

## 6

## A piece of cake!

## READING | Multiple choice

→ Student's Book, pages 58–59

**1** Read these words and phrases from Exercise 2. Write a word or phrase from the text that means the same in each gap.

- |                                |       |                      |       |
|--------------------------------|-------|----------------------|-------|
| 1 started                      | _____ | 4 advice             | _____ |
| 2 making cakes in your kitchen | _____ | 5 old                | _____ |
| 3 adolescents                  | _____ | 6 all over the world | _____ |

**2** Read the text. For questions 1–5, choose the answer (A, B, C or D) which you think fits best according to the text.

- |   |  |
|---|--|
| <p>1 Fraser Doherty</p> <p>A has always made jam with his grandmother.</p> <p>B learnt to make jam and his life changed completely.</p> <p>C really enjoyed cooking in his parents' kitchen.</p> <p>D initially sold his products only to farmers.</p> <p>2 What happened when Fraser was 16?</p> <p>A He talked to people at a supermarket chain.</p> <p>B He developed a jam without any sugar in it.</p> <p>C He started his own company.</p> <p>D He had the idea for his most popular product, <i>SuperJam</i>.</p> <p>3 What is <i>BakeLab</i>?</p> <p>A A place where Fraser makes new cake recipes.</p> <p>B Jars that include cake ingredients and different types of tea.</p> <p>C Cakes that have jam as one of the ingredients.</p> <p>D Prepared ingredients for making cakes in your own kitchen.</p> | <p>4 What is part of the extra money from <i>SuperHoney</i> sales used for?</p> <p>A To help adolescents to find out how to prepare honey.</p> <p>B To buy bees for local community groups.</p> <p>C To design new and better beehives for producing honey.</p> <p>D To promote the product to supermarkets worldwide.</p> <p>5 What does the writer say about the <i>SuperJam Tea Parties</i>?</p> <p>A Fraser tells young businesspeople how they can improve.</p> <p>B Over 500 old people go to each of the tea parties.</p> <p>C The tea parties are organised in all over the world.</p> <p>D Fraser gives talks about how he became successful.</p> |
|---|--|

**3** Find words and phrases 1–8 in the text and then match them to the definitions a–h.

- |                           |       |   |
|---------------------------|-------|---|
| 1 experimented (v)        | _____ | a) extra money you have from sales after you have covered all costs |
| 2 flavours (n)            | _____ | b) the distinctive taste of food or drink                           |
| 3 approached (v)          | _____ | c) a group of people who live in the same place                     |
| 4 turned him down (phr v) | _____ | d) tried new things to find out what results they will have         |
| 5 profits (n)             | _____ | e) structures for keeping bees, from which you collect their honey  |
| 6 beehives (n)            | _____ | f) people who use money to start a business                         |
| 7 community (n)           | _____ | g) didn't accept an offer   |
| 8 entrepreneurs (n)       | _____ | h) spoke to someone about something for the first time              |

# SUPERJAM



Have you ever cooked with your grandparents? Fraser Doherty did, and it changed his life! When he was 14, he learnt to make jam with his gran and loved it so much that he started doing it every day after school and at weekends. He experimented with different flavours and soon he was making 1,000 jars a week in his parents' kitchen. Fraser, known as *JamBoy*, sold his jams at local farmers' markets.

Fraser's jams, which contained no sugar, sold really well, so he set up his own business at age 16. A year later Fraser approached Waitrose supermarkets, hoping they would sell his jams. Waitrose turned him down, but they gave Fraser some great advice which he followed and, as a result, *SuperJam* was born. Waitrose then agreed to sell his jams and they quickly became popular. In one Edinburgh store, people bought 1,500 jars in just one day!



Since then, Fraser hasn't stopped. He created *BakeLab*, home-baking mixes where all the ingredients are included in a jar, and *SuperTea*, a range of teas to go with his cakes and jams. He also sells *SuperHoney* and part of the profits from this are used to buy beehives for local community groups which then teach young people to make honey. His products are now available in over 2,000 supermarkets around the world, in countries including Australia, Russia and Finland.

Fraser has also written two books, *The SuperJam Cookbook* and *SuperBusiness*, which is full of tips for young entrepreneurs. Every year, he also finds time to organise over 100 *SuperJam Tea Parties* all over Britain for elderly people, with around 600 participants at each one. Not surprisingly, he is also a popular speaker at events worldwide. Everyone wants to know the secret of his success – and his jam recipes!



**1 Complete the sentences with the correct relative pronoun. If there is more than one correct answer, write both answers.**

- The cake \_\_\_\_\_ my dad made won first prize in the competition.
- The girl \_\_\_\_\_ babysits for my little brother is teaching him to bake.
- The shop \_\_\_\_\_ I bought this recipe book sells lots of cookery books.
- The café, \_\_\_\_\_ is near my house, only serves organic food.
- Giada De Laurentiis, \_\_\_\_\_ TV show I often watch, has her own catering business.
- I've been reading about Sam Stern, \_\_\_\_\_ is a famous chef and writer.
- That was the year \_\_\_\_\_ I learnt to cook!
- Jamie Oliver, \_\_\_\_\_ cookbook I often use, is a famous British chef.

**2 Add brackets ( ) around the relative pronouns that can be left out.**

- The chef who came to our school to give cooking lessons was great!
- The man that I saw in the supermarket owns the restaurant near our house.
- The recipe book which you gave me for my birthday is really good.
- The restaurant, which opened last week, has had great reviews.
- The waitress who I talked to was very helpful.
- All the students who take cookery lessons enjoy them.

**3 Rewrite the sentences using the information given. Use a relative clause in each sentence.**

- Our local food festival started four years ago. I can remember it.

\_\_\_\_\_

- The food festival was on last weekend. The food festival was really good.

\_\_\_\_\_

- I watched a celebrity chef. He made a delicious curry.

\_\_\_\_\_

- There were lots of stalls. The stalls sold different kinds of food.

\_\_\_\_\_

- There was a pop-up restaurant. You could eat Italian food there.

\_\_\_\_\_

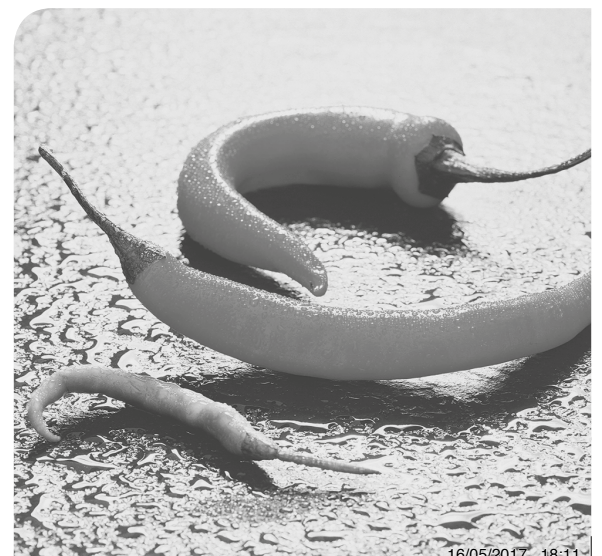
- The organisers say it's been the most successful year ever. The organisers worked very hard.

\_\_\_\_\_

**1 Complete the sentences with the words in the box.**

bitter | juicy | salty | sour | spicy | sweet

- The pears are so \_\_\_\_\_! Wash your hands after eating one.
- I don't like \_\_\_\_\_ food so I rarely eat puddings or cakes.
- Kate loves \_\_\_\_\_ food, such as olives and crisps.
- Plain yoghurt can be as \_\_\_\_\_ as lemons.
- Leafy vegetables such as kale and some herbs can be \_\_\_\_\_.
- A lot of Indian and Mexican food is \_\_\_\_\_ because it contains chillies.



## 2 Choose the correct word or phrase to complete each sentence.

- I was eating too much chocolate so I've cut down \_\_\_ the amount I eat.  
a) off            b) out            c) on
- The milk had gone \_\_\_ because it had been left out of the fridge. It smelt awful!  
a) off            b) down            c) up
- I gave \_\_\_ eating sweets for a month and felt much better for it!  
a) off            b) down            c) up
- The sauce is too hot – let it cool \_\_\_ for a few minutes.  
a) off            b) down            c) down on
- There's some pizza left from yesterday if you want to warm it \_\_\_\_\_.  
a) off            b) up            c) down
- We live \_\_\_ the fruit and vegetables that we grow in our garden.  
a) off            b) up            c) down
- If you want to help, you can chop the potatoes \_\_\_ into small pieces.  
a) down            b) up            c) off
- Eat \_\_\_, or your food will get cold.  
a) down            b) out            c) up

## 3 Write a form of the word in capitals in each gap to complete the text.

10:05 AM

100%

Signal strength

### Jade Dragon ★★★★★

Fancy a great Chinese meal? Try the Jade Dragon restaurant! If you think Chinese food is boring and (1) \_\_\_\_\_, then think again! We ate there yesterday and we really loved the food. I had *Chicken Chow Mein* – it's a (2) \_\_\_\_\_ of vegetables that are (3) \_\_\_\_\_ with garlic, ginger and noodles and chicken in a wok (a kind of Chinese (4) \_\_\_\_\_ pan). I don't like hot food, so I was pleased this had great flavour without being too (5) \_\_\_\_\_.

My friend had a coconut shrimp dish. There were plenty of shrimps in a (6) \_\_\_\_\_ coconut sauce, which he said was absolutely delicious! It came with plain, (7) \_\_\_\_\_ rice. We were both really (8) \_\_\_\_\_ with the food and the service. We'd certainly go again!

**TASTE**

**MIX FRY FRY**

**SPICE**

**CREAM BOIL SATISFY**

## 6

## GRAMMAR 2 | Articles

→ Student's Book, page 63 → Grammar reference, Unit 6, Student's Book, page 153

### 1 Choose the correct article. If no article is necessary, choose the dash (-).

Many people love (1) **the** / - pineapples, but they are not native to Britain. Historians believe (2) **a** / **the** fruit originated in Brazil and was brought to Europe by (3) **an** / **the** explorer Christopher Columbus, who was probably one of (4) **the** / - first Europeans to taste it. Around 1900, James Dole, (5) **an** / **the** American businessman, started (6) **a** / **the** business growing pineapples in Hawaii, which quickly became (7) **the** / - largest pineapple farm in (8) **a** / **the** world. Thanks to Dole, pineapples became popular and cheap enough for (9) **the** / - people worldwide to buy. Next time you buy (10) **a** / **the** pineapple, think of Dole!



### 2 Write the correct article in each gap. If no article is necessary, put a dash (-).

*Teen Cooks* is (1) \_\_\_\_\_ interesting documentary in which (2) \_\_\_\_\_ world-famous chef Ricky Andalco teaches two teenagers to cook. (3) \_\_\_\_\_ teenagers have to learn how to prepare (4) \_\_\_\_\_ basic family meals. They are not allowed to use (5) \_\_\_\_\_ frozen food or microwave anything – they have to cook everything from raw ingredients! Their families must eat (6) \_\_\_\_\_ meals they cook. At (7) \_\_\_\_\_ end of (8) \_\_\_\_\_ two-week course, the teenagers have to make (9) \_\_\_\_\_ three-course meal for 20 people!

## 6

## LISTENING | Gap fill

→ Student's Book, page 62

## 1 Look at the photos of food festivals and answer the questions.

1 Match photos 1–3 to festival names a–c.

a) Gilroy Garlic Festival \_\_\_\_ b) The Monkey Buffet \_\_\_\_ c) Chinchilla Melon Festival \_\_\_\_



2 What do you think happens at these festivals?

---




---



---

## 2 Find words and phrases in Exercise 3 which match these definitions.

1 things we eat \_\_\_\_\_ 3 is on for \_\_\_\_\_ 5 presentations \_\_\_\_\_  
 2 dress up in \_\_\_\_\_ 4 physical activities \_\_\_\_\_ 6 organised by \_\_\_\_\_

3  13 You are going to listen to someone talking about unusual food festivals. Write the missing information in each gap.

At the **Monkey Buffet Festival**, which started in 1989, the monkeys eat (1) \_\_\_\_\_ of food. Thousands of tourists come to the festival.

(2) \_\_\_\_\_ wear costumes and the entertainment includes music and dancing.

The Australian **Chinchilla Melon Festival** lasts (3) \_\_\_\_\_ and you can do many sports including melon (4) \_\_\_\_\_ as well as melon bungee jumping and melon

throwing! There's plenty of other entertainment and food markets.

The **Gilroy Garlic Festival** takes place every July and has practical demonstrations of cooking by (5) \_\_\_\_\_, competitions and live music. You can eat many different foods prepared with garlic. The festival is run by over 4,000 (6) \_\_\_\_\_ and has raised millions for charity.

## 6

## SPEAKING | Photo task

→ Student's Book, page 64

## 1 Look at the photo and tick what you can see.

## Places

kitchen   
 restaurant   
 home   
 dining room

## People

school friends   
 family   
 father and daughter   
 father and son



## Action

chopping   
 eating   
 cooking   
 preparing food

## 2 Read a description of the photograph in Exercise 1 and put the verbs into the correct tense.

This photo (1) \_\_\_\_\_ (show) a father and son at home in a modern kitchen. They (2) \_\_\_\_\_ (wear) T-shirts and they (3) \_\_\_\_\_ (look) relaxed and happy. The father (4) \_\_\_\_\_ (watch) his son prepare some food. There (5) \_\_\_\_\_ (be) some peppers and carrots. The son (6) \_\_\_\_\_ (have got) a knife and he (7) \_\_\_\_\_ (chop) some tomatoes on a board, which (8) \_\_\_\_\_ (make) of wood. It looks like the father (9) \_\_\_\_\_ (talk), so perhaps he is telling his son what to do. In the background, there (10) \_\_\_\_\_ (be) a pan and a frying pan on the cooker. In the foreground, there are some more knives.

## 3 Look at the photo and write a description.

---



---



---



---



---



---



6

## LANGUAGE IN USE | Multiple-choice cloze

→ Student's Book, page 65

## 1 Read the underlined phrases in each sentence. Then choose the best meaning a-h.

- 1 What do pizzas and pasta have in common? They're both Italian foods. \_\_\_\_
- 2 It takes a long time to prepare this dish, but it's worth it. \_\_\_\_
- 3 The shop has a wide variety of cheeses from all over the world. \_\_\_\_
- 4 Don't laugh – this is something you should take seriously. \_\_\_\_
- 5 I've been to the market to buy fresh ingredients and now I'm going to make a meal. I hope you're hungry! \_\_\_\_
- 6 We want to have a healthy lifestyle, so we have a good diet and exercise regularly. \_\_\_\_
- 7 Many people say the national dish in Britain is fish and chips. \_\_\_\_
- 8 I like looking at cookery books to get interesting recipes. \_\_\_\_

- |  |   |
|--|---|
| a) prepare the food for lunch or dinner        | e) give careful attention to                  |
| b) many different types                        | f) share                                      |
| c) books with instructions on preparing dishes | g) a way of life that is good for your health |
| d) the most typical food of a country          | h) requires a lot of time                     |

## 2 Choose the correct word to fill each gap.

## Grubs up!

What do beetles, caterpillars, bees and ants have in (1) \_\_\_\_, apart from being insects? They are the most frequently eaten bugs. Eating insects isn't unusual – around two billion people regularly eat them as part of a healthy (2) \_\_\_\_.

The idea of eating bugs might horrify you, but it's something you should (3) \_\_\_\_ seriously because it has many advantages. Insects are an excellent source of protein and vitamins and they're full of healthy fats and iron. They're also good for the environment because they don't take a (4) \_\_\_\_ time to grow and they are very good at converting food into body weight – crickets only need 2 kg of food to produce a kilo of meat, whereas cows need far more. Lastly, insect farming could provide jobs and income for people in developing countries.

Insects are surprisingly tasty and there is a (5) \_\_\_\_ variety to choose from! For example, sago grubs taste like bacon and apparently tarantula spiders taste like chicken. There are now plenty of (6) \_\_\_\_ books in the market so you can (7) \_\_\_\_ a delicious meal with insects if you fancy trying them out. You never know, beetles and chips could replace fish and chips as our new (8) \_\_\_\_ dish!

- |              |           |              |                  |
|--------------|-----------|--------------|------------------|
| 1 A share    | B common  | C similarity | D characteristic |
| 2 A habit    | B living  | C lifestyle  | D food           |
| 3 A have     | B do      | C make       | D take           |
| 4 A wide     | B long    | C huge       | D forever        |
| 5 A plenty   | B big     | C wide       | D full           |
| 6 A food     | B kitchen | C cookery    | D cooking        |
| 7 A be       | B do      | C make       | D take           |
| 8 A national | B country | C tradition  | D popular        |



**1 Choose the correct words to complete the exam skill advice.**

- 1 It **is** / **isn't** important to plan an informal email or letter.
- 2 Note down **one or two** / **all** of your ideas so you remember to include them.
- 3 If you have to make suggestions, write down the things you are going to suggest **before** / **after** you start writing.

**2 Read the email and find three suggestions.**

---



---



---



---



---



---



---

**3 Read the exam task and complete the suggestions.**

This is part of an email you received from your British friend:

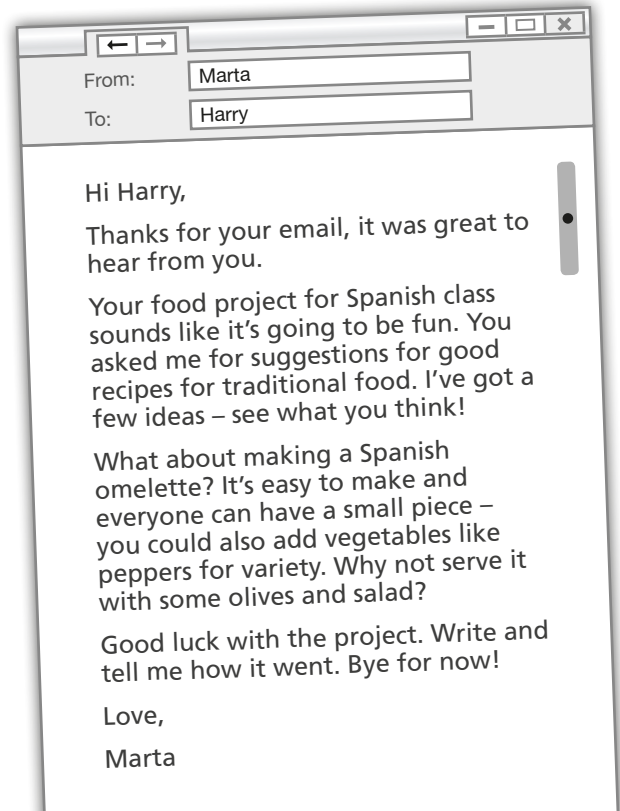
I'm going to visit your country in the summer holidays. What are the national dishes?  
Can you suggest some dishes my family should definitely try?

Write your **email**.

- 1 Why don't you \_\_\_\_\_?
- 2 You could \_\_\_\_\_.
- 3 What about \_\_\_\_\_?
- 4 Don't forget to \_\_\_\_\_.
- 5 One thing you could \_\_\_\_\_.

**4 Complete the paragraph plan for the exam task in Exercise 3.**

Part	Purpose	My notes
<b>First line</b>	greet the person you are writing to	
<b>Paragraph 1</b>	thank the person for their email and refer to a piece of news	
<b>Paragraph 2</b>	refer to their visit and say you have some ideas/suggestions	
<b>Paragraph 3</b>	talk about the national dishes in your country	
<b>Paragraph 4</b>	make suggestions for things the family should try	
<b>Closing expressions</b>	wish them luck with the trip, ask them to reply, express friendship and say goodbye	



## PROGRESS CHECK

**1 Write one word in each gap to complete the sentences. If no word is necessary, put a dash (-). Sometimes there is more than one correct answer.**

- Christopher Columbus, \_\_\_\_\_ first brought potatoes and chocolate to Europe, was an explorer.
- I watched \_\_\_\_\_ fascinating documentary about the history of food advertising.
- I remember the time \_\_\_\_\_ I forgot to put eggs in the cake I was making. It tasted awful!
- Maria, \_\_\_\_\_ father owns a restaurant, wants to be a top chef one day.
- I love \_\_\_\_\_ strawberries, but I can't stand most sweet foods.
- I don't think people should eat food on \_\_\_\_\_ public transport.
- Did you like \_\_\_\_\_ recipe that I sent to you?
- The programme \_\_\_\_\_ I listened to on the radio had some great ideas for growing your own food.

**2 Choose the correct words or phrases.**

- I fancy something savoury and salty, I think I'll have some **cake / chillies / crisps**.
- Can you pass me a **mixture / mixing / mixed** bowl to put the ingredients in?
- The milk tastes **salty / juicy / sour**. I think it's gone off.
- We had a fantastic meal, we were really **satisfy / satisfying / satisfied** with the new restaurant.
- I need to buy a new **fry / frying / fried** pan because my old one is broken.
- Cream / Creamy / Creamed** corn is a popular dish in the USA.
- The curry had no flavour at all, it was really **tasty / tasteless / taste**.
- There is a **big / wide / large** variety of food to choose from the menu.
- I missed the party because I **fell / dropped / slipped** ill the day before.
- You don't have to do anything, I'll **do / make / have** the meal.
- Lunch is almost ready, I just need to warm **down / on / up** the soup so it's nice and hot.
- We've been eating too many cakes, we should **cut / put / get** down on sugar.
- First, **chop up / cool down / eat up** the onion into small pieces, then fry it.
- It's not a good idea to live **up / down on / off** fast food.

## Cumulative progress 1 2 3 4 5 6 7 8 9 10 11 12

**3 Choose the correct word or phrase for each gap.**

### Good food choices



Fast food is very popular. However, it contains large amounts of carbohydrates, unhealthy fats, salt and added sugar, so it has (1) \_\_\_\_\_ nutritional value. So, how can you encourage people to (2) \_\_\_\_\_ healthier food choices? Campaigns (3) \_\_\_\_\_ focus on the health benefits of a good diet have had little effect. Now, researchers have come (4) \_\_\_\_\_ with a new method.

They worked with a group of teenagers and instead of (5) \_\_\_\_\_ them to stop eating junk food, they gave them information about the food industry and advertising. The researchers (6) \_\_\_\_\_ the group how junk foods are prepared to encourage people to eat too much and how junk-food adverts are specifically designed to attract young people. The teenagers didn't like the fact that (7) \_\_\_\_\_ food industry was trying to control their behaviour. After this, (8) \_\_\_\_\_ they didn't know the researchers were studying their behaviour, they were more likely to choose healthy snacks and water than biscuits and fizzy drinks. The technique has been equally successful with adults too.

- |                 |               |
|-----------------|---------------|
| 1 A few         | B much        |
| C little        | D amount of   |
| 2 A give        | B make        |
| C have          | D do          |
| 3 A who         | B whose       |
| C where         | D which       |
| 4 A up          | B in          |
| C around        | D off         |
| 5 A telling     | B tell        |
| C to tell       | D told        |
| 6 A have showed | B are showing |
| C showed        | D show        |
| 7 A a           | B the         |
| C an            | D -           |
| 8 A in spite of | B despite     |
| C however       | D even though |