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

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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 serve it on a real fire.
   3 So when you walk up the street, you can smell the food in the distance.
   4 The chefs make the noodles with a hot sauce.
   5 They smell delicious.
   6 I can eat 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.

<table>
<thead>
<tr>
<th>cheese</th>
<th>chicken</th>
<th>chips</th>
<th>eggs</th>
<th>fish</th>
<th>juice</th>
<th>lamb</th>
</tr>
</thead>
<tbody>
<tr>
<td>lemons</td>
<td>lentils</td>
<td>nuts</td>
<td>onions</td>
<td>oranges</td>
<td>pasta</td>
<td>pepper</td>
</tr>
</tbody>
</table>

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

1. I eat _____, but I never eat _____.
2. I cook _____, I never cook _____.
3. I grow _____ at home, but I buy _____ from a shop.
4. I know what _____ tastes like, but I don’t know what _____ tastes like.

3 Pronunciation /tʃ/ or /dʒ/

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. kabasa 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.

1. It’s popular in other countries. B, K, C
2. You make it with meat.
3. You make it with fish.
4. You can also add different vegetables.
5. You cook it.
6. You serve it with rice.
7. You serve it with salad.
8. 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.
10 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 a chicken. Can you buy a kilo when you go to the supermarket?
B: Sure.
A: And we need an onion.
B: There are any 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 tomatoes.
A: And I’d like some olive oil as well. There isn’t any left.
B: OK. So we need 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

1 Where do you like shopping for food? Choose an answer (a–d).
   a at a supermarket
   b at a market
   c from lots of different shops on the high street
   d I don’t like shopping!

2 Read the article about markets around the world. Answer the questions.
   1 What are the good things about supermarkets?
   2 Why does the writer like food markets?
   3 How old is St Lawrence market?
   4 What food can you buy in St Lawrence market?
   5 What is hot in Castries Market?
   6 What is upstairs at Kreta Ayer Wet Market?
   7 What can you hear in La Vucciria?
   8 When is Borough Market open?

3 Discuss these questions as a class.
   1 Do you have a food market in your town or city? What days is it open?
   2 Can you buy fresh food and local dishes there? What kind?
   3 What other street markets are in your town or city? What do they sell?

Grammar a lot of and not much / not many

4 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.
   1 Use _____ with countable or uncountable nouns.
   2 Use _____ with countable nouns.
   3 Use _____ with uncountable nouns.

A LOT OF and NOT MUCH / NOT MANY

<table>
<thead>
<tr>
<th>Countable</th>
<th>Uncountable</th>
</tr>
</thead>
<tbody>
<tr>
<td>There are a lot of apples.</td>
<td>There’s a lot of cheese.</td>
</tr>
<tr>
<td>I don’t eat many apples.</td>
<td>I don’t eat much cheese.</td>
</tr>
<tr>
<td>I don’t eat a lot of apples.</td>
<td>I don’t eat a lot of cheese.</td>
</tr>
<tr>
<td>Do you eat a lot of / many apples?</td>
<td>Do you eat a lot of / much cheese?</td>
</tr>
<tr>
<td>Yes, I do. / No, not many.</td>
<td>Yes, I do. / No, not much.</td>
</tr>
</tbody>
</table>

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.

1 I don’t eat a lot of fast food.
   I don’t eat much fast food.
2 He eats a lot of fresh fruit and vegetables.
   not possible
3 There aren’t a lot of local markets in my region.
4 Do you buy a lot of sweets for the children?
5 There isn’t a lot of milk in the fridge.
6 My family buys a lot of food from the supermarket.
7 She doesn’t put a lot of salt on her food.
8 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.

1 How many bananas does he buy?
2 How many kilos of rice does he buy?
3 How many bottles of sauce does he buy?

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

<table>
<thead>
<tr>
<th>bag</th>
<th>bottle</th>
<th>glass</th>
<th>kilo</th>
<th>packet</th>
<th>piece</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1 a _____ of sauce
2 a _____ of chocolate
3 a _____ of bread
4 a _____ of water
5 a _____ of pasta
6 a _____ of tuna
7 a _____ of flour
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 of people in China eat rice for breakfast.
   2. The United States America is famous for burgers.
   3. I’d like a bottle of water, please.
   4. A friend of mine is vegetarian.
   5. I eat my main meal in the middle of the day.
   6. There are many varieties of 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
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.
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.

Real life ordering a meal

3 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 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

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

2. 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.

3. Thank you for buying this Home Barbecue Grill. Please follow these instructions:
   - 1. Do not use the barbecue inside a building.

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

**Writing skill punctuation**

1. Find examples of these types of punctuation in the instructions in Exercise 1.
   - . (full stop)
   - , (comma)
   - : (colon)

2. Match the punctuation to these uses and find an example in the instructions.
   - 1. between words in a list
   - 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

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

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

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

A D E F G B C

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

After you watch

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

1 Kaori Ito
2 Holly
3 Kevin Koh
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?

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gelato (n) /dʒəˈlætəʊ/ Italian word for ice cream
ice cream parlour (n) /ˌaɪs kriːm ˈpɑːlə/ a shop which only sells ice cream
Grammar

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

1 We need a banana, please.
2 Are there any kilos.
3 Please buy two some chicken.
4 Chop an onion.
5 I’d like a lemon.
6 Do we need a

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

A: Do want an apple?
B: No, thanks. I don’t eat many / much fruit.
A: Why not? A lot of / Much fruit is good for you.
B: I know, but I prefer other food. And I eat many / a lot of pasta and pizzas. Do you eat a lot of / much Italian food?
A: Yes, I do. It’s delicious. Are there a lot of / many Italian restaurants in your town?
B: No, not a lot of / not many.

3 Complete the table with these words.

<table>
<thead>
<tr>
<th>How much …?</th>
<th>How many …?</th>
</tr>
</thead>
<tbody>
<tr>
<td>eggs</td>
<td>oranges</td>
</tr>
<tr>
<td>rice</td>
<td>soup</td>
</tr>
<tr>
<td>bottles of water</td>
<td>bottles of water</td>
</tr>
</tbody>
</table>

Vocabulary

4 Complete the categories with these words.

<table>
<thead>
<tr>
<th>bag</th>
<th>chicken</th>
<th>juice</th>
<th>lamb</th>
<th>milk</th>
<th>oranges</th>
</tr>
</thead>
<tbody>
<tr>
<td>peppers</td>
<td>pierogi</td>
<td>potatoes</td>
<td>raisins</td>
<td>satay</td>
<td>tin</td>
</tr>
</tbody>
</table>

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.

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

Real life

7 Replace the words in bold with these phrases.

Are you ready to I’d like Can we have Would you like

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?