

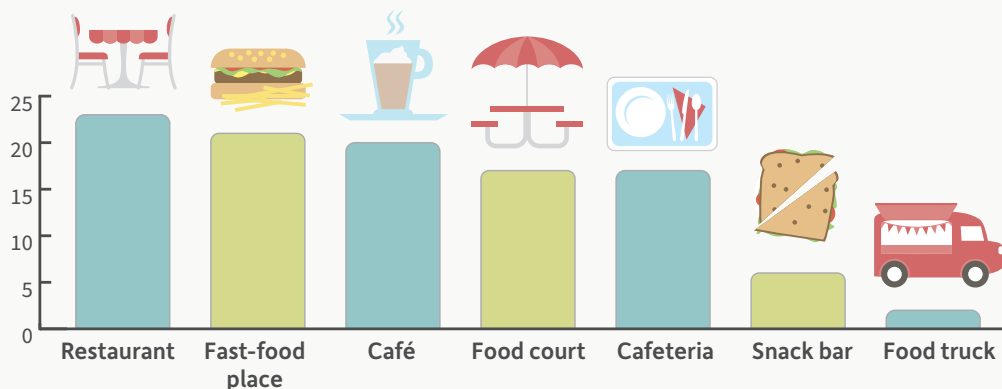
# 5 Taste

## DISCUSSION POINT

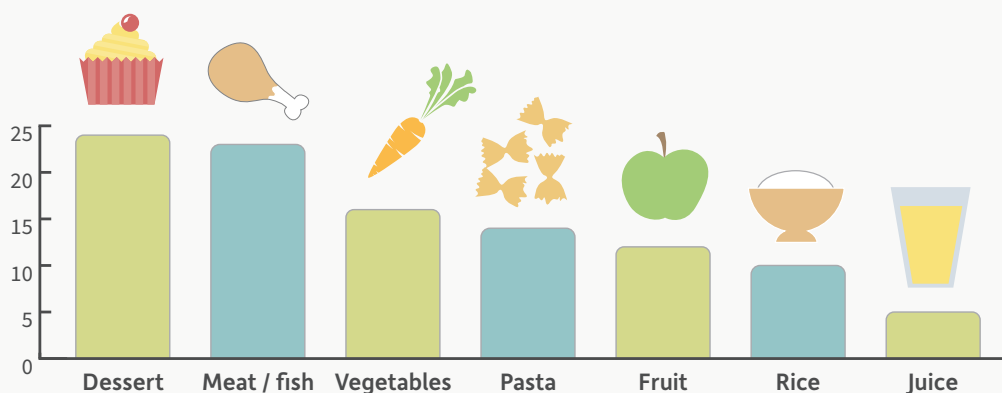
Discuss these questions with a partner.

- How often do you eat out?  
*I eat out ... a day / week / month.*
- Where do you like to eat out?  
*I like to go to ...*
- What do you like to have when you eat out?  
*I like to have ...*

## Where do you like to eat out?



## What do you order when you eat out?



▶ VIDEO

REAL FOOD

## BEFORE YOU WATCH

Match the words on the left with the definitions on the right.

- |                  |  |
|------------------|--|
| 1 food cart (n)  | a someone who has something, e.g., a business                |
| 2 restaurant (n) | b a place in town where you go to sit down and eat something |
| 3 the best (adj) | c food cooked as part of a meal                              |
| 4 owner (n)      | d a kitchen that you can move around on the street           |
| 5 dish (n)       | e number one, really good, perfect                           |

# UNIT AIMS

**READING** Reading for gist  
**ACADEMIC SKILL** Organizing group roles  
**VOCABULARY** Food collocations

**GRAMMAR** Using articles and adjectives with nouns  
**WRITING** Adding information using adjectives



A tasty and fun lunch.

## WHILE YOU WATCH

 Read the questions. Watch the video. Answer the questions.

- 1 What is “fulmedames”?  
a the name of a food cart      b Egyptian food
- 2 Where does Ramadan work?  
a at a food cart      b in a restaurant
- 3 What does Ramadan think of the food he cooks?  
a He wants to change it.      b He thinks it’s the best.
- 4 Where is Nadine’s restaurant?  
a in Cairo      b in Nicosia

## AFTER YOU WATCH

Answer the questions with a partner.

- 1 What street food is there in your country?  
*In my country there is ...*
- 2 What is your favorite dish from your country?  
*My favorite dish is ...*

## FOOD JOBS

### A VOCABULARY PREVIEW

#### 1 Match words with their definitions.

- |                    |  |
|--------------------|--|
| 1 assistant (n)    | a makes or sells things for money        |
| 2 company (n)      | b cooks food in a restaurant             |
| 3 chef (n)         | c a large, thin book with a paper cover  |
| 4 magazine (n)     | d helps another person in his or her job |
| 5 menu (n)         | e takes pictures for his or her job      |
| 6 photographer (n) | f to bring someone food or drink         |
| 7 price (n)        | g a list of food in a restaurant         |
| 8 serve (v)        | h what something costs                   |

#### 2 Use the words from Exercise 1 to complete the sentences.

- These pictures are nice. Is the \_\_\_\_\_ famous?
- Rob and Sandra work in a snack bar. They \_\_\_\_\_ food.
- The \_\_\_\_\_ in this café is in six languages.
- A(n) \_\_\_\_\_ works long hours in the kitchen.
- I want to buy this \_\_\_\_\_, but the \_\_\_\_\_ is almost \$12.
- Jo is a(n) \_\_\_\_\_. She helps a lot of people at our \_\_\_\_\_.

### B BEFORE YOU READ

Look at the pictures in *Food jobs*. Match the pictures with what they show.

- |             |                                |
|-------------|--------------------------------|
| 1 Picture 1 | a a person serving food        |
| 2 Picture 2 | b a person writing about food  |
| 3 Picture 3 | c a person eating ice cream    |
| 4 Picture 4 | d a person taking a picture    |
| 5 Picture 5 | e a person answering the phone |

### C GLOBAL READING

Reading for gist

Reading for gist is reading a text for general meaning or purpose. When you read for gist, you skim the text to get an overall idea of what it is about.

#### 1 Skim *Food jobs* for gist. Choose the correct words.

The text describes five <sup>1</sup> **foods** / **jobs** and people who <sup>2</sup> **eat** / **do** them. All of the people talk about what they <sup>3</sup> **pay** / **do** and what they <sup>4</sup> **like** / **don't like** about their jobs.

#### 2 Skim the text and write the jobs in the blanks above the text.



# Food jobs

1 \_\_\_\_\_

Bert eats ice cream every day. He tries about 15 types a week. It takes time to get the taste “right”—sometimes months and months. As a food taster for a food company, he doesn’t taste only ice cream. He also tastes things like juice, soup, and different types of pasta. “I love to eat new things,” says Bert.



2 \_\_\_\_\_

Jennifer looks at food all day. She’s a food photographer. She takes pictures for books, websites, and menus. She does some interesting things to make the food look nice. For example, she puts vegetable oil on meat to make it look good. “The food looks nice,” says Jennifer, “but I don’t eat it.”



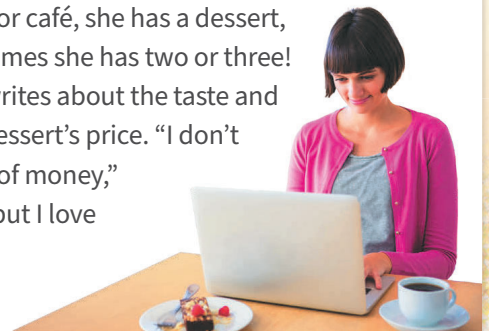
3 \_\_\_\_\_

Behind every famous chef is a chef’s assistant. Dan answers the phone, writes e-mails, and helps with cookbook tours, all for a famous chef. But he doesn’t help in the kitchen—that’s someone else’s job. His favorite thing about his job? “I travel to some great places,” says Dan.



4 \_\_\_\_\_

Tina is a food writer for a magazine. She writes only about desserts. Every time she eats in a restaurant or café, she has a dessert, and sometimes she has two or three! Then she writes about the taste and gives the dessert’s price. “I don’t make a lot of money,” she says, “but I love what I do.”



5 \_\_\_\_\_

Paul cooks and serves food, but he doesn’t work in a restaurant. He has a food truck. From Monday to Friday he drives his truck to a different place every day. On Monday he serves Mexican food, on Tuesday he serves Korean food, and on Wednesday it’s Turkish. Chinese is on Thursday, and Italian is on Friday. The people who eat at his truck love it.



## GLOSSARY

**taste (v)** to put food or drink in your mouth to test its flavor

**D CLOSE READING****1 Choose what each person does as part of his or her job.**

- |            |                          |                 |                          |                         |
|------------|--------------------------|-----------------|--------------------------|-------------------------|
| 1 Bert     | <input type="checkbox"/> | eats ice cream. | <input type="checkbox"/> | shops for food.         |
| 2 Jennifer | <input type="checkbox"/> | cooks food.     | <input type="checkbox"/> | makes dishes look nice. |
| 3 Dan      | <input type="checkbox"/> | writes e-mails. | <input type="checkbox"/> | writes cookbooks.       |
| 4 Tina     | <input type="checkbox"/> | cooks desserts. | <input type="checkbox"/> | writes about desserts.  |
| 5 Paul     | <input type="checkbox"/> | serves food.    | <input type="checkbox"/> | cooks in a restaurant.  |

**2 Choose T (True) or F (False) for each sentence.**

- |  |       |
|--|-------|
| 1 Bert works for a food company.                   | T / F |
| 2 Bert loves to eat new things.                    | T / F |
| 3 Jennifer works for a magazine.                   | T / F |
| 4 Jennifer cooks meat in oil to make it look good. | T / F |
| 5 Dan helps the chef in the kitchen.               | T / F |
| 6 Dan travels as part of his job.                  | T / F |
| 7 Tina sometimes eats two or three desserts.       | T / F |
| 8 Tina describes how to make desserts.             | T / F |
| 9 Paul drives his truck to different places.       | T / F |
| 10 Paul serves Korean food on Wednesday.           | T / F |

**E OVER TO YOU**

Discuss these questions in a group.

- Who do you think has the best job? Why?  
*I think ... has the best job because he / she ... as part of his / her job.*
- Which things do you sometimes do?  
I read food magazines.                      I eat a lot of desserts.  
I take pictures of food.                      I read about restaurants.  
I eat at food trucks.                          I try new types of food.  
*I sometimes take pictures of food. Sometimes I also ...*



## ACADEMIC SKILLS

### ORGANIZING GROUP ROLES

In many discussions, it can be helpful to give speakers a role. This focuses the discussion, ensures participation, and helps improve communication skills. When you have your own role to play, everyone takes part in the discussion and no single person controls it. Try to choose a different role each time.

**1 Look at these four common group roles. Match the roles with their definitions.**

- |                          |  |
|--------------------------|--|
| 1 The <b>note-taker</b>  | <b>a</b> keeps track of the time                   |
| 2 The <b>reporter</b>    | <b>b</b> records the main points of the discussion |
| 3 The <b>chair</b>       | <b>c</b> presents the main points to the class     |
| 4 The <b>time-keeper</b> | <b>d</b> makes sure everyone has a chance to speak |

**2 Choose the role from Exercise 1 that says these things in a group discussion?**

- 1 "We have one more minute. Let's move onto the third question."  
\_\_\_\_\_
- 2 "Thank you. And what do the others think?"  
\_\_\_\_\_
- 3 "We agree on our answers to the first and second questions."  
\_\_\_\_\_
- 4 "Can you say that again? I want to make a note of it."  
\_\_\_\_\_

**3 Work in a group. A small restaurant plans to open near your school and wants to hear your ideas. Decide on your role and use the following questions to guide your discussion. You have five minutes.**

- 1 What type of restaurant would you like to see?  
\_\_\_\_\_  
\_\_\_\_\_
- 2 What type of food and drinks would be good to have?  
\_\_\_\_\_  
\_\_\_\_\_
- 3 What prices would be about right for these items?  
\_\_\_\_\_  
\_\_\_\_\_

**4 Present your ideas to the class.**

## POP-UP RESTAURANTS

### A VOCABULARY PREVIEW

- 1 Use the words below to complete the conversations. Use a dictionary to help you.

customer (n) dish (n) fresh (adj) high (adj)  
mean (v) order (v) quick (adj) staff (n)

- 1 **A:** Let's be <sup>a</sup> \_\_\_\_\_. I need to get back to class.  
**B:** OK, but I don't see any <sup>b</sup> \_\_\_\_\_ around to ask for a menu.
- 2 **A:** Look here on the menu. What does *à la carte* <sup>a</sup> \_\_\_\_\_?  
**B:** Oh, each <sup>b</sup> \_\_\_\_\_ on the menu has its own price.
- 3 **A:** The price of this green salad is really <sup>a</sup> \_\_\_\_\_.  
**B:** That's true, but I know the vegetables here are very <sup>b</sup> \_\_\_\_\_.
- 4 **A:** That <sup>a</sup> \_\_\_\_\_ wants to <sup>b</sup> \_\_\_\_\_ a coffee.  
**B:** Does she know what kind she wants, or does she need a menu?

- 2 Correct the words in bold.

- 1 I think **high** fruit is always best.
- 2 What are the best **customers** at Sophie's Café?
- 3 The **dishes** at the cafeteria are very polite and nice.
- 4 I want a **fresh** meal because I don't have much time.
- 5 The price of fish at Lulu's Place is really **quick**.
- 6 Why do you always **mean** curry at that place? It's not good.
- 7 What does the word *entrée* **order**?
- 8 The **staff** behind the plant want to see our menu.

### B BEFORE YOU READ

Preview the text *Pop-up restaurants*. Look at the pictures and skim the first paragraph. What do you think a pop-up restaurant is? How do you think they are different from other restaurants?

*I think a pop-up restaurant ...*

*I think they are / aren't ...*

### C GLOBAL READING

Skim the whole text for gist. Choose what it's about.

- a what pop-up restaurants are, and why chefs and customers don't like them
- b what pop-up restaurants are, and some good and bad things about them
- c what pop-up restaurants are, and why they are popular in the United States

Reading for gist





# POP-UP RESTAURANTS

1 It's 5:00 on a Friday night. Chef Charanya Tan and her staff arrive. They set up chairs and tables. They take out meat, fresh vegetables, and other food and go to a corner to set up their kitchen. There is a lot to do and they have to be quick. Their restaurant opens at 7:00 and a line of customers is already outside. This is not a normal restaurant. It's a "pop-up restaurant," and everyone is very excited.





- 2 Pop-up restaurants are only open for a short time—a week, a day, or even a few hours. They are usually small. Customers order from a menu or the chef decides what to serve. Pop-ups can be anywhere—in a park, on a roof, in another restaurant, in a parking lot, or even at someone’s home.
- 3 Social media makes it easy for customers to learn about new pop-ups. For chefs who already have or work in restaurants, pop-up restaurants are a good way to try out new locations and find new customers. Chefs can test new dishes, and see if their prices are too high or too low. They are also a great way for new chefs to get their names out.
- 4 Pop-ups take a lot of time to plan, and it’s sometimes difficult to find a space. This means they are often difficult to open. They can take chefs away from their other restaurants and be expensive to organize. Pop-ups generally don’t bring in a lot of money.
- 5 Pop-ups are all about “what’s new.” Not all ideas work, but many chefs—and customers—are OK with that. They are fun for both the staff and the customers, and they are probably here to stay.

#### GLOSSARY

**get one’s name out (phr)** to become known by others

**location (n)** the place where something is

**try out (phr v)** to test or use something to see if you like it



**D CLOSE READING**

**1 Choose the correct words.**

- 1 Charanya’s pop-up restaurant opens at **5:00 / 6:00 / 7:00**.
- 2 The customers are **nervous about / excited about / bored with** Charanya’s restaurant.
- 3 Pop-up restaurants are only open **at night / for a short time / outdoors**.
- 4 Customers **don’t pay / try new foods / can’t use social media** at pop-up restaurants.
- 5 Pop-ups are **normal / boring / fun** for both customers and staff.

**2 What are the pros and cons of opening a pop-up restaurant? Complete the chart with words from the box.**

chefs customers dishes easy expensive  
money plan prices restaurants space

**Pros**

- <sup>1</sup>\_\_\_\_\_ to learn about
- Good way to try out new locations
- Good way to find new <sup>2</sup>\_\_\_\_\_
- Chefs can try out new <sup>3</sup>\_\_\_\_\_
- Chefs can see if <sup>4</sup>\_\_\_\_\_ are right
- Way for new <sup>5</sup>\_\_\_\_\_ to get names out

**Cons**

- Take a long time to <sup>6</sup>\_\_\_\_\_
- Can be difficult to find a <sup>7</sup>\_\_\_\_\_
- Often difficult to do well
- Take chefs away from other <sup>8</sup>\_\_\_\_\_
- <sup>9</sup>\_\_\_\_\_ to open
- Don’t bring in a lot of <sup>10</sup>\_\_\_\_\_

**E OVER TO YOU**

Discuss these questions in a group. Choose roles for your discussion.

- 1 Would you like to go to a pop-up restaurant? Why / why not?  
*I would / wouldn’t like to go to a pop-up restaurant because ...*
- 2 What type of food would be popular at a pop-up restaurant where you live?  
*I think ... would be popular.*

## TOPIC VOCABULARY

### Food collocations

A collocation is two or more words that naturally go together. For example, we say *fast food* but not *quick food*.

#### 1 Identify the word in each set that is not a collocation.

- |   |       |                                   |
|---|-------|-----------------------------------|
| 1 | cook  | a meal / <del>menu</del> / dinner |
| 2 | drink | juice / coffee / a dish           |
| 3 | eat   | a menu / lunch / a big meal       |
| 4 | have  | a chef / dessert / a snack        |
| 5 | order | a snack / the price / a meal      |
| 6 | serve | food / a restaurant / a new dish  |
| 7 | taste | meat / the check / juice          |
| 8 | try   | a dish / a new café / a customer  |

#### 2 Unscramble the words to make sentences.

- |   |   |       |
|---|---|-------|
| 1 | try / food / let's / Turkish                | _____ |
| 2 | with / eats / Glen / breakfast / his family | _____ |
| 3 | ice cream / serves / that café / great      | _____ |
| 4 | Jaime / a / has / at 10:00 p.m. / snack     | _____ |
| 5 | big meal / order / to / a / don't want / I  | _____ |
| 6 | every / cook / I / night / dinner           | _____ |
| 7 | tea / or / drink / Ken / doesn't / coffee   | _____ |
| 8 | your / to / taste / I / want / dessert      | _____ |

#### 3 Answer these questions.

- |   |   |       |
|---|---|-------|
| 1 | Do you like to try new food?                  | _____ |
| 2 | What do you drink in the morning?             | _____ |
| 3 | Do you eat a big meal at night?               | _____ |
| 4 | When you want dessert, what do you have?      | _____ |
| 5 | What do you order in a food court?            | _____ |
| 6 | What place in your city serves American food? | _____ |



## VOCABULARY BUILDER

### Using adjectives

Good writers use adjectives to make their texts more interesting. When you learn an adjective's meaning (*large = big*), also learn its opposite (*large ≠ small*).

#### 1 Match the adjectives with their definitions. Use a dictionary to help you.

- |             |                          |
|-------------|--------------------------|
| 1 boring    | a big                    |
| 2 expensive | b very good              |
| 3 great     | c costing a lot of money |
| 4 large     | d without much speed     |
| 5 low       | e not exciting           |
| 6 slow      | f below what is usual    |

#### 2 Use the words from Exercise 1 to complete the sentences.

- The prices at the food court are very \_\_\_\_\_. Many students eat there.
- The chef at Antonio's is \_\_\_\_\_. It takes a long time to get our food.
- A meal at Paris Bistro is \_\_\_\_\_. We don't have a lot of money.
- Asia Café serves \_\_\_\_\_ meals. If you don't finish it, take it home.
- People say the staff at Julie's Place are \_\_\_\_\_. They're really friendly.
- That food truck has a \_\_\_\_\_ menu. It's always the same three dishes.

#### 3 Match the adjectives to their opposites.

- |             |               |
|-------------|---------------|
| 1 expensive | a small       |
| 2 boring    | b fast        |
| 3 great     | c cheap       |
| 4 large     | d interesting |
| 5 low       | e terrible    |
| 6 slow      | f high        |

#### 4 Choose the correct words.

- The food at Michael's is **cheap / terrible / high**. The chef is really bad.
- The cafeteria is a **boring / cheap / fast** place to eat. Food doesn't cost a lot.
- Sammy's is a **small / high / fast**, but nice, café near college. There are only six tables.
- Chef Susie Powers's new TV show is **high / boring / fast**. No one watches it.
- I eat at Burger World because it's **small / fast / terrible**. I go there between classes.
- The prices here at night are **small / high / cheap**, but for lunch, you don't pay a lot.

## WRITING MODEL

You are going to learn about using articles and adjectives with nouns and adding information with adjectives. You are then going to use these skills to write about a restaurant.

### A ANALYZE

**1** Read the student model below. Number in order from 1 to 8 the things the writer mentions.

- |                        |                               |
|------------------------|-------------------------------|
| ___ name of restaurant | ___ the staff                 |
| ___ where it is        | ___ what's good to order      |
| ___ the prices         | ___ the meal size             |
| ___ what it serves     | ___ what is not good about it |

**2** Add the details to the chart.

- |                |            |                |                         |
|----------------|------------|----------------|-------------------------|
| large dishes   | low prices | friendly staff | slow staff              |
| great desserts | fresh food | cheap food     | where the restaurant is |

Positive things	Negative things

**3** Answer these questions.

- 1 What type of food does Chuck's Café serve? \_\_\_\_\_
- 2 What is the writer's favorite food there? \_\_\_\_\_
- 3 Where is the restaurant? \_\_\_\_\_

### B MODEL

Chuck's Café serves American food like burgers, chicken, and fries. The dishes are large and the prices are low. Many people go there for lunch. It's very busy from noon to 1:30. The staff are friendly, but they are sometimes slow. My favorite thing there is the cheeseburger. The desserts are also great. I like this restaurant because the food is fresh and cheap. I don't like where the café is. It's in a shopping mall far from our college.

## GRAMMAR

## Using articles and adjectives with nouns

Use <i>a</i> / <i>an</i> before a singular count noun that is not specific.	<i>Paul doesn't work in a restaurant.</i>
Use <i>a</i> before a consonant sound and <i>an</i> before a vowel sound.	<i>Jennifer works as a photographer.</i> <i>Dan works as an assistant.</i>
Use <i>the</i> before something specific (singular or plural) or something already mentioned.	<i>Tina writes about the taste of the desserts.</i> <i>The customers love the food.</i>
Do not use an article when you are talking about things in general, or before non-count nouns.	<i>Chefs don't make a lot of money.</i> <i>I don't eat meat.</i>
Adjectives go between the article and noun.	<i>I want to go to a cheap place.</i> <i>I don't want to go to an expensive place.</i>

## 1 Choose the correct words. The symbol Ø means “no article.”

- Bert works as **a** / **an** ice-cream taster.
- A** / **The** price of fish is very high.
- The** / **A** staff here are very nice.
- Put **a** / **the** food on **the** / **Ø** table over there.
- Do you eat **a** / **Ø** meat? **A** / **The** meat here is very good.
- Most **a** / **Ø** food writers don't make a lot of money.
- I really like **a** / **the** pasta at this place.
- Regular **a** / **Ø** customers are very important for a restaurant.

2 Complete the sentences with *a*, *an*, *the*, or Ø (no article).

- \_\_\_\_\_ menus are by the window.
- I like to have \_\_\_\_\_ snack at night.
- Paul has \_\_\_\_\_ food truck.
- How is \_\_\_\_\_ food here?
- I eat \_\_\_\_\_ orange for breakfast.
- Let's ask for \_\_\_\_\_ check now.
- I like to eat in \_\_\_\_\_ food courts.
- I plan to order \_\_\_\_\_ dessert after the meal.

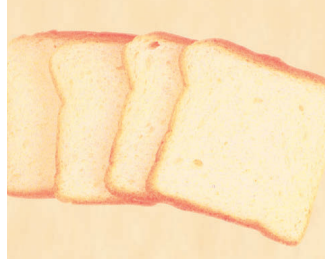


**3 Add an adjective from each pair to the nouns.**

hard ≠ soft   strong ≠ weak



1 \_\_\_\_\_ candy



2 \_\_\_\_\_ bread



3 \_\_\_\_\_ tea



4 \_\_\_\_\_ coffee

thick ≠ thin   hot ≠ cold



5 \_\_\_\_\_ noodles



6 \_\_\_\_\_ steak



7 \_\_\_\_\_ soup



8 \_\_\_\_\_ salad

**4 Rewrite each sentence by adding an adjective.**

- 1 Please have some soup. \_\_\_\_\_
- 2 She takes pictures of food. \_\_\_\_\_
- 3 Let's go to the café. \_\_\_\_\_
- 4 I want to order some bread. \_\_\_\_\_
- 5 The juice is on the table. \_\_\_\_\_
- 6 The restaurant is popular with students. \_\_\_\_\_

**5 Correct the mistake in each sentence.**

- 1 I try not to have the snack at night.
- 2 The food at the restaurant Italian is expensive.
- 3 The chicken at a new chicken place is great.
- 4 The menu here is in the five different languages.
- 5 There is a problem with a check.
- 6 Tom works as a assistant to a food photographer.
- 7 The thicks noodles at the Chinese café are great.
- 8 I want to have dinner at a place cheap.

Adding information using adjectives

**WRITING SKILL**

You can add adjectives to your sentences to make them more interesting and descriptive. Notice how these examples express more information with the addition of adjectives.

*Sam is a chef.*                                      *Sam is a great chef.*  
*There's a café near here.*                      *There's a cheap café near here.*  
*I like that restaurant.*                        *It's fast and friendly.*

**1 Choose the best adjective to complete the sentence.**

- 1 I want a **quick** / **low** / **weak** snack.
- 2 The chef at Luciano's is **terrible** / **soft** / **fresh**.
- 3 The staff are very **busy** / **high** / **low**.
- 4 We need a **boring** / **cold** / **large** table for our family.
- 5 The prices at that restaurant are **high** / **small** / **hot**.
- 6 This is our **thick** / **strong** / **third** meal of the day.

**2 Rewrite the first sentences using an adjective in the box.**

cheap   great   large   small   strong   terrible

- 1 I don't like coffee. I need to add water. \_\_\_\_\_
- 2 We need a table. There are 15 of us. \_\_\_\_\_
- 3 One-Dollar Sushi is a restaurant. \_\_\_\_\_
- 4 Pizza Pit is a place. It has four tables. \_\_\_\_\_
- 5 Jill is a chef. Everyone loves her food. \_\_\_\_\_
- 6 Daniel is a chef. No one eats his food. \_\_\_\_\_

**3 Choose the correct words.**

Eliza May is a <sup>1</sup> **famous** / **terrible** chef in Singapore. She works at a <sup>2</sup> **large** / **high** restaurant with many <sup>3</sup> **happy** / **busy** customers. She cooks <sup>4</sup> **Indian** / **low** food. People love her dishes. They say they are <sup>5</sup> **boring** / **interesting**, but very <sup>6</sup> **expensive** / **friendly**—a meal there costs about \$150.

**4 Write a sentence about your favorite restaurant. Use one or two adjectives.**

\_\_\_\_\_

\_\_\_\_\_



**WRITING TASK**

You are going to write about a restaurant.

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**Brainstorm**

Choose a restaurant you know. Answer these questions.

What is its name?

What's the food like?

Where is it?

What's your favorite dish?

What kind of food does it serve?

What do you like about the restaurant?

What are the staff like?

What don't you like about it

How are the prices?

(if anything)?

**Plan**

Plan your writing about the restaurant. Look back at your brainstorm and decide what information to include and in what order.

**Write**

Write about 70 words about the restaurant. Pay attention to your use of articles and adjectives with nouns. Look for places to add adjectives to make your writing more interesting.

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**Review**

Exchange your paragraphs with a partner and review your partner's work. Do you have any questions about the restaurant? If so, write them.

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**Rewrite and edit**

Consider your partner's question(s) and rewrite your paragraph.



**WORDLIST**

\*\*\* very frequent   \*\* frequent   \* not frequent

**Vocabulary preview**

assistant (n) **	dish (n) **	mean (v) ***	price (n) ***
company (n) ***	fresh (adj) ***	menu (n) **	quick (adj) ***
chef (n) *	high (adj) ***	order (v) ***	serve (v) ***
customer (n) ***	magazine (n) ***	photographer (n) **	staff (n) ***

**Topic vocabulary**

cook a meal / dinner	eat lunch / a big meal	order a snack / a meal	taste meat / juice
drink juice / coffee	have a dessert / a snack	serve food / a new dish	try a dish / a new café

**Vocabulary builder**

boring (adj) **	great (adj) ***	low (adj) ***	slow (adj) ***
expensive (adj) ***	large (adj) ***		

**VOCABULARY BUILDER REVIEW**

Complete the sentences with the correct form of the words in the box.

around   once a month   slow   tablet

- Eduardo doesn't use a notebook—he brings a \_\_\_\_\_ to class and takes notes online.
- The food here is good, but the chef is very \_\_\_\_\_—you need to wait 30 minutes for a burger!
- I only eat fast food \_\_\_\_\_—the first Friday of the month is pizza day at our house.
- The college café serves \_\_\_\_\_ 100 drinks a day—yesterday it was 129.

**UNIT REVIEW**

- |                |                          |  |
|----------------|--------------------------|--|
| Reading        | <input type="checkbox"/> | I can read for gist.                                     |
| Academic skill | <input type="checkbox"/> | I can organize group roles.                              |
| Vocabulary     | <input type="checkbox"/> | I can use collocations to talk about food.               |
| Grammar        | <input type="checkbox"/> | I can use articles and adjectives with nouns.            |
| Writing        | <input type="checkbox"/> | I can make my sentences interesting by using adjectives. |