

# 4

## EAT UP

As a child, my family's menu consisted of two choices: take it or leave it.

**BUDDY HACKETT (1924–2003),  
AN AMERICAN COMEDIAN**

### UNIT LANGUAGE AND SKILLS

#### Vocabulary:

- Show what you know – food
- food – fish and vegetables
- antonyms – describing food
- word families
- food collocations and phrasal verbs
- Word in focus – up

#### Grammar:

- future time clauses
- Future Continuous and Future Perfect

#### Listening:

- people talking about their diets

#### Reading:

- texts about food consumption

#### Speaking:

- in a restaurant

#### Writing:

- formal/informal style

### FOCUS EXTRA

- Grammar Focus pages 119–120
- WORD STORE booklet pages 8–9
- Workbook pages 44–55 or MyEnglishLab
- MP3s – www.english.com/focus

## 4.1 Vocabulary

### Food • Flavours and textures

*I can describe food that I like and don't like.*

#### SHOW WHAT YOU KNOW

1 Add the words in the box to the lists. Then add four more words to each category.

banana carrots chicken jam rice

1 meat or fish: chicken

2 vegetables: \_\_\_\_\_

3 fruit: \_\_\_\_\_

4 food bought in packets: \_\_\_\_\_

5 food bought in jars or tins: \_\_\_\_\_

2 In pairs, discuss the questions.

1 Who is the best cook in your family?

2 What dishes can you cook?

3 Read the blog entry and choose the correct options.

- 1 Fussy eaters eat a limited wide selection of food.
- 2 Fussy eaters may be *less* / *more* sensitive to strong flavours.
- 3 Fussy eaters *usually* / *rarely* copy their family's eating habits.
- 4 Fussy eaters probably *will* / *won't* like mushrooms.
- 5 Fussy eaters may refuse food that was *safe* / *unsafe* in early human history.

www.allaboutfoodblog.uk

### Fussy eaters

When I was a child, I was a very fussy eater. I refused to eat any cooked food.

I only ate raw carrots and white bread, even old stale white bread! Nothing else! My parents thought I was a difficult child, but now I know that there are reasons why children are fussy eaters.



#### Genes

Some people are born with a gene that makes them more sensitive to strong flavours. For these people, sweet things taste sweeter, salty things taste saltier, and bitter things taste more bitter. Children who have this gene often refuse food with bitter flavours such as fruit and vegetables.

#### Experience

If children's older brothers and sisters or parents refuse to eat something, they will probably do the same. This is why it's important to give children lots

of different kinds of food with different textures and flavours when they're really young.

#### Texture

The texture and smell of food often puts children off. For most kids, mushrooms have a horrible texture, fish is smelly and the taste of red meat is too strong.

#### Evolution

Children are usually fussy about the same food: vegetables, meat and fruit. In early human history, these types of food could be dangerous and might poison you!

Were there any types of food you didn't like as a child but love now? Please leave your comments.

4 Read the blog comments. Are the statements true (T) or false (F)?

- 1 Veggie girl used to like eggs.
- 2 Hungry man used to hate mushrooms.
- 3 Foodie has a bad reaction when he eats red vegetables.
- 4 Shane is a vegetarian.
- 5 Kitchen Ken used to avoid strong flavours.
- 6 Edward loves sushi.

COMMENTS

**Veggie girl**  
Eggs. I didn't like the texture or the smell. And fried eggs were really **greasy**. I hated them as a kid, but now I love all kinds of egg: boiled, scrambled, even fried, and my favourite: an omelette with some cheese on top. Mmmmm, **tasty**!  
7.15 a.m. 10 June

**Hungry man**  
Very **ripe** bananas! I used to think the texture was disgusting. I felt the same about mushrooms. But now I love mushrooms in everything – they're delicious on pizzas and in pasta sauces.  
8.20 a.m. 10 June

**Foodie**  
I was a very fussy eater – I hated **green beans** and refused to eat all other green vegetables: broccoli, **cabbage**, spinach and especially **Brussels sprouts**. But I eat all vegetables now, except for **beetroot**, tomatoes and **red peppers** – I'm allergic to them.  
3.03 p.m. 10 June

**Shane**  
Meat. I didn't like the strong taste. Now my favourite meal is a big **juicy** steak with **crispy** chips and a fresh green salad.  
9.08 a.m. 11 June

**Kitchen Ken**  
When I was younger, I didn't like anything spicy. I only liked **mild** flavours. Now my favourite food is hot Mexican food with lots of chillis!  
5.12 p.m. 11 June

**Edward**  
Anything from the sea. I hated **prawns** and all kinds of **shellfish**. But now I love all fish: **tuna**, **sardines** and **salmon** are my favourites. But they have to be cooked – I'm not keen on raw fish in sushi, for example.  
11.21 a.m. 12 June

5 In pairs, discuss what food you loved and hated as a child. How have your tastes changed?

- A: *What food did you hate when you were younger?*  
B: *I used to hate olives, but now I love them!*

6 Write your own comment for the blog.

WORD STORE 4A

7 **CD-2.18 MP3-61** Complete WORD STORE 4A with the words in red in the text. Then listen, check and repeat.

8 Put the words from WORD STORE 4A under an appropriate heading. Then add two more words to each category.

I often eat this	I sometimes eat this	I rarely or never eat this

9 In pairs, compare your lists from Exercise 8. Are your tastes in food similar or different?

WORD STORE 4B

10 **CD-2.19 MP3-62** Complete WORD STORE 4B. Match the underlined adjectives in the text with their antonyms. Then listen, check and repeat.

11 Complete the sentences with adjectives from WORD STORE 4B. Then tick the sentences that are true for you.

- 1 I tried an Indian curry once. It was too **spicy** for me.
- 2 My friend likes anything \_\_\_\_\_; she particularly loves ice cream and chocolate.
- 3 The taste of dark chocolate or strong coffee is too \_\_\_\_\_ for me.
- 4 If we have any old, \_\_\_\_\_ bread, we feed the birds.
- 5 I've never tried sushi. I don't like \_\_\_\_\_ fish.
- 6 I think \_\_\_\_\_ vegetables taste better than frozen or tinned vegetables.
- 7 I don't like bananas that are too \_\_\_\_\_. I prefer them to be white and firm.

WORD STORE 4C

12 **CD-2.20 MP3-63** Complete the table in WORD STORE 4C with the highlighted adjectives in the text. Then listen, check and repeat.

13 List three food items you can describe with each adjective from WORD STORE 4C.

*crispy – chips, fried bacon, ...*

14 In pairs, write a menu for the most disgusting or delicious meal you can imagine. Follow these steps.

- Think about some disgusting or delicious food.
- Use words from WORD STORE 4 A–C and your own ideas.
- Write a menu with a starter, a main course and a dessert.
- Who has the worst or best menu in the class?

# 4.2 Grammar

## Future time clauses

I can use future time clauses to talk about future plans, predictions and conditions.

1 Do you think the statements are true (T) or false (F)? Read the text and check your ideas.

- 1 Carrots are better for your eyes than other vegetables.
- 2 Bananas give you more energy than sugar.
- 3 Breakfast is just as important as lunch and dinner.

### THE TRUTH ABOUT FOOD



Has anybody ever said to you, 'If you eat your carrots, you'll have better eyesight'? Well, it's not really true. Carrots contain Vitamin A and this is important for healthy eyes. But lots of different fruit and vegetables contain Vitamin A. **As long as** you have a balanced diet, you'll get all the vitamins you need.

- 10 Another common belief is that you'll get more energy **if** you eat sugar. Actually, **when** you need an energy boost, a banana will work better than sugar. Sugar will give you a short boost.
- 15 However, **as soon as** it goes out of your bloodstream, you'll feel tired again.



Some people think that missing breakfast can help you lose weight. In fact, **if** you don't have a good breakfast, you'll probably feel hungry by mid-morning and eat fattening snacks. You won't lose weight successfully **unless** you eat three healthy meals a day.

2 Look at the sentences in the text with the conjunctions in blue. Answer the questions.

- 1 Are the sentences about past, present or future events?
- 2 Which tense do you use after the conjunctions?
- 3 Can you put the conjunction at the beginning as well as in the middle of the sentence?

3 Read the GRAMMAR FOCUS and check your answers to Exercise 2.

### GRAMMAR FOCUS

#### Future time clauses

When you are talking about the future, you use the present tense after the conjunctions **if, when, unless, before, after, until, as soon as** and **as long as**.

**As long as** you **have** a balanced diet, you'll get all the vitamins you need.

You won't lose weight successfully **unless** you **eat** three healthy meals a day.

4 Read the text and choose the correct verb forms.

### MORE TRUTH ABOUT FOOD



Do you know the expression 'If you <sup>1</sup> **eat** / **eat** fish, you <sup>2</sup> **are** / **ll be** more intelligent'? Well, fish is certainly good for you and it contains Omega-3, which is important for the brain. But fish won't make <sup>5</sup> you more intelligent unless you <sup>3</sup> **also study** / **ll also study** a lot.

Some people say you'll live longer if you <sup>4</sup> **ll eat** / **eat** chocolate. In fact, dark chocolate can be good for you. However, you won't live longer unless you <sup>10</sup> **have** / **ll have** a healthy lifestyle and long living genes.



My granny used to say, 'As long as you <sup>6</sup> **ll eat** / **eat** garlic, you <sup>7</sup> **won't get** / **don't get** a cold!' She was wrong. When you <sup>8</sup> **ll cook** / **cook** with garlic, you'll certainly add flavour. However, garlic won't prevent <sup>15</sup> colds because colds are caused by viruses.

5 Choose the correct conjunctions. Then decide who is speaking: a parent (P) or a child (C)?

- 1 You won't get any ice cream **when** / **if** / **until** you finish your vegetables.
- 2 **As soon as** / **Unless** / **Before** this programme finishes, I promise I'll do my homework.
- 3 I'll lend you money **unless** / **as long as** / **until** you pay me back.
- 4 **Unless** / **If** / **As long as** you do some revision, you won't pass your exams.
- 5 Will you call me **as soon as** / **if** / **until** you get there?
- 6 We'll get a dog **before** / **when** / **if** you promise to look after it.

6 Complete the text with the correct form of the verbs in brackets.

As soon as I <sup>1</sup> **get** (get) home today, I <sup>2</sup> \_\_\_\_\_ (have) a snack. Then, if there <sup>3</sup> \_\_\_\_\_ (not be) anybody at home, I <sup>4</sup> \_\_\_\_\_ (watch) television for a bit. However, if my parents <sup>5</sup> \_\_\_\_\_ (be) at home, I <sup>6</sup> \_\_\_\_\_ (go) to my room. In my room, I'll switch on my computer and I <sup>7</sup> \_\_\_\_\_ (probably/listen) to music unless my friends <sup>8</sup> \_\_\_\_\_ (be) online. If my friends <sup>9</sup> \_\_\_\_\_ (be) online, I <sup>10</sup> \_\_\_\_\_ (chat) with them. When I <sup>11</sup> \_\_\_\_\_ (finish) chatting, it <sup>12</sup> \_\_\_\_\_ (probably/be) time for dinner. Finally, if there <sup>13</sup> \_\_\_\_\_ (not be) anything else to do, I <sup>14</sup> \_\_\_\_\_ (do) my homework.

7 Complete the sentences with your own ideas. Then compare with a partner.

- 1 When school finishes today, **i'll go for a bike ride.**
- 2 If it's raining at the weekend, ...
- 3 I'll always live in this area as long as ...
- 4 I'll stop studying English as soon as ...
- 5 I probably won't get a job until ...

Grammar Focus page 119

## 4.3 Listening

### Multiple matching

*I can understand the main points of a short monologue.*

- In pairs, look at the photos below and decide whether they show healthy or unhealthy dishes.
- Take *The healthy diet test* and compare your answers with a partner.

## The healthy diet test

**Remember:**  
the more ticks you get,  
the healthier you are!

1 I don't eat too much salt (e.g. in crisps and fast food).

2 I don't eat too much sugar (e.g. in sweets and fizzy drinks).

3 I'm not a fussy eater.

4 I have a balanced diet – I eat a variety of different kinds of fresh food.

5 I eat fish at least once a week.

6 I don't eat red meat more than three times a week.

7 I feel well – I have plenty of energy.

8 I look well – my skin and my hair look healthy.



### EXAM FOCUS Multiple matching

- 4 **CD-2.22 MP3-65** Listen to four people talking about their diets. Choose from the list (A–G) what each speaker says about their diet. Use the letters only once. There are three extra letters.

Speaker 1:

Speaker 2:

Speaker 3:

Speaker 4:

#### The speaker's diet:

- A is based on fresh local produce.
- B changed when he/she was thirteen.
- C doesn't include any desserts.
- D doesn't involve any cooking.
- E used to include a lot of sweet things.
- F is based on Mediterranean produce.
- G has never changed.

- 5 **CD-2.22 MP3-65** Match the speakers (1–4) with the questions. Then listen again and check.

- a Who couldn't become a vegetarian?
- b Who has a lot of energy?
- c Who supports animal rights?
- d Who rarely eats with his/her family?
- e Who doesn't use animal products?

### PRONUNCIATION FOCUS

- 6 **CD-2.23 MP3-66** Listen and repeat. Notice the same sound in each group.

- 1 coffee orange cauliflower
- 2 beef beans \_\_\_\_\_
- 3 grapes cakes \_\_\_\_\_
- 4 banana avocado \_\_\_\_\_
- 5 cabbage spinach \_\_\_\_\_

- 7 **CD-2.24 MP3-67** Add the words in the box to the correct group in Exercise 6. Then listen, check and repeat.

cauliflower lettuce potato  
sardines tomato

### WORD STORE 4D

- 8 **CD-2.25 MP3-68** Complete WORD STORE 4D. Tick the nouns that collocate with each adjective. Then listen, check and repeat.

- 3 **CD-2.21 MP3-64** Listen to a nutritionist giving advice. Which statement in *The healthy diet test* does she *not* mention?

## 4.4 Reading

### Multiple choice

I can understand the main points of an article.

CD-2.26 MP3-69



**T**ristram Stuart is the author of *Waste – uncovering the global food scandal*. In the article below, he describes an event he organised in London. He wanted to bring people's attention to the problem of food waste and show how we can help to feed the world and protect the environment.

Imagine seeing this offer next time you're in a supermarket: 'For every carrot you eat, another one will be wasted.' Sadly, this is not far from the truth.

In a world where there are more than a billion hungry people, it's a scandal that all this food is wasted. We are forcing global food prices to go up because we buy more than we need and throw it away. In Africa and Asia, people cannot afford the high food prices and they go without food.

We organised our 'Feeding the 5,000' event in London to highlight this problem. We invited charities, government organisations, chefs, farmers and the general public.

At the event, we served more than 5,000 portions of fresh hot vegetable curry. For drinks we pressed a few thousand fresh apples to make juice. More than 300 volunteers helped to chop up vegetables and cook the curry.

'Friends of the Earth' brought along four pigs to eat up the leftover apple pulp from the apple pressing. We wanted to show that feeding pigs with our food waste is better than feeding them with soya-based feed. We import millions of tonnes of soya which is grown on land where rainforests used to be.

All the ingredients for the curry and apple juice were donated by UK farmers. The fruit and vegetables were not perfect enough for shops.

We also gave tips about other ways to use up our leftover food. People don't realise how many meals we can get from one chicken. Most of us sit down to a roast chicken on Sundays and

### UK TODAY

- UK supermarkets reject forty percent of fruit and vegetables because they are 'ugly', i.e. not a perfect shape.
- One UK sandwich factory throws away four slices of fresh bread, including the two crusts, from every loaf – that's a total of 13,000 slices a day.
- UK homes waste twenty percent of all the food they buy.

the rest can be used to make a delicious risotto or a great filling for a sandwich. The crusts of these sandwiches can be cut up, fried in a little olive oil, then chopped up and put in salads and soups.

Did you know that more potatoes are wasted than any other vegetable? They shouldn't be thrown away. They can be mashed or fried for another meal, or even put in the freezer. In addition to this, black bananas, which people quickly throw away, can be fried in brown sugar and eaten with cream for a tasty dessert.

'Feeding the 5,000' was a wonderful event. People united under the same message: throwing away perfectly good, edible food is crazy.

Why are we throwing away so much and who is responsible? Supermarkets are blamed for rejecting 'ugly' fruit and vegetables; consumers are blamed for overbuying or refusing to buy 'wonky' vegetables; chefs are blamed for serving large portions and so on.

The truth is that food is wasted in supermarkets, homes, restaurants and on farms. We are all responsible for solving the problem. So it's time to ask ourselves a simple question: how can we continue to waste food in a world where people are hungry and natural resources are disappearing?

The solution to food waste is simple: buy good food, enjoy it and eat everything on your plate instead of throwing it away!



**1 Read UK TODAY and answer the questions.**

- 1 Which facts do you find most shocking?
- 2 Do you think the situation is similar or different in your country?

**2 Read the article and choose the best title.**

- a Ten ways to recycle chicken
- b Feeding the 5,000
- c Learn to love ugly vegetables
- d Save the rainforests

**EXAM FOCUS Multiple choice**

**3 Read the article again. For questions 1–4, choose the correct answer, A, B, C or D.**

- 1 World food prices are rising because
  - A there isn't enough food.
  - B we eat too much food.
  - C too much food is sent to Africa and Asia.
  - D we buy too much food.
- 2 The aim of the event 'Feeding the 5,000' was to
  - A raise money for food charities.
  - B show how to feed lots of people with a little money.
  - C make people think about how we use food.
  - D feed a lot of hungry people in London.
- 3 Tristram Stuart's main message to the consumer is:
  - A Stop eating so much food!
  - B Give your food waste to animals!
  - C Don't buy more than you can eat!
  - D Start buying vegetables with unusual shapes!
- 4 The writer gives advice about
  - A how to roast a chicken.
  - B what to do with food you don't eat.
  - C how to make salads and soups.
  - D what types of food you can freeze.

**5 CD-2.28 MP3-71 Complete the recipe with the words in the box. Then put the instructions in the correct order (1–6). Finally, listen and check.**

boil chop mix pour put slice

**Bread and butter pudding**



a Heat some milk in a small saucepan. Don't boil it.



b \_\_\_\_\_ the slices of stale bread and butter in a dish with some dried fruit.



c \_\_\_\_\_ up some ripe bananas and put them in the dish.



d \_\_\_\_\_ the stale bread and put butter on it.



e \_\_\_\_\_ three eggs and three large spoons of sugar with the warm milk.



f \_\_\_\_\_ the mixture over the bread and fruit and cook in the oven for forty-five minutes.

**4 CD-2.27 MP3-70 Listen to three people talking about their favourite leftovers recipes and answer the questions.**

- 1 What is the main ingredient in all three?
- 2 Which recipe do you like best? Why?

**6 In pairs, discuss things you could do at home or at school to avoid wasting food. Who has the best idea in the class?**

**WORD STORE 4E**

**7 CD-2.29 MP3-72 Complete the phrasal verbs in WORD STORE 4E with the words in the box. Then listen, check and repeat. Translate the phrasal verbs.**

# 4.5 Grammar

## Future Continuous and Future Perfect

*I can talk about future actions and when they will happen.*

1 Look at the photo and read the advert. Then, in pairs, discuss the questions.

- 1 Would you like to go to Cook Camp? Why?/Why not?
- 2 How many things listed in the advert can you make?
- 3 Which dishes would you like to learn how to make?

### TEENAGE COOK CAMP

In a few years, you will have graduated from school and will probably be living in a student house with other people your age.

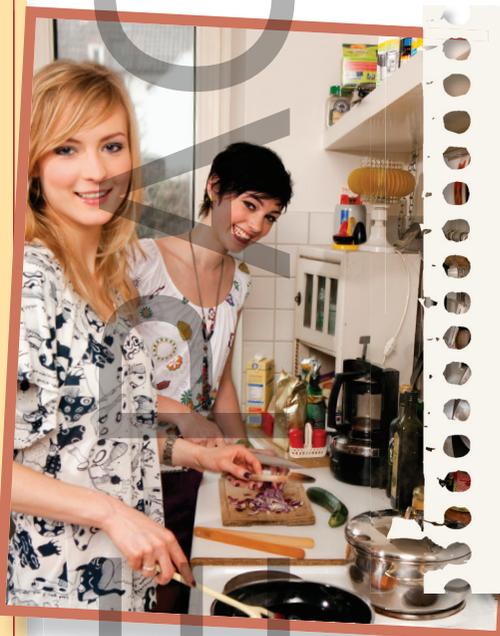
#### Will you know how to feed yourself?

At Cook Camp we believe that basic cooking skills are an important life skill, but many young people will be leaving school and home without these skills.

#### Join our weekend Cook Camp now.

By the end of the weekend, you'll have learnt how to make:

- a pasta sauce • vegetable soup • pizza
  - cakes and biscuits • three chicken dishes
  - an apple pie
- and much, much more!*



### Cook Camp day 1

6 a.m.	get up, breakfast
9 a.m.	field work: planting, gardening
12 p.m.	lunch
3 p.m.	kitchen basics: chopping, peeling, cleaning, talk by a guest speaker
6 p.m.	supper
9 p.m.	film or games
11 p.m.	bed

3 Look at tomorrow's schedule at Cook Camp and choose the correct options.

- 1 At 6 a.m. they'll be getting up / have got up.
- 2 By 9 a.m. they'll be having / have had their breakfast.
- 3 In the morning they won't be working / have worked in the kitchen.
- 4 By 3 p.m. they'll be finishing / have finished lunch.
- 5 In the afternoon they'll be cooking / have cooked in the kitchen.
- 6 By 11 p.m. they'll be ready for bed. It will be being / have been a busy day!

2 Read the GRAMMAR FOCUS and find examples of the Future Continuous and Future Perfect in the advert in Exercise 1.

### GRAMMAR FOCUS

#### Future Continuous and Future Perfect

- You use the **Future Continuous** to talk about longer unfinished actions in progress at a time in the future.

*In a few years, you **will be living** in a student house.*

#### Future Continuous: will + be + -ing

+ I'll **be working**.

- She **won't be working**.

? **Will they be working?**

Yes, they **will**./No, they **won't**.

- You use the **Future Perfect** to talk about an action that will be completed before a certain time in the future.

*By the end of the weekend, you'll **have learnt** how to make pizza.*

#### Future Perfect: will + have + past participle

+ You'll **have finished**.

- He **won't have finished**.

? **Will they have finished?**

Yes, they **will**./No, they **won't**.

4 Write your schedule for tomorrow. Use the Future Continuous.

*At 7 a.m. I'll **be having** breakfast.*

5 In pairs, ask each other about your schedules for tomorrow. How similar or different are they?

A: *Will you **be having** breakfast at 7 a.m.?*

B: *No, I **won't**. I'll **be** ...*

6 Use the prompts to write about things you will or won't have done by the end of today.

1 eat / pieces of fruit

*By the end of the day, I'll **have eaten** three or four pieces of fruit.*

2 drink / water

6 go into / shops

3 cook / meals

7 spend / money

4 receive / text messages

8 do / homework

5 speak to / people

7 Write questions with you in the Future Perfect using the prompts in Exercise 6.

1 *How many pieces of fruit will you **have eaten** by the end of the day?*

8 In pairs, ask and answer the questions in Exercise 7.

## 4.6 Speaking

### In a restaurant

*I can order food in a restaurant and ask for information politely.*

- 1 In pairs, look at the lunch menu. What would you choose?

**MARIO'S LUNCH**

2 courses €10 *Menu*

**Main course**

PIZZA MARGHERITA  
CHEESEBURGER AND CHIPS  
MARIO SPECIAL SALAD  
MARIO SPECIAL PASTA  
SOUP OF THE DAY

**Dessert**

CHOCOLATE MOUSSE  
FRUIT SALAD AND ICE CREAM  
CHEESE AND BISCUITS



- 2 **CD•2.30 MP3•73** Listen to a conversation between Alex and a waiter. What are the problems with her order? What solutions do they find?

- 3 **CD•2.30 MP3•73** Complete the conversation with phrases from the SPEAKING FOCUS. Then listen again and check.

**Alex:** Excuse me. <sup>1</sup>*Can I order, please?*

**Waiter:** Certainly. What can I get for you?

**Alex:** <sup>2</sup> \_\_\_\_\_

**Waiter:** Sure. It's a salad with lettuce, red peppers and chicken.

**Alex:** Oh. <sup>3</sup> \_\_\_\_\_

**Waiter:** Vegetarian? What about pasta?

**Alex:** <sup>4</sup> \_\_\_\_\_

**Waiter:** Yes, it's a delicious salmon sauce.

**Alex:** Oh, I don't eat fish.

**Waiter:** You don't eat fish? Can I suggest a very good vegetarian restaurant near here?

**Alex:** No, it's OK. <sup>5</sup> \_\_\_\_\_

**Waiter:** Ah, it's vegetable soup today! Would you like the soup?

**Alex:** Er, maybe. But first <sup>6</sup> \_\_\_\_\_

**Waiter:** Yes, it's a vegetable soup. There are onions in it. Is that a problem?

**Alex:** Yes, I'm sorry, but I'm allergic to onions.

**Waiter:** Right. How about the salad without chicken?

**Alex:** Yes, that sounds good. <sup>7</sup> \_\_\_\_\_

**Waiter:** Yes, of course. Is that everything?

**Alex:** Yes, thanks.

...

**Waiter:** Would you like to see the dessert menu?

**Alex:** No, thanks. <sup>8</sup> \_\_\_\_\_

- 4 **CD•2.31 MP3•74** Listen to the second part of the conversation. Why does the waiter change his attitude to Alex?



### SPEAKING FOCUS

#### Ordering food

- Can I order, please?
- Do you have any vegetarian dishes?
- Can I have chips with that?
- Could I have the bill, please?

#### Asking for information – indirect questions

- Could you tell me what the soup is?
- Can you tell me what the Mario Special Salad is?
- Do you know what the pasta sauce is?
- I'd like to know if there are onions in it.

- 5 Rewrite the indirect questions (e–h) in the SPEAKING FOCUS as direct questions. What are the differences in word order? Which type of question is more polite?

e *What is the soup?*

- 6 In pairs, rewrite the direct questions as indirect questions. Begin with the words in brackets. Then ask and answer the questions.

1 What's your favourite fruit? (Can you tell me)

A: *Can you tell me what your favourite fruit is?*

B: *Yes, I love bananas!*

2 Where's an Italian restaurant near your house? (Do you know)

3 Is there anything you don't eat? (I'd like to know)

4 Are you a good cook? (I'd like to know)

5 Where can I get the best ice cream? (Can you tell me)

6 Who's the fussiest eater you know? (Could you tell me)

- 7 In pairs, do a roleplay. Use the SPEAKING FOCUS and the conversation in Exercise 3 to help you.

**Student A:** You are a customer in a restaurant. You're a vegetarian (you don't eat meat or fish) and you're allergic to eggs and mushrooms. You don't like peppers very much. Ask the waiter for information about the following items: pizza, pasta, soup and salad. Explain why you can't eat some dishes.

**Student B:** You are a waiter. Take Student A's order. Answer questions about the dishes on the menu and make suggestions.

#### MENU

- pizza: ham, eggs, tomatoes, cheese
- pasta: prawn sauce
- soup: mushroom
- salad: chicken, green beans, lettuce, peppers

## 4.7 Writing

### A semi-formal email

*I can write a semi-formal email.*

- 1 Read this extract from a letter. Is it formal or informal? Think of three questions you would ask about the prize mentioned in the letter.

Dear Miss Read,

We are delighted to inform you that you have won first prize in our 'Ideal School Meals Competition'. The menu you suggested represents an ideal combination of healthy and exciting food. Your prize is a place on one of our 'Teen Cuisine' weekend cookery courses for teenagers at the Manchester School of Cookery. For more information, please contact Diane Walsh at [dwalsh@msc.org](mailto:dwalsh@msc.org) and include details of any cookery experience you may have so that we can place you in the correct group.

- 2 Read Mia's reply email. Does she ask any of your questions from Exercise 1?

- 3 Some parts of Mia's email are too informal. Match the underlined words in the email with these more suitable formal alternatives.

- 1 equipment
- 2 informing
- 3 I am looking forward to
- 4 a number of
- 5 Thank you
- 6 pleased

- 4 Now match the phrases in pink in the email with these more formal alternatives.

- a I hope to hear from you ...
- b I am ...
- c could you clarify ...?
- d Dear Ms Walsh,
- e contacting you ...
- f could I ask about ...?

**Hi Diane,**

Thanks for your letter telling me that I have won the competition. **I'm** very happy and I can't wait for the 'Teen Cuisine' experience. I am **getting in touch** to ask for more information about the course. I have lots of questions that I hope you can answer.

First, **what are** the dates and times of the next course? I would also like to know what I need to bring with me. I do not have my own special clothing or kitchen stuff.

You asked about cookery experience and in fact, I have never done a cookery course before. However, we did have some cookery lessons at school and I do quite a lot of cooking at home. You mentioned placing me in the correct group, but **you didn't say** which levels are available.

Thank you once again for choosing my menu as the winner. **Write back and answer my questions** soon.

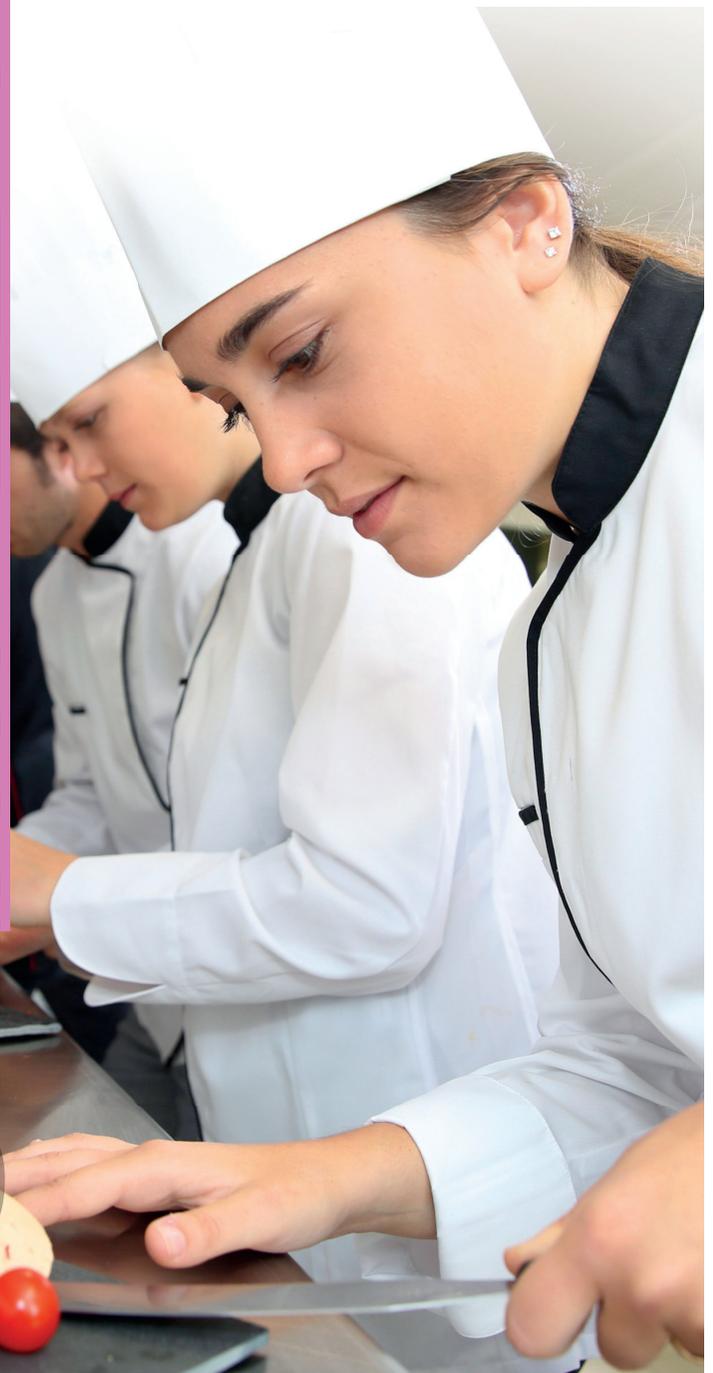
Yours sincerely,

Mia Read

opening

body

closing



- 5 Read the **WRITING FOCUS** and complete it with the phrases in Exercise 4.

## WRITING FOCUS

### A semi-formal email

#### Opening

- Start the email politely.  
*Dear Sir* or *Dear Madam* (if you don't know the name of the person you are writing to, but know whether they are a man or a woman)  
*Dear Sir* or *Madam* (if you don't know the name or gender of the person you are writing to)  
*Dear Mr*, *Dear Mrs* (to a married woman) or *Dear Miss* (to an unmarried woman) + surname  
*Dear Ms* + surname (if you don't know if the woman is married or not): <sup>1</sup> \_\_\_\_\_
- Do not use:
  - informal phrases: *Thanks* → Thank you, *lots of* → several/a number of
  - contractions: *I'm* → <sup>2</sup> \_\_\_\_\_
- In the first paragraph, refer to the letter/email/advert you are responding to and say why you are writing.  
Thank you for your letter/email informing me that/ regarding ...  
I am <sup>3</sup> \_\_\_\_\_ to enquire about/ask for ...

#### Body

- In the main body paragraphs, use polite expressions (e.g. indirect questions) to ask for information.  
I would (also) like to know what I need to bring ...  
<sup>4</sup> \_\_\_\_\_ the dates and times of the next course?
- If something is unclear, ask for clarification.  
<sup>5</sup> \_\_\_\_\_ which levels are available?  
Could you confirm/explain when/where/what/how/whether/if ...?

#### Closing

- In the final paragraph, mention that you would like a reply.  
I look forward to receiving your reply soon.  
<sup>6</sup> \_\_\_\_\_ soon.
- If you start with *Dear Sir*, *Dear Madam* or *Dear Sir* or *Madam* (i.e. if you don't include the name of the person you are writing to), end with *Yours faithfully*.
- If you include the name of the person you are writing to, end with *Yours sincerely*.

- 6 Choose the more formal alternative.

- 1 A Hello there,  
B Dear Mr Stein,
- 2 A Thank you for contacting me ...  
B Thanks for your email ...
- 3 A I would like to enquire about the date of the visit.  
B What's the date of the visit?
- 4 A Are travel and accommodation also free for my friend?  
B Could you confirm whether travel and accommodation are also free for my friend?
- 5 A I look forward to hearing from you soon.  
B Please write back soon.
- 6 A All the best,  
B Yours sincerely,

## Writing task

You have entered a competition run by a famous chocolate company looking for suggestions for an interesting new flavour for their chocolate. Here is part of a letter you have received from them.

Congratulations! You've won! Your prize is a visit for you and a friend to our factory in Switzerland. Do contact us with any queries about the visit. We look forward to meeting you soon.

Yours sincerely,  
David Schmidt

*David Schmidt*

- A Write a semi-formal email to David Schmidt in 140–190 words. Follow these steps.

- Thank the company for choosing your suggestion as the winner.
- Say how you feel about the prize.
- Explain the reason for writing the email.
- Ask about dates, travel arrangements and accommodation.
- Ask for confirmation that your friend won't have to cover his/her travel and accommodation expenses.
- Conclude the email in a formal way.

### Useful language

- Thank you for your email informing me ...
- I am contacting you to ...
- You mentioned in the email that ...
- Regarding the travel arrangements, I would like to know if ...
- Could you also confirm whether the ... ?
- I look forward to hearing from you soon.

- B Use the ideas in the **WRITING FOCUS** and the model to help you.

#### C Check.

- ✓ Have you addressed the person you are writing to in a formal way?
- ✓ Have you mentioned why you are writing?
- ✓ Have you avoided contractions?
- ✓ Have you used formal phrases?
- ✓ Have you used indirect questions to ask for more information?
- ✓ Have you used indirect questions to ask for clarification?



# FOCUS REVIEW 4

## VOCABULARY AND GRAMMAR

## USE OF ENGLISH

### 1 Complete the adjectives in the sentences. The first letter of each adjective is given.

- 1 Eating **r**\_\_\_\_\_ meat is not safe. Always make sure that it is cooked all the way through.
- 2 Have you got **b**\_\_\_\_\_ sugar by any chance?
- 3 In winter, when there aren't many fresh vegetables, I usually eat **f**\_\_\_\_\_ ones.
- 4 I hate the **b**\_\_\_\_\_ taste of coffee. I always drink it with milk.
- 5 You don't have to use fresh tomatoes to prepare this dish. It's OK to use **t**\_\_\_\_\_ ones.

### 2 Complete the sentences with the words in the box.

Brussels sprouts   edible   is boiling  
natural ingredients   scrambled eggs

- 1 Our cakes are so delicious because we only use \_\_\_\_\_ to bake them.
- 2 Watch out! The water \_\_\_\_\_. It's hot.
- 3 Would you like something to eat? I'm really good at preparing \_\_\_\_\_.
- 4 Broccoli and \_\_\_\_\_ are two vegetables that most children hate.
- 5 I'm not sure if this mushroom is \_\_\_\_\_. It might be poisonous.

### 3 Choose the correct options.

- 1 Can I have a snack *until* / *before* we leave home or are we in a hurry?
- 2 Stir the eggs and sugar *unless* / *until* they are well mixed together.
- 3 We can prepare this dish without milk *if* / *unless* you are allergic to dairy products.
- 4 The turkey is still in the oven. I'll call you *as long as* / *as soon as* it is ready.
- 5 I'm going to throw away the leftover chicken *as soon as* / *unless* you want to use it to make a sandwich.
- 6 You can drink fizzy drinks from time to time *when* / *as long as* you have a balanced diet.

### 4 Complete the sentences with the Future Continuous or Future Perfect form of the verbs in brackets.

- 1 Let's make a simple chocolate cake. I promise we \_\_\_\_\_ (finish) baking by 12 o'clock.
- 2 \_\_\_\_\_ (you/use) this knife? If not, please wash it and put it in the drawer.
- 3 Tomorrow at 8 o'clock we \_\_\_\_\_ (watch) a cooking competition. It's the final episode.
- 4 \_\_\_\_\_ (John/open) his own nutrition clinic by the end of the year?
- 5 This bakery is very popular. I'm sure they \_\_\_\_\_ (sell out) by lunchtime.

### 5 Choose the correct answer, A, B or C.

- 1 A: We've been waiting for John for an hour. I'm hungry!  
B: Sorry, we won't have dinner \_\_\_\_\_ he arrives.  
A until      B as long as      C after
- 2 A: Have you got any vegetarian dishes?  
B: \_\_\_\_\_  
A Is that everything, madam?  
B Could you tell me what vegetarian is?  
C How about pasta with vegetable sauce?
- 3 A: The French are famous for their \_\_\_\_\_.  
B: That's true. There are a lot of famous chefs from France.  
A cuisine      B habits      C ingredients
- 4 A: What time is it?  
B: 7 o'clock.  
A: Tomorrow at 7 o'clock we \_\_\_\_\_ sushi in a Japanese restaurant. I can't wait.  
A will have      B will be having      C will have had
- 5 A: You're a great cook. I wish I could cook as well as you.  
B: Thanks, I can give you a few tested \_\_\_\_\_ if you want.  
A slices      B resources      C recipes
- 6 A: \_\_\_\_\_  
B: Sure. What can I get for you?  
A Can I order, please?      C Can I have fries with that?  
B Could I have the bill, please?

### 6 Choose the correct answer, A, B or C, to complete both sentences in each pair.

- 1 On this cookery \_\_\_\_\_ you'll learn the basics of cooking. The starters are delicious, but what's the main \_\_\_\_\_ today?  
A dish      B course      C plate
- 2 I hope to \_\_\_\_\_ a lot of weight on this diet. They are playing so badly that they are sure to \_\_\_\_\_ the match.  
A lose      B hit      C beat
- 3 People who support \_\_\_\_\_ rights are often vegetarians. I avoid \_\_\_\_\_ products in my diet, for example, eggs.  
A natural      B animal      C human
- 4 We'll probably \_\_\_\_\_ away for the weekend. We always take some British tea when we \_\_\_\_\_ abroad.  
A go      B travel      C move
- 5 Please remember that Emma is allergic \_\_\_\_\_ nuts and milk. It's the first time someone has brought this issue \_\_\_\_\_ my attention.  
A for      B with      C to
- 6 Do you want to order takeaway or go out? It's \_\_\_\_\_ to you. Can you chop \_\_\_\_\_ some carrots and peppers?  
A in      B on      C up

## READING

- 7 Read the texts and choose the correct answer, A, B or C.

I'd never been to a restaurant like Le Ponce before. It was so elegant. I was there to celebrate Emma's engagement. We had shared a flat as university students, and now she was going to marry a very wealthy businessman. Lucky girl! A waiter pulled out my chair for me. As I settled into my seat, I noticed all the different knives, forks and spoons for each guest. There was an unusual one I'd never seen before. That's when I started to panic. 'What's it for? When do I use it? What if I embarrass myself?' I wondered. And at that moment, oh dear, the first course arrived ...

- 1 The author of the text  
 A thought she wouldn't like the first course.  
 B wasn't used to the situation.  
 C didn't know which knife was hers.

### IMPORTANT!!!

Please note:

- All fridges should be kept at a temperature of 4°C to keep food fresh, unless you are defrosting.
- Use separate knives, cutting boards, etc. to prepare raw and cooked food.
- Ensure that all dishes are clean when you take them out of the dishwasher.
- All areas used to prepare food must be cleaned well every night.
- Make sure all cookers, fryers and ovens are turned off at the end of the night.
- Wash hands well before and after handling food.

**Pay attention to the above at all times.**

- 2 Who is the text intended for?  
 A kitchen staff  
 B waiters  
 C the restaurant manager

## THE BIG FISH

If good service is important to you when you eat out, you'll love The Big Fish. From the moment you walk in and sit at your table, the staff make you feel welcome. My waiter patiently explained the menu and recommended the salmon pie with spinach, which I ordered. I was greatly impressed by the presentation. It resembled a work of art on the plate and I didn't know whether to eat it or look at it! Unfortunately, it wasn't what I had expected as it lacked flavour.

- 3 What is the author's intention in writing the text?  
 A to express an opinion  
 B to give instructions  
 C to advertise a place

## SPEAKING

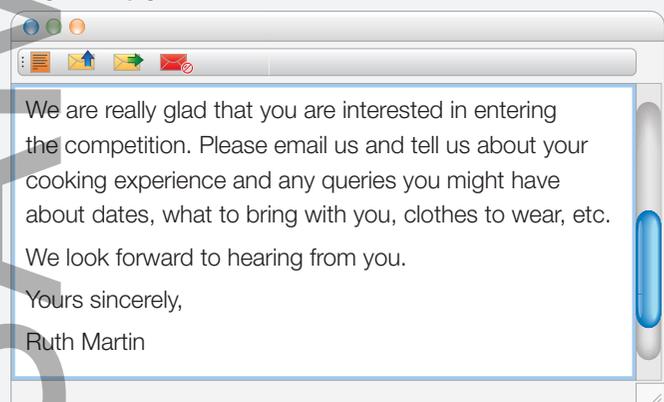
- 8 Look at the photos. They show people buying food in different places. In pairs, take turns to compare the photos and say what the advantages are of buying food in these places.



- 9 Where would you prefer to buy food?

## WRITING

- 10 Read part of an email you have received from the people running a TV cookery competition and write your reply.



Write your email in 140–190 words.