

# 5 Taste

## DISCUSSION POINT

Study the infographic and answer the questions.

- Which of the foods do you eat a lot of?  
*I eat a lot of fish ...*
- What food is your country famous for? How often do you have it?  
*... is a famous food from my country. I have it ...*
- Do you think your country has a healthy diet?  
*I think we have / don't have a healthy diet.*

## GLOSSARY

**fast food (n)** food that is made and served very quickly, e.g., a burger, which you can take away with you

**nut (n)** a small hard fruit with a very hard shell that grows on some trees

**spices (n)** made from plants and added to food to give it more flavor

## World's Healthiest Diets



## BEFORE YOU WATCH

Match the words with the definitions.

- |                          |   |
|--------------------------|---|
| 1 <b>flavor (n)</b>      | a great   |
| 2 <b>food court (n)</b>  | b the taste of a food or drink                      |
| 3 <b>food stall (n)</b>  | c a place that sells food, often with a small menu  |
| 4 <b>fantastic (adj)</b> | d a large area with many restaurants to choose from |
| 5 <b>culture (n)</b>     | e a country's habits, traditions, and beliefs       |

# UNIT AIMS

**LISTENING** Listening for times  
**ACADEMIC SKILL** Using context to guess words  
**VOCABULARY** Cooking vocabulary

**GRAMMAR** Simple present tense  
**SPEAKING** Talking about a snack or a meal



A floating market in Thailand

## WHILE YOU WATCH

▶ Complete the sentences with the words given.  
Then watch the video and check your answers.

court famous fantastic fresh share

- 1 Singapore is \_\_\_\_\_ for its many dishes.
- 2 A hawker center is a type of food \_\_\_\_\_.
- 3 All of the food is \_\_\_\_\_.
- 4 Customer Julie Lee says the food is \_\_\_\_\_.
- 5 K.F. Seetoh wants to \_\_\_\_\_ Singapore's food culture.

## AFTER YOU WATCH

Answer the questions with a partner.

- 1 What do you like to order at a food court?  
*I like to order ...*
- 2 Would a Singapore-style hawker center be popular where you live? Why / why not?  
*It would / wouldn't be popular because ...*
- 3 What do you usually have for lunch?  
*I usually have ...*

**MEALTIME HABITS**

**A VOCABULARY PREVIEW**

1 Write the words below under the correct pictures.

beans bread cereal dates eggs juice noodles  
potatoes salad seafood soup yogurt



1 \_\_\_\_\_



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_



6 \_\_\_\_\_



7 \_\_\_\_\_



8 \_\_\_\_\_



9 \_\_\_\_\_



10 \_\_\_\_\_



11 \_\_\_\_\_



12 \_\_\_\_\_

2 Work with a partner. When do you eat / drink the foods from Exercise 1?

*I have ... every day / several times a week.*

*I don't / never eat ...*

**B BEFORE YOU LISTEN**


- 1 What do you have for breakfast? For dinner?

*I have ... for ...*


- 2 People eat the most food at their main meal. What is the main meal in your country?

*Our main meal is breakfast / lunch / dinner. We / I usually eat ...*

**C GLOBAL LISTENING**

- 1  **5.1** Listen to *Mealtime habits*. Four students are being interviewed about meals in their countries. Choose the main meal in each country.

	Breakfast	Lunch	Dinner
Spain			
Japan			
Russia			
Oman			

- 2  **5.1** Listen again. There is one mistake in each sentence. Correct the mistakes.

**Spain**

- 1 People drink tea with milk for breakfast.
- 2 People have *la merienda* before lunch.

**Japan**

- 3 Breakfast is rice, fish, soup, and black tea.
- 4 For lunch, beans and rice dishes are popular.

**Russia**

- 5 Breakfast is small and slow.
- 6 Thick soup is popular.

**Oman**

- 7 People have yogurt and tea or coffee for breakfast.
- 8 Bread and dates are popular at night.



Preparing to listen

Listening for main ideas

**GLOSSARY**

**approximately (adv)**

around; not exactly

**snack (n)** a small amount of food that you eat between meals

## Listening for times

**D CLOSE LISTENING**

There are lots of different ways to talk about time in English.

7:00 seven / seven o'clock

7:05 seven "oh" five / five after seven / five past seven

7:15 seven fifteen / (a) quarter after seven / (a) quarter past seven

7:20 seven twenty / twenty after seven / twenty past seven

7:30 seven thirty / half past seven

7:45 seven forty-five / (a) quarter to eight

7:50 seven fifty / ten to eight



noon = 12:00 p.m.      midnight = 12:00 a.m.

Listen also for words like *between ... and ...*, *about*, *around*, and *or so*, which are often used to explain times.

*I'm meeting my brother **around** 12 p.m. The lecture is **between 12 and 2**.*

**T** 5.1 Listen to *Mealtime habits* again. Write the times of these meals.

	Lunch	Dinner
Spain		
Japan		
Russia		
Oman		

**E OVER TO YOU**

Discuss these questions in a group.

- What time do most people in your country eat breakfast, lunch, and dinner?  
*People usually eat ... at about ... in the morning / afternoon / evening.*
- Do people in your country usually have a snack between meals? If so, what do they usually have?  
*People sometimes have ... around ...*
- Which of the four countries' mealtimes are similar to your own?  
*We have lunch / dinner from ... to ..., which I think is similar to ...*

## PRONUNCIATION FOR LISTENING

### Word stress

We can divide words into two types.

Content words have more meaning. We say them with more stress.

Function words have less meaning. We normally say them with no stress.

*He doesn't like to eat a big breakfast in the morning.*

#### Content words (stressed)

question words: *what, where*

nouns: *fruit, dinner*

most verbs: *eat, like*

adjectives and adverbs: *hot, quickly*

negative auxiliary verbs: *don't, isn't*

#### Function words (not stressed)



articles: *a, the*

pronouns: *she, her*

prepositions: *at, in*

conjunctions: *and, or*

positive auxiliary verbs: *does, is*

- 1  **5.2 Listen to the extracts from *Mealtime habits* and identify the stressed words.**
  - 1 Breakfast is small. We have coffee with milk, bread, and sometimes cheese. Lunch is our main meal. We have bread, meat or fish, and potatoes and other vegetables.
  - 2 For dinner we have fish, seafood or meat, and rice and soup. But not everyone eats that. Western food is popular with many people.
  - 3 Breakfast is small and fast. We don't have a big breakfast. We have tea or coffee, juice, bread, and thick cereal.
  
- 2  **5.3 Underline the words you think are stressed. Then listen and check your answers.**
  - 1 What do you have for dinner?
  - 2 We sometimes have potatoes, rice, vegetables, and fruit, too.
  - 3 We have rice, fish, soup, and green tea.
  - 4 Is dinner your main meal?
  - 5 You add hot water to it.
  - 6 Fruit and dates are also popular at night.
  
- 3 **Work with a partner. Practice saying the sentences from Exercise 2.**

## FUSION FOODS

### A VOCABULARY PREVIEW

1 Choose the correct words to complete the definitions. Use a dictionary to help you.

- 1 **delicious** (adj) having a **good / bad** taste
- 2 **dessert** (n) the **first / final** course of a meal
- 3 **mix** (v) to **put together / take apart**
- 4 **sauce** (n) something you use to **pick up food / put over other food**
- 5 **share** (v) to give **part of / all of** something to someone else
- 6 **size** (n) how **tasty / big** something is
- 7 **spicy** (adj) having a **bad / hot** taste
- 8 **sweet** (adj) tasting like **salt / sugar**

2 Complete the sentences with the correct word from Exercise 1.

- 1 I put sugar in my coffee to make it taste \_\_\_\_\_.
- 2 I like to put some chocolate \_\_\_\_\_ on top of my ice cream.
- 3 I usually order the medium or large \_\_\_\_\_ at fast-food restaurants.
- 4 I often put salt on French fries so they taste \_\_\_\_\_.
- 5 I add chilli pepper to my food to make it hot and \_\_\_\_\_.
- 6 I always have a \_\_\_\_\_ like cake or ice cream after dinner.
- 7 I sometimes \_\_\_\_\_ brown rice with white rice because it's healthier than just white rice.
- 8 I like to \_\_\_\_\_ my food with other people.

3 Which statements from Exercise 2 are true for you?

### B BEFORE YOU LISTEN

Look at pictures A–E on page 91. What foods do you see in each one? Make a list with a partner.

A	B	C	D	E

*I think I see some chicken and some vegetables.  
And there are some chillies on top.*

Preparing to listen

## C GLOBAL LISTENING

- 1  5.4 Listen to the talk *Fusion foods*. Number the foods in the order you hear them (1–5).

Listening for main ideas





Listening for more  
information

### D CLOSE LISTENING

1  5.4 Listen again. What's in each fusion food? Choose the correct things.

1 red curry risotto

 rice

 cheese

 coconut milk

 spices

 tomatoes

 red chilies

2 kung pao chicken taco

 rice

 chicken

 vinegar

 green onions

 red chilies

 lime

3 kimchi shakshuka

 tomatoes

 spices

 herbs

 kimchi

 eggs

 green onions

4 butter chicken poutine

 fries

 tomatoes

 cheese

 gravy

 eggs

 butter chicken sauce

5 arepa-ski

 corn cakes


 coconut milk

 cheese

 meat

 vegetables

 peanuts

2  5.4 Listen again. Each food is a mix of two countries' foods. Choose the countries below. There are two extra countries that you do not need.

Canada China Colombia Egypt India Indonesia  
Italy Korea Mexico Morocco Poland Thailand

1 red curry risotto

\_\_\_\_\_

\_\_\_\_\_

2 kung pao chicken taco

\_\_\_\_\_

\_\_\_\_\_

3 kimchi shakshuka

\_\_\_\_\_

\_\_\_\_\_

4 butter chicken poutine

\_\_\_\_\_

\_\_\_\_\_

5 arepa-ski

\_\_\_\_\_

\_\_\_\_\_

### E OVER TO YOU

Discuss these questions with a partner.

1 What do you think of the fusion foods? Which ones sound good to you?

*Some of the foods are ... I think ... sounds good.*

2 Do you know of any other fusion foods?

*I know ...*

3 Think of a dish from your country and one from another country. Suggest a fusion food to make.

*I think we can mix ...with ...*

## ACADEMIC SKILLS

### USING CONTEXT TO GUESS WORDS

When you listen to texts, you will come across new words. When this happens, try to guess what the word means from its context—the words around it. Try these tips to help you guess new words.

- Think about what you already know about the topic.
- Think about what part of speech the word is, e.g., a noun, verb, or adjective.
- Think about the meaning of the words around it.

It's important to remember that you do not need to understand every word you hear, and often a general idea of a word's meaning is enough.

#### 1 Read these sentences. Write the part of speech (*n*, *v*, or *adj*) of the bold word in the parentheses.

- 1 I love to try new foods. I want to try **haggis** (\_\_\_\_\_) on my trip to Scotland.
- 2 The **cloves** (\_\_\_\_\_) and chili in this curry add a nice flavor, and it's not that hot.
- 3 To **poach** (\_\_\_\_\_) an egg, place it in very hot water and leave it there.
- 4 I don't like sweet things for breakfast. I prefer **savory** (\_\_\_\_\_) foods, like eggs.

#### 2 Guess the general meaning of the words in bold in Exercise 1.

- |                            |                           |
|----------------------------|---------------------------|
| 1 a something to eat       | b something to drink      |
| 2 a a type of rice         | b a type of spice         |
| 3 a a way to eat something | b a way to cook something |
| 4 a how something looks    | b how something tastes    |

#### 3 5.5 Think about the parts of speech of these five words. Then listen to extracts from *Fusion foods*. Match them to their definitions.

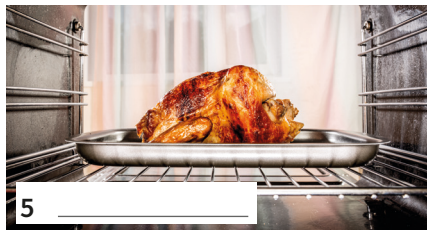
- |           |   |
|-----------|---|
| 1 creamy  | a prepared using vinegar                |
| 2 squeeze | b a kind of sauce, often made with meat |
| 3 herbs   | c leafy plants used to flavor food      |
| 4 gravy   | d to press between your fingers         |
| 5 pickled | e soft and smooth, such as yogurt       |

## TOPIC VOCABULARY

### COOKING VOCABULARY

- 1 Look at these ways of cooking food. Write the words below under the correct picture.

bake boil broil fry roast toast



- 2 Cross out the word or phrase that does not belong in each group.

- |   |              |            |           |         |
|---|--------------|------------|-----------|---------|
| 1 | <b>bake</b>  | cookies    | rice      | bread   |
| 2 | <b>boil</b>  | vegetables | an egg    | cheese  |
| 3 | <b>broil</b> | beef       | chocolate | chicken |
| 4 | <b>fry</b>   | fish       | an egg    | milk    |
| 5 | <b>roast</b> | chicken    | bread     | beef    |
| 6 | <b>toast</b> | a bagel    | bread     | seafood |

- 3 Discuss these questions with a partner.

- What's a healthy way of cooking chicken?  
*A healthy way of cooking chicken is to ... it.*
- What are some desserts that you bake?  
*You bake ... and ...*
- How many ways can you cook a potato?  
*You can ..., ..., and ... them.*

**VOCABULARY BUILDER**

**Food groups**

We can organize foods into different groups.

Fruits    Vegetables    Fats and oils  
 Grains    Dairy    Meat and other proteins

**1 Write the words given in the table. Use a dictionary to help you.**

apples bananas broccoli butter cabbage carrots chicken eggs fish  
 ice cream milk nuts olive oil oranges potatoes rice wheat yogurt

Fruits	Vegetables	Fats and oils
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
Grains	Dairy	Meat and other proteins
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

**2 Discuss these questions with a partner.**

- Which of the groups do you eat a lot of?  
*I eat a lot of...*
- Which of the groups don't you eat a lot of?  
*I don't eat a lot of...*

**3 Work in a group. Plan a simple meal. Try to include things from all six food groups.**

- A: *Let's make ... and ...*  
 B: *What food groups can we include?*

**GLOSSARY**

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

## SPEAKING MODEL

You are going to learn about the simple present tense, expressing likes, and sentence stress. You are then going to use these skills to talk about a snack or meal.

### A ANALYZE

- 1** Read the conversation a student has with her friend about her favorite snack. Number the things she talks about in order (1–6).

- |                                      |                                       |
|--------------------------------------|---------------------------------------|
| ___ how to make the snack            | ___ why she likes the snack           |
| ___ what is in the snack             | ___ what the snack is called          |
| ___ when she likes to have the snack | ___ where she likes to have the snack |

**Student:** My favorite snack is nachos. They're tortilla chips, cheese, beans, meat, and salsa. Salsa is a mix of tomatoes, onions, and chilies.

**Friend:** That sounds good.

**Student:** I don't like to order nachos in restaurants. I enjoy making my own at home.

**Friend:** Are they easy to make?

**Student:** I think so. I toast some tortilla chips and then I fry some meat in oil. Then I put the meat on top of the chips, with the beans, cheese, and salsa. I like to make them when I watch movies with friends. We usually drink soda with them.

**Friend:** Why do you like them?

**Student:** Because I love cheese and spicy food, and they're easy to share with friends.

- 2** Identify the ingredients used in nachos in Exercise 1.

- 3** Choose the picture that shows what the student describes.



### B DISCUSS

Discuss these questions with a partner.

- Do nachos sound good to you? Why / why not?  
*They sound / don't sound good to me because I like / don't like ...*
- Which of the six food groups are in the nachos the student describes?  
*Nachos have grain in the tortilla chips, and ... in the ...*

## GRAMMAR

## Simple present tense

Use the simple present tense for actions you do regularly.

Form	Example
<b>Yes / no questions</b> Do + I / you / we / they + base form of verb Does + he / she / it + base form of verb	<b>Do you normally eat a big breakfast?</b> Yes, I <b>do</b> . / Yes, I normally <b>eat</b> a big breakfast. No, I <b>don't</b> . / No, I <b>don't</b> normally <b>eat</b> a big breakfast. <b>Does it taste good?</b> Yes, it <b>does</b> . / Yes, it <b>tastes</b> good. No, it <b>doesn't</b> . / No, it <b>doesn't taste</b> good.
<b>Wh- questions</b> Wh- + do + I / you / we / they + base form of verb Wh- + does + he / she / it + base form of verb	<b>What do you eat for breakfast?</b> <b>I have</b> coffee, bread, and cheese. <b>What time does she have dinner?</b> <b>She has</b> dinner at 9:00.

**1 Reorder the words to make questions. Then ask and answer them with a partner.**

- do / at home / Where / you / eat ?
- eat / people in your country / Do / fusion food?
- like to eat / do / people / snacks / Why ?
- time / start / dinner / does / What ?
- a lot of / sugar / fruit / have / Does ?
- a cafeteria / Does / your school / have ?

**2 Write Wh- questions for the answers.**

- Where do you eat lunch? I eat lunch in the cafeteria.
- \_\_\_\_\_ We have lunch at 12:00.
- \_\_\_\_\_ He likes ice cream because it's sweet.
- \_\_\_\_\_ Pam has lunch at home every day.
- \_\_\_\_\_ They eat eggs for breakfast.
- \_\_\_\_\_ Ben doesn't drink tea at night.

**3 Discuss these questions in a group.**

- Do you know how to cook?
- When and where do you have lunch?
- Do you eat snacks between meals?
- Does your family eat dinner together?

## Expressing likes and dislikes

## SPEAKING SKILL

There are a number of different ways to express likes and dislikes.

**Likes**

*I like / love desserts.*

*I like / love to share food with my friends.*

*I enjoy making nachos at home.*

*My favorite fusion food is taco pizza.*

**Dislikes**

*I don't like spicy food.*

*I don't like to order nachos in restaurants.*

*I don't enjoy eating alone.*

*I hate to cook.*

Notice the different ways we can ask about likes.

*Do you like chocolate / to cook?*

*What kind of food do you like / like to cook?*

*What's your favorite sweet food?*

**1 Correct the mistake in each sentence.**

- 1 We love to dessert after our meal.
- 2 I enjoy to buy fruit in the market.
- 3 I like have a snack at night.
- 4 Beth doesn't liking to cook at home.
- 5 My favorites kind of ice cream is chocolate.
- 6 William hates to eating vegetables.

**2 Complete the sentences with your own ideas.**

- 1 I love to \_\_\_\_\_ for dinner.
- 2 I enjoy eating \_\_\_\_\_ as a snack.
- 3 My favorite \_\_\_\_\_ is \_\_\_\_\_.
- 4 I like to have breakfast at \_\_\_\_\_.
- 5 My friends don't like to \_\_\_\_\_.
- 6 I hate \_\_\_\_\_.

**3 Reorder the words to make questions.**

- 1 you / eat / Do / to / like / salad ?
- 2 having / you / Where / enjoy / do / lunch ?
- 3 you / to / What / hate / do / drink ?
- 4 your / kind / ice cream / What's / favorite / of ?

**4 Work with a partner. Ask and answer the questions from Exercise 3.**


**PRONUNCIATION FOR SPEAKING**

**Pausing and intonation in long lists**

When we say things in a long list, we pause after each thing. Our intonation goes up for each thing until the last one, which goes down. We use downward intonation at the end to let listeners know we are finished.

*We sometimes have potatoes, rice, vegetables, and fruit too.*

*We have rice, fish, soup, and green tea.*

**1**  **5.6 Listen and draw ↗ and ↘ arrows.**

- 1 I have milk at breakfast, lunch, and dinner.
- 2 I like to eat around 8:00, 12:00, 3:00, and 7:00.
- 3 To make pizza we need to buy cheese, meat, tomatoes, and sauce.
- 4 My favorite fruits are apples, bananas, oranges, cherries, and mangoes.

**2 Answer the questions. Include three or more things in each answer.**

- 1 What do you like to have for breakfast?  
\_\_\_\_\_
- 2 What foods don't you like to eat?  
\_\_\_\_\_
- 3 Where do you eat out with friends?  
\_\_\_\_\_
- 4 What foods do you like to make?  
\_\_\_\_\_
- 5 What different cuisines do you like? (e.g., Italian, Japanese)  
\_\_\_\_\_

**3 Work in a group. Ask and answer the questions from Exercise 2.**



## SPEAKING TASK

Talk about a snack or meal.

### Brainstorm

- 1 You are going to talk about a snack or a meal. Think of a snack or meal you want to describe. Complete the table.

Snack / Meal	
What's in it?	
When do people eat it?	
Where do people eat it?	
What do people have with it?	
Is it easy to make?	
Do I like / dislike it? Why?	

- 2 Look at your notes. Decide the best order to use in your description.

### Plan

Look at your brainstorm. Take notes describing your snack or meal. Include the simple present tense in your description.

### Speak

Work with a partner. Take turns describing your snack or meal. Be sure you explain why you like or dislike it. Pay attention to sentence stress.

### Review

Work in a group. Take turns describing your snack or meal again. Think about why you feel the way you do about your talk. Answer any questions your group members have.

### Reflect

How do you feel about your talk? Choose one box.

- |   |  |
|---|--|
| <input type="checkbox"/> It's great.      | <input type="checkbox"/> It's pretty good.   |
| <input type="checkbox"/> It's just so-so. | <input type="checkbox"/> It needs more work. |

**WORDLIST**

\*\*\* very frequent    \*\* frequent    \* not frequent

**Vocabulary preview**

beans (n) **	dessert (n) *	potatoes (n) **	size (n) ***
bread (n) ***	eggs (n) ***	salad (n) **	soup (n) **
cereal (n) *	juice (n) **	sauce (n) **	spicy (adj)
dates (n) ***	mix (v) ***	seafood (n)	sweet (adj) ***
delicious (adj) *	noodles (n)	share (v) ***	yogurt (n)

**Topic vocabulary**

bake (v) *	broil (v)	roast (v)	toast (v)
boil (v) *	fry (v) *		

**Vocabulary builder**

dairy (n)	fruits (n) ***	meat (n) ***	proteins (n) **
fats (n) **	grains (n) **	oils (n) ***	vegetables (n) ***

**VOCABULARY BUILDER REVIEW**

Complete the sentences using the words below.

cheap    fruits    pass    protein    ugly

- I study hard because I want to \_\_\_\_\_ the exam.
- Some vegetables can look very \_\_\_\_\_, but they are still good to eat.
- My sister eats a lot of \_\_\_\_\_, like apples and bananas.
- Meat and fish are types of \_\_\_\_\_.
- I eat a lot of vegetables because they are healthy, and they're also \_\_\_\_\_.

**UNIT REVIEW**

- |                |                          |                                     |
|----------------|--------------------------|-------------------------------------|
| Listening      | <input type="checkbox"/> | I can listen for times.             |
| Academic skill | <input type="checkbox"/> | I can use context to guess words.   |
| Vocabulary     | <input type="checkbox"/> | I can use cooking vocabulary.       |
| Grammar        | <input type="checkbox"/> | I can use the simple present tense. |
| Speaking       | <input type="checkbox"/> | I can talk about a snack or a meal. |