

a = \_\_\_\_\_

b = \_\_\_\_\_

c = \_\_\_\_\_

d = *desserts*

e = \_\_\_\_\_

f = \_\_\_\_\_

g = *grapes*

h = \_\_\_\_\_

i = \_\_\_\_\_

j = \_\_\_\_\_

k = *kiwi*

l = \_\_\_\_\_

m = \_\_\_\_\_

n = *nuts*

o = \_\_\_\_\_

p = \_\_\_\_\_

r = \_\_\_\_\_

s = \_\_\_\_\_


t = \_\_\_\_\_

v = \_\_\_\_\_

w = *watermelon*

y = \_\_\_\_\_

Apple	Lettuce
Bread	Mushrooms
Carrots	Onion
Egg	Peas
Fish	Rice
Hamburger	Sandwich
Ice cream	Tomato
Juice	Vegetables
	Yogurt





**Countable food**

- potatoes, biscuits
- sausages, nuts, eggs
- onions, bell/ sweet peppers, lemons, oranges, carrots, mushrooms, pineapples, tomatoes, eggplants, grapes, apples, bananas, cucumbers

**Uncountable food**

- pasta, spaghetti, bread, rice
- chicken, fish, steak/ beef
- milk, yogurt, cheese, butter, chocolate, candy
- celery, lettuce, broccoli



How does it taste?

S \_ \_ \_ \_



**Spicy**

How does it taste?

S \_ \_ \_



**Sour**

What kind of food?

C \_ \_ \_ \_ \_



**Canned**

How is it cooked?

S \_ \_ \_ \_ \_



**Steamed**



How does it taste?

S \_ \_ \_ \_



**Sweet**

How is it cooked?

S \_ \_ \_ f \_ \_ \_



**Stir fried**

How is it cooked?

R \_ \_ \_ \_ \_



**Roasted**

Milk and cheese are  
\_\_\_\_\_ products

D \_ \_ \_ \_



**Dairy**

How does it taste?

B \_ \_ \_ \_ \_



**Bitter**

How does it taste?

S \_ \_ \_ \_ \_



**Salty**

How does it taste?

B \_ \_ \_ \_



**Bland**

What kind of food?

H \_ \_ \_ - \_ \_ \_



**High-fat**



What kind of food?

C \_ \_ \_ \_ \_



**Convenience**

# Food

## A

### Talking about flavours and tastes - adjectives and some opposites (≠)

**hot, spicy** (e.g. curry) ≠ **mild**      **bland** [very little flavour; rather negative]  
**salty** [a lot of salt]      **sugary** [a lot of sugar]      **sickly** [too much sugar]  
**savoury** /'seɪvəri/ [pleasant, slightly salty or with herbs]  
**sour** [sharp, often unpleasant taste, like a lemon, and not sweet]  
**bitter** [with an unpleasantly sharp taste]      **tasty** [has a good taste/flavour] ≠ **tasteless** [no flavour at all]  
**moreish** [having a pleasant taste, so you want to eat more]

I love **spicy** food, especially curries - the **hotter** the better! My sister prefers **mild** curries.  
Those cakes are too **sugary** for me. They have a **sickly** taste.  
They had some delicious **savoury** snacks at the party. They were very **moreish**.  
The breakfast buffet was very poor quality: the coffee tasted **bitter** and the fruit juice was **sour**.  
The food on the plane was **bland** and **tasteless** - it was like eating cardboard!

## B

### Appearance, presentation and quality of food

This meat is **overcooked/overdone** / **undercooked/underdone**.  
I'm afraid this mango is a bit **unripe**. They're not really **in season** at the moment. [not ready to eat; *opp* = ripe] [being produced and ready and available]  
This butter **has gone off**. I think we should throw it out. [not good to eat because it is too old]  
I don't feel like anything **heavy**. I just want something **light**; a salad would be fine.  
British cooking can be very **stodgy**. /'stɒdʒi/ [heavy, hard to digest]  
Zoe will only buy **organic** fruit and vegetables. [grown without artificial chemicals]  
We should try to have **a balanced diet**, without too much or too little of any particular thing.  
A diet of **junk food** can cause long-term health problems. [food that is unhealthy but easy and quick to eat] **Processed** food in general is not good for you. [that has been treated with chemicals to preserve it or give it extra colour or taste]

## C

### Eating out



At most good restaurants, you usually have to **book a table** / **make a reservation** beforehand. If something happens, or you are ill, you may need to **cancel the booking/reservation**. In the UK a meal in a restaurant is typically three courses: a **starter**<sup>1</sup>, a main course, then a dessert. You can often order **side dishes**<sup>2</sup>. Some restaurants may have a **set menu** [a selection of dishes at a fixed price], or you can order individual dishes (called ordering **à-la-carte**). Restaurants often have **specials**<sup>3</sup> advertised on a board. They often cater for vegetarians, **non-meat-eaters**<sup>4</sup> and **vegans**<sup>5</sup>.

<sup>1</sup> light snack / appetiser      <sup>2</sup> a smaller dish alongside the main course (e.g. an extra vegetable)

<sup>3</sup> dishes only available on that day      <sup>4</sup> people who don't eat meat but who are not vegetarians

<sup>5</sup> people who don't eat or use any animal products, such as meat, fish, eggs, cheese or leather

## D

### Eating at home

HOST:<sup>1</sup> Right, there's more soup. Who wants **seconds**<sup>2</sup>?  
GUEST: Oh, yes, please. It was absolutely delicious.  
HOST: There's bread here. Just **help yourself**<sup>3</sup>.  
GUEST: Thanks.  
HOST: Be sure to keep a bit of room for some **pudding**<sup>4</sup>.  
Can I **re-fill** your glass?  
GUEST: Ah, yes, thank you.  
HOST: **Say when**.  
GUEST: **When!** That's fine. Thanks.

<sup>1</sup> the person who has invited the guests

<sup>2</sup> a second serving of something

<sup>3</sup> serve yourself

<sup>4</sup> desserts are often called **pudding**

(uncountable), **a sweet** (countable) or

**afters** (plural) at home



# Exercises

## 1 Which taste and flavour words opposite could you use to describe the following?

- |  |   |
|--|---|
| 1 a strong Indian curry <i>spicy / hot</i> | 4 an unripe apple                             |
| 2 a pizza with cheese and herbs            | 5 a cup of tea with five spoonfuls of sugar   |
| 3 sea water                                | 6 extremely strong black coffee with no sugar |

## 2 Using words from B opposite, what could you say to the person/people with you in a restaurant if ...

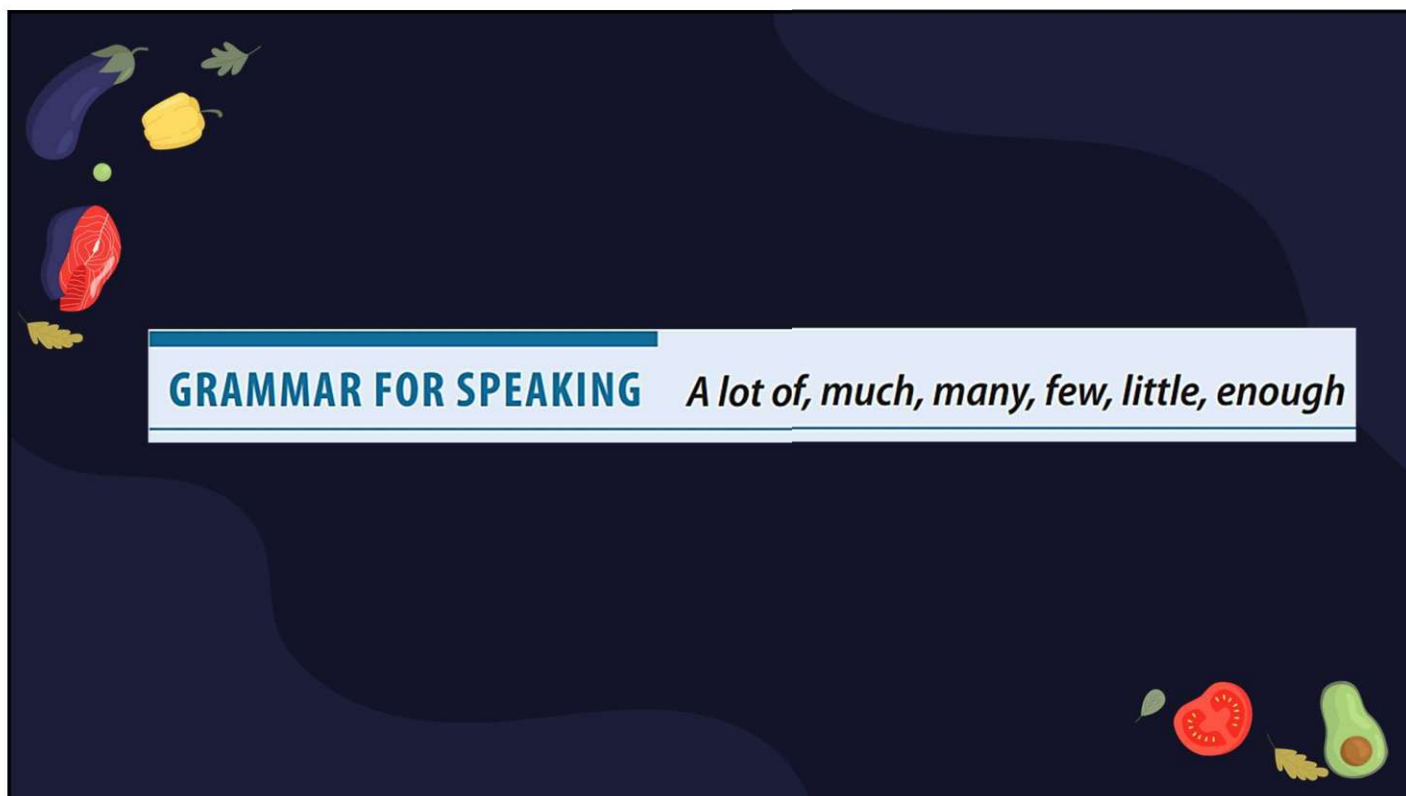
- 1 you had ordered a mild curry but got the opposite? *This curry is too hot / too spicy for me.*
- 2 the fish you ordered had obviously been cooked too much / too long?
- 3 you ordered melon and it was very hard?
- 4 your dish seemed to have no flavours at all?
- 5 there was too much salt in your soup?
- 6 someone at your table recommended a big steak but you just wanted a salad?
- 7 the dish you ordered was very heavy and difficult to digest?
- 8 a piece of chicken you ordered had not been cooked enough?
- 9 you wonder if the vegetables have been grown without artificial chemicals?

## 3 Read the comments and then complete the sentences with words and phrases from the opposite page.

- 1 Chris: 'I had to call the waiter to bring me a knife and fork.' Chris needed (some) cutlery.
- 2 Emma: 'If you want a dish not on the menu there's usually a blackboard with other dishes.' The restaurant usually has some .....
- 3 Oscar: 'The peanuts were free and I just couldn't stop eating them.' Oscar thought the peanuts were .....
- 4 Tina: 'I needed one because I didn't want to spill food on my new dress.' Tina needed .....
- 5 Jordi: 'I'm not a vegetarian; I just don't eat meat.' Jordi is a .....
- 6 Okas: 'I didn't like the set menu. I ordered individual dishes.' Okas ordered .....
- 7 Phoebe: 'It's a big student restaurant. You don't need to phone beforehand.' Phoebe said you don't need to ..... / ..... (two answers)
- 8 Krishnan: 'With my main course I ordered an extra bowl of chips and some mushrooms.' Krishnan ordered a couple of .....
- 9 Emily: 'Everybody had colds so we phoned the restaurant and said we weren't coming.' Emily and her friends cancelled ..... / ..... (two answers)
- 10 Hannah: 'I had some prawns before the main course.' Hannah had .....

## 4 If you were the host at a dinner party, what could you say to your guests if ...

- 1 you offered them another serving of something? Who wants seconds ?
- 2 you wanted them to serve themselves? Please .....
- 3 you started to re-fill their glass? ....., What could the guest say when you had poured enough? .....
- 4 you offered them something sweet after the main course? Would you like ..... / ..... / ..... ? (four possible answers)







We use these words to talk about amounts.

#### Noncount nouns


↑	There's	<b>a lot of</b> <b>a little</b> <b>not much</b>	<b>food.</b>
↑	There's	<b>too much</b> <b>enough</b> <b>not enough</b> <b>too little</b>	<b>food.</b>

#### Plural count nouns

↑	There are	<b>a lot of</b> <b>a few</b> <b>not many</b>	<b>apples.</b>
↑	There are	<b>too many</b> <b>enough</b> <b>not enough</b> <b>too few</b>	<b>apples.</b>

- Use *too much* and *too many* to say you have more than the right quantity.
- Use *(not) enough* to say you have or don't have right quantity.
- Use *too little* / *too few* to say you have less than the right quantity.



**B** Choose the correct words to complete this conversation about the infographic at the bottom of the page. Then listen and check. 

A: According to this infographic, we all throw away <sup>1</sup> (too much / too many) food.

B: I know! We lose <sup>2</sup> (a few / a lot of) food at the beginning of the process.

A: Yes, I don't understand the reason they lose 20 percent on the farm. There's not <sup>3</sup> (much / many) information about that.

B: Maybe they have <sup>4</sup> (too few / too little) people to pick all the fruit and vegetables?

A: Maybe. But we also throw away 19 percent of the food in our homes. It doesn't make sense. Why do people throw good food away?

B: I agree. Yesterday, I bought <sup>5</sup> (too much / too many) oranges by accident. I gave <sup>6</sup> (a few / a little) to my neighbor, so we both have <sup>7</sup> (enough / a little) for the week.

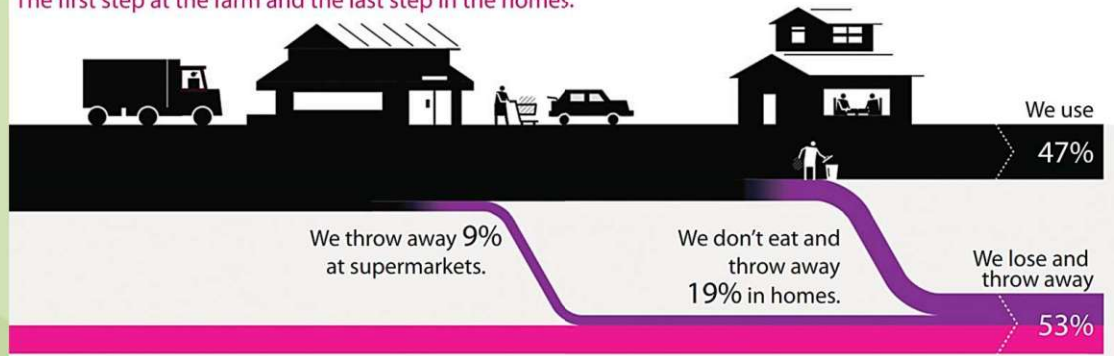
A: And overall, we throw away more than we eat! But, at the same time, there are other countries that have <sup>8</sup> (too little / too few) food. It's crazy!



**A ANALYZE** Study the infographic at the bottom of the page. Then discuss the questions with your classmates.

1. Which countries is this information about? **Australia, Canada, New Zealand, and the U.S.**
2. What percentage of fruit and vegetables do people eat in those countries? **47%**
3. What percentage of food do we lose or throw away in these locations?
  - farms **20%** • storage / transportation **3%** • processing **2%**
  - supermarkets **9%** • homes **19%**
4. When do we lose or throw away the most food in the process? Does this surprise you?

**The first step at the farm and the last step in the homes.**



## PRONUNCIATION



## PRONUNCIATION Long and Short Vowel Sounds

 Vowel sounds can be long or short.

- With **long vowel sounds**, your lips, tongue, and cheeks are more tense.
- With **short vowel sounds**, the lips, tongue, and cheeks are relaxed.

### Long

/ iː / eat

/ eɪ / paper

/ ɑ / not

### Short


/ ɪ / it


/ ɛ / pepper

/ ʌ / nut



90



**D** Listen and repeat these word pairs with long and short vowel sounds. Notice how the muscles change in your mouth. 

1. heat-hit

2. cheap-chip

3. taste-test

4. weight-wet

5. cop-cup

6. hot-hut



90

**D** Listen and repeat these word pairs with long and short vowel sounds. Notice how the muscles change in your mouth. 🔊

- |               |               |            |
|---------------|---------------|------------|
| 1. heat-hit   | 3. taste-test | 5. cop-cup |
| 2. cheap-chip | 4. weight-wet | 6. hot-hut |

**E** You will hear words from exercise D again. Some pairs are the same (heat-heat) and some are different (heat-hit). Write *S* if you hear the same words. Write *D* if you hear different words. 🔊

1. D      2. \_\_\_\_\_      3. \_\_\_\_\_      4. \_\_\_\_\_      5. \_\_\_\_\_      6. \_\_\_\_\_

1. D      2. S      3. D      4. S      5. D      6. S

**F** Say these words from this unit with a partner. Categorize them in the chart under the vowel sound. Then listen and check. 🔊

tea   based   lot   eight   hungry   drink   little   fresh   red   cut   pop   meat

/ɪ/	/ɪ/	/eɪ/	/ɛ/	/ɑ/	/ʌ/
tea					

/ɪ/	/ɪ/	/eɪ/	/ɛ/	/ɑ/	/ʌ/
tea meat	drink little	based eight	fresh red	lot pop	hungry cut





# SPEAKING



## SPEAKING SKILL Tell a Story

When you tell a story and talk about your past, it will be clearer to listeners if you put the events in the order they happened. Use these expressions to tell the order.

**Introduction:** *In my country, we ... / When I was a child, ... / Once, a few years ago, ...*

**Background:** *During the holidays, ... / Every day, I went to ... / We always had ...*

**Sequence of events:** *One day, ... / In the morning, ... / Then, ... / After that, ... / Later (on), ...*

**Ending:** *In the end, ... / Finally, ... / A few years later, ... / Even today, ...*


You can also make your story more interesting with descriptive adjectives.

*The bread was good. (less descriptive) → The **warm** bread was **delicious!** (more descriptive)*



bitter    delicious    healthy    salty    sour    sweet    warm  
crispy    fresh    homemade    soft    spicy    tasty    wonderful



**B** Read sentences from a story about momos in the wrong order. Number them in the correct order (1–6). Then listen and check. 

- a.   3    
b.   5    
c.   2    
d.   1    
e.   4    
f.   6

- a. \_\_\_\_ In the afternoon, there was usually a delicious smell coming from the kitchen of Pema's house. Her mother made a traditional Nepalese food called momos. First, she made the dough.  
b. \_\_\_\_ Pema and I counted them and divided them equally. I loved them because they were warm and spicy!  
c. \_\_\_\_ We became good friends, and during the holidays, I played with Pema every day.  
d. \_\_\_\_ When I was a child, I remember a new family moved into the house next door. They were from Nepal, and their daughter was called Pema.  
e. \_\_\_\_ Then she put meat or vegetables inside the momos and cooked them. Finally, the momos were ready.  
f. \_\_\_\_ A few years later, Pema and her family moved away, but even today, I remember the wonderful taste!

## FINAL TASK





**Describe a traditional dish from your country or another country**

You should say:

- What the dish is called
- What ingredients are used
- How it is prepared

And explain why this dish is special or popular

