

Prime Time



2

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Student's Book



Express Publishing

Contents

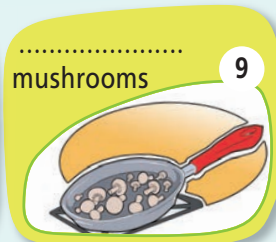
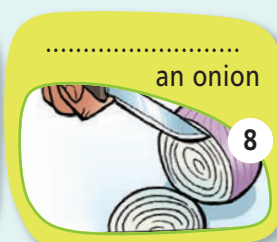
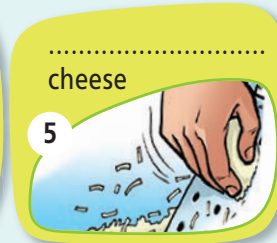
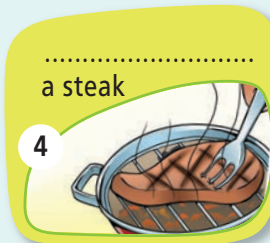
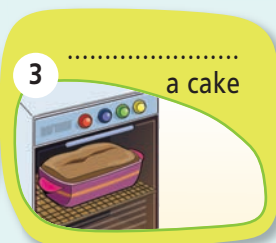
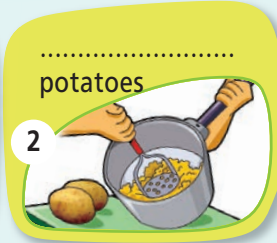
	Modules	Grammar	Vocabulary
Starter	Revision pp. 5-6	<ul style="list-style-type: none"> • <i>to be – have got – there is/are</i> 	<ul style="list-style-type: none"> • nationalities, jobs, appearance, rooms & furniture, daily routines, family, the weather, places in town
1	Home and away pp. 7-20 Language Review 1 p. 21 Skills Practice 1 pp. 22-23 Revision 1 p. 24	<ul style="list-style-type: none"> • prepositions of movement • present simple vs present continuous • stative verbs • modals (<i>can/can't, be able to, could, have to/don't have to, must/mustn't, should/ought to</i>) • comparative/superlative 	<ul style="list-style-type: none"> • adjectives to describe city/country • features of a town/city • places & activities • modes of transport • dangers in the countryside • types of housing • home & chores • public services & facilities
2	Food & Drinks pp. 25-38 Language Review 2 p. 39 Skills Practice 2 pp. 40-41 Revision 2 p. 42	<ul style="list-style-type: none"> • countable/uncountable nouns (<i>a/an – some/any</i>) • quantifiers • <i>too/enough</i> • <i>-ing form/(to) infinitive</i> 	<ul style="list-style-type: none"> • food/drinks • containers/partitives • supermarket sections & products • food preparation • tastes
3	Great people & legends pp. 43-56 Language Review 3 p. 57 Skills Practice 3 pp. 58-59 Revision 3 p. 60	<ul style="list-style-type: none"> • past simple (regular/irregular verbs) • <i>wh-</i> questions • past continuous • linking words (<i>because, so, and, too, also, but</i>) • subject/object questions 	<ul style="list-style-type: none"> • people & achievements • past activities • historical figures • legendary creatures • crime & breaking the law • jobs & nationalities of famous people
4	On holiday pp. 61-74 Language Review 4 p. 75 Skills Practice 4 pp. 76-77 Revision 4 p. 78	<ul style="list-style-type: none"> • <i>will</i> • <i>be going to</i> • present continuous (future meaning) • time clauses • conditionals (types 0, 1 & 2) • <i>might, may, could, will probably, will definitely</i> • <i>a/an/the</i> • relatives 	<ul style="list-style-type: none"> • types of holidays • holiday experiences • holiday activities • eco-tourism • places in a city • holiday problems • tourist attractions
5	Helping hands pp. 79-92 Language Review 5 p. 93 Skills Practice 5 pp. 94-95 Revision 5 p. 96	<ul style="list-style-type: none"> • present perfect • <i>yet, already, since, for, never, ever, just</i> • present perfect vs past simple • present perfect continuous • <i>-ing/-ed</i> adjectives • past perfect • conditional type 3 • wishes • <i>have been/have gone</i> 	<ul style="list-style-type: none"> • world problems • natural disasters • social problems • threats to animal species • injuries • activities at an eco-camp
6	Art & Culture pp. 97-110 Language Review 6 p. 111 Skills Practice 6 pp. 112-113 Revision 6 p. 114	<ul style="list-style-type: none"> • the passive • reported speech • reported questions/orders • reflexive pronouns • question tags 	<ul style="list-style-type: none"> • forms of art • materials • shops & products • music & musical instruments • places of cultural interest

	Reading & Listening	Speaking & Functions	Writing	Culture Corner/ Curricular
		<ul style="list-style-type: none"> describe a room describe the weather describe appearance tell the time 		
	<ul style="list-style-type: none"> <i>Police, Camera, Action</i> (T/F statements) Hot Spots (multiple matching) <i>The Florida Everglades: Surviving the Swamp</i> (open-ended sentences) emails about different types of houses (R/W/DS statements & comprehension questions) Listening for specific information (T/F) 	<ul style="list-style-type: none"> buying a ticket compare places make requests in the home ask for/give advice Pronunciation: /s/, /j/, /dʒ/, /tʃ/ 	<ul style="list-style-type: none"> describe something happening sentences about a journey in your country a list of survival tips in the jungle an informal email about your house an informal email of advice 	<ul style="list-style-type: none"> <i>Pacific Coast Highway 1</i> (T/F/DS) (Citizenship) <i>Are you a good citizen?</i> (quiz)
	<ul style="list-style-type: none"> <i>Lemon Art: French style</i> (open-ended sentences) buying things in a supermarket (dialogue) <i>Chillout</i> (multiple choice cloze) <i>Can unhealthy be healthy?</i> (matching headings to paragraphs) a recipe (reading for specific information) Listening for specific information (Yes/No) 	<ul style="list-style-type: none"> talk about your eating habits order food in a café make a restaurant booking give instructions on how to make a dish Pronunciation: /n/, /ŋ/ 	<ul style="list-style-type: none"> a description of a food festival in your country short texts about places to eat out in your country a description of your own strange restaurant an informal email about your favourite dish 	<ul style="list-style-type: none"> <i>Eating out in the UK</i> (reading for specific information) (Science) <i>Food for life!</i> (note taking & summarising)
	<ul style="list-style-type: none"> <i>Is this the most talented person who ever lived?</i> (T/F/DS statements) <i>Heroes of the Ancient World</i> (quiz) <i>Creatures of Legend</i> (open-ended sentences) <i>The Vanishing Smile</i> (multiple choice) Listening (gap filling) 	<ul style="list-style-type: none"> discuss past activities talk about past actions read dates ask for & give personal information Intonation: stressed syllables/weak vowels 	<ul style="list-style-type: none"> a quiz about famous historical figures a description of a traditional celebration in your country a story about a legendary creature write about a theft a biography of a famous person a text about an explorer 	<ul style="list-style-type: none"> <i>The Pilgrims – Sailing to a new life!</i> (T/F statements) (US History) <i>Christopher Columbus</i> (matching headings to paragraphs)
	<ul style="list-style-type: none"> <i>Adventure Tour South America</i> (multiple matching) <i>Sculptures Under the Sea</i> (multiple choice) <i>Six Reasons to see Sydney</i> (answer questions) Listening (matching speakers to problems) 	<ul style="list-style-type: none"> future plans & intentions ask for information talk about your holiday Pronunciation: /l/ 'won't; /h/ 	<ul style="list-style-type: none"> an itinerary for a tour in your country a pamphlet advertising a national park or area of natural beauty in your country a letter about your holiday how to be a responsible tourist 	<ul style="list-style-type: none"> <i>Yellowstone National Park</i> (multiple matching & comprehension questions) (Citizenship) <i>How to be a responsible tourist</i> (T/F)
	<ul style="list-style-type: none"> <i>Haiti earthquake</i> (T/F/DS statements) listening for specific information <i>From Climbing Mountains ... to Moving Mountains</i> (filling in sentences in a text) <i>Animal SOS</i> (multiple matching) <i>Lead the Way</i> (multiple choice cloze) 	<ul style="list-style-type: none"> talk about a disaster ask for and offer help make suggestions/express preferences Pronunciation: homophones 	<ul style="list-style-type: none"> a short diary entry about a hurricane an interview an email giving your news information about any of the five oceans 	<ul style="list-style-type: none"> <i>Red Nose Day</i> (gap filling) (Geography) <i>The World's Amazing Oceans</i> (matching headings to paragraphs)
	<ul style="list-style-type: none"> <i>The Terracotta Army</i> (multiple choice) <i>Roadside Attractions you really can't miss</i> (T/F/DS) <i>It's Venice ... but not as you know it!</i> (multiple choice) <i>Totally cool!</i> (missing sentences) Listening (matching speakers to different places) 	<ul style="list-style-type: none"> describe a process describe a building/monument post a parcel report people's words express preferences Pronunciation: assimilation 	<ul style="list-style-type: none"> describe an experience write about a monument create your own mall an email describing a visit to a place 	<ul style="list-style-type: none"> <i>The Garma Festival</i> (complete sentences) (Art & Design) <i>Art styles</i> (reading comprehension questions)

Cooking Methods

1 Look at the pictures and complete the gaps with the right word.

- mash • peel • simmer • bake • grate • stir • fry • grill
- slice



2 Match the instructions to the pictures.

3 Read the recipe and choose the correct word.

Pasta in Tomato Sauce

- 1 First, wash/grease the vegetables.
- 2 Then, chop/peel two onions into small pieces.
- 3 Fry/Bake the onions in olive oil.
- 4 Add/Put three chopped tomatoes and some oregano and let the sauce simmer for 20 minutes.
- 5 Boil/Mix 500 g pasta in water for around 10 minutes.
- 6 When it is ready, drain/pour the water.
- 7 Put/Add the pasta on a plate and top it with sauce.
- 8 Finally, sprinkle/beat some cheese on top and serve.

Speaking

4 Match the cooking methods to the foods. Which is your favourite way to eat these foods? Discuss with your partner, as in the example.



Scrambled eggs on toast



- 1 Break the eggs.
- 2 Add 50 ml of milk.
- 3 Beat well.
- 4 Melt butter in a pan.
- 5 Pour butter in the egg mixture.
- 6 Pour mixture into a frying pan and stir constantly. Leave on the heat until done.
- 7 Serve with two slices of toast.

- 1 fried
- 2 baked
- 3 boiled
- 4 grilled
- 5 roast
- 6 scrambled
- 7 mashed
- 8 steamed

- A potatoes
- B eggs
- C vegetables
- D fish
- E beef
- F rice

A: How do you like to eat potatoes: boiled, mashed or fried?

B: Actually, I prefer roast potatoes. etc

Module 2

Food & Drinks

Vocabulary: food & drinks, food groups, supermarket sections, containers/partitives, restaurants, food preparation, ingredients & measurements, adjectives describing food, healthy lifestyles

Grammar: countable/uncountable nouns, *a/an – some/any*, quantifiers (*how many, (how) much, too many/much, a lot of, some, (a) few, (a) little, no/not any, too – enough, -ing form/(to) infinitive*)

Everyday English: ordering food in a café

Pronunciation: /n/, /ŋ/

Writing: a description of a food festival; a text about places to eat out; a description of your own restaurant; an email about a favourite dish

Culture Corner: Eating out in the UK

Curricular (Science): Food for life

Vocabulary

Food & Drinks

1 Label the groups.

👂 Listen and check, then say.

- 1 drinks
- 2 fruit & vegetables
- 3 meat, poultry, fish & seafood
- 4 dairy products
- 5 other

2 Listen to Tim and Julie.

Which foods/drinks do they like/not like?

Tim likes ..., but he doesn't like ...

Julie likes ..., but she doesn't like ...

OVER TO YOU!

I like (♥)

I love (♥♥)

I don't like (X)

I hate/can't stand (XX)

.....

A



tomatoes



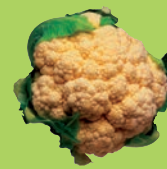
peppers



cherries



pears



cauliflower



grapes



cabbage



beans

B



cheese



yogurt



butter



milk

C

bread



eggs



pasta

rice



cereal

D



beef



lamb



chicken



salmon



trout



cod



tuna



prawn

E



coffee



tea



lemonade

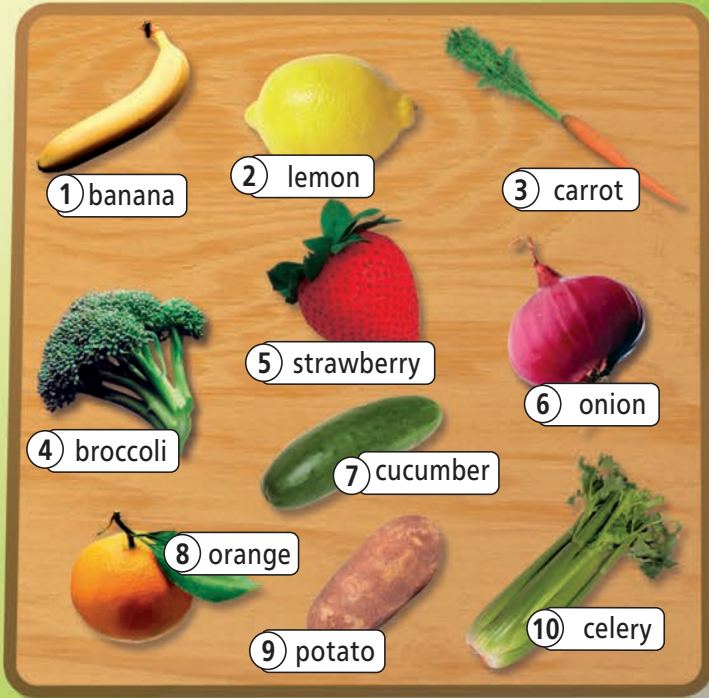


orange juice

2a Food art

Vocabulary Food

1 a) Listen and say.



b) Which of these foods do you see in the pictures on pp. 26-27?

see p. GR3
Grammar
Countable/Uncountable nouns – A/An – Some/Any

2 a) Read the table. Which of the foods in Ex. 1 are: *countable?* *uncountable?*

Countable nouns (nouns we **can** count):



Uncountable nouns (nouns we **can't** count):

some milk (NOT: *a/one milk, two milks*)

- We use **a/an** for singular countable nouns. *There's **an** apple.*
- We use **some** in the affirmative for uncountable nouns and for plural countable nouns. *There is **some** rice. We have **some** strawberries.*
- We use **any** in the negative and interrogative for uncountable nouns and for plural countable nouns. *There aren't **any** eggs./Do we have **any** pasta?*
- We can also use **some** in offers & requests. *Would you like **some** cake? Can I have **some** water, please?*



b) Fill in: *a/an, some or any.*

- 1 There is tea, but there isn't coffee.
- 2 Do you want banana?
- 3 There are cherries in the fridge.
- 4 Is there milk left?
- 5 There are strawberries and apple in the bowl.
- 6 There aren't carrots, but there are potatoes.
- 7 "Can I have orange juice, please?"
"Sorry, but there isn't"
- 8 Would you like coffee?

Reading & Listening

3 a) Read the saying in the first sentence in the text. What do you think it means? Choose A, B or C.

- A You must turn sour things into sweet things.
- B You should make the most of everything.
- C You should be grateful for what you have.

b) What do you think the text is about?
 Listen and read to find out.

Lemon Art: French style

Lemons are a great fruit. You can make lemonade and desserts from them or even use their juice for cooking or in salads.

'When life gives you lemons make lemonade,' the saying goes. In the beautiful and **picturesque** seaside resort town of Menton in the south of France, people make a lot more than just lemonade with their lemons. Believe it or not, they make art, and have a lot of fun doing it!

Every February to March, the people of Menton celebrate their lemons and oranges with a three-week long lemon festival that attracts over 200,000 visitors. Artists **design** and create amazing giant statues for the festival using over 145 tons of lemons and oranges. The artists make everything from **giant** bananas to dinosaurs and some of the statues can **measure** more than 10 metres tall. There is a daily Citrus Exposition where people come to see the amazing creations and buy **local** products made from oranges and lemons. On Sundays, floats carrying the citrus statues go through the town in the Parade of Golden Fruit and on Thursdays, crowds **gather** to watch colourful night parades with music and dancers as well as fireworks. Each year, there is a different **theme** and the creators let their imaginations run wild. Whether you like food and art, or simply need some vitamin C, Menton is a pretty good place to be in February and March.

If you want to experience the festival next year, visit www.fete-du-citron.com and book your tickets online as places for each event go fast.

Check these words

dessert, juice, picturesque, resort, celebrate, attract, design, statue, measure, citrus, creation, float, fireworks, theme, imagination runs wild

c) Complete the sentences.

- 1 Menton is
- 2 Every spring, over 200,000 people come to Menton for
- 3 Artists make statues with
- 4 People come to see the artists' creations at the
- 5 After the parades on Thursdays people watch

d) Use five words from the **Check these words** box to make sentences about the festival.

The people of Menton celebrate the Lemon Festival every year.

- e) Match the words in bold in the text with their meanings: *regional, attractive, huge, plan, come together in a group, main idea, have the size of.*

Speaking & Writing

- 4 a) Read the text again and make notes under the headings. Use your notes to present the festival to the class.
 - name of festival • place
 - date • reason • activities
- b) **THINK!** In three minutes write a few sentences giving reasons why someone should go to the Lemon Festival. Tell the class.

- 5 Is there a similar food festival in your country? Make notes under the headings in Ex. 4a, then write a short text about it.

2b At the supermarket

Vocabulary

Containers/Partitives

- 1 Listen and say. In which supermarket section can we usually find these products (1-11)? Make sentences as in the example.

We can usually find a loaf of bread in the bakery section.

Products

Supermarket Sections



7 a tub of ice cream



8 a bottle of cola



9 a kilo of minced beef



10 a bunch of bananas



4 a carton of juice



5 a box of cereal



6 a pot of yogurt



11 a bar of chocolate



1 a loaf of bread



2 a jar of jam



3 a tin of soup



Fruit & vegetables



Dairy products



Meat & fish



Drinks



Bakery



Sweets & snacks



Breakfast food



Tinned food



Frozen food

Reading

- 2 Ann and Tony are shopping for a barbecue. What do they need?

Listen and read to find out. What is the problem?

Ann: Right, that's all the meat and bread! What else do we need?

Tony: Well, here's the drinks aisle. Let's get a few cartons of juice ... and some bottles of cola and lemonade.

Ann: OK ... Let's go to the bakery section. We need some cakes.

Tony: Yes, let's get two of these big chocolate ones! They look tasty.

Ann: Good idea. Do we have any ice cream?

Tony: Only a little. We can get another tub if you want to.

Ann: We have a lot of food here, Tony! Are you sure it isn't too much?

Tony: No! We are expecting thirty people, remember?

Ann: Yes, you're right! Let's go and pay ... Oh, no!

Tony: What's wrong?

Ann: I'm afraid I left my purse on the kitchen table! How much money do you have?

Tony: Erm, not much ... only £5 ...

Ann: Oh, no! Now what are we going to do?

Check these words

aisle, expect, remember, What's wrong?, purse

Grammar Quantifiers

see
pp. GR3-
GR4

3 Read the table. Find more examples in the dialogue in Ex. 2.

COUNTABLE	UNCOUNTABLE
<i>How many sweets are there?</i> There are too many sweets.	<i>How much milk is there?</i> There is too much milk.
There are a lot of sweets.	There is a lot of milk.
There are some/a few sweets.	There is some/a little milk.
There are (very) few sweets./ There aren't many sweets.	There's (very) little milk./ There isn't much milk.
Are there any sweets? There aren't any sweets./ There are no sweets.	Is there any milk? There isn't any milk./ There's no milk.

4 Choose the correct word. Compare with your partner.

- A: How **many/much** butter have we got?
B: Very **few/little**. Get some more.
- A: Is there **many/any** fruit?
B: There are **much/a lot of** bananas and apples, but there aren't **some/many** oranges.
- A: How **much/many** eggs do we need for the omelette?
B: Not a **lot/many**. Just three or four.
- A: There isn't **some/much** flour left in the cupboard. Only half a bag.
B: OK. Get **some/few** more then.
- A: Do we need **some/any** tomatoes?
B: Yes, there are only a **little/a few** left.
- A: There's very **few/little** cheese left.
B: I'll get some. How **many/much** do you want?
- A: There's **many/no** bread left.
B: Let's buy a loaf, then, and **some/any** biscuits.
- A: There's **too much/too many** sugar in my coffee. I can't drink it.
B: Really? I always put a **lot of/much** sugar in my coffee.

Study skills

Learning grammar

Make a note of your grammar mistakes and their corrections. This will help you to avoid making similar mistakes.

Listening

- 5 a) Julie is making a shopping list for a dinner party. Listen and put a tick (✓) next to the things she needs and a cross (X) next to the things she doesn't need.

2 kilos of chicken ✓	2 bottles of cola
6 eggs X	1 carton of apple juice
1 kilo of cheese	1 bag of rice
3 bags of crisps	20 sausages

- b) Ask and answer questions, as in the example.

- A: *How much chicken does she need?*
B: *She needs a lot – two kilos!*
How many eggs does she need?
A: *She doesn't need any eggs.*

Speaking & Writing

- 6 Use the words below to ask and answer questions about your eating habits.

EAT

- junk food • fruit • eggs • meat
- chocolate • bread • vegetables

DRINK

- fizzy drinks • milk • water
- lemonade • tea • orange juice
- coffee

- a lot of/lots • too much/many
- a few/a little • some
- very few/little

- A: *How much junk food do you eat each week?/Do you eat much junk food?*
B: *I eat a little, but not too much.*

- 7 Use your answers in Ex. 6 to write a few sentences about your eating habits. Read your sentences to the class.

2c Culture Corner

EATING OUT IN THE UK

There are many interesting places to eat a meal or grab a snack in the UK. Eating out in the UK offers much more than fast food restaurants, there's something to suit every taste.



CHIPPIES

Fish 'n' chips is a popular and internationally famous English dish. It is deep fried fish in batter and fried, **chipped** potatoes with salt and vinegar. The restaurants and takeaway shops that sell it are traditionally called 'chippies'. You can also get a **range** of pies, sauces and side dishes with chips so you can choose your favourite combinations such as fish, chips and **mushy** peas or cheese and onion pie, chips and gravy.

TRADITIONAL CAFÉS



Many Britons have lunch or a snack at a café. They serve delicious sandwiches, salads and hot snacks such as soup or jacket potatoes. There is also a wide range of cooked meals to choose from. You can also get tea, coffee and cold drinks as well as baked goods like cakes and biscuits.

Did you know?

British people spend £42 billion on average per year on eating out.

ETHNIC RESTAURANTS

Britain is a multi-cultural society and the cuisine shows this. The three most popular **ethnic** cuisines are Indian, Chinese and Italian. Indian restaurants serve chicken, prawns or meat with rice and a variety of curry sauces, such as chicken tikka masala. Chinese food is Cantonese with dishes like sweet and **sour** pork, chicken with cashew nuts and beef in black bean sauce. The most popular Italian dishes are pizza, spaghetti bolognese, and lasagna.



Check these words

grab a snack, suit every taste, dish, deep fried, batter, chipped, vinegar, pie, sauce, side dish, mushy peas, gravy, ethnic cuisine, jacket potato, baked goods

- 1 How often do you eat out? Where do you usually go?
- 2 a) Look at the pictures and the headings in the text. What kind of food do you think you can get at each of these places?
🔊 Listen and read to find out.
b) Read again and replace the words in bold with words from the text.

- 1 It is England's most famous dish.
- 2 They are Italian dishes most people like.
- 3 The British often have a snack **there**.
- 4 You can buy fish 'n' chips **there**.
- 5 They serve **these** at cafés.
- 6 You can usually eat **them** in an Indian restaurant.
- c) Match the words in bold with their meanings: *variety, bitter, soft, cut into long thin pieces, from another country.*

- 3 Use words from the **Check these words** box to complete the sentences.

- 1 The British often such as a sandwich for lunch.
- 2 The restaurant serves a variety of dishes to
- 3 Fish 'n' chips is a traditional British
- 4 Indian is one of the most popular in the UK.

- 4 🗣️ Tell your partner one thing you remember about each type of place to eat out.
- 5 What kinds of places to eat out are there in your country? What kinds of food and drinks can you get there? Write short texts. Tell the class.

Ordering food in a café

1 What do you usually have for breakfast/lunch/dinner? Are any of these foods/drinks on Ruby's menu?

2 a) Listen and say.

- Are you ready to order or do you need a few more minutes?
- Would you like any side orders?
- Not for me, thank you.
- And what would you like to drink?
- I'd like a glass of orange juice, please.

b) The sentences above appear in a dialogue at a café. Who says each: *a customer/the waiter?*

Listen, read and check.

Waiter: Hello. Are you ready to order or do you need a few more minutes?

Carl: I think we're ready ... erm, can I have scrambled eggs on toast, please?

Waiter: Sure. And for you, madam?

Anna: I'd like a cheese omelette.

Waiter: OK. Would you like any side orders?

Carl: Erm ... yes, chips, please.

Anna: Not for me, thank you.

Waiter: And what would you like to drink?

Carl: I'd like a glass of orange juice, please.

Anna: A cup of coffee for me, please.

Waiter: OK. So that's scrambled eggs on toast, chips, a cheese omelette, a glass of orange juice and a cup of coffee.

Carl: That's right. Thank you.

c) What do Carl and Anna order?

3 Find sentences in the dialogue which mean:
We can order now. – What about you? – I don't want a side order, thanks. – That's correct.

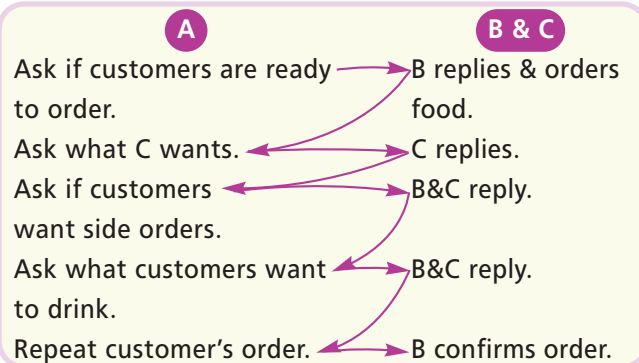
Pronunciation: /n/, /ŋ/

4 Listen and check (✓) the correct boxes. Listen again and say.

	/n/	/ŋ/		/n/	/ŋ/
thin			tin		
thing			tongue		
king			ton		

Speaking

5 Work in groups of three. Take roles and act out a dialogue at Ruby's ordering lunch. Use the menu and the plan.



All-day Breakfast	
Scrambled or fried eggs on toast	£2.75
Full English breakfast	£3.75
Omelette (cheese or mushroom)	£2.50
Side orders ✱	
Chips	£1.25
Mixed salad	£1.50
Coleslaw or baked beans	£0.75
Lunch/Dinner ✱	
Burger & Chips	£6.25
Jacket potato (choice of fillings)	£2.75
Sandwiches (cheese, tuna, BLT, chicken)	£2.95
Desserts ✱	
Pancakes or waffles with fruit & ice cream	£4.50
Apple or cherry pie	£2.75
Chocolate brownie	£2.25
Drinks ✱	
Tea	£1.30
Coffee	£1.50
Orange juice	£1.80
Soft drinks (cola, lemonade)	£1.30
Hot chocolate	£1.50

2e Eating out



Outside it's boiling hot, but customers at 0) restaurant are **sipping** hot drinks and wearing thick coats! *Chillout* is in Dubai and it's a very unusual restaurant. Inside it's -5°C and nearly 1) there is made of ice. It has 40,000 tons of ice in it and it has ice walls, ice tables, ice chairs and ice curtains. The **customers** eat from ice plates and drink from ice glasses. 2) is even an 'ice gallery' of Dubai's **landmarks**.

Before the customers go into the restaurant, the **staff** give 3) coats, gloves and shoes so that they are warm enough to sit in the cold dining room. They wait in the Buffer zone for 4) minutes. This is a room that is cooler than outside, 5) warmer than the dining room. This way, their bodies can get used to the cold slowly. 6) the waiters show the customers to their table and serve them fruit juice or hot chocolate.

Chillout has a great **variety** of salads, cheese, sandwiches, ice cream, and healthy fruit drinks, as well as hot main dishes. Most of the customers only stay for about thirty to forty minutes, though. That's long 7) in the freezing cold! Those who work in the restaurant need to leave the place at **regular** intervals or else they **freeze**.

If you ever go to Dubai, why not cool down at this restaurant? But don't leave your food for too long! It gets cold 8) quickly.

Reading & Listening

- 1 What's your favourite restaurant? What do you like about it? What can you eat there? Tell the class.
- 2 Look at the pictures of an unusual restaurant and read the first sentence of the text. Where do you think it is? What is unusual about it? Read to find out.
- 3 Read again. Choose the best answer A, B or C for each space. Compare your answers with your partner.

- | | | | |
|---|---------|--------------|---------|
| 0 | A this | B the | C that |
| 1 | A any | B everything | C each |
| 2 | A That | B It | C There |
| 3 | A they | B them | C their |
| 4 | A a few | B a little | C a lot |
| 5 | A but | B and | C so |
| 6 | A After | B When | C Then |
| 7 | A too | B enough | C much |
| 8 | A very | B much | C so |

Check these words

boiling hot, customer, sip, thick coat, ice, curtain, landmark, staff, get used to, waiter, serve, main dish, freezing cold, regular interval, cool down



4 a) Use words from the **Check these words** box to complete the sentences.

- 1 It's in Dubai in the summer.
- 2 A lot of the customers at *Chillout* hot chocolate to keep warm.
- 3 Customers at *Chillout* have to wear a to keep warm while they eat.
- 4 The Buffer zone helps customers to the cold.
- 5 Most customers don't stay in the restaurant for long because it's !

b) Match the words in bold with their meanings: *employees, even, drinking slowly, famous buildings, feel very cold, clients, range.*

5 Match the words.

🔊 Listen and check. Use each phrase to write a sentence of your own.

- | | | | |
|----------------------------|----------|---|---------------|
| 1 <input type="checkbox"/> | serve | a | the bill |
| 2 <input type="checkbox"/> | take | b | customers |
| 3 <input type="checkbox"/> | show you | c | the menu |
| 4 <input type="checkbox"/> | ask for | d | a tip |
| 5 <input type="checkbox"/> | pay | e | a table |
| 6 <input type="checkbox"/> | leave | f | to your table |
| 7 <input type="checkbox"/> | book | g | your order |

Waiters serve customers hot chocolate at Chillout.

Grammar see p. GR4
Too – Enough

6 a) Read the theory box. Find examples in the text.

- **too + adjective/adverb** (more than someone needs or wants) *His steak is too salty.* (He can't eat it.) *The waiter speaks too quickly for me to understand.* (I can't understand him.)
- **adjective/adverb + enough / enough + noun** (as much as someone wants or needs) *Is your soup hot enough?* (Is it OK?) *Don't worry. We've got enough money to pay the bill!* (We can pay it.)

b) Fill in *too* or *enough*.

- 1 The service is slow in this restaurant.
- 2 Is your coffee sweet?
- 3 That new restaurant is expensive for us to afford to eat there.
- 4 This chicken is spicy. I don't like it.
- 5 There isn't oil in the salad.

Making a restaurant booking

7 a) 🎧 Listen and read.

A: Hello, Maddison's Restaurant.
 B: I'd like to book a table for six for Saturday night, please.
 A: Certainly, madam. What time?
 B: 8:30, please.
 A: That's fine. Can I take your name, please?
 B: Yes, it's Walton. That's W – A – L – T – O – N.
 A: OK. See you on Saturday.

b) 🗣️ Use the words to act out similar dialogues.

Chillout – four – Sunday lunch – 1:30 – Grimes

Pete's – two – next Friday – 9:00 – Brentwood

Speaking & Writing

- 8 a) **THINK!** 🎧 Listen to and read the text in Ex. 2. Would you like to visit the ice restaurant in Dubai? Why (not)? Tell the class.
- b) Think of your own strange restaurant. In three minutes write a few sentences. Read them to the class.

2f Healthy eating

Can unhealthy be healthy?



Check these words

contain, vitamin, mineral, creamy, salad dressing, vinegar, olive oil, fat-free, low-fat, label, flavour, benefit, lower, cholesterol, source, iron, protein, lean



People often say 'You are what you eat' and we all know that to be healthy we need to eat healthy food. What is really healthy, though?

1 All fruit juices **contain** high amounts of sugar. Some juices have only very low **amounts** of fruit in them – and as much sugar as a glass of cola or a chocolate bar.

2 It's true that salads are full of vitamins and minerals. Creamy mayonnaise-based salad dressings, however, can contain a lot of fat, sugar and salt. To enjoy a healthy, **tasty** salad at home, make a dressing by adding lemon juice or vinegar to a small amount of olive oil instead of using heavy mayonnaise.

3 Food companies like using the words 'fat-free' or 'low-fat' on their labels. Unfortunately they often **replace** the fat in these 'healthier' products with salt and sugar to give them

flavour. It's a good idea to read the whole label.

4 People think chocolate is bad for them, but it has some **benefits**. Good quality dark chocolate helps protect your heart by **lowering** your cholesterol. Eating chocolate also has a positive effect on how we feel. All chocolate is high in fat, though, so you shouldn't eat it after every meal.

5 Eggs are a good source of protein and vitamins. Frying an egg though, is less healthy than boiling them. A fried egg contains around 30% more fat than a boiled or poached egg. If you prefer fried eggs, try frying them in olive oil instead of butter.

6 Red meat such as beef can be part of a healthy diet. Including red meat in a meal a couple of times a week helps your body to get enough iron and protein. Just make sure you **trim off** the fat and buy only **lean** meat.

Vocabulary Food/drinks

1 Which of the foods/drinks (1-8) contain the following? Decide in pairs.

- sugar • fat • minerals • iron
- protein • vitamins • salt

2 a) Read the text and match headings A-G to paragraphs 1-6. There is one extra heading.

- A CHOOSE THE LIGHTER OPTION B REMOVE THE BAD BITS
 C ASK YOURSELF WHAT'S IN YOUR GLASS
 D ENJOY A SWEET SENSATION E SOME FAT IS GOOD FOR YOU
 F COOK WITH A HEALTHIER FAT
 G ALWAYS CHECK THE INGREDIENTS

Listen and read to find out.

Vocabulary Bank 2 p. VB8

- b) Match the words in bold with their meanings: **cut away**, **taste**, **quantities**, **substitute**, **reducing**, **without fat**, **have inside**, **delicious**, **advantages**.

Grammar see p. GR4
-ing/to-infinitive

3 Read the theory. Are there similar structures in your language?

We use the **-ing form**:

- as the subject of a sentence. ***Eating** vegetables is good for you.*
- after **like**, **have**, **enjoy**, **don't mind**, **dislike**, **hate**. *I **like** drinking milk.*
- after **avoid**, **appreciate**, **be used to**, **consider**, **continue**, **deny**, **fancy**, **go** (+ activity), **imagine**, **miss**, **save**, **suggest**, **practise**, **prevent**, **spend/waste** (time/money) **on**.
*Do you **fancy** eating out?*
- after prepositions.
*How **about** making a cake?*
- with the phrases **it's worth**, **can't stand**, **have difficulty**, **look forward to**, **can't help**. *I **can't stand** eating spicy foods.*

We use the **to-infinitive**:

- to express purpose.
*He went out **to buy** some milk.*
- after **would like**, **would prefer**, **would love**. *I'd **like to have** a steak, please.*
- after **too/enough**. *It was **too** difficult for her **to learn** how to cook.*
- after **ask**, **decide**, **explain**, **want**, **hope**, **expect**, **promise**, **refuse**, etc. *He **decided to order** takeaway.*

BUT **make**, **let** and **modal verbs** take infinitive without **to**.

*I **can't go** to the supermarket today.*

Certain verbs take **to-infinitive** or **-ing** form with a difference in meaning. Compare:

*Oh, no! I **forgot to buy** some tea.* (not remember)

*I'll never **forget trying** sushi. I really liked it.* (recall)

4 Choose the correct item.

- A: What will we **to have**/have for dinner tonight?
 B: I may **to cook**/cook some pasta.
- A: Would you like **to order**/order a takeaway?
 B: No. Let's **to make**/make some sandwiches.
- A: You promised **to help**/help me with the household chores.
 B: I know, but I was very busy **to prepare**/preparing the food.
- A: You mustn't **to eat**/eat so much junk food.
 B: I guess you are right.
- A: There's nothing **to eat**/eat.
 B: Let's **to go**/go to the supermarket **to buy**/buying some food.
- A: The doctor advised me **going**/**to go** on a diet.
 B: That's a good idea. You should also **join**/**to join** a gym.
- A: I promised **to take**/taking her shopping, but I can't.
 B: There's no point **to worry**/worrying about it. I'll go.
- A: Have you seen Tom? I want **to ask**/asking him if he fancies **to help**/helping me with the cooking.
 B: No, sorry. I haven't.

5 Put the verbs in brackets into the **to-infinitive** or **-ing** form.

- I tried (**bake**) a cake, but I burnt it.
- Try (**add**) some salt. It'll taste better.
- Oh no! I forgot (**go**) to the market.
- I'll never forget (**shop**) at the floating market in Thailand.
- Let's stop (**eat**) here. This café looks nice.
- Lisa stopped (**eat**) meat five years ago.
- Did you remember (**turn**) the oven off?
- I remember (**meet**) John at Claire's party.
- I'm sorry (**tell**) you this, but this cake is awful.
- Paul was sorry for (**tell**) her that she was an awful cook.

Speaking & Writing

6 Complete the sentences about you. Tell the class.

- I like *eating out*.
- I don't mind
- I'm tired of
- I can't stand
- I can
- I'd rather not

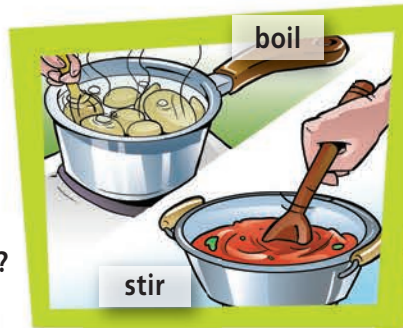
7 **THINK!** How much of the information in the text did you know? What did you learn from the text? In three minutes write a few sentences. Tell the class or your partner.

2g Skills

Vocabulary

Food preparation

- 1 Listen and say. What are these verbs in your language?



- 2 Fill in the gaps in the recipe with verbs from Ex. 1.

Listen and check.

Note:

tbs = tablespoon tsp = teaspoon

Listening

- 3 Listen to Frank talking about a TV programme and for questions 1 to 5 tick (✓) the correct box Yes or No.

- Frank really enjoyed watching *Chef Jeff* last night.
- Chef Jeff* went to a restaurant that only serves steak.
- Maria never eats meat.
- Chef Jeff* closed down the restaurant so they could clean it.
- Once, *Chef Jeff* showed a Spanish chef how to cook paella.

	Yes	No
1		
2		
3		
4		
5		

Apple-Cinnamon Blini

1 large apple 1/2 tsp baking soda
 1 tbs sugar 1/2 tsp salt
 1 tsp cinnamon 1 egg
 2 tbs butter 3/4 cup sour cream
 1 cup flour 1/4 cup milk

- 1) the apple, then
- 2) it.
- 3) the butter in a frying pan, then cook the apple slices in the butter for 4 minutes.
- 4) the flour, salt, baking soda, sugar and cinnamon together in a large bowl.
- 5) the egg with 1/2 cup of the sour cream and the milk, then
- 6) it to the flour mixture.
- 7) in the cooked apple.
- Put spoonfuls of the mixture into a hot frying pan. 8) for a few minutes on each side.
- Serve warm with a teaspoonful of sour cream on top.



Speaking

Giving instructions

- 4 Tell your partner how to make apple-cinnamon blinis. Use *First, Next, Then, Finally*.

First, peel and slice the apple. Then, melt ... Next, ... Finally, ...

An email about a favourite dish

1 Read the writing tip. Find examples of informal style in Maria's email.

Writing Tip

Using informal style

When we write emails to friends or relatives, we use informal style. This includes informal greetings/closing remarks (*How are you? That's all for now!*), short forms (*It's delicious!* NOT: *It is*) and everyday vocabulary and expressions (*How are things? How about you?*). We may also omit pronouns (*Hope you are well!*).

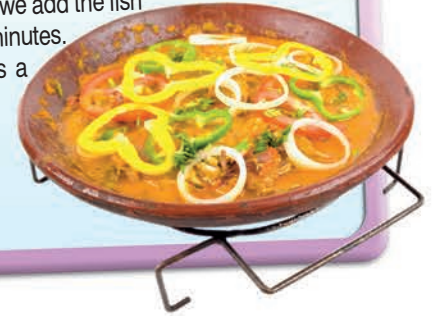
Hi James,

1 Great to hear from you! So, you want to know about my favourite dish from my country. Well, it's a traditional dish called Moqueca and it's very popular here in Brazil.

2 Moqueca is a spicy seafood dish with fish, onions, tomatoes, peppers, chilies, garlic and herbs. It's very easy to make. First, we chop the vegetables and fry them with the garlic and herbs. Then, we add the fish and boil everything slowly for about five minutes. We usually serve this stew with rice. This is a very tasty dish! Hope you can try it one day!

3 How about you? Do you have a favourite dish from your country?

Write soon,
Maria



Study skills

Understanding rubrics

Always read rubrics carefully. They give you important information e.g. *who you are writing to, what you have to write, what you should write about, how many words you should write*. Make sure you include everything in the rubric in your piece of writing.

2 Read again and match the paragraphs to the headings.

- A closing remarks
- B opening remarks & reason for writing
- C description of how to make the dish

3 Complete the sentences with the words in the list.



- 1 It's a very dish with a lot of chili peppers in it.
- 2 This dish is usually quite
..... . It has a lot of salt in it.
- 3 You can add yogurt and milk to the sauce to make it
- 4 You must try this. It's absolutely
- 5 There's a lot of sugar in this dessert so it's very

4 Read the rubric and look at the underlined words. Then answer the questions.

This is part of an email from your English pen-friend, Georgia. Write an email in reply (80-100 words). I'm doing a school project about food around the world. What's your favourite dish from your country? What are the ingredients? How do you make it? What does it taste like?

- | | |
|---------------------------|------------------------------------|
| 1 What are you writing? | 4 How many words should you write? |
| 2 Who are you writing to? | |
| 3 What must you include? | |

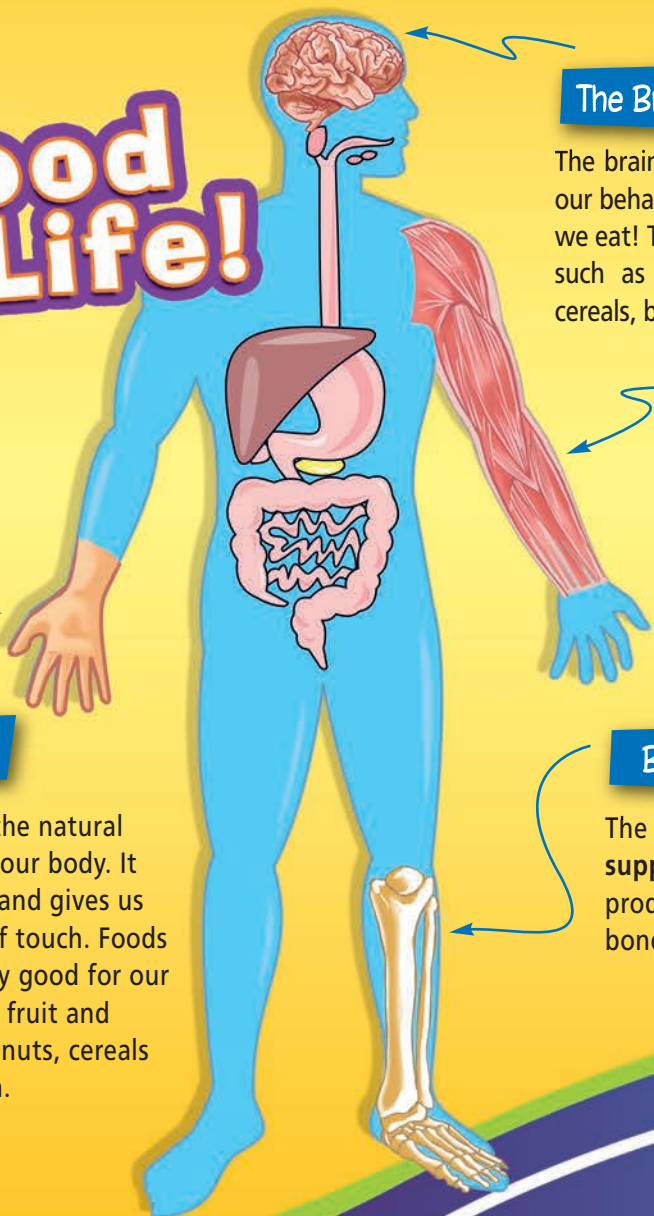
Writing (an email about a favourite dish)

5 Write your reply to Georgia's email. Follow the plan below.

Plan

- Hi,
- Para 1: opening remarks, reason for writing, name of dish (*How are you? So, you want to know ... Well, it's a dish called ...*)
- Para 2: type of dish, ingredients, how to make it, how you serve it (*It's a ... dish. It's got ... First, we ... Then, ... We usually serve it ...*)
- Para 3: closing remarks (*How about you? ...*)
.....

Food for Life!



The Brain

The brain **commands** our nervous system and controls our behaviour. It uses 20% of the energy from the food we eat! The brain needs green vegetables, healthy fats, such as those in **oily** fish, and carbohydrates like cereals, bread and pasta.

Muscles

The human body has over 600 muscles! Without them, we couldn't move, breathe, pump blood around our body or **digest** our food. To build and **repair** muscles, we need protein. We can find this in foods like meat, fish and eggs.

The Skin

Our skin is the natural covering of our body. It protects us and gives us our **sense** of touch. Foods that are very good for our skin include fruit and vegetables, nuts, cereals and oily fish.

Bones

The human skeleton has over 200 bones which **support** and protect our body. Calcium in dairy products like milk, cheese and yogurt keeps our bones healthy.

Check these words


command, nervous system, control, behaviour, energy, fat, oily, carbohydrate, breathe, pump blood, digest, repair, muscle, protein, bone, support, protect, calcium, sense of touch

- 1 In a minute write as many parts of the body as possible. Compare with your partner.
- 2 a) Look at the headings in the text. Which foods are important for keeping these organs/parts of the body healthy?
🔊 Listen and read to find out.
- b) Match the words in bold with their meanings: *break down, controls, mend, feeling, containing fat, hold together.*

3 Read again and make notes under the headings. Use your notes to tell your partner about each organ/body part.

Organ/Body part	What to eat to keep it healthy
<i>brain</i>	<i>green vegetables, healthy fats, oily fish, cereals, bread, pasta</i>

Our brain commands To keep it healthy we should eat

4 **ICT**  Do some Internet research about other organs/parts of the body and the food we should eat to keep them healthy e.g. *the heart, the eyes, liver, etc.* Write a few sentences about it, then tell the class.

Language Review 2

1 Put the words into the correct categories. Add one more word to each category.

- broccoli • beef • apple pie • lamb • milk
- banana • coffee • cabbage • chicken
- chocolate brownie • strawberries • cola
- tea • salmon • ice cream • waffles

fruits & vegetables

.....

.....

.....

meat, poultry & fish

.....

.....

.....

desserts

.....

.....

.....

drinks

.....

.....

.....

2 Choose the correct words.

The drive-through restaurant is one of the USA's great traditions. It's unusual because the 1) waiters/customers don't usually go inside! They drive up to a speaker outside the restaurant, 2) grab/order their food from a worker and get it from a window. Customers can go inside and eat at a 3) table/booth, but taking your food to go is more 4) famous/popular. Drive-throughs are very popular in the USA and sell a wide 5) variety/type of 6) extra/fast food, like burgers and fries.

3 Circle the odd word out.

- 1 tub – carton – jar – jam
- 2 protein – bones – muscles – skin
- 3 boil – fry – order – grill
- 4 pepper – onion – prawn – celery
- 5 salty – fried – sweet – creamy

Collocations

4 Fill in: *side, fast, top, thick, scrambled, cherry, frying, French, freezing, cold.*

- | | | | |
|---------|--------|----------|-------|
| 1 | drinks | 6 | coat |
| 2 | chef | 7 | food |
| 3 | eggs | 8 | pie |
| 4 | order | 9 | toast |
| 5 | pan | 10 | cold |

Prepositions

5 Choose the correct preposition.

- 1 Visitors buy local products made **of/from** oranges.
- 2 There's a great choice **of/from** snacks to choose **of/from**.
- 3 Ann's is famous **for/of** its delicious cherry pie.
- 4 Tables inside *Chillout* are made **of/from** ice.
- 5 Serve the stew **by/with** rice.

GAME

In teams, make sentences. Use words/phrases from the list below. Each correct sentence gets one point. The team with the most points wins.

- resort • staff • dessert • poultry • creamy
- drinks aisle • dairy products • frozen food • grill
- salty • tub of ice cream • loaf of bread • protein
- looks like • baked goods • serve • dish
- scrambled eggs • customers • menu • chop
- pay the bill • spicy • show you to your table

Quiz

Read through Module 2 and answer the questions. Now write a quiz of your own. Give it to your partner. Check his/her answers.

- | | |
|--|--|
| 1 How many tons of fruit do they use in the Menton Lemon Festival? | 5 What is the temperature inside <i>Chillout</i> ? |
| 2 In which section can you find yogurt in a supermarket? | 6 Where's <i>Chillout</i> ? |
| 3 What is a chippy? | 7 What does red meat contain? |
| 4 What can you eat in an ethnic restaurant? | 8 How many bones are there in the human body? |
| | 9 What does our skin do? |
| | 10 What foods have a lot of calcium in them? |