are not sure.
- We use _____ 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. _____
 - Modal verb + *be*: We usually stress the modal verb, not *be*. _____
 - Modal verb + main verb: We usually stress both verbs about the same. _____
 - When we're speaking quickly, we often don't pronounce the *t* in *must*. _____



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!

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.



Açaí berries are perhaps the most successful superfoods of all: not long ago, they were unknown outside of Brazil. Now, açai 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!



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 ...

- 1 isn't only eaten on our planet? _____
- 2 is much cheaper than other superfoods? _____
- 3 might help you stay younger for longer? _____
- 4 can help you digest your food more effectively? _____
- 5 might not be safe for everybody? _____
- 6 has become popular very quickly? _____
- 7 helps you to eat less food between meals? _____

D SPEAK Work in groups and discuss the questions.

- 1 Do you think it's worth paying more money for superfoods? Why/Why not?
- 2 Do you think it is more important for you to eat healthy food or tasty food? Why?
- 3 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!

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.

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

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

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

- 1 quinoa vs white rice
 - 2 broccoli vs ice cream
 - 3 supermarkets vs health food shops
 - 4 fast food vs superfoods
 - 5 cooking vs eating out
 - 6 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?

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

2 True or false?

- You can safely reheat food as many times as you like.
- Most food is still safe to eat after it has passed its best-before date.
- 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.

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

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** _____ (ugly),
the _____ (good)!

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

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.

7.6

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 /ɔ:/ for, draw, awful, _____,

e + w /ju:/ you, knew, view, _____

e + w /u:/ too, jewellery, threw, _____,

o + w /əʊ/ go, low, owe, _____,

_____, _____, _____,

o + w /aʊ/ out, how, wow, _____,

_____, _____

- 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.

7.7

- '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 _____
- things that you throw away because they are no longer useful _____
- to use all of something, so there's no waste _____
- to change waste materials such as newspapers and bottles so that they can be used again _____
- to use something again _____
- to use less of something _____
- to get rid of something that you no longer want _____

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

- Do you _____ plastic and glass containers so they can be turned into new products, or do you just get _____ of them?
- Do you _____ plastic bags again and again, or throw them in the _____?
- How could restaurants cut _____ the amount of _____ they throw _____ 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

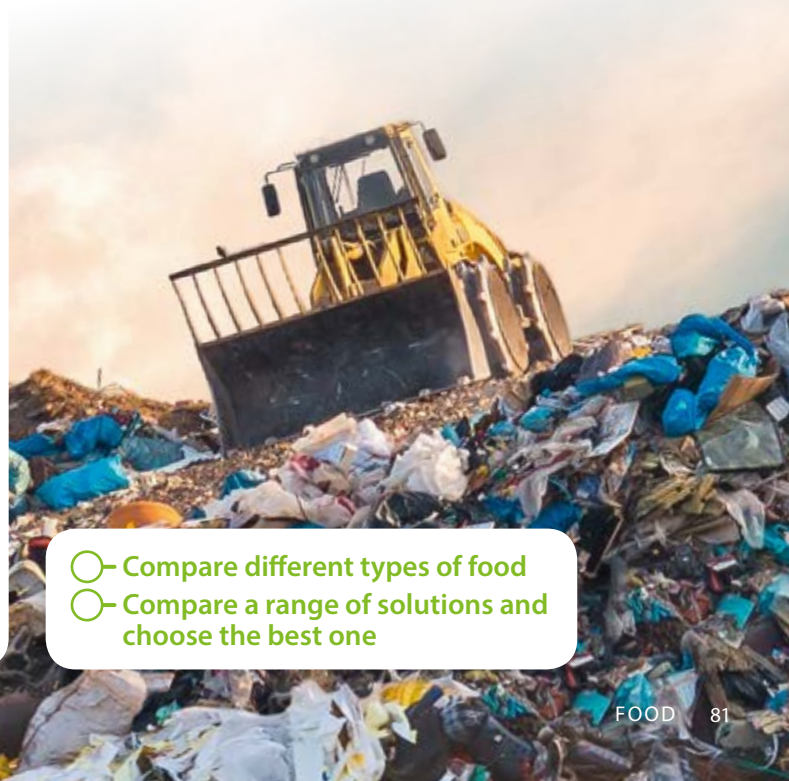
- B PRESENT** Use your notes to prepare a short presentation on how you can help people reduce their food waste. Present your ideas to the class.

- 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?
- 2 What does Milly think about her news?
- 3 What is Gaby upset about?

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 Wednesday, Sam had to leave work early and so he asked me to look after the café. I had decided to tell him how I felt, and so before I locked up, I wrote a poem expressing my true feelings for him. ... And I left it on the doormat for him to find. He can't have seen it.



FUNCTIONAL LANGUAGE

Making suggestions

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

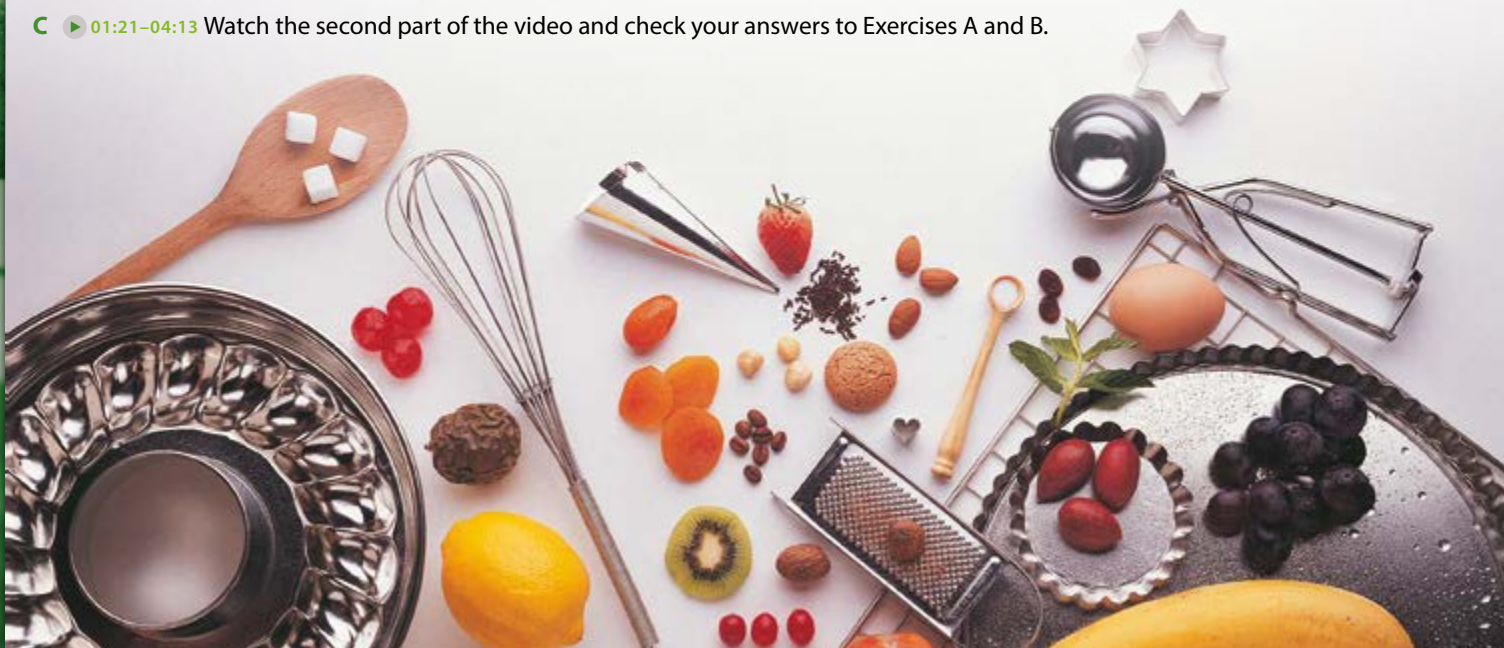
Making a suggestion

- | | |
|---|---|
| <ol style="list-style-type: none"> 1 Have you tried 2 What about 3 The best thing might be 4 If I were you, I'd 5 Why don't we 6 We could | <ol style="list-style-type: none"> a cook something delicious. b take some time to think about it. c talking to him about it? d put on some whipped cream and sprinkles? e sending a text or an email or something? 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 _____ . I don't know what to say.	That's a good _____ .
No, that wouldn't _____ . To say what?	It's worth a _____ .
That's a _____ idea. I'm already really embarrassed.	Good _____ .

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? _____ | 3 It'll help take your mind off Sam. _____ |
| 2 Great timing! _____ | 4 He's been acting like nothing happened! _____ |



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.

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 _____ (little) money. Any ideas?
- Açaí berries are really good for you – they're much _____ (healthy) than I thought.
- If you want to lose weight, you need to eat _____ (few) sweets.
- You should come to the restaurant on a Tuesday lunchtime – that's the _____ (crowded) time.
- You cooked this cake too fast! Next time, try cooking it _____ (slowly).
- Cooking for ten people is far _____ (stressful) than cooking for one!
- There's too much cream in this sauce. Can you make it a bit _____ (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 _____ 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 _____ eating while I'm away.
- I'm happy to cook dinner, but could you _____ the dirty plates afterwards?
- If you want to learn to cook, don't _____ it _____! Join our cookery classes today!
- I was planning to cook a big meal, but then the oven broke so I _____ 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 _____ rid of yesterday's bread just because it isn't fresh. Make toast to ² _____ up the last few pieces.
- Don't ³ _____ old plastic away. You can ⁴ _____ the same shopping bags again and again.
- Use two (or more) ⁵ _____: one for food waste and one for containers that you can ⁶ _____.

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?

- Again? We went there last week. Could we going 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.

- Yes, that's worth to try. Can you phone them and ask?

7.1 Phrasal verbs

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

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

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7.1 Adjectives to describe food

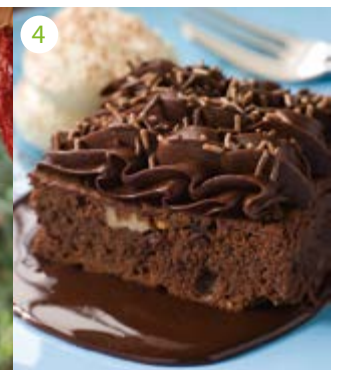
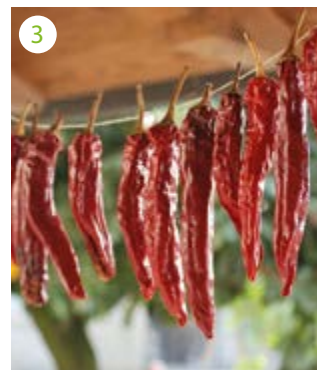
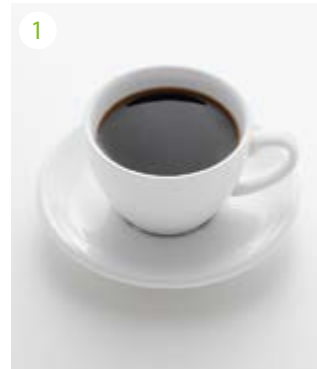
A Complete the sentences with the adjectives in the box.

delicious disgusting filling mild savoury sour

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

B Label the pictures with the adjectives in the box.

bitter raw rich spicy



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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?

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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.

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5.2 Student B

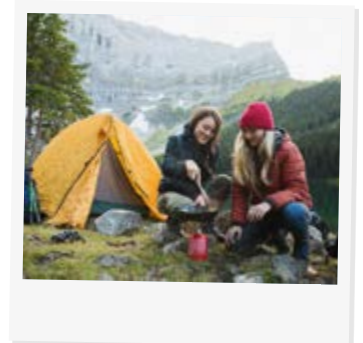
Company:	H&M stores, Sweden and worldwide
Retail sector:	Fashion clothing
Environmental idea:	Customers hand in their old clothes (even ones they didn't buy at H&M). The company either sells them as second-hand clothes, or turns them into other clothing items.
Reason:	To stop old clothes going to waste.
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.

➤ Go back to page 80.

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.

7.2 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.

7.1 Modals of speculation and deduction

A Decide if the statements are true or false.

- 'Kitty may serve fruit salad for dessert tonight.'
Dessert will definitely be fruit salad. **True / False**
- 'I've been invited to three pot-luck dinners.'
They must be popular.
Pot-luck dinners are popular. **True / False**
- 'This can't be tomato soup – it isn't red.'
It almost certainly isn't tomato soup. **True / False**
- 'Bitter chocolate could be nice in a cake.'
The speaker really doesn't like bitter chocolate. **True / False**
- '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.

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

➤ Go back to page 77.

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

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

- The _____ (*fast*) the pizza delivery man can get here is 15 minutes.
- You can buy cheese _____ (*cheaply*) in the street market than in the shops.
- The food in the airport was bad, but the meal on the plane was _____ (*bad*).
- I made the soup with _____ (*few*) ingredients than it says in the recipe.
- The _____ (*good*) way to serve this dessert is with a little cream.
- I would prefer to try a _____ (*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 _____ you eat, the healthier it is for your heart.
- The more sugar you add, _____ the sauce will be.
- The _____ you eat your salad, the sooner you'll have dessert!
- The more _____ with me, the less likely I am to change my mind!
- The _____ you reheat food, the more unsafe it becomes.
- The less food we throw away, _____ we'll save.

C Correct the mistakes in each sentence.

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

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

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

➤ Go back to page 80.