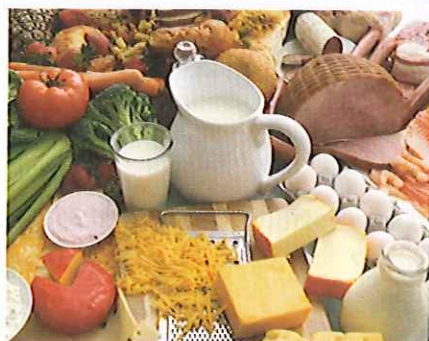


UNIT 3

Fine cuisine



Warm Up

- 1 What foods can you see in the photos?
- 2 Complete the sentences using the words or phrases in the box.

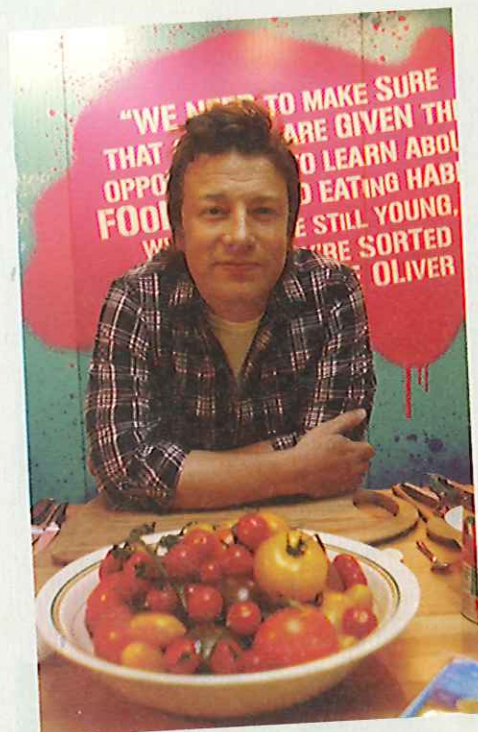
cook for yourself give up eating eat out celebrity chefs diets vegetarian

Ex: Is there any food that you would like to give up eating ? If so, why?

1. Have you ever been a _____ ? Why or why not?
2. Do you know any special _____ for people who want to lose weight fast?
3. Do you _____ very often? Do you follow recipes?
4. How often do you _____ ? What kind of restaurants do you like?
5. Are there any famous _____ in your country?

Reading

1 Read the article and then answer the questions below.



Jamie Oliver

Food lovers everywhere love the celebrity chef Jamie Oliver. One big reason is his simple, easy, and above all tasty recipes, which he has put together in some excellent cookbooks. Good food was always very important in Jamie's family. His parents had a pub in the south-east of England, and from the age of eight he started cooking and helping the chefs.

Not long ago, he started a new project. He opened a restaurant called "15" in East London. He gave himself nine months to take a team of unemployed 16 to 24-year-olds with almost no previous cooking experience and turn them into top-class chefs. Jamie says his biggest lesson is that each individual needs a different approach. Some people learn quickly, and others need a little more time.

The project also became a TV series called *Jamie's Kitchen*, which millions of people watched. One of the real success stories was KerryAnn Dunlop. Originally, she didn't get into college, but after Jamie took her on, everything changed.

Now she runs her own section of the kitchen. "Everyone is still having a really good time. We get tired sometimes, but we have fun in the kitchen, and seeing everyone enjoying the meals we've prepared makes us all feel good." And about Jamie, she says, "He's fantastic. He's like a big brother or best friend to me now."

So what is she going to do next? "I think I'd like to work abroad. I'm going to apply for a job in a top New York restaurant."

- Why is Jamie Oliver's food successful?
- When did Jamie start cooking?
- Who did Jamie employ as chefs?
- What is surprising about KerryAnn's story?
- How does she feel about Jamie?
- Where would she like to work next?


2a Match a word or phrase from A with a word from B to make phrases from the article.

| A | B |
|-----------------------------------|--------------|
| a real success _____ <i>story</i> | restaurant |
| top-class _____ | <i>story</i> |
| no previous _____ | chef |
| open a _____ | abroad |
| tasty _____ | experience |
| work _____ | recipe |

b **Pair Work** Take turns making sentences about Jamie or KerryAnn using the phrases above.

KerryAnn is one of the real success stories of the project.

Grammar | *be going to*: future

3  1.15 Listen to this trainee chef talk about her future plans. Then answer the questions.

1. What are her plans for the summer?
2. What are her plans after that?

4 Listen again and complete the sentences in the Active Grammar box.

5 Correct the sentences below. There is a word missing in each sentence.

Ex: *I'm going to be an astronaut when I grow up.*

1. They're going visit their son in Australia in the summer.
2. What he going to do this afternoon?
3. You going to see Sarah this weekend?
4. We're going to tennis on Sunday morning.
5. They not going to work abroad this summer.
6. When are you to visit me?
7. Ann isn't going catch the train.

6 **Pair Work** Tell your partner three things you plan to do this week—two true things and one false. Your partner must decide which is false.

Speaking

7a What are your plans for the next two years? Think about these areas of your life and make notes.

| | | |
|------|-----------|--------------------|
| work | travel | hobbies and sports |
| home | education | friends and family |

b **Pair Work** Talk about your future plans. Use the How To box to help you.

Active Grammar

Use *be going to* to talk about future plans and intentions.

1. I work for him over the summer.
2. I stay there longer than a few months.
3. What do next?

See Reference page 36



| | |
|--------|--------------------|
| Work | change my job |
| | earn more money |
| Travel | visit China |
| | see the Great Wall |

How To:

Talk about future plans

- | | |
|----------------------------------|--|
| 1. Ask someone about their plans | <i>What are your plans for the next two years?</i> |
| 2. • Describe your plans | <i>I'm going to learn English ... I'm going to get a new job ...</i> |
| • Give a time reference | <i>... this year ... next year</i> |
| • Give a reason | <i>... because I want to work abroad. ... to earn some money.</i> |



Listening

1 **Pair Work** Look at the photo from the movie *Big Night*. Discuss.

1. What nationality do you think the two men are?
2. What do you think the movie might be about?

2 **1.16** Listen to a conversation about the movie and complete the notes below.

1. *Name of film:*
It's called *Big Night*.
2. *Time/place:*
It's set in _____.
3. *Main characters:*
It's about _____.
4. *Problem:*
The problem is that _____.
5. *The plan:*
The plan is that _____.



3 **Pair Work** Think of a movie you like. Make notes as in Exercise 2. Tell your partner about the movie. Use the phrases above.

I saw a great movie recently. It's called ...

Pronunciation | silent letters

4a Cross out the silent letters in the words below.

| | | | | |
|-------|---------|-----------|-------------|-----------|
| knife | island | spaghetti | comfortable | Wednesday |
| lamb | whistle | vegetable | chocolate | |

b **1.17** Listen and repeat. Then check your answers.

5 **1.18** **Pair Work** Listen. Then read the sentences to your partner.

1. I had lamb for lunch on Wednesday.
2. Would you prefer vegetable soup or spaghetti?
3. Chocolate makes me feel calm.
4. The house on the island is very comfortable.
5. Don't forget to bring a whistle and a knife.



Grammar | relative clauses

- 6 Look at the examples and complete the Active Grammar box with the underlined words.

It's about two brothers who live in New York.

They own a restaurant that isn't doing very well.

Next door there's a restaurant where they serve terrible Italian food.

- 7 **Pair Work** Take turns making sentences from the prompts.

Ex: The news channel/I like the best/CNN.

1. Spinach/the only vegetable/I never eat.
2. The place/I feel happiest/my bedroom.
3. The town/I was born/beautiful.
4. My sister/the only person/looks like me.
5. The music/I listen to the most/jazz.
6. The thing/I like the most about myself/my hair.

Active Grammar

Relative clauses give information about people, things, and places.

They come directly after the noun.

1. Use _____ for people.
2. Use _____ for places.
3. Use _____ for things.

You can use *that* instead of *who* (informal).

See Reference page 36

The news channel that I like the best is CNN.

Speaking

- 8 **SPEAKING EXCHANGE** Read the How To box. Then practice describing things to your partner. Student A: Look at page 67. Student B: Look at page 68.

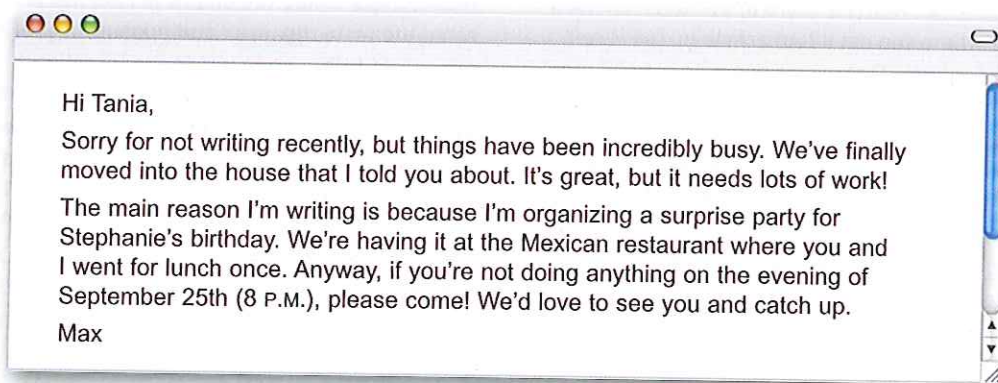
How To:

Describe something you don't know the name of

| | |
|--------------------------|---|
| Describe a count noun | <i>It's the thing that you use for eating cereal. (spoon)</i> |
| Describe a noncount noun | <i>It's the stuff that you put on pasta. (sauce)</i> |
| Describe a person | <i>It's the person who takes your food order. (waiter)</i> |

Writing

- 9 Read the message below. Then look at the Writing bank on pages 69–70.



- 10 Write a short message to a friend. Give recent news and invite him or her to a party.



Vocabulary | sensory adjectives and verbs

1 Mark the adjectives positive (+) or negative (-).

___ delicious ___ tasteless ___ tasty ___ disgusting ___ mouth-watering ___ awful

2 Match the sentences to the pictures below.

___ 1. This **tastes** delicious!

___ 4. You **feel** hot!

___ 2. You **look** nice!

___ 5. This doesn't **smell** great.

___ 3. That **sounds** awful!

A



B



C



D



E



3 **Pair Work** Use *look, sound, smell, taste, and feel* to give your opinion about the following.

fresh coffee
your shoes

violins
old milk

being in love
chili peppers

diamonds
cigarettes

*Fresh coffee smells wonderful,
especially in the morning.*

Reading

4 Read the article and circle the correct meaning of the underlined words or phrases in the text.

The Best Meal You Ever Had

For a great meal, which is more important—the food you eat or where you eat it? An article in *The Week* magazine suggests that where one eats may be more important than the food itself. Professor John Edwards and his team served chicken à la king—a chicken, mushroom, and cream sauce dish served over rice—to people in ten different locations.¹ They made sure that the food was always the same by using the exact same cooks, ingredients,² and cooking methods.

Among the places they served the dish were a nursing home, an army training camp, and an expensive four-star restaurant. After the meal, the

researchers asked the diners to rate the food. Diners rated the taste, texture,³ and appearance⁴ of the food on a scale from one (poor) to ten (excellent).

The researchers found that diners rated the meal the lowest at the army training camp. As one soldier remarked, "It tastes awful and smells disgusting!" The dish also got low ratings at the nursing home. However, at the four-star restaurant, diners gave the chicken à la king a very high rating and said it tasted delicious! According to Edwards, "The results show that in many cases, the location is actually much more important than the food."

1. a. times b. places

2. a. plates b. things that go into a dish

3. how something a. tastes b. feels

4. how something a. looks b. sounds

5 Answer the questions below.

1. Where did Edwards's team serve chicken à la king?
2. How did they make sure it was always the same?
3. What did the diners score the dish on?
4. Where did the dish get the best and worst scores?

6 **Pair Work** Discuss.

1. Is the place people eat important? Why or why not?
2. Where is your favorite place to eat?

Grammar | definite plans: present continuous

7a **1.19** Listen to the conversation. What is the woman doing tonight?

b Listen again and complete the Active Grammar box.

8a **Pair Work** Take turns making sentences using the present continuous.

1. I/not do/anything/tonight.
2. Karen/go to a concert/next week.
3. He/not go out/this weekend.

b Tell your partner about your plans.

I'm going to the movies with my friend Tomo on Saturday.

Active Grammar

Form the present continuous with: *be + verb + -ing*

Use the present continuous to talk about future plans that are definite (a time and place is decided).

1. *What _____ you doing tonight?*
2. *I _____ going out for dinner with Carlos.*
3. *He _____ coming with us.*

See Reference page 36

4. We/watch TV/at home/tonight.
5. they/spend next weekend/at the beach?
6. I/play football/tomorrow night.

Speaking

9 Look at the How To box. Think of other phrases to replace the underlined ones.

How To:

Make plans

| | |
|----------------------------|--|
| A Check if someone is free | <u>What are you doing on Friday night?</u> |
| B Reply | + <u>Nothing. Why?</u> - <u>I'm sorry, but I'm busy. I'm seeing Jo.</u> |
| A Make a suggestion | <u>Why don't we try the Indian restaurant?</u> |
| B Accept/reject | + <u>Great idea!</u> - <u>I'm not really into Indian food.</u> |
| A Arrange to meet | <u>I can meet you at the restaurant at 7:00.</u> |
| B Confirm | + <u>Great!</u> - <u>8:00 would be better for me.</u> |



10 **Group Work** Write down your schedule for next weekend. Then make plans to do something with three different classmates. Add the plans to your schedule.

Review

- 1 Answer the questions below with *be going to* and the word(s) in parentheses. Then practice with a partner.

Ex: Have you finished the report? (*tomorrow*) No, I'm going to finish it tomorrow.

- Have you had something to eat? (later) _____
- Have you taken the dog for a walk? (after dinner) _____
- Have you bought Mary a birthday present? (this weekend) _____
- Have you painted the spare bedroom? (on Tuesday) _____

- 2 Make questions with *be going to* for each situation.

Ex: Your friend tells you that she is going into town.

What are you going to buy?

- Your friend says he wants to quit smoking.
When _____?
- Your friend has bought a painting.
_____ put it?
- Tom tells you that it's Jane's birthday next week.
Are _____ a gift?
- You see a friend filling a bucket with hot water.
Are _____ car?

- 3 Combine the two sentences to make one sentence with a relative clause. Use *who*, *that*, or *where*. (You may sometimes need to leave out a word.)

Ex: This is the car. I would like to buy it. This is the car that I would like to buy.

- A waiter brought our food. He was very friendly.
The _____.
- This is a restaurant. John asked me to marry him here.
This _____.
- A train goes to the airport. It runs every 20 minutes.
The _____.
- This is the corner. The accident happened here.
This _____.

- 4 Look at Carla's schedule. Write complete sentences about her plans.

Monday

DAY OFF!

11 A.M. dentist
2 P.M. lunch with Jenny
6:30 P.M. Italian class

Tuesday

10 A.M. presentation to sales reps
3 P.M. meeting with marketing director
6 P.M. call US office
8 P.M. movie with Nathan

- She's going to the dentist on Monday.
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Communication | contribute to a simple discussion

5 **Group Work** Tell other students about one of your favorite restaurants. Describe:

- the kind and quality of food
- the service
- the kind of people who go there
- the size of the restaurant
- the prices
- the general atmosphere

6 **1.20** Listen to a man talking about his plans. Complete the menu.

THE *art* RESTAURANT

Appetizers

Goat cheese salad

(1.) _____

Garlic mushrooms

Main courses

Vegetarian pasta

(2.) _____

Roast chicken and vegetables

Desserts

Apple pie with ice cream

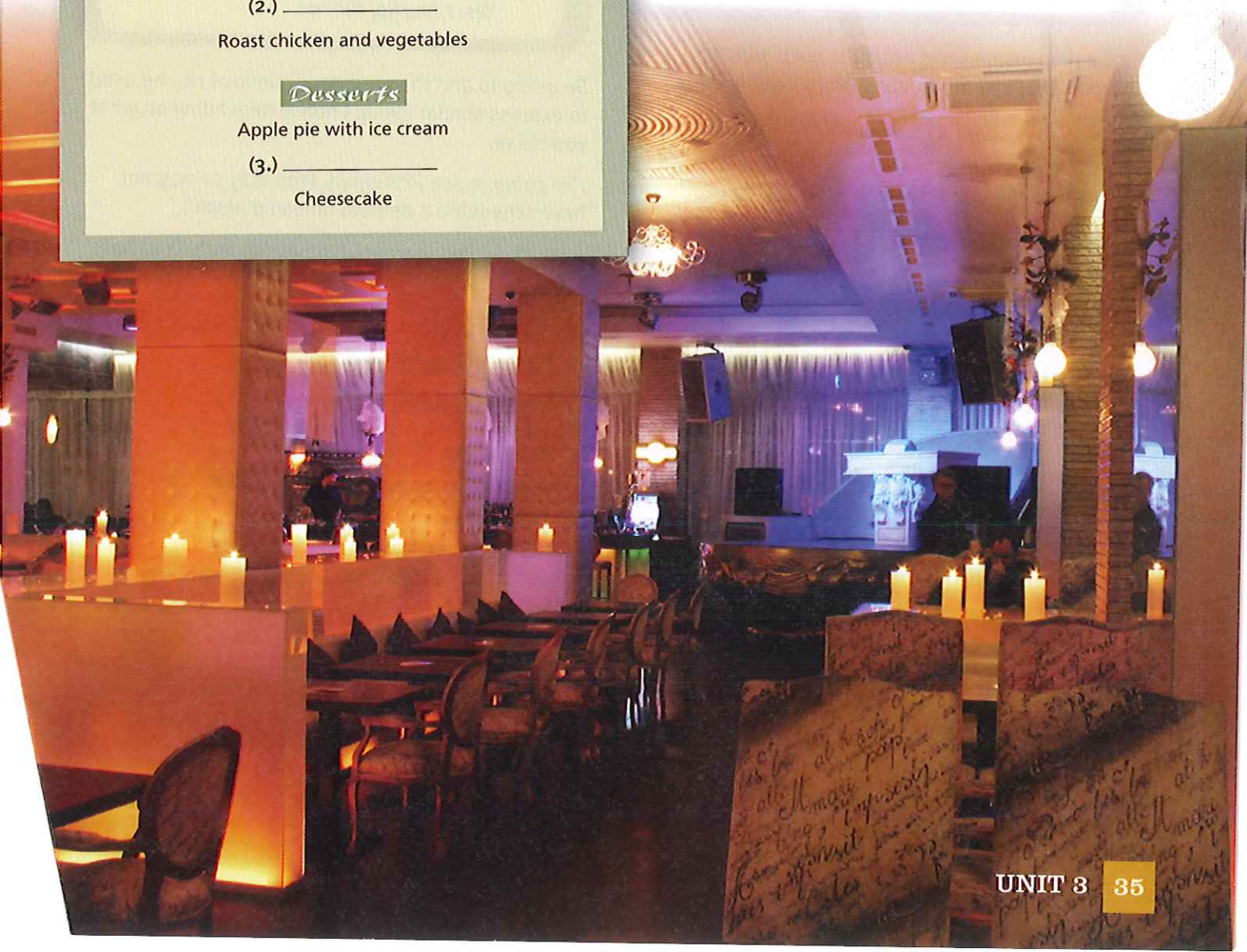
(3.) _____

Cheesecake

7a **Group Work** You're going to open a new restaurant. Discuss the following:

- the location
- the decoration
- the prices
- menu items
- the name of the restaurant
- any special features
- what kind of music (if any)

b Tell other groups your ideas. Vote for the group with the best chance of success.



Unit 3 Reference

be going to: future

Use *be going to* to talk about something you intend or plan to do (you have already decided to do it).

A: *Are you going to see Sally this week?*

B: *I don't know. I'm going to call her this evening.*

| | | | | | |
|-------------------------|-------------|-------------|----------|--------------|----------------------|
| + | I | | am | going to | see Maria on Friday. |
| | He/She/It | | is | | |
| | We/You/They | | are | | |
| - | I | | am | not going to | |
| | He/She/It | | is | | |
| | You/We/They | | are | | |
| ? | Am | I | going to | | see her? |
| | Is | he/she/it | | | |
| | Are | we/you/they | | | |
| Yes, I am./No, I'm not. | | | | | |

Future time expressions are often used with *be going to* (*this afternoon, tonight, tomorrow, next week, etc.*).

Defining relative clauses

Defining relative clauses give us more information about a noun.

They answer the questions: *Which person? Which thing? Which place?*

Relative clauses come immediately after the noun in the main clause.

Use *who* to talk about people, *that* to talk about things, and *where* to talk about places.

This is the book that you want.

She's the teacher who lives in my building.

That's the store where I bought these shoes.

That can be used instead of *who*.

The man that/who I work with never stops talking.

Definite plans: present continuous

Use the present continuous to talk about fixed plans. They often involve other people, and the time/place has been arranged.

When are you starting your new job?

She isn't coming to my birthday party.

| | | | | | |
|-------------------------|-------------|-------------|-----|----------------|-------------------|
| + | I | | am | meeting | Alan at 7 P.M. |
| | He/She/It | | is | | |
| | We/You/They | | are | | |
| - | I | | am | not meeting | |
| | He/She/It | | is | | |
| | You/We/They | | are | | |
| ? | Am | I | | meeting | him? |
| | Is | he/she/it | | | |
| | Are | we/you/they | | | |
| Yes, I am./No, I'm not. | | | | | |

Be going to and the present continuous can be used to express similar ideas. Choose depending on what you mean.

I'm going to see Phil again. (You may or may not have scheduled a definite time and place.)

I'm seeing Phil tonight at the tennis club. (You have scheduled a definite time and place.)

Unit Vocabulary

Cooking and eating

eat out cook for yourself
diet (noun) celebrity chef
vegetarian give (something) up

Adjectives

tasty delicious tasteless
awful disgusting mouth-watering

Sense verbs

look feel sound smell taste