

A Matter of Taste



Start thinking!

Where do you think potatoes came from?
Who do you think invented chips?
When do you think crisps were invented?



Reading

1 **1.23** Read this magazine article to check your answers.



Imagine a tasty plate of chips, fried in hot oil until golden-brown, topped with a little salt and served with ketchup. Think of a hot jacket potato, filled with butter and cheese. Imagine a packet of delicious crisps that leave the flavour on your fingers to be licked off when you've finished.

Wherever you go, you can't get away from them. They are everywhere, eaten by everyone with practically every meal. **1** But have you ever asked yourself where they came from? (And I don't mean the supermarket!)

It all started in Peru. There, they grew potatoes over 2,000 years ago. They weren't like **the ones** we know today. **2** The first Europeans

to try the potato were the Spanish. In 1537, Spanish explorers discovered people eating what they called papas. They brought this strange vegetable back to Spain in the 1550s.

People generally didn't like the potato. Lots of other vegetables were introduced into Europe at the same time, like tomatoes and sweet potatoes, and people preferred **those** to the unattractive potatoes. **3** Very slowly, they spread through Europe, although many people still thought potatoes were poisonous for quite a long time.

There is a story that King Louis XVI (that's 'the sixteenth' to me and you) of France liked the potato and wanted to encourage people to eat them. He planted them in the royal gardens, since he knew this would make them seem valuable and desirable. **4** Once they got used to this strange plant, it became a popular part of the French diet.

So, what about chips? Well, the Belgians claim that they invented fried potatoes, although nobody really knows for sure. The first mention of 'chips' in England is by the writer Charles Dickens in 1859. **5** The Americans call them 'French fries' because soldiers from

2 What do the words and phrases refer to? Circle the correct option.

- 1 the ones (paragraph 3)
people in Peru/potatoes
- 2 those (paragraph 4)
attractive potatoes/other vegetables
- 3 he (paragraph 7)
the customer/George Crum
- 4 them (paragraph 8)
your friends/the chips

3 Six sentences have been removed from the article. Choose from the sentences A–G the one which fits each gap (1–6). There is one extra sentence which you do not need to use.

- A He mentions 'chips of potato' fried in oil in one of his books.
- B He kept sending them back to be sliced again.
- C Ordinary people stole them and planted them in their own gardens.
- D The original potatoes were smaller and tasted bitter.
- E They are a good source of vitamins, surprisingly.
- F They were given to slaves and prisoners because they were so cheap.
- G We seem to love potatoes however they are cooked.

America went to France during the First World War and loved the dish. Now, the Americans eat over 20 million tonnes of chips a year. (That's altogether, not each!)

Crisps are an American invention, although they call them 'chips' (don't get confused!). Everybody agrees that a Native-American chef, George Crum, made the first crisps in 1853. One day, a difficult customer wanted fried potatoes, sliced thinly. When they arrived, he said they weren't thin enough. **6** In the end, Crum got annoyed and sliced the potato as thinly as he could and fried it, then added lots of salt. The dish was an immediate success.

So now you know. Next time you're in your favourite fast-food place with your friends eating chips, amaze **them** with your potato knowledge! Who knows? They might even share their chips with you.

WORD BOX

4 Use words or phrases from the text to complete the sentences. You've been given the first letter to help you.

- 1 Doctors say that eating too much food f_____ in oil isn't very healthy.
- 2 They sell lots of different ice-cream and my favourite f_____ is banana!
- 3 In fast-food places in Britain, they ask for c_____, but in America they ask for F_____ f_____.
- 4 When I went to New York, I asked for a packet of c_____ as a snack, but they said they were called c_____.
- 5 Try to s_____ the bread more thinly next time, so it fits in the toaster!
- 6 A j_____ p_____ is one that has been baked in the oven with its skin on.
- 7 I don't like b_____ tastes like coffee and dark chocolate. I prefer something sweet.



Have your say!

- Which of the facts in the article do you think is most surprising? Why?

G Grammar clinic

Reported speech

👁️ Look at *Grammar database* pages 181–182 before you do the exercises.

1 Read this sentence from the magazine article on pages 60 and 61.

When they arrived, he said they weren't thin enough.

What did he actually say?

- a 'They weren't thin enough.'
- b 'They aren't thin enough.'

2 Choose the correct reported version of each sentence.

- 1 'I'm making chips for lunch,' said Linda.
 - a Linda said she will make chips for lunch.
 - b Linda said she was making chips for lunch.
- 2 'What have you been doing all day?' my father asked me.
 - a My father asked me what had I been doing all day.
 - b My father asked me what I had been doing all day.
- 3 'You must be more careful in the kitchen,' Mum said.
 - a Mum said I had to be more careful in the kitchen.
 - b Mum said me to be more careful in the kitchen.
- 4 'We'll be happy to keep a table for you,' the waiter said.
 - a The waiter said we should be happy if they kept a table for us.
 - b The waiter said they would be happy to keep a table for us.

3 Rewrite the statements using reported speech.

- 1 'We ate in a great restaurant last night,' George said.
- 2 'I'll have chicken and another glass of this wine,' Mr Brown said.
- 3 'Don't put your knife in your mouth, Tom,' his father said.
- 4 'Are you having chips?' asked my friend.
- 5 'What have you cooked for dinner?' she asked her husband.

4 Match the reporting verbs with the correct meanings.

- | | |
|-----------|-------------------------------------------------------|
| 1 refuse | a say that something is true without proof |
| 2 deny | b say that you won't do something |
| 3 suggest | c say that you did something wrong |
| 4 admit | d say that you didn't do something you are accused of |
| 5 claim | e offer a plan or idea to be considered |

5 Complete the sentences using the verbs in the box.

refused • denied • suggested
admitted • claimed

- 1 'We serve the best food in town,' the owner said.
The owner _____ the best food in town.
- 2 'Yes, I ate the cake in the fridge,' she said.
She _____ the cake in the fridge.
- 3 'No, I won't cook your dinner while you watch TV,' Sally said to her husband.
Sally _____ her husband's dinner while he watched TV.
- 4 'Don't look at me! I didn't drink all of the orange juice!' shouted Oliver.
Oliver _____ all of the orange juice.
- 5 'How about all of us meeting outside BurgerBar at nine?' said Ron.
Ron _____ outside BurgerBar at nine.

Food and cooking

1 Match the ways of cooking with the definitions.

- | | |
|---------|-----------------------------------------|
| 1 fry | a cook in the oven with oil (meat, etc) |
| 2 boil | b cook in hot water |
| 3 bake | c cook under direct heat |
| 4 grill | d cook in hot oil |
| 5 roast | e cook in the oven (bread, a cake, etc) |

2 Complete the paragraph using the words in the box.

snack • recipes • meal • ingredients • cooker
chefs • saucepans • raw • dishes • dairy

Cookery books are usually written by famous (1) _____. These books are full of (2) _____, telling you how to cook different (3) _____. They usually tell you what (4) _____ you need first. These might be (5) _____ meat, vegetables, or (6) _____ products like milk and butter. Then, they tell you what equipment you need, such as (7) _____ or bowls. When you've got everything, and you've turned the (8) _____ on, you just follow the instructions in the book. Anybody can cook! Whether it's a complete (9) _____ or just a(n) (10) _____, all you have to do is follow the advice of an expert. It's easy with the right book.

3 Circle the correct word to describe each taste.

- | | |
|---------------------------------|---------------------|
| 1 strong coffee, dark chocolate | <i>spicy/bitter</i> |
| 2 a lemon | <i>sour/salty</i> |
| 3 crisps, peanuts, sea-water | <i>salty/sweet</i> |
| 4 sugar, strawberries, cake | <i>sweet/spicy</i> |
| 5 chilli, Mexican food, curry | <i>spicy/salty</i> |

Phrasal verbs with out

4 Phrasal verbs with *out* often have meanings connected to something stopping or disappearing. Read the sentences and match the correct phrasal verb to each definition.

- | | |
|-----------------------------------------------------------|---------------------------------------------------|
| 1 Firemen have finally <i>put out</i> the fire. | a not have any left |
| 2 It was so hot that I <i>passed out</i> ! | b faint, lose consciousness |
| 3 You can't <i>back out</i> of helping me now! | c argue |
| 4 We've <i>run out of</i> eggs so we can't bake a cake. | d not include, remove |
| 5 My brother <i>dropped out</i> of his course at college. | e leave a course before the end |
| 6 Let's not <i>fall out</i> over who is cooking dinner! | f extinguish, stop something burning |
| 7 Just <i>cut out</i> the sugar and it'll be fine. | g decide not to do something you had agreed to do |

Collocations: cooking

5 Match to make phrases.

- | | |
|-----------|---------|
| 1 frying | a tray |
| 2 mixing | b spoon |
| 3 serving | c bowl |
| 4 carving | d pan |
| 5 baking | e knife |

6 Write a phrase from exercise 5 under each picture.



1 _____



2 _____



3 _____



4 _____



5 _____

Listening

1 **1.24** You are going to listen to four short conversations. Decide who the man is in each conversation.

In Conversation 1, the man is _____.

- A a waiter
- B a customer
- C a restaurant manager

In Conversation 2, the man is _____.

- A a chef
- B a student
- C a waiter

In Conversation 3, the man is _____.

- A a customer
- B a waiter
- C a student

In Conversation 4, the man is _____.

- A a chef
- B a waiter
- C a restaurant manager

2 Listen again. For each question 1–5, choose the best answer (A, B or C).

- 1 Why are they having this conversation?
 - A to plan for the coming month
 - B to decide what to have for dinner
 - C to appoint a new chef
- 2 Why does the woman want the man to try the food?
 - A to show him that she's a good cook
 - B to help him carry out his job better
 - C to show him what he's doing wrong

- 3 What does the man think of the woman's suggestions?
 - A He follows them.
 - B He ignores them.
 - C He questions them.
- 4 What does the man suggest to go with the lamb?
 - A a spicy dish
 - B something cheesy
 - C some simple food

Soundbite /k/, /g/ and /ŋ/

1.25 Listen to these words. Pay attention to the ends of the words.

bag • bang • back • bank

Now listen to these sets of words. Decide in what order you hear the words by writing the letters a to c next to the words.

- | | | |
|---------------|-------------|-------------|
| 1 thing _____ | think _____ | thick _____ |
| 2 sang _____ | sank _____ | sag _____ |
| 3 sick _____ | sink _____ | sing _____ |
| 4 bring _____ | brick _____ | brink _____ |

Speaking

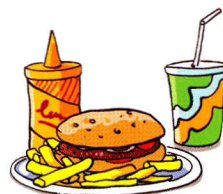
Useful Phrases

1 Match to make useful phrases for agreeing and disagreeing.

- | | |
|------------------------|---------------------|
| 1 Yes, I totally | a a good point. |
| 2 You're absolutely | b disagree. |
| 3 Yes, I think that's | c I agree with you. |
| 4 I'm not sure | d agree with you. |
| 5 I'm afraid I have to | e right. |

2 Work in pairs. Use the phrases from exercise 1 to help you agree and disagree.

- Plan a special meal out for both your families.
- Talk about how much you think they would like to eat these meals.
- Decide which two choices you would like to suggest to your families.



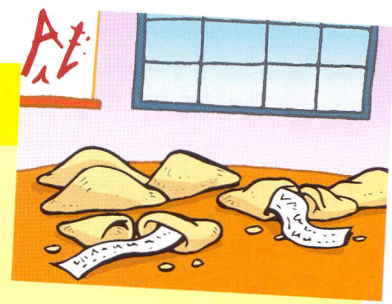
Look at Speaking database - Agreeing/Disagreeing on page 165.



Indirect questions

Look at *Grammar database* pages 182–183 before you do the exercises.

1 Read the questions. Decide if the statements are true (T) or false (F).



direct questions

What is a fortune cookie?

What do they have inside?

Where was the fortune cookie invented?

indirect questions

Could you tell me what a fortune cookie is?

I wonder if you could tell me what they have inside.

Do you know where the fortune cookie was invented?

a *The word order in indirect questions is the same as in direct questions.*

b *All indirect questions need a question mark at the end.*

2 Rewrite the questions as indirect questions starting with the words given.

- 1 Do you like Chinese food? I wonder _____
- 2 Have you ever been to China? Could _____
- 3 What is the capital of China? Do you know _____
- 4 How much does a fortune cookie cost? I would like _____
- 5 Where is the nearest Chinese restaurant? Could _____

4 Read this passage about fortune cookies and answer the questions in exercise 1.

The Fortune Cookie

Are you interested (0) IN world cuisine? Do you know anything (1) _____ Chinese food? I wonder (2) _____ you have ever heard of fortune cookies. Fortune cookies are small biscuits that are traditionally served (3) _____ the end of a meal in a Chinese restaurant. They are sweet and have a piece of paper inside them. Written (4) _____ the piece of paper is your fortune. They often say things like 'You will write a book one day' or 'You will be lucky (5) _____ love'. Do you know how far (6) _____ the tradition goes? The Chinese have always given each other sweet Moon Cakes (7) _____ special occasions. When the Mongols occupied China in the 13th century, the Chinese needed a way to send secret messages to each other. They put the messages inside Moon Cakes. When gold was discovered in California in 1849, many Chinese people went (8) _____ America to work (9) _____ the railway. Life was hard, but (10) _____ celebrations they put messages of hope inside biscuits. When they settled in California and opened restaurants, they continued the tradition.

Prepositions

3 Complete the sentences using the prepositions in the box. Use some prepositions more than once.

about • on • during • back • to • at • in

- 1 Some traditions, like eating lamb at Easter, go quite a long way _____.
- 2 I'd like to welcome you here _____ this very special occasion.
- 3 _____ the end of the recipe, the chef says that it should be served cold.
- 4 I wrote the number of the restaurant _____ a bit of paper, but I've lost it.
- 5 How much do you know _____ the history of your country's food?
- 6 I've always been interested _____ food from different countries.
- 7 We often eat special food _____ traditional celebrations.
- 8 My parents went _____ an expensive restaurant for their wedding anniversary.

5 Read the passage again. For questions 1–10, think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0). Write your answers IN CAPITAL LETTERS.

Writing

A formal letter/email

👁️ Look at *Writing database – formal letters/emails* on page 150 before you do the exercises.

1 Read this writing task. Why should your email be formal?

You work for your school magazine. A local chef has agreed to do an interview but wants more information. The editor of the school magazine has sent you this article from the local newspaper and asked you to write an email to the chef. Using the information in the article and the notes you have made, write your email.

Write an **email** of between **120** and **150** words. You must use grammatically correct sentences with accurate spelling and punctuation in a style appropriate for the situation.

Local Chef Gets TV Series

Denise Jordan, chef at the Grand Hotel, has finally made it to the top. Next week, her new series, *Full of Flavour*, begins on Channel 6. Denise believes that it's never too early to start cooking and her new series is aimed at children. She hopes to give them good advice to get them started in the kitchen. From sandwiches to pies, she'll be showing us how good food doesn't have to be hard work.

- tell her what we'd like to ask her about
- suggest either 12th or 13th March, in the morning
- can she bring some examples of easy food?
- can we take some photographs?

Working model

2 Read the answer to the writing task.



From: Maria
To: Denise Jordan
Subject: Your interview

Dear Mrs Jordan,

I work for my school magazine, 'Talking in Class'. Our editor has asked me to give you more information about the interview you have agreed to do.

We are very interested in your new series. Would you mind if we asked you a few questions about it? We would also like to ask you about your experiences working in a hotel.

I wonder if you would be available on either the twelfth or the thirteenth of March. The interview would take place at about ten o'clock in the morning, because of the school timetable.

Your new series is about learning to cook easy dishes. I wonder if you could bring some examples to show us what you mean. Would you mind if we took photographs during the interview?

Please contact me if you need more information.

Yours sincerely,
Maria Zerva

3 Underline sentences in the email where Maria:

- 1 tells Denise what she'd like to ask her about.
- 2 suggests possible days for the interview.
- 3 asks her to bring examples of easy food.
- 4 asks if they can take photographs.

Which of these are indirect questions?

Ready to write!

- 4** Look at the extract from an article about another local chef.

Cooking in the Classroom

Should we all learn how to cook at school? Yes, says Peter Murphy, a local chef, whose new book, *Fit for a King*, is published this week. He believes that schools should provide lessons in healthy cooking and healthy eating for all pupils. Peter thinks that fast-food is great, but young people can also make other delicious dishes. Customers at his restaurant in the centre of town certainly agree that he knows what he's doing! Peter Murphy has agreed to do an interview with your school magazine and you have been asked to give him more information. Here are the notes you have made:

- tell him what we'd like to interview him about
- suggest we interview him at his restaurant
- ask him to prepare one or two easy recipes for students
- can we take photographs?

5 Make a plan of your answer. Use your imagination.

- How are you going to start your email?
 - a Dear Peter,
 - b Dear Peter Murphy,
 - c Dear Mr Murphy,
- What's your school magazine called?
- What would you like to interview him about? (at least TWO things)
- Write a formal sentence to suggest an interview at his restaurant.
- Write an indirect question to ask him to prepare recipes for students.
- Write an indirect question to ask if you can take photographs.
- How are you going to end your email?
 - a Best wishes,
 - b Yours sincerely,
 - c All the best,
- What will be the last thing you write?
 - a Thank you
 - b your first name
 - c your first and last names

Now complete *Writing Planner 7* on page 158.

Now write!

- 6** You are now ready to write your email to Peter Murphy. Include all the information in the notes. Ask him all the questions you have to. Write between 120 and 150 words.

Check it out!

- 7** Check your work. Tick (✓) what you have done.

I have started and finished the email in the correct way.

I have included all the information in the notes.

I have asked him all the questions I had to ask him.

I have used indirect questions to be polite.

I have used paragraphs.

I have checked my spelling, grammar and punctuation.

My email is between 120 and 150 words long.



Look Back

Can you answer these questions? If you can't remember, look through the unit for the answers.

- 1 In what year were crisps invented?
- 2 What's the American word for crisps?
- 3 How would you describe the taste of a lemon?
- 4 Do all indirect questions need a question mark?
- 5 When was gold discovered in California?