

READING

IN THIS UNIT YOU WILL LEARN HOW TO

- locate and match information from a text
- complete gapped sentences
- correct common errors in the use of countable/uncountable nouns
- use *some, any, much* and *many*.



LEAD-IN

01 Find the foods in the pictures and then put the food words into the correct column: countable or uncountable.

burger cereal chips curry fish mashed potato
chicken noodle rice salad toast vegetable

Examples: *Apple* is a countable noun – we can say *three apples*.
Bread is an uncountable noun – we can't say *three breads*.



02 Answer the questions.

- 1 Which of the foods above do you eat regularly?
- 2 Which do you like/dislike?
- 3 What foods are typical of your country?

Countable	Uncountable

LOCATING INFORMATION IN A TEXT

03 Read the text in one minute. Then cover it and tell your partner what you can remember.



FOOD CULTURE SHOCK



A CHARLES

You would think that eating with your fingers would be easy. In the US, there are only certain things you can eat with your fingers, like burgers, for example, and that's easy enough. When I went to South India, though, I realised that it is a whole new skill to learn to eat rice and curry with your fingers. You have to mix the curries together and with the rice and form a 'ball'. Daal* is particularly helpful as a kind of glue. You use your fingertips, never the palm of your hand, and use your thumb to pop it into your mouth. I thought I knew where my mouth was, but my first few attempts were a disaster. There was food everywhere!

*Daal is a lentil curry widely eaten in the Indian subcontinent.



B ALFREDO

For me, when I travel, the 'fast food' culture always shocks me. I can't believe there are people in the world who live on 'junk food' like burgers and just grab a sandwich for lunch. Back home, food is very important to us. We cook fresh food for lunch and dinner and sit down and eat as a family at least once a day, twice at weekends. A lot of people grow their own vegetables and keep chickens. Food is part of your identity, so what are you saying about yourself when you eat some rubbish which contains chemicals and goodness knows what else? The worst thing I have seen on my travels is a baby being given a fizzy drink in a bottle. That really shocked me!



D PAULINE

Being a vegetarian is so easy here in the UK that we forget that not everyone in the world understands vegetarianism. For vegans the situation is even more difficult. Probably the best place I've been to is India, as everything is divided into 'veg' or 'non veg' so you know exactly what you're getting. In many countries, they don't even realise that there is a concept of not eating meat for ethical reasons. In many parts of the world, meat equates to prosperity, so the idea of going out for a meal and not having meat is alien to them. I have travelled to places where, as a vegetarian, all I have been able to eat is salad, fruit and chips. I'm glad to get home where we have special vegetarian products.



C QIANG SHI

I enjoy trying food from different countries, but what interests me more is the culture and habits surrounding food and eating. In China, when we go to a restaurant with colleagues, when we are offered something, we say 'No thanks', even though we want it, because the person will definitely repeat the offer. In other countries, though, 'no' means 'no', so if you are just trying to be polite and don't take it the first time, you will end up with nothing! To me, it feels wrong to take something the first time it is offered, so it took me a while to get used to that when I travel abroad.



E AILEEN

I think breakfast is the meal where food culture shock really hits you. In Australia, there are certain foods you eat for breakfast and certain foods you don't. We usually eat cereal or toast, maybe yoghurt and fruit. We would never eat chicken or vegetables. But when I travelled in Asia, I realised that in many places, there is no difference between breakfast and dinner: rice, curry, noodles, soup, steamed vegetables and fish all appeared at breakfast. Even though I love all those things, I just can't face them at breakfast!

04 Quickly find the following information in the text.

- 1 a food that can be used as a 'glue' _____
- 2 a meat not usually eaten for breakfast In Australia _____
- 3 a country where 'no' doesn't always mean 'no' _____
- 4 an example of a 'junk food' _____
- 5 a country which is easy for vegetarians _____
- 6 a food eaten with fingers in the US _____

Paraphrase

To answer some questions, you need to recognise paraphrase.

Question: Who is concerned about healthy eating?

Answer: Alfredo.

Paragraph B doesn't use the phrase 'healthy eating' but these clues help us find the answer:

... the 'fast food' culture always shocks me.

... what are you saying about yourself when you eat some rubbish which contains chemicals ...?

The worst thing I have seen ... is a baby being given a fizzy drink.

05 Match questions 1-6 with the evidence a-f.

Who:

- 1 realised that some people eat the same dishes for different meals?
 - 2 dislikes the takeaway culture?
 - 3 discusses travelling for people on a special diet?
 - 4 talks about what is considered polite in different cultures?
 - 5 found it difficult to learn a new way of eating?
 - 6 talks about producing your own food?
- a ... we forget that not everyone in the world understands vegetarianism.
- b I thought I knew where my mouth was, but my first few attempts were a disaster. There was food everywhere!
- c A lot of people grow their own vegetables and keep chickens.
- d I can't believe there are people in the world who live on 'junk food'
- e In China, when we are offered something, we say 'No thanks' ... In other countries, though, 'no' means 'no'
- f But when I travelled in Asia, I realised that in many places, there is no difference between breakfast and dinner

Some questions require you to find very specific information quickly. This exercise will help you practise this skill.

SENTENCE COMPLETION

06 Complete these sentences using a word from the text.

- 1 In China, if you refuse food, the host will usually _____ the offer.
- 2 For Alfredo, food plays an important role in a person's _____.
- 3 In India, you should not use your _____ when eating.
- 4 In some countries, eating meat represents _____.
- 5 In many places in _____, there is no difference between foods eaten for breakfast and dinner.

Being able to locate information quickly will help you in questions where you need to find a suitable word to complete a sentence.

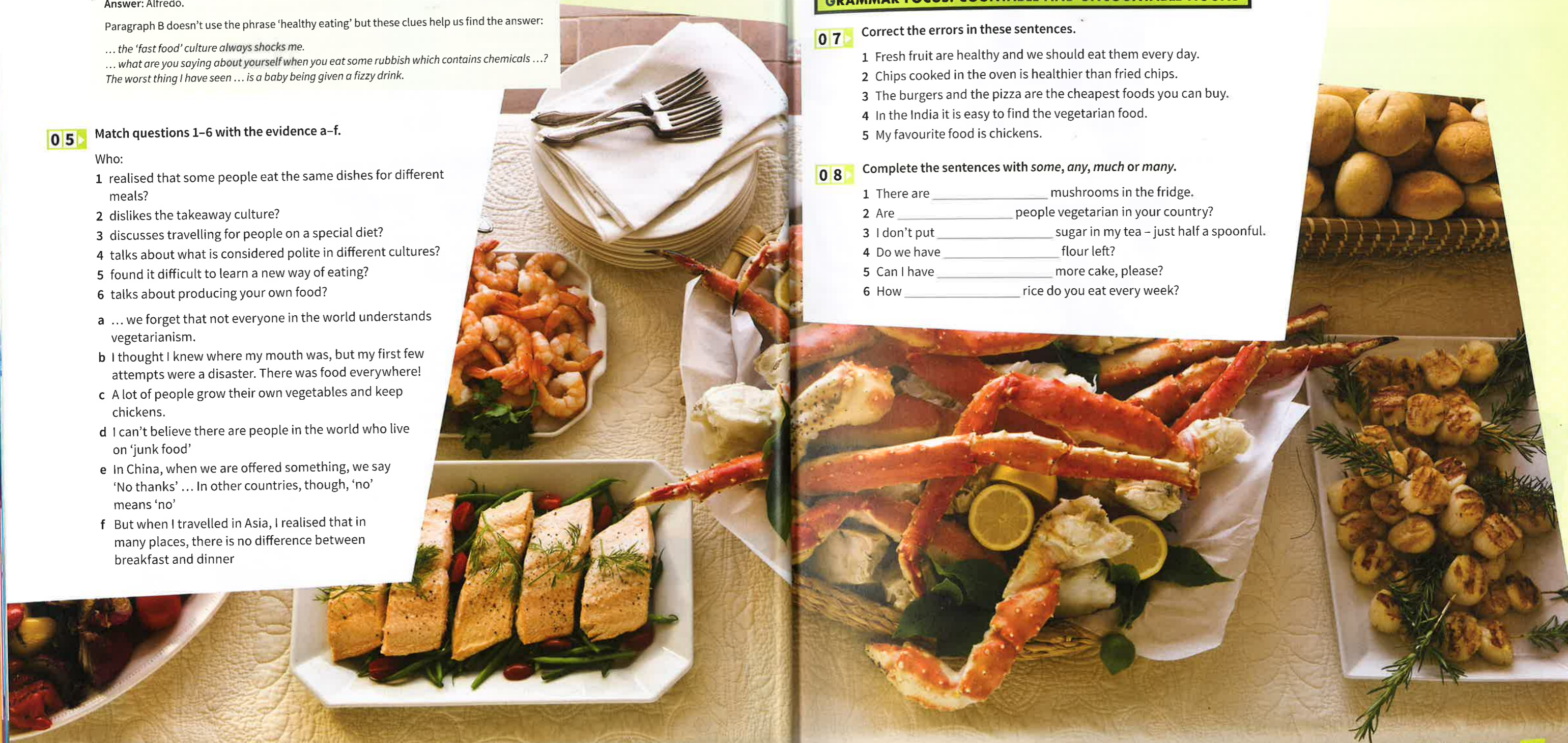
GRAMMAR FOCUS: COUNTABLE AND UNCOUNTABLE NOUNS

07 Correct the errors in these sentences.

- 1 Fresh fruit are healthy and we should eat them every day.
- 2 Chips cooked in the oven is healthier than fried chips.
- 3 The burgers and the pizza are the cheapest foods you can buy.
- 4 In the India it is easy to find the vegetarian food.
- 5 My favourite food is chickens.

08 Complete the sentences with *some, any, much* or *many*.

- 1 There are _____ mushrooms in the fridge.
- 2 Are _____ people vegetarian in your country?
- 3 I don't put _____ sugar in my tea - just half a spoonful.
- 4 Do we have _____ flour left?
- 5 Can I have _____ more cake, please?
- 6 How _____ rice do you eat every week?



FOOD TV: education or entertainment?

A Shows about cookery have become more and more popular all over the world. But what are the reasons for this, and does it make us cook more? In the UK, BBC viewers complained to the programme *Points of View* that there were too many cookery shows on TV. In one week, the BBC showed 21 hours of cookery. When shows on other channels were included, this came to an amazing 434.5 hours of food TV.



B In the past, TV cookery shows were there to teach people how to cook. One of the first famous TV cooks, Julia Child, was American. She began her career as a cook when, in 1948, she moved to Paris and learnt to cook sophisticated French cuisine because her husband loved good food. On her return home, she published a collection of French recipes made simple, for ordinary American housewives to use, which was an instant success. She was invited to do a TV show, where her humour and strong personality soon won her great fame.

C Nowadays TV chefs are famous for all sorts of different reasons. Gordon Ramsay, for example, is an interesting TV chef. He is famous for having a bad temper and using foul language. In his TV show, *Hell's Kitchen*, he shouts at his staff when they make mistakes because he wants all the food at his restaurants to be perfect. He has many restaurants in different countries. Jamie Oliver is a good-looking, working-class boy who made healthy eating fashionable. He believes children should eat healthy food and he worked with the government to make school meals healthier. His style of cooking is quick, easy and fun.



D There are some famous pairs of TV cooks as well. The Hairy Bikers are a pair of chefs who have beards and ride motorbikes. They travel around to different places and cook there. They were both fat but then did a series of shows on how to cook diet food and both lost weight. Another famous pair was the Two Fat Ladies. They cooked unhealthy food using lots of fat and they didn't care about healthy eating. They also rode a motorbike.

E The introduction of a competitive element to many cookery shows reminds us that food TV is more entertainment than education these days. Many of us love shows like *Masterchef*, where a contestant is eliminated on every show. The personalities of both the contestants and the judges are far more important than the cookery. In a popular competitive show called *The Great British Bake-Off*, there was a 'nice judge', Mary Berry, and a 'nasty judge', Paul Hollywood.

09 Read the article about Food TV. Which paragraphs contain the following information? Write the correct letter, A-F.

[NB You may use any letter more than once.]

- 1 The cooking show that affects people most
- 2 A TV chef who was first famous as an author
- 3 The number of food shows on TV
- 4 The role of cookery shows for enjoyment rather than learning
- 5 Why children should be taught to cook at school
- 6 Research about the amount of time people cook
- 7 Examples of famous cookery partners



GO FURTHER ONLINE



10 Look at the following descriptions (1-7) and the list of famous chefs. Match each description with the correct chef, A-F.

[NB You may use any letter more than once.]

- 1 Changed the style of cooking on some of their programmes
- 2 One of the first TV chefs
- 3 Helped to get children eating healthy food
- 4 The kinder of two judges
- 5 Cooked food that was not very good for you
- 6 Is very rude to the kitchen workers
- 7 Showed people that cooking foreign dishes need not be difficult

- A Mary Berry
- B Jamie Oliver
- C The Hairy Bikers
- D Gordon Ramsay
- E Julia Child
- F Two Fat Ladies



F We know that cooking at home is better for us than eating ready-made or takeaway meals. However, the fact that there is more cookery on TV doesn't necessarily mean people cook more. Different studies have produced different results, but most agree that people generally spend less time cooking than they did in the past. Certain cookery shows influence viewers more than others. One study found that the most influential show was Jamie Oliver's *15 Minute Meals*, which influenced 21% of viewers. This may be because his method is to cook quick, simple, healthy meals rather than 'restaurant-style' food.

G It seems, though, that teaching children to cook at home and at school has much more influence on healthy eating than watching TV programmes on cooking. Grandparents have an important role to play because they may have more time – and experience – than parents. Cooking with family members on a regular basis and making food preparation part of the school curriculum is likely to ensure that children become adults who can and do cook.



WRITING

IN THIS UNIT YOU WILL LEARN HOW TO

- deal with a Part 1 question with two diagrams
- describe data without exact numbers
- compare data in a pie chart
- decide what information to include.



LEAD-IN

01 Read the task and look at the diagrams below.

The charts below show the favourite takeaways of people in the UK and the number of Indian restaurants in the UK between 1960 and 2015.

Summarise the information in both charts by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.

Diagram 1

Favourite takeaways in the UK

(A takeaway is a meal you buy in a restaurant or shop to eat at home.)

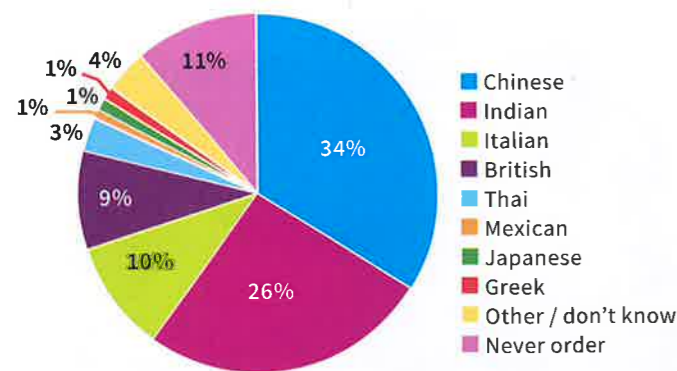
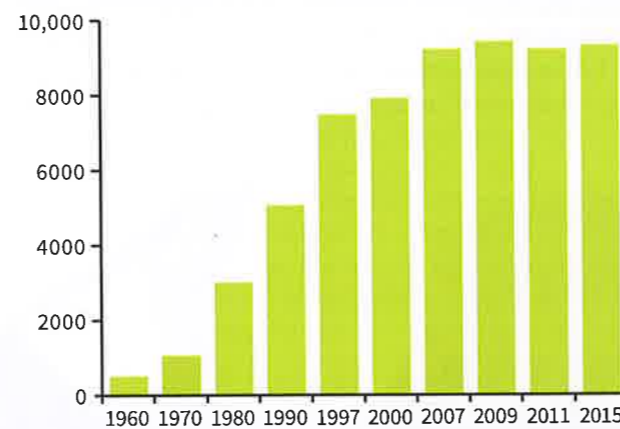


Diagram 2

Number of Indian restaurants in the UK



02 Look at the following expressions. Which are more suitable for diagram 1 and which are more suitable for diagram 2?

- | | |
|--------------------------------------|-------------------------------------|
| 1 the highest proportion of people | 5 about a third of people |
| 2 only a very small number of people | 6 approximately a quarter of people |
| 3 there has been a steady increase | 7 the greatest rise took place |
| 4 a very small drop | |

DESCRIBING TWO DIAGRAMS

INTRODUCTION AND OVERVIEW

03 Complete this introductory sentence and overview. Write one word in each gap.

The 1 _____ chart shows which type of takeaway food is the most popular in the UK, while the 2 _____ chart shows how many Indian restaurants existed in the UK between 3 _____ and 4 _____. We can see that 5 _____ and Indian takeaways are the favourites, and that the number of Indian restaurants in the UK 6 _____ steadily during this period.

Sometimes you will have to write about two separate types of diagram in the same task.

TIP 03

When you are working with two diagrams, your first sentence should introduce both of them and your overview should summarise both of them.

DESCRIBING NUMBERS IN A PIE CHART

04 Match the percentages from the pie chart with their descriptions.

- | | |
|-------|---------------------|
| 1 34% | a a tiny proportion |
| 2 26% | b about a quarter |
| 3 10% | c just over a third |
| 4 1% | d one in ten |

MAKING COMPARISONS

05 Look at diagram 1 and complete the sentences about the pie chart with the words in the box. One word is used twice.

fewer least less more most

- The _____ popular type of takeaway is Chinese.
- The three _____ popular types are Mexican, Greek and Japanese.
- Italian takeaways are slightly _____ popular than British takeaways.
- Japanese food is _____ popular than Thai food.
- _____ people like Chinese food than Indian food.
- _____ people like Mexican food than Thai food.

GRAMMAR FOCUS: COUNTABLE AND UNCOUNTABLE NOUNS

06 Choose the correct words to make true sentences.

- More and less are used with countable / uncountable nouns.
- More and fewer are used with countable / uncountable nouns.



07 Put the nouns into the correct column.

restaurant coffee farm country home land
language meat oil person animal sand

Countable	Uncountable

08 Complete the sentences with *more*, *less* or *fewer*. Use the information in the chart.

	China	India
land	9,596,960 square km	3,287,263 square km
percentage of population living in cities	50.5%	31.3%
official languages	Mandarin Chinese	22 official languages

- China has _____ land than India.
- India has _____ land than China.
- In India, _____ people live in cities than in China.
- India has _____ official languages than China.

GRAMMAR FOCUS: ARTICLES

09 Correct the errors with articles in these sentences about diagrams 1 and 2.

- Number of Indian restaurants in UK has risen.
- The Chinese food is the most popular.
- Second most popular food is Indian.
- There was small drop in the number of Indian restaurants in 2011.
- There were about thousand Indian restaurants in 1970.

DESCRIBING DIAGRAMS WITHOUT EXACT NUMBERS

10 Some graphs or charts do not give the exact numbers. It is important to show that the number you use is not exact. Match these numbers with their description.

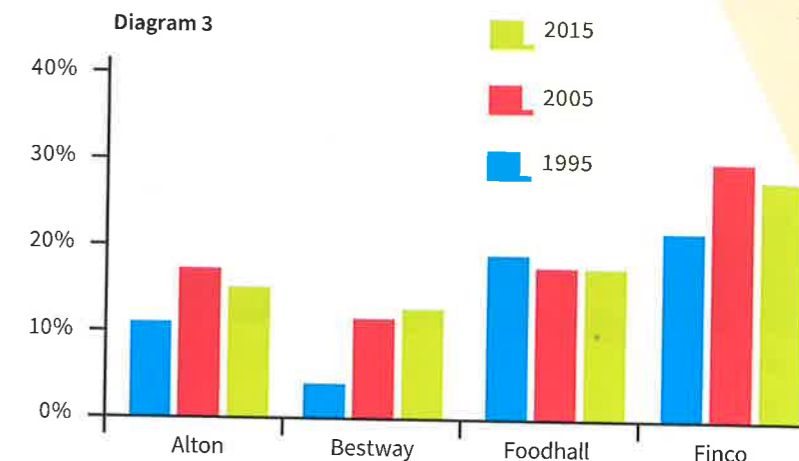
- | | |
|-----------|-------------------------|
| 1 8950 | a approximately 4000 |
| 2 2019 | b about a hundred |
| 3 500,070 | c just under 9000 |
| 4 3946 | d between 7000 and 7500 |
| 5 103 | e around half a million |
| 6 7223 | f a little over 2000 |

11 Look at these examples from a description of diagram 2.

There were **about** 500 Indian restaurants in the UK in 1960. The number rose from **approximately** 5000 in 1990 to **just under** 8000 in 2000. The figure for 1997 was **around** 7500. From 2007 to 2015 the number of restaurants was **between** 9000 and 9500. In 1970 there were **a little over** 1000 Indian restaurants.

Use the expressions in bold to complete the sentences about diagram 3, which shows the market share of four supermarkets.

- In 1995, Foodhall had _____ 20% of the market, while Finco had _____ 20%.
- In 1995, Bestway's share of the market was _____ 5%.
- In 2005, all the supermarkets had _____ 11% and 30% of the market.
- In both 2005 and 2015, Alton's share of the market was _____ 16%.
- Finco had the biggest market share in 2005, which was _____ 30%.



STUDYING A MODEL ANSWER: AVOIDING 'OUTSIDE' INFORMATION

12 Read the model answer, which is based on diagrams 1 and 2. Two sentences should not be included. Can you find them?

13 Read the model answer again and find:

- the overview
- a sentence that explains the link between the two charts
- a comparison
- a passive form
- a way of saying '1990 to 2000'
- an expression meaning 'has not changed much'
- an expression used to avoid exact numbers

TIP 13

Never include any information that is not shown in the diagram. Even if you know a lot about the data given, do not try to explain the reasons for it or give your own opinion.

MODEL ANSWER

The pie chart shows which type of takeaway food is the most popular in the UK, while the bar chart shows how many Indian restaurants existed in the UK between 1960 and 2015. We can see that Chinese and Indian takeaways are the favourites, and that the number of Indian restaurants in the UK rose steadily during this period.

The pie chart shows that Chinese and Indian takeaways are much more popular than all the others, at 34% and 26%. There are another two types that quite a lot of people like. These are Italian at 10% and British at 9%. It is not surprising that people in the UK like British food, as fish and chips is the national dish. Greek, Japanese and Mexican were only chosen by 1% of people.

The pie chart shows us that Indian food is popular and the bar chart shows how its popularity grew. Even my village has an Indian restaurant! There was a rising trend from 1960 onwards. The increase was greatest in the 1990s, from about 5000 restaurants in 1990 to almost 8000 in 2000. Since 2007, the number has remained stable at just over 9000.

EXAM SKILLS

14 Read the exam question below and study the charts, then answer these questions about the data.

- 1 What is the main trend revealed in the bar chart?
- 2 Which ten-year period showed the first significant increase?
- 3 What happened in the ten-year period after that?
- 4 What is the link between the two charts?
- 5 In 2015, what percentage of people were severely obese?
- 6 Which was the largest group in 2015?

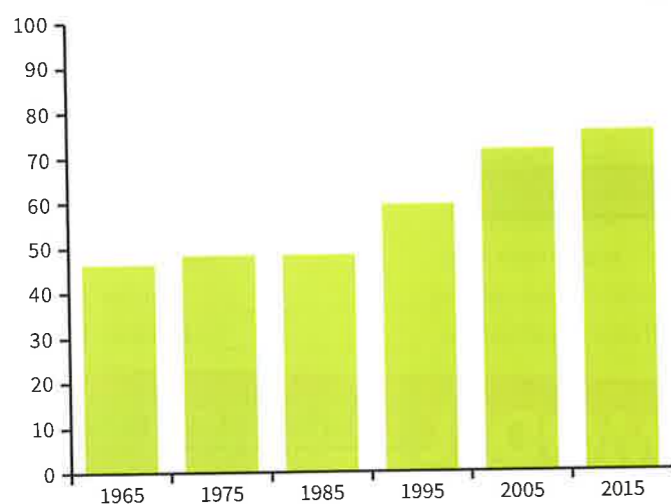
You should spend about 20 minutes on this task.

The bar chart shows the percentage of adults who were overweight or obese (too fat or much too fat) in one country from 1965 to 2015. The pie chart shows the proportion of adults who were overweight, obese or severely obese in 2015.

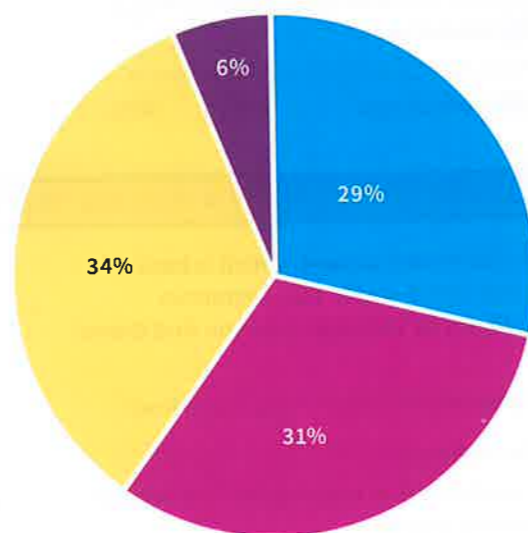
Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.

Percentage of adults who are overweight or obese



Weight range of the adult population 2015



■ Healthy or underweight ■ Obese (too fat)
■ Overweight ■ Severely obese (dangerously fat)

15 Now write your report. Remember:

- Include an overview.
- Don't try to include all the data.
- Don't include anything from outside the data.



GO FURTHER ONLINE

UNIT / 04: FOOD AND DRINK

LISTENING

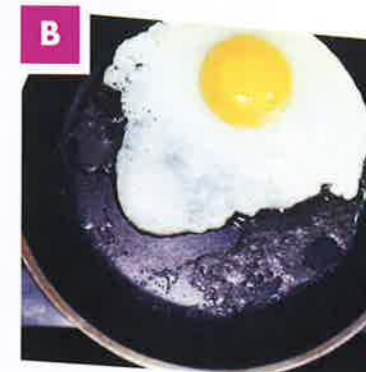
IN THIS UNIT YOU WILL LEARN HOW TO

- find synonyms and paraphrase in matching tasks
- identify 'distractors' in matching tasks
- answer classification tasks.

LEAD-IN

01 Label the different ways of preparing food with verbs from the box.

bake boil fry grill



02 Match the words with the type of food they are. Put them in the correct column.

apples bananas beef biscuits burger cake steak potatoes
 carrots chocolate lamb cucumbers pastries pears peas strawberries

Meat dishes

Vegetables

Fruits

Sweets

MATCHING TASKS

03 Listen to two friends talking about a party they are planning. Match Mike's suggestions with Jane's answers.

32

Suggestions

- 1 What do you think about preparing a Mexican meal?
- 2 We could have pizza. Everybody likes pizza.
- 3 I know! We could have salad and roast chicken.

What are they going to prepare?

Answers

- a I think we should have something healthier.
- b That sounds like a good idea. Let's do that.
- c I think it might be too spicy for some people.

0 In matching tasks in the Listening test, you may hear information about several of the options, but only one of the answers is correct.

04 Listen to two friends talking about preparing a meal. How are they going to prepare the potatoes?

33

- A boil B bake C fry

Why are the other answers incorrect?

0 In matching tasks in the IELTS test:

- you do not need to use all of the letters. You should put one letter next to each numbered question.
- the questions follow the same order as the information on the recording.

05 Listen to two friends discussing food shopping. Match the names of the shops (1-3) with the different types of food, A-D.

34

- | | |
|-------------|---------------|
| 1 Arcadia | Types of food |
| 2 Best Buy | A vegetables |
| 3 Hampton's | B meat |
| | C fruit |
| | D sweets |

Which option didn't match any of the shops?

TIP 05

Listen carefully to what is said about all the options to make sure you choose the correct one.



06 You will hear a radio programme in which two people are discussing the different restaurants in a town.

35

Look at the names of restaurants (1-3) and the list of types of restaurant. Match each restaurant with the correct type, A-G.



- 1 Adam's
- 2 The Duke
- 3 The Tower

Types of restaurant

- A vegetarian
- B steakhouse
- C seafood
- D Italian
- E international
- F French
- G fast food

07 After you have checked your answers, look at the Listening script on page 182 and check why the other options were not correct.

08 Look at the Listening script again and find words that mean the following:

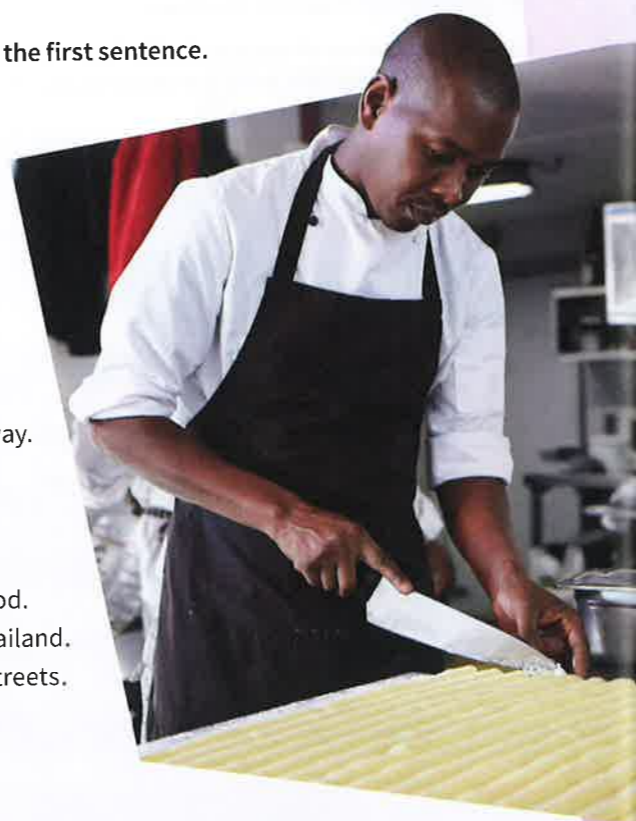
- 1 crowded
- 2 delicious
- 3 cheap
- 4 smart
- 5 inexpensive

SYNONYM AND PARAPHRASE

09 Choose the option, A, B or C which does NOT mean the same as the first sentence.

- The price of food in the restaurant is cheap.
 - The price of a meal in the restaurant is reasonable.
 - The restaurant is excellent if you want a budget meal.
 - The food in the restaurant is overpriced.
- Marco cooked us a really tasty meal.
 - The meal Marco prepared was delicious.
 - Marco cooked us a really unappetising meal.
 - The meal Marco made for us was mouth-watering.
- We were served food that was cooked in the old-fashioned way.
 - The meal we had was very contemporary in style.
 - The meal we had was very traditional.
 - The meal was made from a historic recipe.
- When I went to Thailand, I really enjoyed trying the street food.
 - I really liked tasting the food that was sold outdoors in Thailand.
 - In Thailand I loved the food we bought from stalls in the streets.
 - I enjoyed eating at restaurants when I was in Thailand.
- The chef at the Lodge Hotel is very skilful.
 - The chef at the Lodge Hotel is bad at his job.
 - The chef at the Lodge Hotel has a lot of expertise.
 - The chef at the Lodge Hotel is highly trained.
- The ingredients for the recipe can be changed to ones you have available.
 - You can use different ingredients to make this dish if you can't find everything.
 - You can be flexible about what ingredients you add to this recipe.
 - You should follow the recipe strictly or it won't taste good.
- The chef at the new restaurant is famous across the country.
 - The chef at the new restaurant is well known nationally.
 - The chef at the new restaurant is recognised across the country.
 - The chef at the new restaurant is unknown outside of his town.
- I didn't like the soup; it was too spicy.
 - The soup had too much pepper.
 - The soup wasn't tasty.
 - The soup was a bit too hot for my taste.

10 Underline the words which helped you find the answers to exercise 9.



CLASSIFICATION TASKS

Sometimes in the test you will be asked to match several pieces of information with three different options. Like with other matching exercises, you must listen for ideas, since the same word will often not be used on the recording as in the question.

The options with letters (A–C) can be used more than once. The numbered information you must find (1–5) will be in the order that you will hear it.

11 Listen to a famous TV chef talking about different countries and their cuisines. Match the statements with the correct country, A–C.

36

- They use chopsticks made of several different materials.
- You can find a lot of different types of regional cooking here.
- This place is famous for hot, peppery food.
- In this country people use recipes that came from different countries.
- This country is well known for its grilled meat.

- China
- Japan
- Korea



EXAM SKILLS

12 You are going to hear an interview with a chef about a TV programme he has made about food in China.

37

Choose FOUR answers from the types of food in the box and write the correct letter A–F next to questions 1–4.

Which of the foods:

- is often enjoyed by children?
- can be cooked in a short time by the dinner guests?
- needs expertise to make?
- can be adapted to your tastes?

Types of food

- Beijing duck
- kebabs
- dumplings
- noodles
- hotpot
- jellyfish



GO FURTHER
ONLINE

SPEAKING

IN THIS UNIT YOU WILL LEARN HOW TO

- talk about food in your country (Speaking Part 1)
- use the preparation time to collect your ideas for Part 2
- organise your talk (Speaking Part 2).



LEAD-IN

01 Look at the photographs of different dishes. Which ingredients do you think are used to make each one? Match the pictures with the words in the box. Some ingredients are used more than once.

- | | | | | |
|-------|----------|-----------|--------|----------|
| beef | cabbage | carrots | cheese | chicken |
| egg | tomatoes | yoghurt | ginger | chillies |
| lamb | onions | soy sauce | rice | spices |
| flour | garlic | | | |



02 With a partner, discuss your favourite food. What ingredients are used to make it?

GRAMMAR FOCUS: COUNTABLE AND UNCOUNTABLE NOUNS

Some things we eat are *countable* and some are *uncountable*. This changes some of the words we use to talk about them.

Examples:



There *are* some eggs.
There *is* some water.



There *aren't* any eggs.
There *isn't* any water.



There *are a lot of* eggs.
There *'s a lot of* water.



There *aren't many* eggs.
There *isn't much* water.

03 With a partner, describe what you can see in the fridge. Use the sentences below to help you.

- 1 There _____ eggs.
- 2 There _____ cheese.
- 3 There _____ milk.
- 4 There _____ carrots.
- 5 There _____ bananas.
- 6 There _____ orange juice.



EXPRESSING OPINIONS ABOUT FOOD

04 Listen, then read Mohammed's answers to these Part 1 questions about food. Are the phrases in bold positive or negative opinions?

38

Examiner What kind of food is popular in your country?

Mohammed These days a lot of young people actually **enjoy** Western food like pizza and fried chicken. Our national food is often **too spicy**, especially for children and foreigners, and also it **takes too long to cook**. I think that it's **delicious** though!

Examiner What do you think of Western food?

Mohammed Well, I suppose Western food is **quick to make** and is **tasty** too, so everyone can eat it without too much trouble. I think that a lot of people like food to be **convenient** because they're so busy nowadays.

Examiner Is there any kind of food you don't like?

Mohammed Yes, I'm **not keen on** sushi at all. It's **so strange** eating something that hasn't been cooked. I know it's very **fresh** and **healthy** but I just **don't like the taste** and I **can't stand** the texture – it's **too chewy** for me.

Positive	Negative

05 Answer the three questions in exercise 4 with a partner. Use some of the positive and negative phrases in the box.

USING THE PREPARATION TIME IN PART 2

06 Look at the task card and listen to Angelica talking about a meal that is popular in her country. Then answer the questions below.

39

Describe a popular meal from your country that you like to eat.

You should say:

- what the meal is
- why it is popular in your country
- why you like it

and say why you would recommend it to a visitor to your country.

- 1 Did Angelica introduce what she was going to talk about?
- 2 What was the meal that Angelica described?
- 3 Why is it popular in her country?
- 4 Why does she like it?
- 5 Why would she recommend it to visitors to her country?



07 You only have one minute to make notes on the topic for Part 2, so it is a good idea to write down key words and phrases. Match the four points on the card with some key words that another student wrote down (a–d).

Describe a popular meal from your country that you like to eat.

You should say:

- what the meal is ⁽¹⁾
- why it is popular in your country ⁽²⁾
- why you like it ⁽³⁾

and say why you would recommend it to a visitor to your country. ⁽⁴⁾

- a *We love meat, traditional, lots of sheep!, proud of our cuisine*
- b *better in Turkey than UK, different types (Shawarma, doner, etc.), most famous street food*
- c *I'm busy → buy quickly, tasty, juicy, reminds me of beach holidays*
- d *lamb, slowly grilled, spices, garlic – serve with rice / bread / vegetables*

TIP 07

Remember that you need to speak for 1–2 minutes on the topic you are given, so in this case make sure you choose a meal you can talk about easily.



08 Spend one minute writing notes to the questions about a popular meal in your country.

09 Take it in turns with your partner to speak for two minutes. If your partner stops, think of questions to ask them.

- Example A I used to eat it at the beach in summer ...
B Who did you go to the beach with?

TIP 08

It is important to make notes and try to cover every point on the card.

ORGANISING A PART 2 TALK

When you are asked to speak on a topic for two minutes you should try and organise your talk:

- Introduction – say what you are going to talk about.
- Body – answer the questions on the card.
- Conclusion – briefly give a conclusion to your talk.

10 Can you use the phrases *in italics* in an introduction (I) or a conclusion (C)?

- 1 *I'm going to talk about* my favourite food, paella.
- 2 *I'd like to tell you about* pelmeni – it's a very famous dish in my country.
- 3 *So*, it is one of the most famous foods in my country for those reasons.
- 4 *To sum up*, I think it's popular because it is easy to cook.
- 5 *As you can see*, it's a tasty and healthy dish and that's why it's popular.

11 Work in pairs. Look at the students' notes relating to the task card below. Spend one minute thinking how you will structure your talk, then take it in turns to practise presenting the information.

Describe your favourite food.

You should say:

- what the food is
- how often you eat it
- how the food is made

and say if you can make the meal yourself.

Student A	Student B
<p><i>Pizza – delicious, easy cook, filling on Fridays – late lectures, special day</i></p> <p><i>oven, bread, add cheese, tomato, toppings</i></p> <p><i>only frozen! / take-away</i></p> <p><i>Conclusion – easy and tasty</i></p>	<p><i>Vegetable soup – tasty, healthy, cheap at weekends, winter – long time to cook, better in cold weather</i></p> <p><i>chop vegetables, boil, wait yes, love cooking, relaxing, fun</i></p> <p><i>Conclusion – enjoy making, filling, economical</i></p>

EXAM SKILLS

12 Read the task card and spend one minute preparing your talk. Take it in turns to speak. Try to speak for two minutes.

Describe a special occasion when you had a really enjoyable meal.

You should say:

- what the occasion was
- who was at the meal
- what you ate

and explain why the meal was so enjoyable.

Remember to:

- make notes of key ideas
- introduce your talk
- structure your talk
- give it a conclusion.

TIP 12

It is good to use different adjectives in this part of the test. Think of different ways of saying the words and avoid words like *good* and *bad*.



GO FURTHER ONLINE

