

4 Food

IN THIS UNIT YOU

- talk about food and cooking
- read about Filipino street food
- learn why you might start eating insects
- watch a TED Talk about becoming a weekday vegetarian
- write a social media update

4A Learning to cook

VOCABULARY Describing food

1 Work in pairs. Find a dish or food in the photo, or suggest one you know, that:

- 1 looks **tasty**.
- 2 you think probably tastes **disgusting**.
- 3 looks like **junk food**.
- 4 is quite **unhealthy**.
- 5 contains lots of **vitamins**.
- 6 would make good **fast food**.
- 7 is made from **raw** ingredients.
- 8 is highly **processed** food.
- 9 has a **well-balanced** mixture of ingredients.
- 10 is often **steamed**.
- 11 would be suitable for a **vegetarian**.
- 12 contains **wheat**.

2 Find a word in bold in Exercise 1 that is an opposite of:

- 1 natural
- 2 fried
- 3 a meat-eater
- 4 delicious
- 5 cooked

3 What's the difference between:

- 1 *fresh* vegetables and *raw* vegetables?
- 2 *fast* food and *junk* food?
- 3 *cooked* food and *processed* food?
- 4 *boiled* vegetables and *steamed* vegetables?
- 5 a *strong* flavour and a *spicy* flavour?

4 Think of an example for each category below. Then compare your ideas with a partner. How similar were your answers?

I love to have a burger and chips sometimes. I probably have that once or twice a month.

- 1 a type of junk food you think is really tasty
- 2 an ingredient that contains lots of vitamin C
- 3 food from your country that people from other countries might find disgusting
- 4 a dish that contains raw meat or fish
- 5 a type of processed food that is popular in your country
- 6 a well-balanced meal that you know how to cook
- 7 a type of fast food that is suitable for vegetarians
- 8 something containing wheat that you'd enjoy right now

5 MY PERSPECTIVE

- 1 Which of these 'bad habits' annoy you most? Which are most unacceptable where you live?
 - talking with your mouth full
 - being a noisy eater
 - never offering to do the washing-up
 - not finishing your main course, but eating dessert
 - talking about your healthy diet all the time
 - eating while you're shopping in the supermarket
- 2 Are there any other bad habits that annoy you?



Thai food magnets.



A robot created by Moley Robotics cooks crab soup.

LISTENING

6 Listen to a podcast about food. Do the two speakers agree about cooking in schools? 23

7 Listen again. Which speaker, Terry (T) or Mali (M): 23

- 1 is going to cook after the show?
- 2 will do the washing-up today?
- 3 says that the secret to being a good cook is to start young?
- 4 says students are going to have cookery classes?
- 5 believes that schools have more important things to focus on than cooking?
- 6 says that school is a good place to teach children about healthy food?
- 7 plans to learn to cook?
- 8 has a brother who cooks?

8 Work in pairs. Discuss the questions.

- Is cookery a compulsory school subject in your country?
- What dishes can you cook?

GRAMMAR Future plans, intentions and arrangements

9 Look at the Grammar box. Match the future uses (1–7) with a sentence from the Grammar box (a–g).

- 1 decisions that we make at the moment of speaking
- 2 arrangements between people
- 3 hopes, expectations, beliefs and plans

- 4 plans and intentions
- 5 ideas that are only possible, not certain
- 6 after time expressions like *when, until, after, as soon as* and *if*
- 7 future events on timetables and schedules

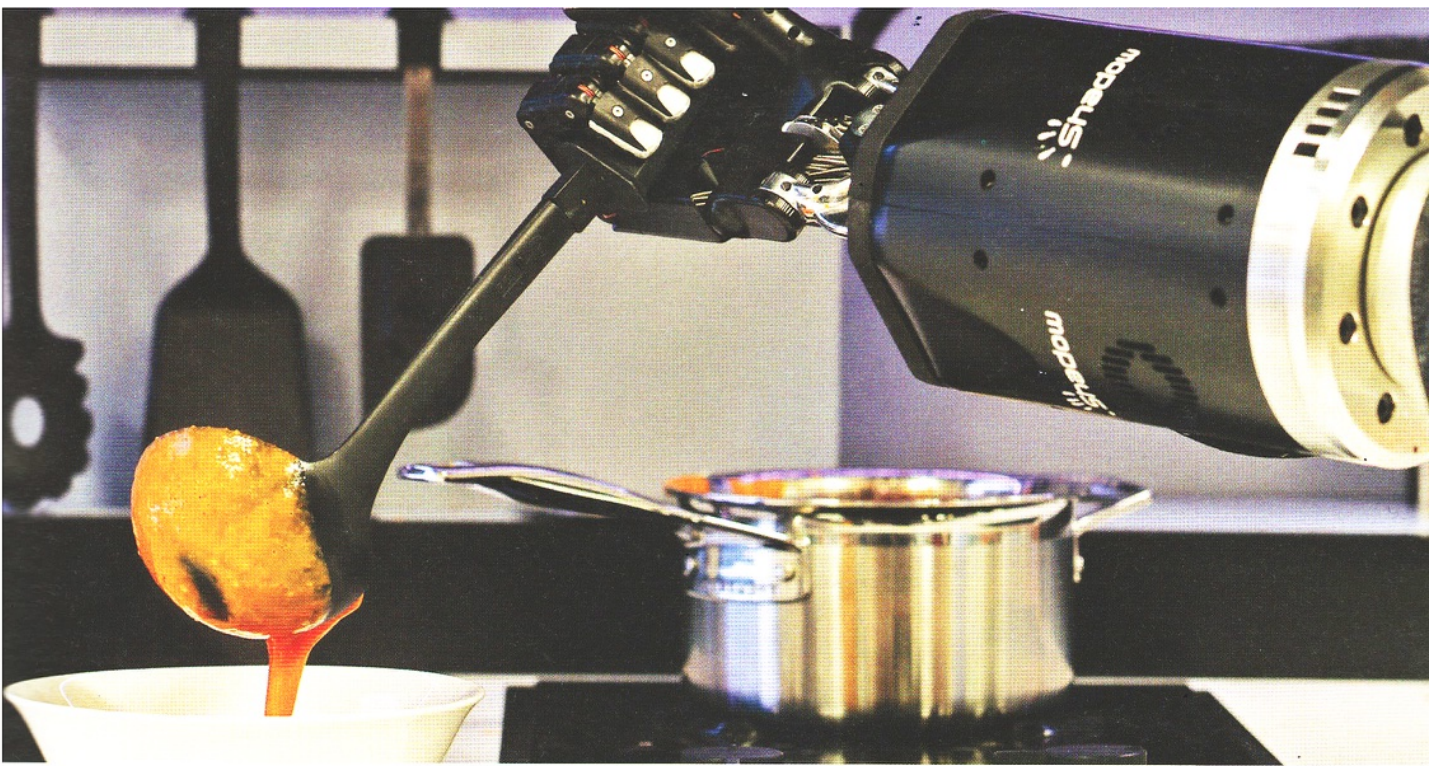
will, may / might, going to, present continuous, present simple

- a *OK, I'll do the washing-up if you like.*
- b *I expect children **will** learn some simple dishes at about eight years old.*
- c *Children **should** learn about basic food preparation before they **leave** school.*
- d *They **may** teach them about the dangers of a poor diet in those lessons, too.*
- e *I've recently decided I'm **going to** learn one new recipe each week.*
- f *My brother's **showing** me how to make vegetable lasagne at his house tomorrow.*
- g *Next week, the podcast **goes** out at the same time and it's all about eating raw food.*

10 Match the forms (a–e) with 1–7 in Exercise 9.

- a *going to*
- b *may / might*
- c *present continuous*
- d *present simple*
- e *will / won't*

Check your answers on page 134. Do Exercises 1–4.



12 Choose the correct options to complete the comments.

According to a recent survey, 60% of today's 18- to 25-year-olds in Britain are leaving home without being able to cook five simple recipes.

Ana I don't want that to be me, because I think home cooking means a healthier diet, so (1) *I'm going to / I may* learn. My friend's aunt is a chef, and she's agreed to teach me. My lessons (2) *start / will start* next Thursday. She says she (3) *teaches / might teach* me spaghetti Bolognese. (4) *I'll / I might* probably ask her if we can do something vegetarian because I don't like touching raw meat.

Fumio I've never cooked in my life, and I'm never (5) *cooking / going to cook*, either. (6) *I'm moving / I'll move* next week to live with friends at university, and they're all learning to be cooks. I'm sure (7) *they'll practise / they're practising* their skills on me when (8) *I'm / I will be* hungry.

Mohammed I've never thought about it, but I probably (9) *don't / won't* learn unless (10) *I'm needing / I need* to. Right now I live at home, but when I live on my own, (11) *I might / I'm going to* possibly get more interested in cooking. It doesn't look very hard, though, so I'm sure (12) *I'm picking / I'll pick* it up fast.

13 MY PERSPECTIVE

Work in pairs. When you leave home, will you be more like Ana, Fumio or Mohammed? Why? Tell your partner.

13 Complete the article with the best form of the verbs. Use *will, may, going to* or the present simple.

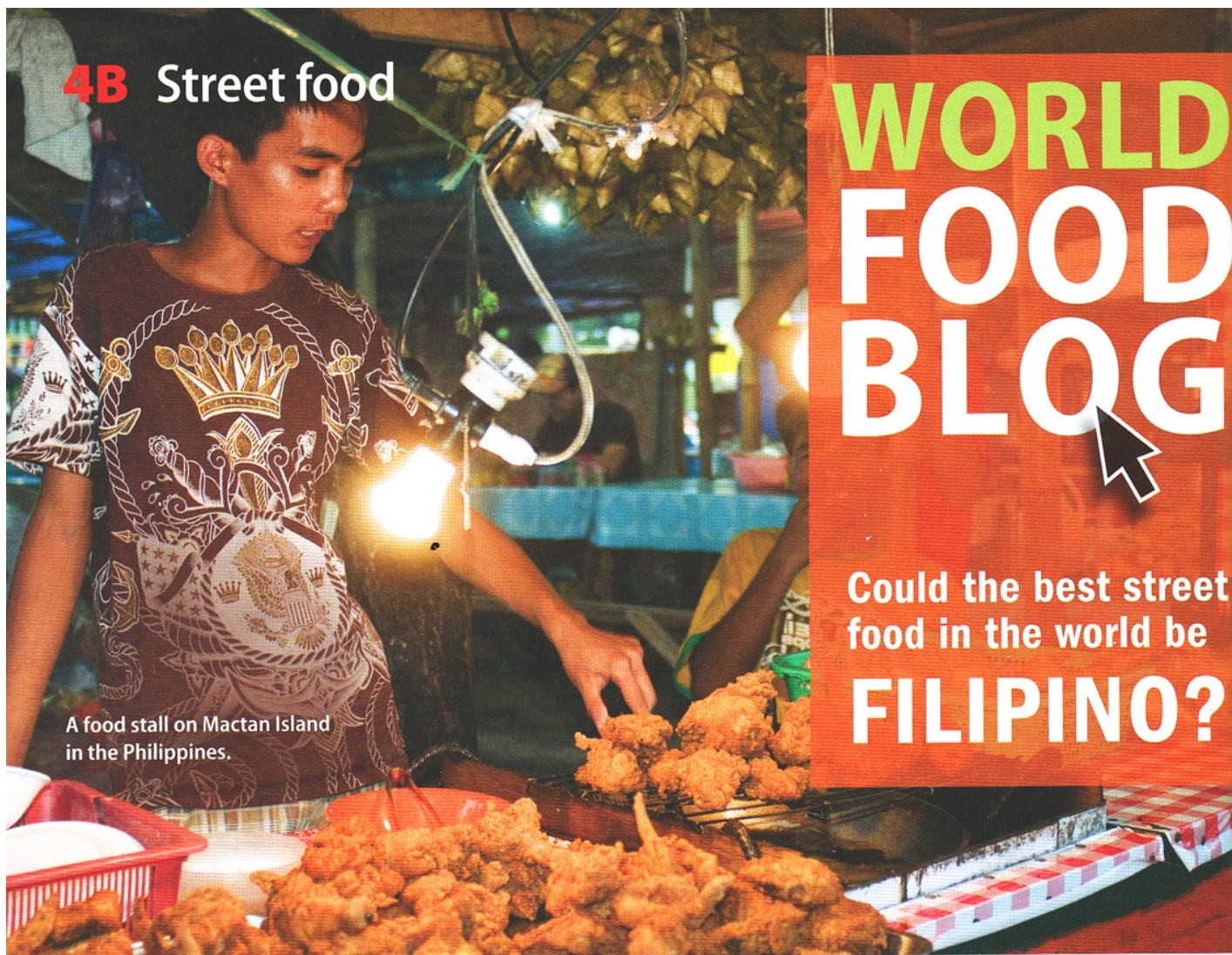
People say that cooking is fun, but I (1) _____ (do) everything I can *not* to cook when I (2) _____ (leave) home. If, like me, you can't even cook an egg, you (3) _____ (probably / be) disappointed with anything you make at home. But, good news! Poor home cooking (4) _____ (possibly / disappear) in the near future. Moley Robotics have designed a kitchen robot that they believe (5) _____ (cook) any dish in the world as well as a professional chef.

It looks like two human arms and it works by 'learning' the hand and arm movements of professional chefs as they work in the kitchen. The company (6) _____ (record) celebrity chefs cooking fantastic meals and the arms can copy these instructions in people's homes. You can start the machine before you (7) _____ (get) home by choosing what to eat from a menu of thousands of recipes on your phone. That's if you can afford it, of course – it (8) _____ (go) on sale soon at a cost of £10,000. Despite the price, the makers think that in years to come robots (9) _____ (make) all home food. Personally, I find the idea of robot arms in my house quite strange, so I think I (10) _____ (spend) my money on restaurants instead.

14 Work in pairs. Discuss the questions.

- Do you think robot chefs will happen? If they do, will you use one? Why? / Why not?
- Do you think they will help us eat more healthily?
- How is your diet preparing you for a healthy future? Think of something you are going to eat less of, and something you are going to eat more of.

4B Street food



A food stall on Mactan Island in the Philippines.

WORLD FOOD BLOG

Could the best street food in the world be **FILIPINO?**

VOCABULARY BUILDING Compound adjectives

- 1 Read about compound adjectives. Then choose the correct option to complete the sentences (1–5).

Compound adjectives are formed with two words. They often have a hyphen (-). Many compound adjectives are formed from the past or present participles of verbs, e.g.

*It's better to eat **oven-baked** food that hasn't been fried in oil. (The food has been **baked** in the **oven**.)*

*You'll keep coming back for more **great-tasting** lemonade. (The lemonade **tastes great**.)*

- 1 I fried the chicken in deep oil.
It's *deep-fried* / *deep-frying* chicken.
- 2 That salad looks good.
It's a *good-looking* / *good-looking* salad.
- 3 What's the ingredient that tastes sweet?
What's the *sweet-tasted* / *sweet-tasting* ingredient?
- 4 The tomatoes are filled with rice.
They're *rice-filled* / *rice-filling* tomatoes.
- 5 I don't think they've cooked this chicken enough.
It's *undercooked* / *undercooking* chicken.

- 2 Complete the sentences with one of these compound adjectives.

home-made modern-looking old-fashioned
overcooked well-known

- 1 I've eaten in so many restaurants recently. It's great to get back to some good _____ food.
 - 2 You've never heard of *tiramisu*? It's a _____ Italian dessert.
 - 3 We had lunch in a lovely _____ restaurant in the historic centre of town.
 - 4 The restaurant is quite traditional but it has a very _____ menu. I'd love to go there one day.
 - 5 Be careful not to leave it in the oven for too long. It gets dry if it's _____.
- 3 Choose a dish that is popular where you live. Write three sentences to describe it using compound adjectives.

Churros are sweet-tasting, deep-fried things that we eat for breakfast in Spain.

24 Walk down the street in most big cities and you'll find a middle-eastern grill selling kebabs and falafel. Without a doubt, you'll also find a restaurant selling burgers. If you look for spicy food, there's a good chance you'll find Indian or Thai food. You might even find Mexican tacos or Vietnamese curry for takeout. But you probably won't find food from the Philippines. That's strange, because Filipinos make the best street food in the world.

One reason Filipino food is so good is that there's so much variety! You only have to look at the country's rich history to see why. The Philippines have been influenced by Chinese, Malay, Arab and Spanish cultures, to name a few. Filipinos took these influences and mixed them in their own way. A popular street breakfast illustrates this very well: take some Chinese rice porridge*; mix in some chocolate (the Spanish introduced cocoa to the islands); then add some 100% Filipino salted fish. That's *chamorado* with *tuyo* and it'll wake you up! So, Filipino food is a wonderful mix of many countries' ingredients and styles.

You'll recognize many dishes for this reason. *Lumpia* are delicious spring rolls, very similar to the ones on a Chinese menu. However, there are a few characteristics of Filipino cuisine that distinguish it. Seafood is everywhere in this nation of 7,000 islands. *Ukoy* is a popular prawn dish; the prawns are mixed with vegetables in egg and flour, fried until they are

golden, and served with spicy vinegar. You may discover that the food isn't as hot as in countries like Thailand, but it has flavourful dishes with many great-tasting ingredients in each bite. The best-known dessert of the islands is *halu halo* – it contains cooked banana, sweet beans, coconut, fruit, sweet milk, sugar and ice. A milkshake like no other!

You'll find the best *adidas* (grilled chicken feet) in Manila at a food stall called Maong's Grill. Filipinos don't let anything go to waste and make the most delicious snacks out of every part of the animal. At Maong's, for example, you can also get grilled chicken head and chicken intestine*. In many parts of the world, street food started as food for people who weren't wealthy enough to have their own kitchens, and here they do it best.

So why has the world not discovered Filipino street cuisine? Perhaps it's because some of its tastiest dishes are very unusual, so you need to want to try new things. But adventurous young people are exploring world food more than ever, so this is going to change and in a few years, we'll all be eating Filipino food. For now, though, the best place to experience it is still on the streets of Manila.

porridge a soft food made with water or milk and grain, e.g. oats or rice, eaten hot for breakfast

intestine the part of an animal that processes and digests food

READING

4 Work in pairs. Discuss the questions.

- If you're in town and you're hungry, what do you buy to eat? Is there much choice?
- What are the characteristics of 'street food'?
 - It's tasty.
 - It's convenient.
 - It's junk food.
 - It's cheap.
 - It's easy to share with friends.
 - It's easy to eat standing up without making a mess.
 - (Your idea) _____

5 Read about street food from the Philippines. What are two characteristics of the food that are mentioned?

6 Read the blog again. Match each dish (1–5) with the idea that it illustrates (a–e).

- | | |
|--|---|
| 1 <i>chamorado</i>
with <i>tuyo</i> | a Filipino food often puts many flavours together. |
| 2 <i>lumpia</i> | b Some dishes are similar to dishes from other countries. |
| 3 <i>ukoy</i> | c The cuisine shows that the Philippines is not a rich country. |
| 4 <i>halu halo</i> | d A lot of Filipino food uses local ingredients, like seafood. |
| 5 <i>adidas</i> | e The food shows the multicultural past of the country. |

7 Work in pairs. Discuss the questions.

- Have you ever tried Filipino food? What dishes would you like to try? Which ones would you avoid?
- The writer believes that 'in a few years, we'll all be eating Filipino food'. Do you agree? Why? / Why not?
- Are you an adventurous eater? What strange things have you eaten?
- What other types of food are you interested in trying?

8 It is useful to increase your vocabulary by trying to understand new words in texts. Find words in the blog with these meanings.

- food that you buy in a restaurant but don't eat there (paragraph 1)
- individual parts of a meal (paragraph 3)
- animals from the ocean that we eat (paragraph 3)
- an amount of food that you eat at one time (paragraph 3)
- a place in the street used for selling food and other things (paragraph 4)
- a style of cooking, such as a national style (paragraph 5)

9 What food would you use to promote your country or region? Are there any dishes you would not mention because they might not sound attractive to tourists?

A food stall selling fried insects in Bangkok, Thailand.

4C Feed the world with ... bugs?

GRAMMAR Making predictions

- 1 Read the extracts (a–f) in the Grammar box. Use them to complete the summary below.

will, may/might, going to, future continuous, future perfect

- a *By 2050 the human population **will almost certainly have grown** to nine billion*
- b *we **may be able to find** our protein from somewhere else*
- c *They think we **will run out of** food*
- d *we **will all soon be eating** insects*
- e *we can see that figure is **going to rise***
- f *we **won't have** enough of these resources*

There are more than seven billion people on the planet, and (1) _____. (2) _____, and experts are worried. (3) _____. People in developed countries get most of their protein from animals like chickens and cows, but these animals need a lot of land, water and food to live, and (4) _____ as the world's population grows and more people want to eat this kind of meat. But (5) _____. There's a chance that (6) _____.

- 2 Exercise 1 talks about a problem. How could insects be the solution?
- 3 How likely is it that the events in bold in the Grammar box will happen? Match the extracts (a–f) with the probabilities (1–3).

- 1 certain – 100%
- 2 probable – 80–100%
- 3 possible – 10–80%

- 4 Complete the rules for making predictions (1–6) with these verb forms. Then match the rules with the extracts (a–f) in the Grammar box.

We use:

future continuous future perfect *going to* *may/might* *will x 2*


- 1 _____ to make predictions when there is a clear reason in the present for the prediction. Extract _____
- 2 _____ to make predictions that we believe are true, often with verbs like *think, expect, imagine* and *know*, adverbs like *definitely*, and expressions like *I'm sure*. Extract _____
- 3 _____ to talk about future things that are certain to happen. Extract _____
- 4 _____ if we are less certain that the prediction is true. Extract _____
- 5 the _____ to talk about an action that you know or think will be in progress at a certain point in the future. Extract _____
- 6 the _____ to talk about an action that will be finished before a particular time in the future. Extract _____


Check your answers on page 134. Do Exercises 5 and 6.

5 Complete the voicemail with either the future continuous or future perfect form of the verbs.

'Just wanted to let you know what we (1) _____ (do) this weekend. Remember the World Food Fair last year? We're going again! If it's like last year's, by the end of the weekend I (2) _____ (try) all sorts of strange snacks. Apparently, this year, they're promoting insects, but I (3) _____ (not eat) any ants, even if they are covered in chocolate! What about you? (4) _____ (you do) your school project? Do you think you (5) _____ (finish) before Monday morning? Good luck! I (6) _____ (not finish) mine by then!'

6 PRONUNCIATION Sentence stress in future continuous and future perfect sentences

a Listen and check your answers to Exercise 5.  25

b Listen to the positive and negative sentences again. How does the stress change?  26

- 1 Just wanted to let you know what we'll be doing this weekend.
- 2 If it's like last year's, by the end of the weekend I'll have tried all sorts of strange snacks.
- 3 I won't be eating any ants, even if they are covered in chocolate!
- 4 I won't have finished mine by then!

c Work in pairs. Practise reading the voicemail.

7 Read about a possible solution. Choose the best form of each verb to complete the explanation.

Researcher Marcel Dicke gives several reasons why insects (1) *are going to / won't* provide us with a lot of the protein we need. Firstly, farming insects is efficient: 'Give cows ten kilograms of food, and you will (2) *be getting / get* only one kilogram of beef, but locusts can give you nine kilograms of locust meat.

Second, you will (3) *be already eating / have already eaten* hundreds of meals containing insects in your life, whether you like it or not! Next time you eat processed food, you

(4) *will / may* probably be eating insects. A lot of fruit gets damaged by insects, so it (5) *won't go / isn't going* to the supermarkets, but (6) *is going to / may* be used to make processed foods like tomato soup.

Thirdly, insects are already a popular form of good, healthy food. Up to two billion people in Asia, Africa and Latin America will (7) *be enjoying / have enjoyed* an insect recently. Even so, Dicke expects that other people will (8) *find / be finding* it hard to get used to the idea of eating insects. One possibility is that food manufacturers (9) *are going to / might* start introducing processed insect protein into their products. Dicke predicts that, by 2020, we (10) *are going to buy / will be buying* them, knowing that we are eating insects.

8 MY PERSPECTIVE

Work in pairs. Discuss the questions.

- What are the advantages of eating insects?
- Do you think you will be eating them in the future?

9 Work in groups. Create an insect recipe using these prompts:

- Our dish is going to use ... (type of insect)
- It's going to be a ... (type of food)
- Other ingredients will include ...
- We think it will look more attractive if we ... (presentation)
- We'll be promoting it in ... (places)
- When you eat it, make sure you ...
- We're sure it will ... (predictions)

10 CHOOSE

- 1 Work in groups. Have a food invention competition. Persuade other groups to buy your dish from Exercise 9.
- 2 Write the recipe and instructions for your dish in Exercise 9.
- 3 Find out how people around the world eat insects. Give a short presentation.



Crispy, fried insects.

4D Why I'm a weekday vegetarian

“If all of us ate half as much meat, it would be like half of us were vegetarians.”

GRAHAM HILL

Read about Graham Hill and get ready to watch his TED Talk. ▶ 4.0

AUTHENTIC LISTENING SKILLS

Pausing

When people are speaking to an audience, they often pause to break their sentences up into short sections, or chunks. This makes it easier for the listeners to follow. Speakers often pause:

- at the end of sentences.
- where there is a comma or other punctuation.
- to separate adverbial phrases, e.g. expressions about time or place.
- before an important word or phrase.
- between the subject of a sentence and its verb when the subject is long.

- 1 Read the Authentic listening skills box. Then listen to the beginning of the TED Talk. Mark the pauses.

🔊 27

About a year ago, I asked myself a question: 'Knowing what I know, why am I not a vegetarian?'

- 2 Mark where you think Graham pauses in the next two sentences. Then listen to check. 🔊 28

After all, I'm one of the green guys: I grew up with hippie parents in a log cabin. I started a site called TreeHugger – I care about this stuff.

WATCH

- 3 Work in pairs. Make a list of reasons that somebody might be a vegetarian.

It's good for your health.

- 4 Watch Part 1 of the talk. Put the problems with eating meat in the order that Graham mentions them. Which problem doesn't he mention? ▶ 4.1

- a It is bad for the planet.
- b The animals suffer in poor conditions.
- c It is expensive.
- d It is unhealthy.
- e People are eating more and more meat.

- 5 Complete the facts about eating meat. Then watch Part 1 again and check your answers. ▶ 4.1

- 1 If you eat one _____ every day, it can increase the possibility of dying by a third.
- 2 We keep _____ animals for meat each year in factory-farm conditions.
- 3 Meat causes more emissions than all _____ together.
- 4 Beef production uses 100 times more _____ than most vegetables do.
- 5 We are eating _____ meat as in the 1950s.

- 6 Watch Part 2 of the talk. Choose the correct option. ▶ 4.2

- 1 Why does Graham say to the audience: 'Imagine your last hamburger'?
 - a He wants them to see what a difficult decision becoming a vegetarian is.
 - b He wants to help the audience prepare to become a vegetarian.
 - c He wants them to feel sorry for him.
- 2 Which of these rules is part of Graham's solution?
 - a Only eat fish at the weekend.
 - b Don't eat meat on Saturdays and Sundays.
 - c Reduce the amount of meat you eat by 70%.



- 3 Which part of Graham's solution is he happiest about?
- a He's not creating so much pollution.
 - b He's got more money.
 - c He's healthier.

7 Work in pairs. Graham says that 'we as a society are eating twice as much meat as we did in the '50s'. How has diet changed in your country in the last 100 years?

5 VOCABULARY IN CONTEXT

- a Watch the clips from the TED Talk. Choose the correct meaning of the words and phrases. ▶ 4.3
- b Answer the questions. Compare answers in pairs.
- Do you do any hobbies where there is a *risk* of hurting yourself?
 - What is the *combined* age of everyone in your home?
 - Do you ever want to do things that are *in conflict with* what you should be doing? What?
 - Have you ever *come up with* a way of making money? What?
 - Have you ever done any *damage* to another person's possessions?

CRITICAL THINKING Persuading

There are many ways that speakers can use to persuade their listeners to do things. They can:

- a describe personal experiences that others can relate to.
- b make it sound achievable.
- c offer choice and flexibility.
- d point out the personal benefits of doing it.
- e ask themselves and the audience questions.
- f ask listeners to imagine a situation.

9 How does Graham try to persuade his audience? Match the extracts with techniques (a–f) in the Critical thinking box. Each extract may use more than one technique.

- 1 Knowing what I know, why am I not a vegetarian?
- 2 Any of these angles should have been enough to convince me to go vegetarian. Yet, there I was – chk, chk, chk – tucking into a big old steak.
- 3 Imagine your last hamburger.
- 4 I'd commit to doing it later, and not surprisingly, later never came. Sound familiar?
- 5 I've been doing it for the last year, and it's great. It's called Weekday Veg.
- 6 On the weekend, your choice. Simple. If you want to take it to the next level ...
- 7 It's okay to break it here and there.
- 8 Best of all, I'm healthier, I know that I'm going to live longer, and I've even lost a little weight.

10 Work in pairs. Discuss the questions.


- Which of Graham's reasons for becoming a weekday vegetarian are the most convincing?
- Would you consider becoming a weekday vegetarian (if you aren't already)? How easy or difficult do you think it would be? Why?
- If you are a vegetarian, do you think part-time vegetarianism is a good thing?

CHALLENGE


Do a survey. Find out what other people in the class think about becoming a weekday vegetarian.

4E Future plans

SPEAKING

1 Listen to three people talking about something they would like to change in their life. Which speaker, João, Emily or Kei, is not happy about?  29

- a money? b their home life? c their diet?

2 Listen again. Which of the expressions in the Useful language box do you hear?  29

3 Work in pairs. Use expressions from the Useful language box to discuss some of your hopes and goals.

4 Look at these instructions for helping other people achieve their goals. What goals from Exercise 3 could a classmate help you with?

- 1 Ask them to describe the problem as they see it. Ask what they want to change. Make sure they say exactly what their goal is, e.g. not *eat less chocolate*, but *eat no more than one bar of chocolate a day*.
- 2 Ask them what is stopping them from achieving their goal.
- 3 Ask them to set a time limit on their goal. How long do they need to achieve their goal?
- 4 Together, talk about what they will do to achieve their goal. Ask them to list the advantages of achieving their goal and to commit to them.

5 Work in pairs. Follow the instructions and take turns helping each other to achieve the goals you identified in Exercise 4.

- You want to eat more healthily. (What do you want to cut down?)
- You think you and your family should eat more organic food, but your parents say it's expensive.
- You want to give up a bad habit, e.g. biting your nails, drinking fizzy drinks.
- You don't get on well with someone, and want to have a better relationship.
- You want to go travelling (where to?) but need to save money for the trip. You find it hard to save.

Useful language

Talking about hopes and goals

I expect I will ...

I think I might ...

I'd really like to ...

I'm aiming to have ... by next month.

I'm interested in -ing.

I'm looking forward to -ing.

I'm thinking about / of -ing.

In the long / short term, I'm going to / hoping to / planning to ...

La Boqueria food market,
Barcelona, Spain.

WRITING A social media update

5 Work in pairs. Look at the types of trip and discuss the questions.

a cooking holiday a cycling holiday a photography expedition
a study visit a volunteering trip

- What activities would you expect to do on these trips?
- Which trip would you prefer to go on? Why?

7 Read the social media update on page 150. Which of these activities has Lali already done? Which is she hoping to do? Which is she going to do?

- | | |
|--|--------------------------------|
| 1 get to Leh <i>already done</i> | 5 learn to cook nice food |
| 2 quickly visit the Red Fort | 6 go walking |
| 3 walk around Delhi streets | 7 talk to people for a project |
| 4 travel slowly between
Delhi and Leh | 8 see a festival |

8 **WRITING SKILL** Interesting language

a Read the update on page 150 again. Find words that Lali uses instead of the words in bold in Exercise 7. Why does she use these words?

b Find the words in the update that Lali uses instead of these words.

- | | |
|-------------------|-------------------|
| 1 big (line 2) | 4 tiring (line 5) |
| 2 hot (line 3) | 5 very (line 6) |
| 3 cooler (line 4) | |

9 You are going to write a social media update. Choose one of the trips below or a trip you would like to make one day.

- a trip to a region in your country with its own special local cuisine
- a visit to the house of a friend or relative where you tried a new dish
- a trip abroad when you ate some interesting food

10 Write your social media update. Use phrases from the Useful language box. Make it interesting to read.

- Is it a holiday, expedition, study visit or some other type of trip?
- What have you already done?
- What are you going to do? What else are you hoping to do or see?

11 Read your classmates' updates. Whose trips sound the most interesting? Whose food sounds the tastiest?

Useful language

Writing a social media update

We finally ... after ...

What a beautiful place / long journey!

It's such a / an adjective + noun (noisy city, huge country).

The food was so + adjective (tasty, spicy, fresh, etc.).

The weather's wonderful / boiling / freezing.

I'm hoping to ...

I want to ... while I'm here.

We might ... if there's time.

