

UNIT 4

FOOD AND DRINK

A. VOCABULARY:

Exercise 1: Put the words in the correct categories to complete the table.

*milkshake yoghurt cabbage basil butter cheese lamb salt and pepper
juice rice beef lemonade chilli bread chicken onion carrot salad*

dairy products (foods made from milk)	herbs and spices (food that gives strong flavors to other food)	meat

side dishes (food that you eat along with the main course)	soft drinks	vegetables

Exercise 2: Complete the definitions. Use the sentence endings in the box.

- a. you cook it at a temperature below boiling.*
- b. you cook it for too long and it goes black.*
- c. you cook it in an oven.*
- d. you cook it in hot oil or fat.*
- e. you cook it under a very strong heat.*
- f. you cook them in an oven, using a little oil or fat.*
- g. you cook them in water that is boiling (= very hot).*
- h. you cut it into long, thin pieces.*
- i. you cut them into pieces with knife.*
- j. you put it on plates so that people can eat it.*

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|------------------------------------|-----------------------------------|
| 1. When you chop vegetables, _____ | 6. When you slice cheese, _____ |
| 2. When you boil potatoes, _____ | 7. When you bake a cake, _____ |
| 3. When you fry meat, _____ | 8. When you roast potatoes, _____ |
| 4. When you simmer soup, _____ | 9. When you serve a meal, _____ |
| 5. When you burn toast, _____ | 10. When you grill meat, _____ |

Exercise 3: Complete the descriptions. Use the words in the box.

*crockery cutlery frying pan kettle napkin saucepan
scales serving dish tin opener utensils*

1. A _____ is a wide pan that you use to fry food in.
2. The general name for knives, forks and spoons is _____.
3. A _____ is a small piece of cloth or paper used while you're eating to protect your clothes or clean your mouth or fingers.
4. The general name for cups, plates, bowls, etc. is _____.
5. A _____ is something that you use to open tins of food.
6. A _____ is a deep pan that you use for cooking vegetables or pasta in water.
7. You can use _____ to weigh ingredients.
8. A _____ is a bowl where you keep food before you put it onto plates.
9. The general name for wooden spoons, kitchen knives and other things that help you cook is kitchen _____.
10. You can use a _____ to boil water.

Exercise 4: Complete the sentences. Use the adjectives in the box.

<i>bland</i>	<i>delicious</i>	<i>disgusting</i>	<i>hot</i>	<i>mild</i>	<i>raw</i>	<i>salty</i>	<i>savory</i>	<i>spicy</i>	<i>sweet</i>
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1. I love _____ food. It's hot and has lots of strong flavors.
2. I prefer _____ food. It still tastes good, but it's not hot and the flavors aren't very strong.
3. _____ pies, like apple pie, are popular in many countries.
4. _____ pies, like meat pie, are also popular in some countries.
5. I don't like _____ chilli. It's too strong for me.
6. This meal is _____. It tastes really nice.
7. I don't like mashed potato. It's so _____ and doesn't really taste of anything.
8. These carrots are very _____. There's too much salt on them.
9. This meat is still _____! Please cook it a bit longer.
10. The meal was _____. It tasted horrible!

Exercise 5: Choose the best words to complete the conversation.

A: Come in! Dinner's nearly *cooking / made / ready*.

B: Oh, great. It *feels / smells / tastes* lovely. What is it?

A: It's Jollof rice. It's a traditional *dish / meal / plate* from West Africa.

B: Oh, right. So what's it made *of / on / to* ?

A: Well, the main *course / ingredient / recipe* is rice.

B: OK. What else is *from / in / with* it?

A: Well, it also *contains / holds / involves* fried onions and tomatoes. Plus, lots of spices like chilli and pepper to give it a strong *appetite / color / flavor*. Would you like to *fry / test / try* it?

B: Yes, please. Oh, that is nice. It *looks / tastes / seems* delicious.

B. GRAMMAR:

Exercise 1: Read the information. Then read the sentences and choose the correct answers.

Countable nouns:

Things that you can count, e.g. *one book, two books; one person, two people*.

Uncountable nouns:

Things that we don't normally count, e.g. *water, fun*.

1. *I went to the shop and bought two ice creams, one for me and one for you.* In this sentence, 'ice cream' is **countable** **uncountable**
2. *For dessert, we've got ice cream.* In this sentence, 'ice cream' is **countable** **uncountable**
3. *In my family, we often have pizza for dinner. It's our favorite meal.* In this sentence, 'pizza' is **countable** **uncountable**
4. *I ordered a takeaway pizza, but when it arrived, it was really small.* In this sentence, 'pizza' is **countable** **uncountable**
5. *Would you like a chocolate?* In this sentence, 'chocolate' is **countable** **uncountable**
6. *I never eat chocolate. It's too sweet for me.* In this sentence, 'chocolate' is **countable** **uncountable**
7. *Could we have three coffees, please?* In this sentence, 'coffee' is **countable** **uncountable**
8. *Do you like coffee?* In this sentence, 'coffee' is **countable** **uncountable**

Exercise 2: Read the information. Then write **much or **many** to complete the sentences.**

*We use **much** with singular uncountable nouns and **many** with plural nouns*

1. How _____ meals do you eat every day?
2. We haven't got _____ bread. Can you buy some?
3. There wasn't _____ food at the party, so I'm still hungry!
4. You eat too _____ sweets. They're bad for your teeth.
5. Do you eat _____ fruit?
6. How _____ rice do you want? A lot or just a little?
7. You didn't cook _____ peas. Are you sure there are enough for all of us?
8. I don't want too _____ spaghetti. I'm not really hungry.

9. There's too _____ butter on that toast! It's not healthy.

10. I don't eat _____ eggs. I don't really like them.

Exercise 3: Complete the text using *a/ an/ any/ some*.

For breakfast, I usually have _____ toast and jam. I don't put _____ butter on my toast. I usually just drink _____ cup of tea with my breakfast. I don't put _____ sugar in my tea – I don't like sweet drinks. At the weekend, I often have _____ egg for breakfast. Then, at about 11 o'clock, I usually have _____ coffee break. I eat _____ biscuits – just two or three. Then for lunch, I usually have _____ sandwich. I also eat _____ fruit, like an apple or an orange. I never eat _____ crisps – they're really unhealthy.

Exercise 4: Complete the description of how to make scrambled eggs. Use *a, the, some or any*.

1. You will need _____ butter, two or three eggs and _____ large frying pan.
2. First of all, break _____ eggs into _____ bowl.
3. Make sure there aren't _____ pieces of eggshell in _____ bowl.
4. Mix _____ eggs with _____ fork.
5. Now melt _____ butter in _____ frying pan.
6. When _____ butter has melted, pour _____ eggs into the frying pan.
7. Use _____ wooden spoon to stir the eggs in _____ pan.
8. When it's nearly ready, add _____ salt and pepper to _____ eggs.
9. Keep mixing _____ eggs with _____ wooden spoon.
10. When it's ready, serve _____ scrambled eggs with _____ toast.

Exercise 5: Choose the correct answers to complete the sentences.

1. I eat *a few / a little / a lot of* cheese – too much, really, but I love it.
2. I made *a few/ a little/ a lot of* sandwiches, but our visitors still ate every single one!
3. When I was younger, I ate a lot of chocolate, but I eat *fewer / less / more* chocolate now – I'm trying to be healthier.
4. We prepared enough food for ten people, but there were a lot *fewer / less / more* people than that at the party. It was really crowded!
5. The extra-large pizza is perfect for four or more people. For *fewer / less / more* people, we recommend a normal pizza.
6. It's better to cook your own food than to buy fast food. Cooking usually takes *fewer / less / more* time, but it's much healthier.

7. A: So, who did you invite for dinner?
B: Just *a few / a little / a lot of* people – only three.
8. A: Do you want some milk or sugar in your coffee?
B: Just *a few / a little / a lot of* milk, please. Not too much.
9. A: How much time do you spend cooking every day?
B: *A few / A little / A lot!* At least three hours every day.

C. LISTENING

Exercise 1: Listen to two students talking about a trip to the Museum of Transport. Choose the correct answer. (Track 4.1)

What activity do the students need to complete at this location at the Museum of Transport?

<i>Location</i>	<i>The Information Centre</i>
<i>Activity</i>	A collect their timetable
	B get a map of the museum
	C meet their tour guide

Exercise 2: Labelling maps is an important skill in the IELTS Listening test. It's a good idea to familiarise yourself with key vocabulary that you might hear when labelling maps.

Read and listen to the extract of John and Denise's conversation. Choose the correct words and phrases you hear to complete the extract. (Track 4.2)

*Denise: Great. That'll be interesting, I expect. Now, what activity did our tutor say we had to complete when we arrived at the **Information Centre / Welcome Hall / Gift Shop** at the museum?*

*John: Well, we've already got our **timetables / map / brochure** for the whole visit, so we don't need to pick those up.*

*Denise: Oh, I remember – we're supposed to introduce ourselves to someone from the museum – the person who's going to show us around the museum later on and talk to us about some of the **displays / paintings / exhibits**.*

John: You're right. That's it. OK, well, we'd better do that first.

Exercise 3: Read the information. Then listen to the next part of the conversation between John and Denise and answer the question. (Track 4.3)

What activity (A–E) do the students need to complete at this location at the Museum of Transport?

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|------------------------------|-------------------------------|
| 1. The Space Travel building | A do an interview |
| | B watch a short film |
| | C do a quiz |
| | D listen to a recording |
| | E learn to use some equipment |

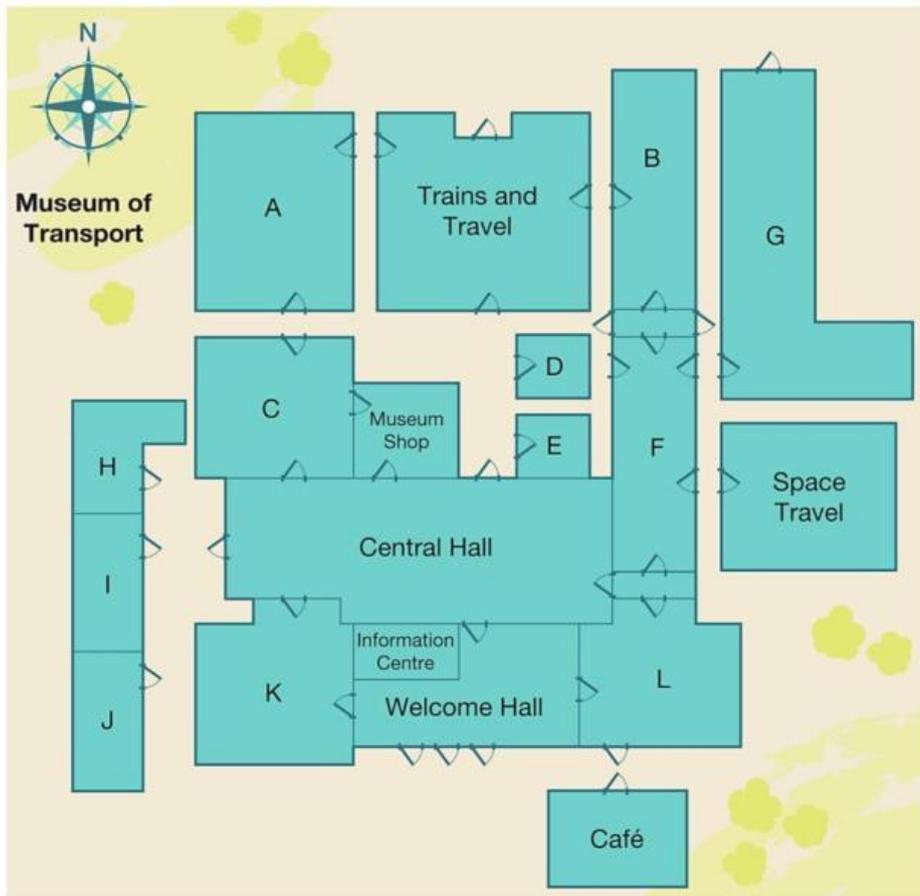
Exercise 4: Listen to the rest of the conversation. Which activity (A–E) do the students need to complete at the Trains and Travel room, Central Hall and ‘Going Second Class’ room at the Museum of Transport? (4.4)

Write the correct letter (A, B, D or E) next to the locations (2–4)

- | | |
|-------------------------------|--------------------------|
| A do an interview | 2 Trains and Travel room |
| B watch a short film | 3 Central Hall |
| C do a quiz | 4 ‘Going to Class’s room |
| D listen to a recording | |
| E learn to use some equipment | |

Exercise 5: Read the information below. Then look at the map of the Museum of Transport and listen to three different speakers giving directions to the Space Travel building. (Track 4.5)

What is the starting point for each speaker? Are they talking about a present or a future visit? Write the starting point and either Present or Future for each speaker.



In IELTS Listening Section 2, you will hear just **one** speaker giving information on a topic connected to everyday life. For example, you may hear some instructions on how to use a machine safely, or some information about different parts of a building and what activities you can do in those places.

When you have a map, the first thing to do is **orientate yourself**. This means you have to listen carefully to understand which part of the map the speaker is talking about at the beginning of the recording. The speaker may be giving information to people who are ready in the location on the map, or they may be talking to people who are going to visit location in the future.

	Speaker 1	Speaker 2	Speaker 3
Starting point	(1) _____	(3) _____	(5) _____
Time of visit? (Present/ Future)	(2) _____	(4) _____	(6) _____

Exercise 6: For the IELTS map labelling task, it is a good idea to learn words and phrases for giving directions and instructions. (Track 4.6)

Read and listen to the tour guide giving directions to three locations. Complete the directions with the correct word or phrase you hear. (NO MORE THAN 3 words).

OK, I'm going to tell you where some of the important rooms in the museum are. We'll start with the 'Car Collection' room. So, we're here in the Welcome Hall, (1) _____ the Central Hall. You need to go through the door over there on the right. That'll take you to the room that (2) _____ to the café, but don't go that way – take the other door instead. Go across the corridor and then you'll enter a long, (3) _____ room. Walk all the way through this room, through the corridor and into the next one. That's where you'll find our collection of cars.

Alright, you'll also be visiting the exhibition called 'Going Second Class'. Let me explain how to find it. From here, the Welcome Hall, go (4) _____ into the Central Hall, and then head for the door on the left on the (5) _____ side of the hall. Go through the door that leads outside – and then you'll see a row of three buildings. When you're facing the buildings, the middle building will be directly (6) _____ you, and you want the one on the left of it.

Alright, what about the 'Fashion and Travel' room? There are a couple of ways to get there, but I suggest you leave here, the Welcome Hall, and go into the Central Hall. (7) _____ left, but don't go all the way to the end. You want the door on your right, as you're facing the western exit. That'll (8) _____ the 'Fashion and Travel' room.

Exercise 7: Listen to the tour guide. Choose the correct letters (A–L) from the map for each of the three rooms (Track 4.7)



	A	B	C	D	E	F	G	H	I	J	K	L
Crossing New Horizons building												
Map room												
Explorers room												

Exercise 8: Listen and answer questions 1-4 (Track 4.8)

What helped each person to become successful?

Choose **FOUR** answers from the box and write the correct letter, A-F, next to questions 1-4.

1. the film maker
2. the ballet dancer
3. the scientist
4. the chef

- | | |
|----------|------------------------|
| A | a personal style |
| B | a lot of money |
| C | a relative's influence |
| D | an invention |
| E | a wise decision |
| F | a change of job |