

7 FOOD



OBJECTIVES

- plan a food business
- make speculations and deductions about food
- compare solutions to reduce food waste
- design a community food project
- discuss food problems and solutions
- write a reply in an online forum

SPEAK Work in pairs. Discuss the questions.

- 1 Look at the photo. What makes a meal enjoyable: the food, the company or the location?
- 2 What would your perfect meal be?
- 3 Which words are missing from these idioms? What do the idioms mean?

Was it difficult? No, in fact, **it was a piece of** _____ !

That's interesting. _____ **for thought.**

I thought she'd get stressed or upset, but instead she was **as cool as a** _____ .



S hidden contrasts **P** diphthongs **V** phrasal verbs

READING

A SPEAK Work in groups. Discuss the questions.

- 1 Do you often eat out in a restaurant? Why/Why not?
- 2 Have you heard of supper clubs? What do you think they are?
- 3 What do you think the differences between supper clubs and restaurants are?

B SCAN Read *Super supper clubs* quickly. Check your answers to Exercise A questions 2 and 3.

C **7.1 READ FOR MAIN IDEA** Read *Super supper clubs*.

Match the topics (a–g) with the paragraphs (1–7).

- | | | |
|---|------------------------------------|-----|
| a | the first supper clubs | ___ |
| b | a recommendation | ___ |
| c | a supper club in India | ___ |
| d | how supper clubs work | ___ |
| e | why chefs and customers like them | ___ |
| f | alternative names for supper clubs | ___ |
| g | a supper club in Cuba | ___ |

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 **show 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 number 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.
- 4 One of Cuba's best *paladares* is Castas y Tal, on the 11th floor of a large apartment building in central Havana. The main eating area has only eight seats, but there are wonderful views of the city below.
- 5 For chefs, supper clubs clearly seem like a great idea. They're cheaper and easier 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.
- 6 And supper clubs aren't only in Cuba. At the St. Jude Project in Mumbai, India, Chef Gresham Fernandes **tries out** ideas while he's cooking ... and even while he's **serving up!** He cooks in front of the guests, explaining what he's doing as he works.
- 7 So next time you're feeling adventurous, why not visit a supper club? It's sure to be a bit different and an experience you won't forget!



Gresham Fernandes



- D READ FOR CONTRASTS** Underline the features of traditional restaurants that contrast with the information in the sentences (1–6). Use the information in the skills box to help you.

Hidden contrasts

In articles about new or unusual things, writers often use words like *instead*, *just* and *even* to show contrasts with more common things.

These contrasts are often hidden. The sentences don't use linking words to make the contrast, for example, *but*, *although*, *however* so it can be difficult to notice them. But they help you understand the points that the writer wants to make.

Traditional restaurants are different from some supper clubs because ...

- 1 you decide what to eat from a list of options.
- 2 people don't make much noise or talk to others.
- 3 customers can go whenever they want to eat.
- 4 it can be expensive and complicated to start your own restaurant business.
- 5 chefs typically prepare the same meals many times.
- 6 chefs usually plan everything before they start cooking.

- E SPEAK** Work in pairs. Would you prefer to eat at a supper club or a traditional restaurant? Why?

PRONUNCIATION Diphthongs

- A** **7.2** Look at the underlined words in *Super supper clubs*. Match the words with their correct pronunciation (1–5). Then listen and check.

- | | |
|--------------|--------------|
| 1 weɪt _____ | 4 hoʊm _____ |
| 2 ɔːɪn _____ | 5 daʊt _____ |
| 3 maɪ _____ | |

- B WORK IT OUT** The words in Exercise A all contain diphthongs. Choose the best options to complete the rules.

Diphthongs

- 1 Diphthongs are long **vowel / consonant** sounds made from **two / three** short sounds.
- 2 We pronounce diphthongs by **moving quickly from one sound to the next / saying each sound separately**.
- 3 American English has **seven / five** diphthongs: /eɪ/, /aɪ/, /oʊ/, /ɔɪ/ and /aʊ/.

- C** **7.3** Which word in each set has a different diphthong? Listen and check.

- | | |
|------------------------|--------------------------|
| 1 mouth / show / found | 6 below / down / hope |
| 2 mind / quite / same | 7 age / main / sign |
| 3 grow / now / sound | 8 avoid / employ / sound |
| 4 choice / cow / enjoy | 9 five / join / advice |
| 5 loud / town / late | 10 play / try / they |

- D SPEAK** Work in pairs. Make sentences using at least three words in Exercises A and C. Then practice saying your sentences.

VOCABULARY Phrasal verbs

- A** Read *Super supper clubs* again. Match the phrasal verbs in bold in the article with the underlined parts of the sentences (1–6).

- 1 You can't just arrive without making an appointment ... _____
- 2 ... supper clubs became popular in Cuba in the 1990s. _____
- 3 Most of them began their lives as simply a room ... _____
- 4 They're quite cheap and easy to start. _____
- 5 Customers don't mind losing some choice. _____
- 6 ... experiments with ideas ... even while he's putting the food on plates. _____

- B WORK IT OUT** Choose the correct options.

Phrasal verbs

- Phrasal verbs are usually made of two parts: a verb (e.g. *work*, *try*) and a particle (e.g. *out*, *up*).

Some phrasal verbs can have an object. When the object is a pronoun, it comes **¹ at the end / in the middle**.

*I have a lot of ideas and I like to **try them out** while I'm cooking.*

- But when the object is a long phrase, it usually comes **² at the end / in the middle**.

*I like to **try out a lot of innovative new ideas** while I'm cooking.*

- When the object is a short phrase (one or two words), both positions are possible.

*I like to **try new ideas out** ...*

*I like to **try out new ideas** ...*

- C** Complete the sentences with the words in the box.

away down off on out up (x2)

- 1 I can't figure _____ why I love this!
- 2 You need to study. Don't put it _____!
- 3 Make sure you do it! Don't let me _____.
- 4 We kept _____ talking all night.
- 5 Great job! Keep _____ the good work!
- 6 That was a great meal! Who's going to help me clean _____?
- 7 Can you put the dishes _____, please?

- D SPEAK** Work in pairs. Discuss the questions.

- 1 Could supper clubs take off in your country?
- 2 Have your cooking skills ever let you down? What went wrong?

Game



SPEAKING TASK

- A PLAN** Work in pairs. You are going to plan your own supper club. Write notes about:

- location
- number of guests
- type of food
- what makes your club unique

- B PRESENT** Work in groups. Present your supper clubs. Decide what club you would like to attend.

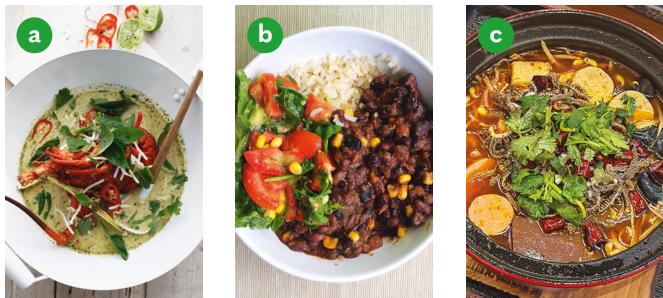


- V adjectives to describe food
- G modals of speculation and deduction
- P word stress with modals

VOCABULARY Adjectives to describe food

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 each one contains?



B Match the adjectives in the box with their definitions.

bitter delicious disgusting filling mild
raw rich savory sour spicy

- 1 _____: tastes very good
- 2 _____: tastes very bad
- 3 _____: makes you feel full
- 4 _____: a way to describe the hot flavor of curries and chilis
- 5 _____: no strong flavors
- 6 _____: not cooked
- 7 _____: a way to describe the flavor of black coffee or dark chocolate
- 8 _____: a way to describe the acidic flavor of lemon juice and vinegar
- 9 _____: not sweet (e.g. bread, meat or potatoes rather than cakes or chocolate)
- 10 _____: so sweet or creamy that you'll feel bad if you eat too much

C Many food adjectives end in -y (e.g. spicy). Complete the sentences with the correct 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.

buttery chocolatey fatty fruity oily meaty
milky nutty peppery runny salty watery

LISTENING



margherita pizza wasabi lavender



yuzu balsamic vinegar

A **SPEAK** Work in pairs. Do you think you would enjoy ice cream with the flavors in the pictures? Why/Why not?

B **7.4 LISTEN FOR GIST** Listen to the beginning of a meeting. Who are the three people? What is the purpose of the meeting?

C **7.5 LISTEN FOR REACTIONS** Listen to the next part of the meeting. Complete the notes with the names of the flavors in Exercise A. Choose the correct emoji based on each person's reaction.

flavor	Cornelia	Jacob
1 <u>yuzu</u>	😊 😐 😞	😊 😐 😞
2 _____	😊 😐 😞	😊 😐 😞
3 _____	😊 😐 😞	😊 😐 😞

D **7.5 LISTEN FOR DETAIL** Listen again. Which flavor in Exercise C does each sentence refer to?

- 1 It tastes less bad than it sounds. _____
- 2 It's surprisingly tasty. _____
- 3 It smells a bit like flowers. _____
- 4 A small amount is perfect. _____
- 5 Neither person is likely to eat it again. _____
- 6 Neither person has eaten it before. _____

E **SPEAK** Work in pairs. Discuss the questions.

- 1 Which of the five flavors in Exercise A do you think would be the most/least successful?
- 2 How adventurous are you when it comes to trying new flavors?



A Match the sentences from the conversation with the meanings.

- | | |
|----------------------------------|----------------------|
| 1 It can't just be lemon flavor. | a I'm sure it is. |
| 2 It could be yuzu flavor. | b I'm sure it isn't. |
| 3 It must be pizza flavor. | c Perhaps it is. |
| 4 It might not be too bad. | d Perhaps it isn't. |

B WORK IT OUT Read the sentences in Exercise A again. Complete the rules with the words in the box.

can't could may may not might
might not must

Modals of speculation and deduction

- 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 Grammar Hub 7.2 at the back of the book.

D Choose the correct options.

- Karl:** Are you going to order soup?
Camila: No, I'm very hungry and it **may / might not** be very filling.
- Felix:** Lara said she wants chicken.
Emre: But she doesn't eat meat. She **can't / may not** want chicken.
- Valentina:** What's 'scampi'?
Elif: I have no idea. It's in the seafood section of the menu, so it **could / can't** be some kind of fish.
- Mert:** Look at that man! He's ordered three pizzas!
Kerem: He **might not / must** really like pizza!
- Priya:** I'm not quite sure what fruit I bought at the market today.
Riya: It's yellow, so it **may / might not** be a lemon, or a yuzu.

E SPEAK Work in pairs. Take turns to choose a type of food or drink. Use clues to describe the food. Your partner guesses what it is, using modals of speculation and deduction.

It's a popular meal in the UK with two main parts.

They put salt and vinegar on it to make it salty and sour.

OK, so it might be some kind of pasta with sauce.

I think I know! It must be fish and chips!

A 7.6 Listen to the sentences (1–4) from the meeting. Then match the sentences with the rules (a–d).

- | | |
|---------------------------------------|-------|
| 1 You must be Cornelia. | _____ |
| 2 You might not like all the flavors. | _____ |
| 3 That can't be right! | _____ |
| 4 It must contain a type of vinegar. | _____ |
- We usually place extra stress on the word *not* or a negative modal verb.
 - Modal verb (positive) + *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*.

B 7.7 Look at the words in bold in the sentences and identify which of the words are stressed. Then listen and check your answers.

- Yuzu ice cream **must taste** amazing.
- Wait! The cakes **might not be** ready yet.
- This chocolate **can't contain** meat.
- This **might be** the best pizza I've ever eaten.

C 7.7 Listen again and repeat the sentences. Then work in pairs and practice saying the sentences. Check your partner's pronunciation.

D SPEAK Work in pairs. Make deductions and speculations about these ice cream flavors. How might they taste?

- blue cheese
- cola
- curry
- spaghetti bolognese

I think blue cheese ice cream might taste awful.

I think you're right.

SPEAKING TASK

A PREPARE You are going to invent some new food ideas by combining two or more flavors. Work in pairs to think of some ideas for the types of food.

- a new coffee drink
- a new ice-cream flavor
- a new pizza
- a new sandwich filling

B Choose two or three of your new flavor ideas in Exercise A for one type of food or drink. Write notes about what they might taste like and which you might like the most/least.

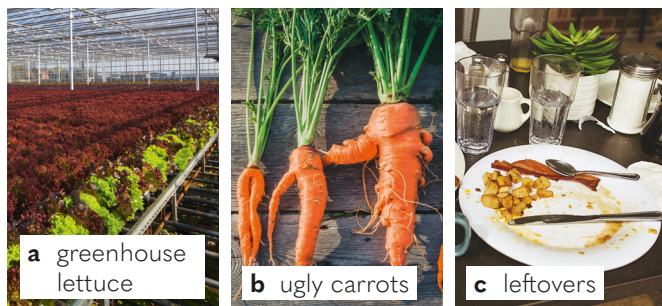
C SPEAK Act out a conversation like the one in the Listening section. Pretend you are testing your new flavor ideas from Exercise B. Describe the flavors but pretend you don't know what they are.

D SPEAK Repeat your conversation for another pair. At the end, they must try to work out what the flavors might be.



G comparatives and superlatives **V** waste

LISTENING



a greenhouse lettuce

b ugly carrots

c leftovers

A **SPEAK** Work in pairs. Look at the three pictures. How do these things cause food waste?

B **SPEAK** Work in pairs. Predict the answers to the questions. Then go to **Communication Hub 7.3** at the back of the book and check your answers.

- How much food does the average person waste each year?
 - food worth \$20
 - food worth \$200
 - food worth \$2000
- Is it safe to eat food that's past its best-before date?
 - No.
 - Yes, it's fine.
 - Yes, as long as it's not too long.
- Which is worse for the planet, a lettuce grown in a greenhouse or the bag it comes in?
 - the lettuce
 - the bag
 - they're both equally bad
- How many buckets of water does it take to make a loaf of bread?
 - one
 - ten
 - 100

C **7.8** **LISTEN FOR IDEAS** Listen to a radio show about a family who is trying to waste less food. Check (✓) the waste-saving techniques they say they currently use.

- buy vegetables even if they don't look attractive ☐
- buy products that are nearly out of date ☐
- stop buying vegetables in plastic bags ☐
- eat bread even when it's not perfectly fresh ☐
- serve up food on smaller plates ☐
- allow everyone to choose how much food to take ☐
- eat leftover food the following day ☐
- make new meals from uneaten food ☐
- use an app to track the food you buy and use ☐
- track exactly how much money you save ☐

D **7.8** **LISTEN FOR OPINIONS** Listen again. Who expressed each of these opinions: *Mrs. Taylor, Mr. Taylor, Alison or Philip?*

- Food doesn't need to be beautiful. Mrs. Taylor
- Food waste is bad for our planet. _____
- I didn't like eating the same food the next day. _____
- I like collecting and studying detailed information about our experiment. _____
- I enjoy cooking meals to use up the food in the fridge. _____
- Saving money is an added benefit. _____

E **MEDIATION** Work in pairs. Imagine a friend asks you for advice on reducing food waste. Continue the conversation. Then swap roles.

I'd love to stop wasting so much.

Actually, I listened to a radio show about a family who ...

F **SPEAK** Work in pairs. How much food do you think you waste in your family/household?

GRAMMAR Comparatives and superlatives

A Complete the sentences from the radio show with the words in the box.

as best better half more much
less than the

- Ugly carrots taste just _____ good as beautiful carrots, but in our local grocery store, they cost less than _____ as much.
- As far as I'm concerned, the uglier, _____ better!
- It's usually possible to buy food a lot _____ cheaply by checking those dates carefully.
- I always thought the _____ way to save the planet was ...
- The food itself has a _____ greater impact _____ the packaging it comes in.
- It's much _____ because the less we cook, the _____ we waste.



- B WORK IT OUT** Match the rules (1–6) with the examples (a–f) in Exercise A. Some sentences match more than one rule.

Comparatives and superlatives

- 1 We make comparatives and superlatives by adding *-er/-est* to the end of short adjectives and *more/most* before longer adjectives. A few adjectives have irregular forms _____
- 2 Most adverbs form comparatives and superlatives with *more/most* _____
- 3 Four quantifiers have comparative and superlative forms: *much/many, more, most; little, less, least; few, fewer, fewest* _____
- 4 We can use words like *a lot* and *much* to make comparatives stronger _____
- 5 We use *as ... as* to show two things are equal. We can modify this structure with words like *just, half, twice, almost, not quite*, etc. _____
- 6 We use *the + comparative, the + comparative* to show that two changes are closely connected. As one thing changes, it makes the other thing change. _____

- C** Go to **Grammar Hub 7.3** at the back of the book.

- D** Complete the sentences with the correct form of the adjectives and adverbs in parentheses.

- 1 The _____ (**fast**) the pizza delivery driver can get here is 15 minutes.
- 2 You can buy cheese _____ (**cheaply**) in the street market than in the stores.
- 3 The food in the airport was bad, but the meal on the plane was _____ (**bad**).
- 4 I made the soup with _____ (**few**) ingredients than it says in the recipe. It was a piece of cake.
- 5 The _____ (**good**) way to serve this dessert is with a little cream.
- 6 I would prefer to try a _____ (**mild**) curry than the one you're eating.
- 7 Some people believe that eating berries will help them to grow old _____ (**slow**).
- 8 One of the _____ (**important**) issues that causes food waste is people buying too much at the grocery store.

- E** Match the sentence halves.

- 1 The more I researched the topic, _____
 - 2 The less food we throw away, _____
 - 3 The more I stare at the leftovers in the fridge, _____
 - 4 The longer we do it, _____
 - 5 The more carefully you count things, _____
- a the more normal it feels.
b the better.
c the more I realized that we aren't just throwing away food.
d the more accurate your results will be.
e the less I want to eat them.

VOCABULARY Waste

- A** Match the words in the box with their definitions.

cut down get rid of recycle reduce reuse
garbage garbage can throw away use up waste

- 1 _____ **waste** : to not use something that you could use
- 2 _____ : where you put things you don't want to keep (e.g. old food)
- 3 _____ : what you don't keep because it's no longer useful
- 4 _____ : to use all of something, so there's no waste
- 5 _____ : to change waste materials so that they can be used again
- 6 _____ : to use something again
- 7 _____, _____ : to use less of something.
- 8 _____, _____ : what you do to things you don't want to keep

- B SPEAK** Complete the questions with words and phrases in Exercise A. Then work in pairs and discuss your answers.

Game



- 1 Do you _____ plastic and glass containers, or do you just get _____ of them with the rest of your _____?
- 2 Do you _____ plastic bags again and again, or throw them in the _____?
- 3 How could people cut _____ the amount of food they throw _____ each week?

SPEAKING TASK

- A PLAN** Work in pairs. How could you reduce food waste in your home by 50%? Write notes about:

- shopping habits (how often? how much?)
- meal planning (weekly menus)
- leftovers
- food storage (fridge? 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 everyone's ideas from Exercise B. Then choose the best two or three ideas.

- 1 Which ideas will be easiest for people to understand and follow?
- 2 Which ideas will make the biggest difference?
- 3 Which ideas might cost people more money?
- 4 Which ideas might save them money?

- D REFLECT** Work in groups. Discuss the questions.

- 1 Are you going to try to reduce your own food waste? How?
- 2 Will you try to persuade others to cut their food waste? How?



AUTHENTIC VIDEO

A SPEAK Work in pairs. Look at the photo of *The Real Junk Food Project* (TRJFP) in Leeds, UK and discuss the questions.

- How do you think TRJFP helps the local community?
- What do you think 'pay as you feel' (on the project's logo) means?

B WATCH FOR GIST Watch a video about TRJFP and its founder, Adam Smith. Put the topics in the order they are mentioned (1–4).

- whether it's better to have more food or less food _____
- what his son can learn by helping _____
- where the food comes from _____
- an example of a family who needed TRJFP's services _____

GLOSSARY

absurdity (n) the state of being absurd, ridiculous

edible (adj) / fit for consumption (phrase) fine to eat

intercept (v) 'catch' something while it is traveling somewhere

surplus (n/adj) more than needed

C WATCH FOR DETAIL Watch the video again. Complete the sentences with no more than two words or a number in each blank.

- Adam most urgently needs _____ so they can make cakes.
- There's _____ wrong with the 60 liters of food that Adam intercepts from a restaurant.
- The maximum amount of food they've ever picked up is _____.
- The man and his children had spent _____ eating just bread.
- Adam's son, Joshua, is _____ old.
- Adam wants a society that is not _____ for his son.

D SPEAK Work in pairs. What do you think Adam means when he says the following?

- Obviously **the larger, the better** in terms of the people that we can feed.
- People think it's OK to throw it away and yet not deal with **the actual problems at hand**.
- It's a kind of **urban guerrilla gardening**.
- He's **the heir to the throne**.



The Real Junk Food Project and Re-Use-A-Box

AROUND THE WORLD

A **SPEAK** Work in pairs. Discuss the questions.

- 1 How easy is it for people in all parts of your country to get fresh, healthy, affordable food for a balanced diet?
- 2 What challenges do people face when trying to access food?
- 3 Do you know of any community projects that help with those challenges?

B **SCAN** Read Ola's comments. Match her answers (a-c) with the questions (1-3) in Exercise A.

Ola, Egypt

- a Food banks and meal distribution projects. Organizations like the Egyptian Food Bank work to combat hunger and food waste by collecting surplus food and distributing it to families in need, especially during Ramadan or emergencies.
- b Surprisingly, it is easier to get affordable healthy food in the countryside rather than the city. While Egyptian cuisine is very rich with recipes that use locally grown ingredients, and the way of cooking and preparing meals is instinctively quite healthy, in the city, there is growing reliance on less healthy options only because they are cheaper. For example, processed, lower quality, even harmful oil-based products are becoming widely popular because of affordability.
- c They are mostly financial: affordability rather than availability. It is mainly that people are not able to afford natural unprocessed food. Adding to that, unhealthy, processed foods are marketed as valid options while in reality they are quite unhealthy. In remote countryside areas, the challenge is different: mostly the lack of variety in certain seasons of the year. But generally there is access to healthy fresh-grown components.



C Read the Critical thinking box. What examples of kindness does Ola mention?

Critical thinking

Identifying what is kind

Kindness involves helping others not because we expect something in return, or even that it will make us feel better, but because it's the right thing to do. Some people believe kindness is the opposite of critical thinking, because we make decisions 'with our hearts, not our minds.' However, when we combine kindness with critical thinking, we can ensure our kindness is targeted toward the most urgent problems. This helps us find solutions that actually make a difference.

D Read some comments about helping people access healthy food. Which speakers follow the advice in the Critical thinking box?

- A: If you give people free food, they'll just get lazy and expect free stuff forever!
- B: The kindest thing to do would be to help people support themselves in the long term.

E Complete the Speaking skills box with words from Ola's comments in Exercise B.

Speaking skills

Talking about challenges that people face

- 1 ... work to _____ hunger and food waste by ...
- 2 Surprisingly, it is easier to ... _____ than ...
- 3 While (Egyptian cuisine) is ..., there is ..., there is growing _____ on (less healthy options).
- 4 _____ harmful (oil-based products) are becoming ... because of (affordability).
- 5 _____ to that, unhealthy, processed foods are marketed as ...
- 6 The challenge is different: mostly the _____ of variety.
- 7 ... generally, there is _____ to healthy fresh-grown components.

F **SPEAK** Work in pairs. Discuss the questions.

- 1 What is the kindest way to help people who need help (e.g. food) in the short term and in the long term?
- 2 Do you agree with Adam in the video, that 'through providing people with food, we can ... manage a lot of problems in this world'? Think of examples.

MY WORLD

A **THINK** Work in pairs. Think about members of your own community who might not have access to affordable and healthy food. What are some possible causes that aren't those people's fault? Add your own ideas to the list.

- They have suffered an illness or accident that prevents them from working.
- They care for sick or elderly relatives and don't have time or money to shop for healthier food.
- _____
- _____
- _____
- _____

B **SPEAK** Work with another pair. _____
Think of a project to help the people in Exercise A. Use these questions to help you.

- 1 How could you find out more about what people really need?
- 2 How could you cover the costs of your project?
- 3 How could you get more people involved?
- 4 How could you avoid creating new problems (e.g. damaging local businesses)?
- 5 How could you make sure the project continues for a long time?

C **PRESENT** Present your ideas to the class. Which project will make the most difference to people's lives? _____



F making suggestions



VIDEO COMPREHENSION

A **SPEAK** Work in pairs. Discuss the questions.

- 1 What do you do when you're feeling upset or worried?
- 2 Do you cook, go for a run, phone a friend, watch a good movie or something else?

B **▶** Watch 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 **▶ 00:00–01:30** Find and correct five mistakes in the story that Gaby told Milly. What advice do you think Milly will give? Watch the first part of the video again and 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

A Match the sentence halves.

- | | |
|---------------------------|--|
| 1 Have you tried | a cook something delicious. |
| 2 What about | b take some time to think about it. |
| 3 The best thing might be | c talking to him about it? |
| 4 If I were you, I'd | d put on some whipped cream and sprinkles? |
| 5 Why don't we | e sending a text or an email or something? |
| 6 We could | 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 **▶** Watch the video again and check your answers to Exercises A and B.

SPEAKING

A Work in pairs. Think about possible solutions to these problems:

- 1 I'm having a dinner party, but I hate cooking.
- 2 I want to eat more healthily, but superfoods are too expensive.
- 3 I want to save some money, but I love going out to restaurants!
- 4 I often have leftover food, but I don't want to waste it.
- 5 I want to grow vegetables, but I live in an apartment.

B **DISCUSS** Take turns to read out a problem and make suggestions using the phrases in Functional Language Exercise A.

I'm having a dinner party, but I hate cooking.

What about getting some takeout food?



W comparing and recommending

WRITING MODEL

A **SPEAK** Work in pairs. Discuss the questions.

- How often do you use online discussion forums? What do you use them for?
- What's good about using discussion forums? What's bad about them?

B **SCAN** Read the forum post and the three replies. Which reply offers the most helpful advice, in your opinion? What is the least helpful advice?

J Message from Jo493

3 Comments

Hi. We have some relatives from abroad coming to stay next week. I want to take them out for a meal when they arrive after their long flight. I'm not sure whether to take them to an expensive restaurant or a fast-food joint. I've asked them which they prefer, and they say they don't mind ... but perhaps they're just being polite. What do you recommend?

↳ Reply from Miss Orange

It depends. Expensive restaurants serve better food, but of course they're much more expensive than fast-food joints. On the other hand, I like fast food because it's a lot faster than food from a restaurant. Why don't you ask them what they want to eat? Or how about cooking a meal for them instead?

↳ Reply from hungry_al

I strongly recommend taking them for a nice meal at an expensive restaurant. It'll make them feel special and welcome, and it should make an excellent first impression on them. They might be stressed after their flight, so they might want to go somewhere quiet and relaxing. You could always take them to a fast-food place later during their stay with you – it's a nice thing to do with somebody you already know well. But for that first meeting, an expensive restaurant is far better.

↳ Reply from Stewpot

I think you should take them for some fast food. After a long journey, they'll be tired and hungry, so they'll want to eat as quickly as possible. Another thing to remember is that your visitors might not feel very fresh and clean after their journey, and they may not have suitable clothes for a nice restaurant. So you'll have to take them home first so they can change their clothes ... and that could take hours. It's much quicker and easier if you take them for some simple food at a fast-food joint. After all, you can always take them to your favorite restaurant the next day. Good luck!

C **READ FOR DETAIL** Read the replies again. Which reply or replies from Miss Orange, hungry_al, or Stewpot contain the information?

- started with a clear recommendation _____
- ended with a clear recommendation _____
- introduced a third option _____
- thought about how the visitors will feel after their journey _____
- missed some important information in the original message _____
- gave reasons to explain why their recommendation is better _____
- suggested a way of using both options _____

D Choose the correct options to complete the rules.

Comparing and recommending

- Do / Don't** start with a clear recommendation. (*I think you should ... I strongly recommend ...*)
- Do / Don't** say *it depends*. The writer is asking you for a recommendation, so don't make their decision more complicated.
- Do / Don't** use comparatives to show why your option is better. (*It's much quicker and easier ...*)
- Do / Don't** just talk about what you prefer.
- Do / Don't** show that you have thought about the people in the situation. (*They might be stressed after their flight, so ...*)
- Do / Don't** give reasons for your recommendation.
- Do / Don't** add extra suggestions.
- Do / Don't** end with a clear recommendation. (*... is far better.*)

WRITING TASK

A **PLAN** Read the forum post. What are the two options? Think of some arguments for and against each option.

I want to organize a dinner party for about 20 people from work and their families. I like the idea of getting everyone to bring a dish of their choice, but I'm worried there won't be enough food. Maybe I should just cook all the food myself. What do you recommend?

B **WRITE** Which option will you recommend? Write your reply. When you finish, complete the checklist.

- ☐ I started and ended with a clear recommendation.
- ☐ I used comparatives to show why my recommended option is better.
- ☐ I showed that I thought carefully about the people in the situation.

C **REVIEW** Work in groups. Read each other's replies. Who wrote the best recommendation?

VOCABULARY

A Complete the sentences with the correct form of the phrasal verbs in the box.

clean up figure out keep up
let down put off try out

- 1

I can't _____ how to turn on the microwave. Can you help me?
- 2

You can have the party here, but you have to _____ all the mess afterward.
- 3

If you want to learn to cook, don't _____ it _____.! Join our cooking classes today!
- 4

Don't worry. I promised I would help you and I won't _____ you _____.
- 5

I ate healthy every day last week, but I can't _____ it _____ for much longer.
- 6

Have you been to the new restaurant in town yet? I really want to _____ it _____.

B Choose the correct options to complete the sentences.

- 1

I think we need to cook this meat a little longer – it's still **delicious / mild / raw** in the middle.
- 2

I don't really like sweet snacks. Do you have anything **bitter / rich / savory**, like a sandwich?
- 3

Don't worry. This curry is very **buttery / mild / spicy** – there are no chilis or strong flavors in it.
- 4

The food was lovely, but it wasn't very **sticky / filling / spicy**. We were still hungry afterward!
- 5

I don't like dark chocolate – it's too **fatty / bitter / creamy** for me. I prefer something sweeter.
- 6

If you want a cheap and **disgusting / sour / tasty** lunch, Kate's café is the best place to go.

C Match each sentence (1–5) with the correct response (a–e).

- 1

Have you found any good ways to reduce how much we **waste** in the kitchen?

- 2

Can you **throw** these old plastic bags **away**?

- 3

Where should I put all this **garbage**?

- 4

Let's **get rid of** this old ketchup bottle.

- 5

Do you think we should **cut down** on the number of takeaways we buy?

- a

We should **recycle** them instead.
- b

In the **garbage can**, of course!
- c

Well, apparently, we can **reuse** cooking oil up to eight times, so let's start doing that.
- d

Yes. That would certainly **reduce** how much we spend on food each week.
- e

No! It's not empty. We have to **use** it all **up** first!

GRAMMAR

A Choose the correct options to complete the dialogue.

Paula: Do you want some of this stew? I made it from all of last week's leftovers: fish curry, cheesy chicken pasta, spicy vegetables ...

Nina: Yuck! That ¹ **can't / might not / must** taste disgusting!

Paula: Well, no, it actually tastes quite nice. Try it – you ² **can / might / must** like it.

Nina: Really? OK. I guess it ³ **couldn't / might not / mustn't** be so bad. But don't forget I'm allergic to peanuts.

Paula: 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?

Nina: 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 parentheses.

- 1

I want to cook the most food for the _____ (little) money. Any ideas?
- 2

Açaí berries are really good for you – they're much _____ (healthy) than I thought.
- 3

Natural food is much better for you; the _____ (few) chemicals it contains, the _____ (good).
- 4

You baked this cake too fast! Next time, try cooking it _____ (slowly).
- 5

Cooking for ten people is far _____ (stressful) than cooking for just one! Asking someone else to help me cook next time would make it _____ (easy).

C Match the sentence halves.

- 1

Bring all your friends to our dinner party – the more people who come,
- 2

The earlier you arrive at the restaurant,
- 3

The older I get,
- 4

The more sugar you add,
- 5

Natural food is much better for you; the fewer chemicals it contains,
- a

the more I prefer to stay in and cook at home.
- b

the more fun we'll have.
- c

the more likely you are to get a table.
- d

the sweeter it will be.
- e

the healthier it is.

TEACHER
ZONE



LONG READ



MEDIATION

Kahoot!



WORKBOOK



ASSESSMENT