



A noodle chef at a street café in Chinatown, Thailand
Photo by Dean McCartney

FEATURES

58 Famous for food

We look at famous dishes from around the world

60 Food markets

Why food markets are much more than your local supermarket

62 The seed vault

How a place in Norway can save our food in the future

66 Gelato University

Learn how to make ice cream in Italy

1 Look at the photo and caption. What is the man's job? What food does he cook? Where does he work?

2 1.33 Listen to a travel writer for *National Geographic* magazine. Answer the questions.

- 1 Why does he say he has a great job?
- 2 Why does he really love travelling?
- 3 Where does he always go when he arrives in a new city?
- 4 His favourite place in Bangkok is Chinatown. Why?
- 5 What is his favourite dish?

3 1.33 Complete the sentences with these food verbs. Then listen again and check.

cook eat make serve smell taste

- 1 All the street chefs make the food by hand.
- 2 Then they _____ it on a real fire.
- 3 So when you walk up the street, you can _____ the food in the distance.
- 4 The chefs _____ the noodles with a hot sauce.
- 5 They _____ delicious.
- 6 I can _____ them at any time of day – for breakfast, lunch or dinner!

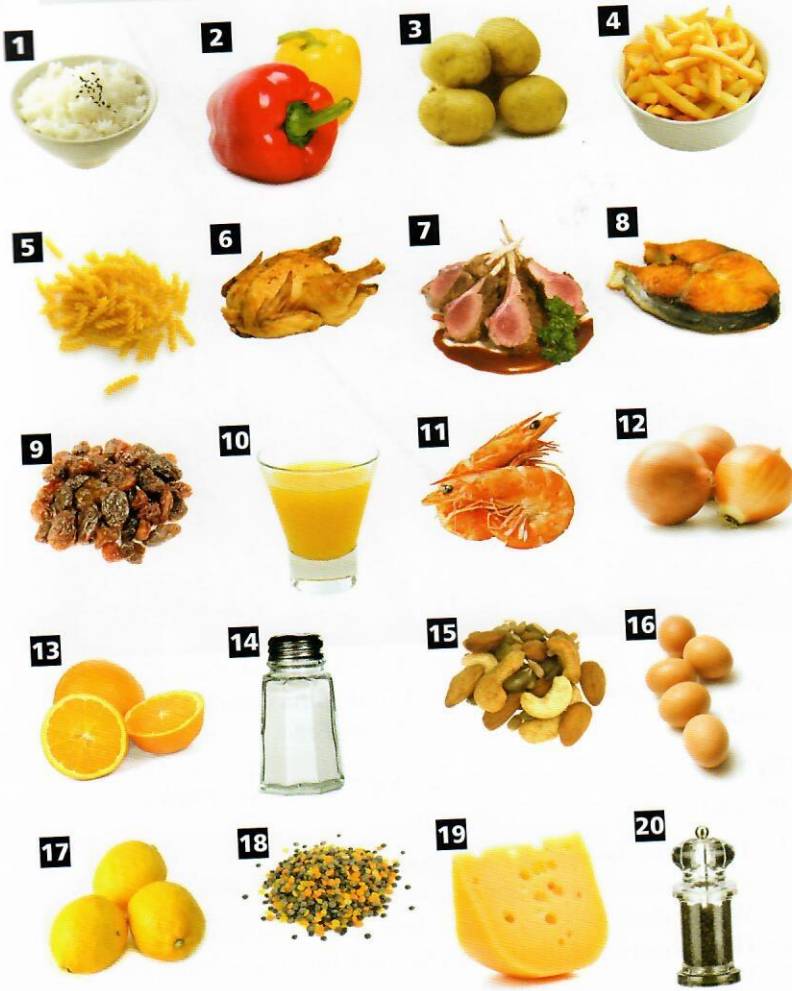
4 Work in pairs. Tell your partner about your favourite dish.

5a Famous for food

Vocabulary food

1 Match the words to the pictures 1–20.

cheese chicken chips eggs fish juice lamb
 lemons lentils nuts oranges pasta pepper
 peppers potatoes prawns raisins rice salt



2 Work in pairs. Complete these sentences about you with the food in Exercise 1. Compare your sentences with your partner.

- I eat _____, but I never eat _____.
- I cook _____. I never cook _____.
- I grow _____ at home, but I buy _____ from a shop.
- I know what _____ tastes like, but I don't know what _____ tastes like.

3 Pronunciation /tʃ/ or /dʒ/

1.34 Listen to these words. Do you hear /tʃ/ or /dʒ/? Listen again and repeat.

- | | |
|---------------|--------------|
| 1 chicken / / | 3 cheese / / |
| 2 juice / / | 4 orange / / |

Speaking and listening famous for food

4 Many countries are famous for a type of food or a special dish. Work in pairs and match the dishes (1–6) with the countries (a–f). Then check your answers on page 153.

- | | |
|-----------|----------------|
| 1 pizza | a Italy |
| 2 ceviche | b Indonesia |
| 3 satay | c Peru |
| 4 kabsa | d Poland |
| 5 pierogi | e India |
| 6 curry | f Saudi Arabia |

5 Are you from one of the countries in Exercise 4? Do you eat this dish? Is your country famous for other dishes? What is a popular dish in your country? Tell the class.

6 1.35 Listen to three people describing a dish from their country. Match each person to a photo (A–C) on page 59.

- 1: _____ 2: _____ 3: _____

7 1.35 Listen again. Match the dishes with the sentences. Write B, K or C. More than one answer is possible.

- It's popular in other countries.
B, K, C
- You make it with meat.
- You make it with fish.
- You can also add different vegetables.
- You cook it.
- You serve it with rice.
- You serve it with salad.
- You eat it hot.

Grammar countable and uncountable nouns (a, some and any)

8 Look at the highlighted words in these sentences from Exercise 6. Which nouns can you count? Which nouns can't you count?

Cook the chicken with an **onion**.
 You put some **juice** from a **lemon** on the fish.
 I don't use any **carrots**.
 You always need some **meat, onions** and **tomatoes**.



9 Look at the grammar box and check your answers in Exercise 8.

▶ COUNTABLE AND UNCOUNTABLE NOUNS

Countable nouns

You can say a number before these nouns (There is a plural form.): *one banana, two bananas*. You can use *a/an*: *a banana, an orange*.

Uncountable nouns

You can't say a number or *a/an* before these nouns (There is no plural form.): *a pasta, three bread*.

some/any

You can use *some* or *any* with countable and uncountable nouns:

I'd like some bananas/bread.

I don't need any bananas/bread.

Do you have any bananas/bread?

For further information and practice, see pages 161 and 162.

10 1.36 Choose the correct options to complete the conversation about a Thai dish called satay. Then listen and check.

A: I'd like to make satay this evening. What do you think?

B: Sounds good.

A: OK, well, we need ¹any / *some* chicken. Can you buy ²a / *some* kilo when you go to the supermarket?

B: Sure.

A: And we need ³a / *an* onion.

B: There are ⁴any / *some* onions in the cupboard. Can we have salad with it?

A: Good idea. Do we have everything we need?

B: I think so. Oh no, we need ⁵a / *some* tomatoes.

A: And I'd like ⁶a / *some* olive oil as well. There isn't ⁷any / *some* left.

B: OK. So we need ⁸any / *some* chicken, tomatoes and olive oil. Anything else?

11 Work in pairs. You and your partner have two recipes you want to make and some food in the kitchen. Find out what you need from the supermarket.

Student A: Turn to page 154.

Student B: Turn to page 156.

Speaking

12 Work in pairs. Plan a special meal for six people with different dishes. Then make a list of the food you need.

We need some ...

And we also need a ...

Do we need any ...?

13 Tell the class about your meal and the food you need.

5b Food markets

Reading

- Where do you like shopping for food? Choose an answer (a–d).
 - at a supermarket
 - at a market
 - from lots of different shops on the high street
 - I don't like shopping!
- Read the article about markets around the world. Answer the questions.
 - What are the good things about supermarkets?
 - Why does the writer like food markets?
 - How old is St Lawrence market?
 - What food can you buy in St Lawrence market?
 - What is hot in Castries Market?
 - What is upstairs at Kreta Ayer Wet Market?
 - What can you hear in La Vucciria?
 - When is Borough Market open?
- Discuss these questions as a class.
 - Do you have a food market in your town or city? What days is it open?
 - Can you buy fresh food and local dishes there? What kind?
 - What other street markets are in your town or city? What do they sell?

Grammar a lot of and not much / not many

- Look at these sentences from the article. Then complete the rules (1–3) with *a lot of*, *not much* and *not many*.

There's **a lot of** different food ...

There are **a lot of** shops here.

There aren't **many** markets ...

There isn't **much** food for sale after 10 a.m.

- Use with countable or uncountable nouns.
- Use with countable nouns.
- Use with uncountable nouns.

▶ A LOT OF and NOT MUCH / NOT MANY

Countable

There are **a lot of** apples.
 I **don't eat many** apples.
 I **don't eat a lot of** apples.
 Do you eat a lot of / many apples?
 Yes, I do. / No, not many.

Uncountable

There's **a lot of** cheese.
 I **don't eat much** cheese.
 I **don't eat a lot of** cheese.
 Do you eat a lot of / much cheese?
 No, I don't. / No, not much.

For further information and practice, see page 162.

Top 5 | Food markets

Supermarkets are good for everyday shopping. But food markets are great for fresh food and local dishes. Here are our top five markets from around the world.

1 St Lawrence, Toronto, Canada

St Lawrence food market, in the centre of Toronto, is 200 years old. There are a lot of shops here (well over 100) with every kind of meat and seafood. Shoppers visit from all over the world.

2 Castries Market, St Lucia

Naturally, this island in the Caribbean has a market famous for fish and fruit. Buy some bananas for lunch and some fish for dinner. And try the local sauce – it's very hot!

3 Kreta Ayer Wet Market, Singapore

There's a lot of different food here and there's also a great restaurant upstairs. Go at around 6 a.m. and have some tasty noodles for breakfast.

4 La Vucciria, Palermo, Italy

There aren't many markets in the world with live music. But in Palermo, musicians play and sing as shoppers buy their sausages and kebabs. It's a great atmosphere!

5 Borough Market, London, England

This market is 250 years old and famous with food lovers. It's open from Thursday to Saturday and it's good to go very early. There isn't much food for sale after 10 a.m.!



5 Look at the grammar box on page 60. Then rewrite the sentences with *a lot of*, *much* or *many* where possible.

- I don't eat a lot of fast food.
I don't eat much fast food.
- He eats a lot of fresh fruit and vegetables.
not possible
- There aren't a lot of local markets in my region.
- Do you buy a lot of sweets for the children?
- There isn't a lot of milk in the fridge.
- My family buys a lot of food from the supermarket.
- She doesn't put a lot of salt on her food.
- Do you eat a lot of strawberries in the summer?

6 Work in pairs. Make true sentences for you with these expressions and tell your partner.

I eat a lot of ...
I don't eat many ...
I don't eat much ...

Listening and vocabulary quantities and containers

7 1.37 Listen to a shopper at one of the markets from Exercise 2. Which market is it?

8 1.37 Listen again. Answer the questions.

- How many bananas does he buy?
- How many kilos of rice does he buy?
- How many bottles of sauce does he buy?



St Lawrence food market

9 Match these quantities and containers to the uncountable nouns (1–8).

bag bottle glass kilo packet piece
slice tin



- | | |
|------------------------|--------------------|
| 1 a _____ of sauce | 5 a _____ of pasta |
| 2 a _____ of chocolate | 6 a _____ of tuna |
| 3 a _____ of bread | 7 a _____ of flour |
| 4 a _____ of water | 8 a _____ of rice |

Grammar *how many / how much*

10 Look at the questions in the two excerpts from the conversation in Exercise 7. Which question asks about countable nouns? Which asks about uncountable nouns?

A: I'd like some bananas, please.

B: **How many do you want?**

A: Six, please.

A: Some rice, please.

B: **How much do you want?** A kilo?

▶ HOW MANY / HOW MUCH

Countable: How many (apples) do you want?

Uncountable: How much (rice) do you want?

For further information and practice, see page 162.

Speaking

11 Work in pairs. Role play four conversations at a food market. Ask for this food. Take turns to be the shopper.

Conversation 1: five apples and some rice

Conversation 2: some bread and a bottle of sauce

Conversation 3: four tins of tuna and six slices of cake

Conversation 4: a packet of pasta and six eggs

5c The seed vault

Reading

- 1 Do you ever grow plants from seeds? Do you ever grow your own food? Why? / Why not?
- 2 Read the article on page 63. Is it about growing, storing or buying seeds?
- 3 Read the article again. Answer the questions.
 - 1 Why don't plants sometimes grow?
 - 2 Who needs new seeds?
 - 3 Do seeds grow in the vault?
 - 4 Which country has the biggest seed vault in the world?
 - 5 Is the seed vault at the North Pole or in Norway?
 - 6 Is the seed vault above or below the ground?
 - 7 How many varieties of seed are in the vault at the moment?
 - 8 How many seeds can you put in the vault?


Word focus of

- 4 Look at the underlined phrases in these sentences from the article. Notice the position of *of*. Then write *of* in the sentences (1–6).

A lot of countries need different types of seeds.
The vault is on the island of Spitsbergen.

- 1 A lot people in China eat rice for breakfast.
- 2 The United States America is famous for burgers.
- 3 I'd like a bottle water, please.
- 4 A friend mine is vegetarian.
- 5 I eat my main meal in the middle the day.
- 6 There are many varieties potato.

5 Pronunciation linking of

 **1.38** Listen to the completed sentences in Exercise 4. Notice the link between *of* and the word before each time. Listen again and repeat.

A lot_of people in China eat rice for breakfast.

Critical thinking summarising

- 6 Match these summary sentences with the paragraphs (1–5) in the article.
 - a A seed vault is a place for different types of seeds.
 - b There are many different seeds from all over the world in the vault.
 - c Most of the Svalbard Global Seed Vault is under the ground.
 - d The seed vault is important for humans.
 - e It's important to have new seeds.

Speaking

- 7 Work in pairs. Cover the article on the next page. Summarise the main points of the article. Use all these phrases.

store different types of seed
Svalbard Global Seed Vault cold place
one hundred and thirty metres
island of Spitsbergen three large areas
half a million varieties thousands of years



The SEED VAULT

1 Why are new seeds important?

A lot of countries need different types of seeds so they can plant them again. There is an important reason for this. Sometimes plants don't grow in a country because of bad weather or disease and so farmers need new seeds.

2 Where can countries store the seeds?

You can store seeds in a 'seed vault'. It's a place at a special temperature. The seeds don't grow, but they can live for a long time. Norway has the biggest seed vault in the world – the Svalbard Global Seed Vault – and it has seeds from a lot of different countries.

3 Where is the Svalbard Global Seed Vault?

The vault is on the island of Spitsbergen. The island is about one thousand kilometres from the North Pole. It's a very cold place so it's good for seeds. Above the ground, the doorway is small, but inside the building is huge. You walk down a long corridor and one hundred and thirty metres inside a mountain. At the end, there are three large areas with seeds.

4 How many varieties of seeds are there?

There are about half a million varieties of seeds inside the vault. For example, there are varieties of seed for rice from Asia and Africa, 32 varieties of seed for potatoes from Ireland and seeds for different chillies from the USA.

5 How long can the seeds live?

The seed vault has space for a lot more seeds. In total, you can put about 2.2 billion seeds inside. The seeds can live here for thousands of years because of the cold temperature of -18°C . So, in the future, humans can grow any seed they want. In other words, the seed vault is the difference between life and death.

disease (n) /dɪ'zi:z/ an illness in people, animals or plants

seed (n) /si:d/ we grow plants from these

store (v) /stɔ:(r)/ to keep or put in something

vault (n) /vɔ:lt/ place below the ground for storing things

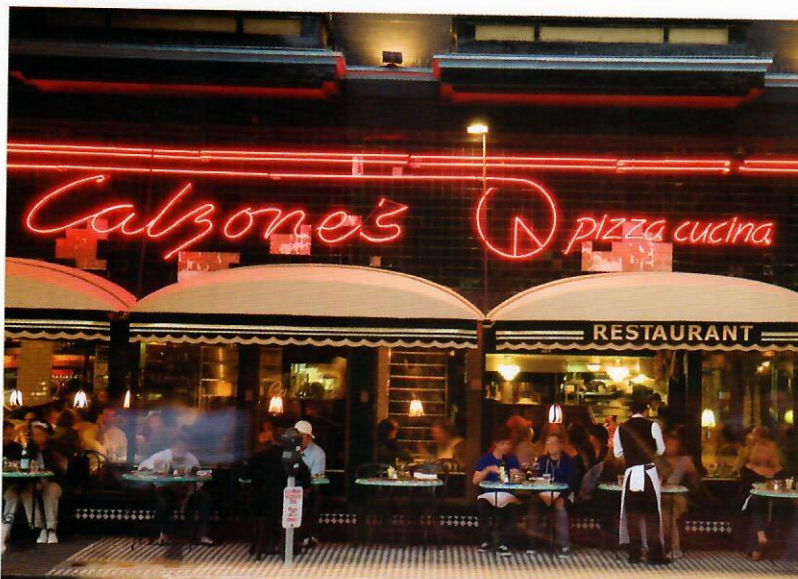
variety (n) /və'raɪəti/ a group of different things (e.g. different types of potato)



5d At the restaurant

Speaking and vocabulary

- 1 What are common starters, main courses and desserts on a menu in your country? What about your favourite restaurant?
- 2 Look at the parts of the menu. What dishes would you order? Tell your partner.



STARTERS	
Soup of the day	\$6.95
Garlic fries	\$4.95
MAIN COURSES	
Seafood special	\$13.95
Four-cheese pizza	\$10.95
Caesar salad	\$9.95
DESSERTS	
Ice cream sundae	\$7.95
Chocolate cake with cream	\$7.95
DRINKS	
Bottle of water (sparkling or still)	\$2.50
Iced tea	\$2.50

Real life ordering a meal

- 3 1.39 Listen to two people at a restaurant. Answer the questions.
 - 1 What do they order?
 - 2 Look at the menu again. How much does the meal cost?
- 4 1.39 Look at these phrases for ordering a meal. Who says them: one of the customers (C) or the waiter (W)? Listen again and check.

▶ ORDERING A MEAL

Here is the menu.
 Can I get you anything to drink first?
 I'd like a bottle of water, please.
 I don't want a starter.
 I'll have a seafood special.
 I'd also like a dessert.
 Are you ready to order?
 I'd like a four-cheese pizza.
 That was delicious.
 Can I get you anything else?
 Could we have the bill, please?

▶ WORDBUILDING British or American English

Read these parts of the conversation in the restaurant:
'The garlic fries are really good. Do you call them chips in England?'
'Could we have the bill, please?' *'He means the check.'*
 Some words are different in British English and American English: *fries/ chips, bill/check.*

For further information and practice, see page 43 of the Workbook.

5 Pronunciation contracted forms

- 1.40 Listen and repeat these contracted forms.

I'd I'd like a coffee.
I'll I'll have a pizza.

- 6 Work in groups of three. One person is the waiter, two people are customers. Practise a conversation at Calzone's restaurant. Use the menu in Exercise 2. Then change roles.

5e What do I do next?

Writing instructions

1 Read the three instructions for food (1–3). Match the texts to where you read them (a–c).

- a inside a box
- b in a cookery book
- c on a food label

1 You can make this cake in about fifteen minutes. First of all, heat the oven to 200°C. Put the flour in a bowl. Then, add the milk, eggs, butter and salt.

2 Thank you for buying this Home Barbecue Grill. Please follow these instructions:

- 1 Do not use the barbecue inside a building.
- 2 Never leave children with the barbecue.

3 Store this bottle of sauce in a cool, dry place. After you open the bottle, use the sauce within three months.

c Read the instructions in this part of a recipe. Add the missing punctuation.



Fortune cookies are nice at the end of a meal in a Chinese restaurant and they're easy to make

You need the following pieces of paper three eggs sugar salt and flour
First of all write your messages on the pieces of paper After you mix the eggs sugar salt and flour pour the mixture onto a tray

3 Work in pairs. Write instructions to make your favourite type of dish, sandwich or salad. Use some of these verbs in your instructions.

2 Writing skill punctuation

a Find examples of these types of punctuation in the instructions in Exercise 1.

- . (full stop) , (comma)
- : (colon)

b Match the punctuation to these uses and find an example in the instructions.

- 1 between words in a list
comma (milk, eggs, butter and salt)
- 2 at the end of a sentence
- 3 between two or more adjectives
- 4 to introduce a list of instructions
- 5 after a sequence word
(e.g. First)
- 6 between two clauses in one sentence



4 Exchange your instructions with another pair. Check the punctuation. Would you like to make the food?

5f Gelato University



Different flavours of ice cream in an ice cream parlour

Before you watch

- 1 Look at the photo and read the caption. Do you like ice cream? Which flavour is your favourite?
- 2 Match these flavours (1–7) to the ice creams (A–G).

1 chocolate	5 banana
2 orange	6 lime
3 coffee	7 vanilla
4 strawberry	



- 3 Do you know how to make ice cream? Tell the class.

While you watch

- 4 Watch the video. Number the topics (a–c) in the order you learn about them (1–3).
 - a where students come from
 - b the cost and the profit of a gelato business
 - c why students come
- 5 Watch the video again. Answer these questions.
 - 1 Where is the university?
.....
 - 2 Where are the students from?
.....
 - 3 What do they learn?
.....
 - 4 What is the average age of a student?
.....
 - 5 Where is Holly from?
.....
 - 6 How much is the course per week?
.....
 - 7 They learn about making 'gelato' but what else do they learn about?
.....
 - 8 How much does the equipment cost for making gelato?
.....

After you watch

- 6 Match the people from the video (1–4) with what they say (a–d).

- | | |
|---------------------------|----------------|
| 1 Kaori Ito (first woman) | 3 Kevin Koh |
| 2 Holly (second woman) | 4 the narrator |

- a I want to open an Italian Gelato parlour in Antananarivo, the capital of Madagascar. The shop is for a certain class of people. It isn't for everyone.
- b They're ready to stop doing the old jobs and to open a new chapter in their lives.
- c A litre of ice creams costs two to three euros. But customers can pay around 20 euros per litre. That's a tasty profit!
- d There's actually a lot about the ingredients, a lot about understanding the building blocks, about what goes in the gelato.

- 7 Match the highlighted expressions (a–d) in Exercise 6 with these definitions (1–4).

- 1 That's a very good profit.
- 2 People with a lot of money.
- 3 The basic information.
- 4 To start something new.

8 Role play a conversation with a student at Gelato University

Work in pairs.

Student A: You are a new student at Gelato University. Answer a journalist's questions about the course. Think about:

- why you are on the course
- what you learn on the course
- your plans for the future (e.g. to open an ice cream parlour in your country)

Student B: You are a journalist for a documentary about the university. Prepare questions for a new student at the university. Ask about:

- age
- country
- why he/she is on the course
- what he/she learns on the course
- what are his/her plans in the future (e.g. to open an ice cream parlour)

- 9 Work in groups. Discuss these questions.

- 1 Why do students often study at universities in other countries?
- 2 Do a lot of students in your country go abroad to university? Why? What do they study?

gelato (n) /dʒə'li:təʊ/ Italian word for ice cream
ice cream parlour (n) /,aɪs kri:m 'pɑ:lə/ a shop which only sells ice cream

UNIT 5 REVIEW

Grammar

1 Match the beginnings (1–6) with the endings (a–f).

- | | |
|------------------|-------------------|
| 1 We need | a banana, please. |
| 2 Are there any | b kilos. |
| 3 Please buy two | c some chicken. |
| 4 Chop an | d onions? |
| 5 I'd like a | e onion. |
| 6 Do we need a | f lemon? |

2 Choose the correct options to complete the conversation. In two items, both words are correct.

A: Do you want an apple?

B: No, thanks. I don't eat ¹ *many* / *much* fruit.

A: Why not? ² *A lot of* / *Much* fruit is good for you.

B: I know, but I prefer other food. And I eat ³ *many* / *a lot of* pasta and pizza. Do you eat ⁴ *a lot of* / *much* Italian food?

A: Yes, I do. It's delicious. Are there ⁵ *a lot of* / *many* Italian restaurants in your town?

B: No, ⁶ *not a lot of* / *not many*.

3 Complete the table with these words.

eggs oranges rice soup bottles of water

How much ...?	How many ...?

I CAN

- use countable and uncountable nouns
- talk and ask about quantities of food

Vocabulary

4 Complete the categories with these words.

bag chicken juice lamb milk oranges
peppers pierogi potatoes raisins
satay tin

- | | |
|---------------|---------------|
| 1 fruit | _____ , _____ |
| 2 vegetables | _____ , _____ |
| 3 meat | _____ , _____ |
| 4 drinks | _____ , _____ |
| 5 a dish | _____ , _____ |
| 6 a container | _____ , _____ |

5 Work in pairs. Think of one more word for each category in Exercise 4.

6 Complete the text about mint tea with these food verbs.

make mixes pour put tastes



This photo is from Morocco. Moroccans ¹ _____ a lot of mint tea. On a hot day, it ² _____ delicious! You need a tall glass with a lot of mint leaves. Also, you need to ³ _____ some sugar in the glass. Boil some water and ⁴ _____ it slowly into the glass. Wait for five minutes so the sugar ⁵ _____ with the mint. Then drink!

I CAN

- talk about different types of food
- describe how to make a drink or a recipe

Real life

7 Replace the words in bold with these phrases.

Are you ready to **make** a drink? I'd like **to buy** a bottle of water. Can we have **some** more? Would you like **to order**?

- 1 **Can I get you** anything to drink? _____
- 2 **I'll have** a bottle of water. _____
- 3 **Would you like to order?** _____
- 4 **We'd like** the bill, please. _____

I CAN

- order a meal in a restaurant

Speaking

8 Work in pairs. Describe your favourite café or restaurant. What do you normally order?