

Edible

Grammar Countable and uncountable nouns. Quantity expressions. *used to / would*

Vocabulary Partitives. Food. Taste and texture

Useful phrases At a restaurant: register

Reading & Speaking

1 Read through the questions below and guess how your partner would answer.

Are you a chocolate addict?

- 1 Do you think about chocolate several times a day?
- 2 Do you usually eat some chocolate before midday?
- 3 In a café, when your friends order coffee, do you usually order a hot chocolate?
- 4 Is chocolate your favourite ice cream flavour?
- 5 Do you have a favourite bar of chocolate, for example: Mars, Kit Kat, etc.
- 6 Can you name more than ten types of chocolate bar?
- 7 Do you find it painful to share your chocolate with other people?
- 8 Do you eat at least six pieces of chocolate per day?

If you answered yes to at least three of the questions, you're probably a chocoholic.

Compare your answers. Who is the bigger chocoholic?
Could you live without chocolate?

2 Decide whether the statements about chocolate are true or false.

Chocolate trivia

- 1 Chocolate is good for you.
- 2 White chocolate is not real chocolate.
- 3 Chocolate contains 'happy chemicals'.
- 4 Dark chocolate is healthier than milk chocolate.
- 5 A piece of chocolate is a good treat for a dog.
- 6 Americans are the world's biggest per capita chocolate consumers.
- 7 The average person will consume 10,000 chocolate bars in a lifetime.
- 8 A fifty gram bar of chocolate contains the same amount of caffeine as a cup of coffee.
- 9 American and Russian space flights have always had several bars of chocolate on board.
- 10 In Alfred Hitchcock's film, *Psycho*, chocolate syrup was used for blood in the famous shower scene.

2.01 Listen and check your answers.

3 Look at the first statement from *Chocolate trivia*. Replace *chocolate* with each word in the box to make new statements. Use plural forms if the words are countable.

Chocolate is good for you. → *Chips are good for you.*

chip crisp fish fruit milk salt sleep sugar travel vegetable
vitamin work

Work with a partner. Discuss which statements you agree/disagree with.



Grammar

Nouns and quantity expressions

Countable nouns

Use: *none, not any, a few, several, some, many, a lot, lots, plenty*

Uncountable nouns

Use: *none, not any, a little, a bit, some, much, a lot, lots, plenty*

not enough = less than you need

too much/many = more than you need

1 Complete the statements with either *Countable* or *Uncountable*.

(1) _____ nouns have a singular and a plural form. You can use *a/an* and numbers with them. You use the plural form when you are talking in general.

an apple / apples → *Apples are good for you.*

(2) _____ nouns have only one form. You can't use *a/an* or numbers with them. Most (but not all) have a singular form.

knowledge (NOT ~~a knowledge~~) → *Knowledge is power.*

2 The uncountable noun *chocolate* can also be countable (*a chocolate*). Which other nouns in the box can sometimes be countable depending on the context?

beer bread cake coffee meat
money nature pasta rice salad
whisky yoghurt



▲ chocolate

a chocolate ►



3 Complete the questions with *many* or *much*. Four answers are given to each question. Cross out the answer that is not possible.

So far today ...

- how *many* friends have you texted?
None / A couple / A little / Lots.
- how _____ time have you spent online?
None / Very little / Not enough / A lot of.
- how _____ phone calls have you made?
Very few / Two or three / Lots / So much.
- how _____ coffees have you had?
None / Several / Not enough / Too much.
- how _____ money have you spent? Not many / A bit / A lot / Far too much.
- how _____ work have you done? None / Enough / Plenty / Lots of.

Underline the answers that are true for you or write true answers of your own. Ask your partner the questions.

4 Grammar Extra 5 page 134. Read the explanations and do the exercises.

Vocabulary

1 Match words from column A with words from column B to make common collocations.

- | A | B |
|----------------|--------------------------|
| a) a bar of | 1 bananas / flowers |
| b) a bowl of | 2 chocolate / soap |
| c) a box of | 3 cigarettes / crisps |
| d) a bunch of | 4 honey / instant coffee |
| e) a jar of | 5 chocolates / matches |
| f) a packet of | 6 fruit / sugar |

2 Work with a partner. Add the words in the box to column B to make more collocations.

biscuits cereal grapes keys marmalade raspberry jam rice seeds
soup spaghetti tea tissues tools

Tell your partner how often you buy, consume or use these items.

Speaking

1 Add the names of different people in the class. Try to make true sentences.

- | | |
|--------------------------------------|--|
| a) _____ is a vegetarian. | e) _____ doesn't like fish. |
| b) _____ is a good cook. | f) _____ always has lunch in the same place. |
| c) _____ always has a big breakfast. | g) _____ often eats fast food. |
| d) _____ drinks a lot of coffee. | h) _____ usually has wine with dinner. |

2 Ask questions to check your ideas.

'Veronica, are you a vegetarian?'

Vocabulary & Pronunciation

1 Look at the photograph. How many items of food can you name?



2 Look at the lists. What types of food do the colours represent?

- veal cod limes trout beans tuna
- leeks plums hake figs prawns peaches
- turkey olives mussels melons mushrooms sardines
- garlic cherries lobster onions grapefruits courgettes
- peppers bacon salmon spinach mangoes cauliflower
- sausages lettuces cabbages oranges radishes potatoes
- aubergines strawberries cucumbers celery raspberries tomatoes

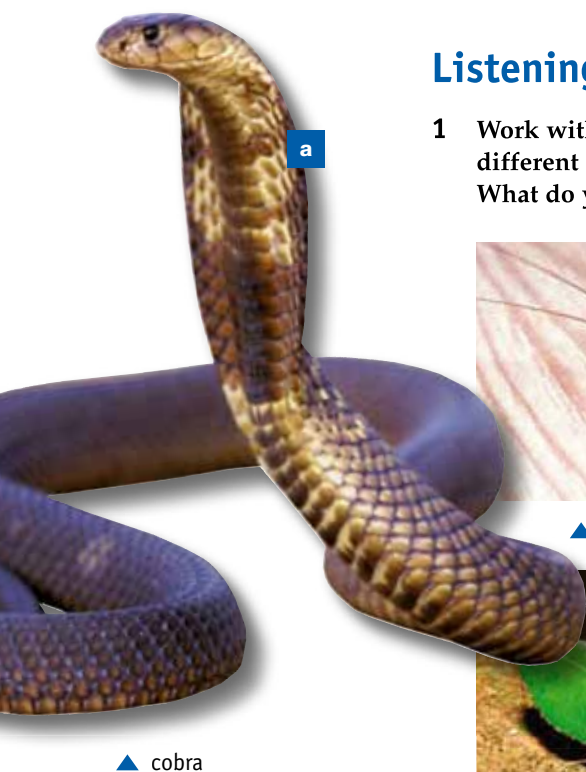
2.02 Listen, repeat and mark the stressed syllable. What is different about the last word in each row?

3 Complete the questions with the most appropriate contrasting word from the box.

~~cooked~~ draught / dra:ft/ frozen heavy mild sweet weak white

- | | |
|-------------------------------------|-----------------------------------|
| a) Raw or <i>cooked</i> vegetables? | e) Strong coffee or _____ coffee? |
| b) Light meals or _____ meals? | f) Strong cheese or _____ cheese? |
| c) Red meat or _____ meat? | g) Bottled beer or _____ beer? |
| d) Fresh fish or _____ fish? | h) Dry wine or _____ wine? |

Ask the questions and find out your partner's preferences.



a

▲ cobra

Listening

- 1 Work with a partner. Look at the pictures of different things that people eat around the world. What do you imagine they taste like?



b

▼ grasshopper



c

▲ cockroach



d

▲ caterpillar



e

▲ ant



f

▲ Mars Bar

- 2 2.03 Listen to an interview with somebody who has tried all these things. Match each dish (a–f) with the adjectives (1–6) he uses to describe them.

- | | |
|---|----------------------------------|
| a) baked cobra in China | 1 dry, bland |
| b) fried grasshoppers in Thailand | 2 crunchy, sweet, fruity |
| c) roasted cockroaches in Indonesia | 3 greasy, sweet, disgusting |
| d) boiled and sundried caterpillars in Africa | 4 crisp, tasty |
| e) roasted chocolate ants in Colombia | 5 meaty, tough, chewy, delicious |
| f) deep-fried Mars Bar in Scotland | 6 sweet, crisp |

- 3 Have you tried any of the dishes he talks about? Would you like to? What is the most unusual thing you have ever eaten? Tell your partner.

Vocabulary & Speaking

- 1 Add words to the table from Listening Exercise 2.

Ways of cooking food	Ways of describing taste	Ways of describing texture
boil grill bake	bitter salty spicy bland	creamy dry

- 2 Work with a partner. Take it in turns to describe one of the items of food in the box for your partner to guess what it is.

apples crème caramel curry dark chocolate English food biscuits
fresh bread fried eggs meat which is over-cooked milk chocolate pizza
plain white rice raw carrots salted peanuts seafood strong coffee
tinned anchovies your mother's cooking

'It's crunchy on the outside and chewy on the inside.' 'Fresh bread?' 'Yes, that's right.'
'They're crunchy and salty' 'Apples?' 'No, apples aren't salty.' 'Peanuts?' 'That's right.'

- 3 What are the best and worst meals you've ever had? Describe them to your partner.

Reading

- 1 Read the article. What was Emma Bunton's favourite food as a child? What food didn't she like?

Memories of food

Both my mum and dad were great cooks when I was growing up. Well, my dad was. My mum would try, bless her. As a family, we always used to try new things and experiment with food. I remember being in Spain when I was about six, and all the kids wanted burgers and chips, and I remember digging into prawns and
5 garlic. I've always loved trying new foods. The only things I really dislike are peas. And my mum still gives them to me!

Restaurants were always a real treat when I was growing up. My brother and I would share food because we couldn't really afford to splurge, and so now when I go out to eat I treat it as a luxury and I feel lucky. My favourite food was the sort
10 of thing that I remember having a lot when I was younger – the classics that my dad used to cook: shepherd's pie, roast dinners and spaghetti bolognese. He used to make a shepherd's pie to die for, with a tiny layer of cheese and a bit of tomato.

When I was growing up, we always used to eat around a table, except for Saturday night, which was a tray dinner in front of the TV as a treat. I think that's
15 why I enjoy food, because meals were, and still are, a family event. We used to go to my nan's on Sunday – she used to make these lovely cherry pies. Now on Sundays I go to my dad's house. I think of him sitting at the table on a Sunday when I was little, and he would eat half and then leave the rest for later.

I think a happy childhood gives you a balanced view
20 of food and of yourself. I eat what I fancy and I feel good about it. I feel lucky that I escaped all the size zero nonsense when I was younger. I've had times with the press, especially during the Spice Girl days, when they've called me fat. Of course it does hurt, but having a great
25 family and having normal, non-famous people around me keeps me grounded.

Emma Bunton: 'Baby Spice' ▶

Glossary

digging into: eating enthusiastically

treat noun [C]: something that gives special pleasure

splurge verb [I]: spend a lot of money

shepherd's pie noun [C or U]: English dish made from minced meat covered with mashed potato

to die for *informal*: so good that you really want it

nan's: grandmother's (house)

size zero: extremely thin. It refers to the US clothing size (a European 32-34).

keeps me grounded: helps me to remember what's important in life



- 2 Look at the following statements about Emma's childhood. Are they true or false?

- Emma's mother was a better cook than her father.
- Her family enjoyed eating new things.
- She went to Spain when she was about six.
- Her mother still cooks peas for her.
- She often went to restaurants with her family.
- In restaurants Emma and her brother always had one plate between them.
- Her father often made shepherd's pie.
- Her family ate around a table every night.
- She had lunch at her grandmother's house on Sundays.
- She eats whatever she wants these days.

- 3 Rewrite the sentences in Exercise 2 in the first person. Change the information so that the sentences are true for you.

- My mother was a better cook than my father.*

Grammar

used to / would

used to: for repeated actions or states in the past

He **used to be** very thin.

He **didn't use to eat** much.

Did he **use to go** running?

Yes, he **did**.

No, he **didn't**.

would ('d): for repeated actions in the past

I'd walk to school every morning.

- 1 Work with a partner. Look again at the statements (a–j) in Exercise 2 on page 44. Number each statement 1, 2, 3 or 4 according to the descriptions in this table.

a) 2 b) 1 c) ...

Description	Alternative verb structures
1 Describes a repeated action in the past	<i>used to</i> + verb or <i>would</i> ('d) + verb
2 Describes a state in the past	<i>used to</i> + verb
3 Describes a single action in the past	None
4 Describes an action or state in the present	None

- 2 Look at the sentences (a–j) below about childhood and answer the questions.

1 In which sentences can you replace the underlined verb with *used to* + verb?

2 In which sentences can you replace the underlined verb with *would* ('d) + verb?

When I was a child ...

- I cycled to school every morning.
- I played football after school every day.
- I went on a school trip to Egypt.
- I was afraid of the dark.
- I didn't believe in ghosts.
- My mother did all the cooking.
- I didn't like vegetables.
- I broke my leg on a skiing holiday.
- I started learning the piano.
- I went to church every Sunday.

Are the sentences true for you? Rewrite all the sentences so they are true for you. Use *used to* + verb or *would* ('d) + verb where possible.

- 3 Pairwork Student A: page 117 Student B: page 122

Speaking: anecdote

- 1 2.04 Listen to Julio from Brazil talking about his life when he was a child between the ages of five and ten. Which two questions does he not answer?

- | | |
|--|---------------------------------------|
| a) How many people were in your family? | 1 At seven o'clock. |
| b) Who used to do most of the cooking? | 2 Five. |
| c) Did you use to help in the kitchen? | 3 In the kitchen. |
| d) Were there some things you didn't use to like eating? | 4 My mother. |
| e) What time did you use to have lunch? | 5 Pasta. |
| f) Where did you use to have lunch? | 6 Rice and beans. |
| g) What time did you use to have dinner? | 7 Yes, I used to chop the vegetables. |
| h) Which room did you use to eat dinner in? | 8 Yes, meat. |
| i) Did your family use to eat in restaurants much? | 9 Yes, every Saturday. |
| j) What did you use to eat on Sundays? | |
| k) What was your favourite dish when you were a child? | |

Match the questions with the answers (1–9). Listen again and check.

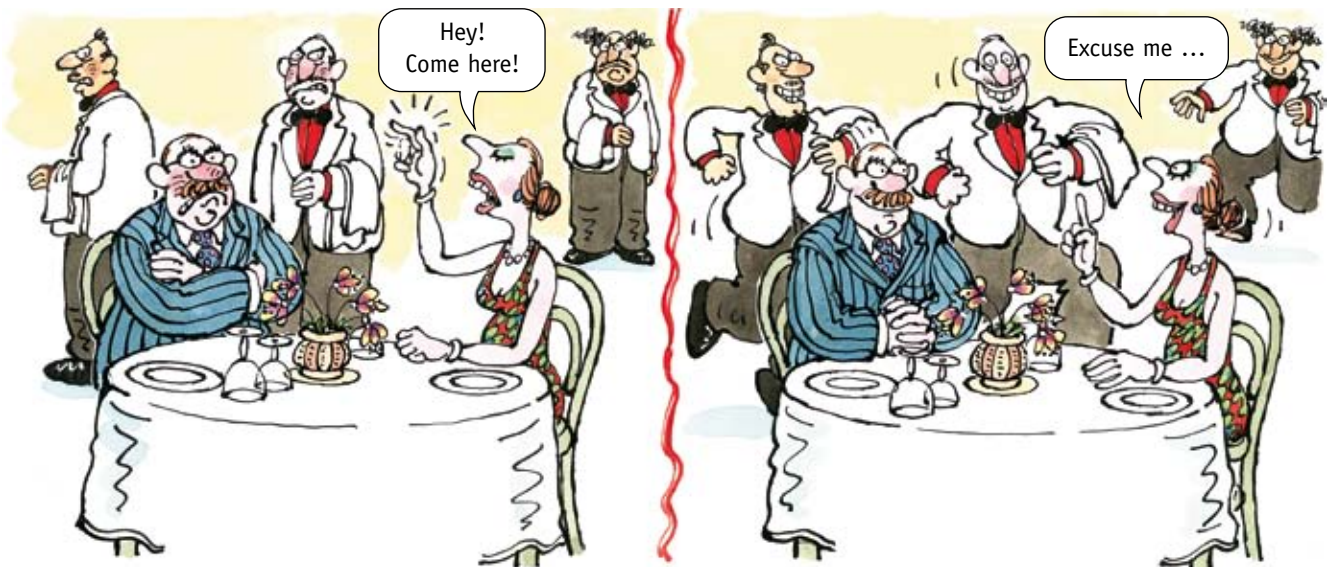
- 2 You are going to tell your partner about your life when you were a child between the ages of five and ten.

- Ask yourself the questions in Exercise 1.
- Think about *what* to say and *how* to say it.
- Tell your partner about your life when you were a child.




Useful phrases

- 1  2.05 Listen to a conversation in a restaurant. Match the conversation to picture *a* or picture *b*.



- 2  2.06 Listen to another version of the conversation. What differences do you notice?

- 3  2.07 Listen and repeat the useful phrases from the conversation.

- Excuse me. We're ready to order now.
- Can we have two coffees and the bill, please?
- Yes, a table for two in the name of Brown.
- Yes, two gin and tonics, please.
- I'll have the grilled salmon steak.
- Do you have anything near the window?
- No, I'm all right, thank you.
- I'll have the lamb, please.
- It was lovely, thank you.
- Not quite. Could you give us a few more minutes?

- 4 Complete the restaurant conversation with the useful phrases from Exercise 3.

Waiter: Good afternoon. Do you have a reservation?

Man: (1) *Yes, a table for two in the name of Brown.*

Waiter: Oh yes. Is this table OK for you?

Man: (2) _____.

Waiter: Yes, of course, follow me.

Waiter: Are you ready to order yet?

Woman: (3) _____?

Waiter: Of course. Would you like to order some drinks?

Woman: (4) _____.

Woman: (5) _____.

Waiter: Very good. What can I get you?

Woman: (6) _____.

Waiter: OK. And sir?

Man: (7) _____.


Waiter: Would you like to see the dessert menu?

Woman: (8) _____.

Man: (9) _____.

Waiter: Certainly. How was your meal?

Woman: (10) _____.

Listen again to the full conversation ( 2.06) and check your answers. Practise the conversation with a partner.

Vocabulary Extra

Nouns and articles

- 1 The table shows how articles combine with different types of noun. Complete the first column with the correct noun type from the box.

Countable nouns Plural nouns Uncountable nouns

Noun type	Singular			Plural	
	no article	with <i>a/an</i>	with <i>the</i>	no article	with <i>the</i>
a) ____	<i>book</i>	<i>a book</i>	<i>the book</i>	<i>books</i>	<i>the books</i>
b) ____	<i>advice</i>	X X X	<i>the advice</i>	X X X	X X X
c) ____	X X X	X X X	X X X	<i>jeans</i>	<i>the jeans</i>

Copy the table and add the nine nouns (*behaviour – trousers*) in the dictionary extracts. There are three examples for each type of noun.

- 2 Check your own dictionary. How does it show you whether a noun is countable, uncountable or plural? Look up the nouns in the box. What do they all have in common?

equipment happiness health luck luggage money news
weather

- 3 Read the dictionary entry for *the* and classify the five examples given under the following headings.

The person or thing has already been mentioned	The person or thing is known about	The person or thing is the only one
	<i>Have you locked the door?</i>	

The is used as the definite article before a noun.

1 talking about sb/sth when you know who or which used before a noun when that person or thing has already been mentioned or is known about, or when there is only one: *Have you locked the door?*
♦ *I have to look after the children.* ♦ *She brought me some cake and coffee, but the cake was stale.* ♦ *The sun was hidden behind a cloud.* ♦ *the best hotel in Paris*

- 4 Complete this Edward Lear poem by asking yourself the questions about each noun. If you know the answer, put *the*. If you don't know the answer, put *a*.

There was (1) *a young lady* from Niger
Who smiled as she rode on (2) ____ *tiger*.
They came back from (3) ____ *ride*
With (4) ____ *lady* inside
And (5) ____ *smile* on (6) ____ *face* of
(7) ____ *tiger*.

– Which young lady?
– Which tiger?
– Which ride?
– Which lady?
– Which smile? Which face?
– Which tiger?!



- 5 Read the dictionary note about the use of *the* to refer to things or people in a general way. Cross out *the* if it is incorrect in these generalisations.

- ~~The~~ men are better drivers than ~~the~~ women.
- The life gets harder as you get older.
- The time is more important than the money.
- The women are more careful with money than the men.
- The children are getting fatter: they don't do enough exercise.
- It's impossible to live without the music.

DO NOT use *the* when you are referring to things or people in a general way. *Children need love and attention.*

Do you agree or disagree with the generalisations? Discuss with a partner.