

5 Eat Up!

- Reading:** multiple texts, understanding the context in multiple texts
- Vocabulary:** food-related vocabulary, phrasal verbs, collocations & expressions, word formation
- Grammar:** transitive & intransitive phrasal verbs, separable & inseparable phrasal verbs, same-way question tags, question tags for polite requests, reinforcement tags
- Listening:** multiple-choice questions, identifying distractors
- Speaking:** talking about food and eating, follow-up questions, answering follow-up questions, adding ideas, contrasting, involving your partner
- Writing:** proposal, understanding the purpose of a proposal, creating a proposal, stating purpose, introducing, talking about positives & negatives, recommending



Boys having their lunch outside their home in the Chinese quarter in Phnom Penh, Cambodia

Reading

A Label the pictures with these words. Then answer the questions below.

savoury sweet

- Imagine you are feeling peckish. Which category of foods are you most likely to choose a snack from? Why?
- Which foods in particular do you find hard to resist?
- Which foods do you find disgusting?
- Which food do you think you should cut down on? Why?



B Read the texts quickly and write a sentence in your notebook for each one summarising its main ideas.

Word Focus

Use a dictionary to find definitions and / or synonyms for the words below from the text.

- | | | |
|-------------|--------------|-----------|
| 1 condiment | 4 fatty acid | 7 pig out |
| 2 stunt | 5 cognition | 8 obesity |
| 3 rodent | 6 craving | |

Text A

Can Sugar make you Stupid?

Cheaper than ordinary sugar, high-fructose corn sugar is commonly added to soft drinks, **condiments** and other processed foods. As well as making us pile on the pounds, products laced with corn sugar may also be affecting our brains.

'High concern' over what sugary diets may do to people has been raised following a new study carried out on lab rats. Sweet drinks played havoc with the rats' memories and **stunted** their learning, according to neuroscientist Fernando Gomez-Pinilla.

The experiments involved training rats to navigate a maze and then swapping the rats' water for syrups made up of 15% fructose over a six-week period. During the experiment, half the **rodents** were also given flax seed oil and fish

oil – both rich in omega-3 **fatty acids**. These antioxidants may improve learning and memory as well as fight against mental disorders.

After six weeks of fructose syrup consumption, the rats' performance on the maze had changed dramatically. They were all slower at running. However, those who had received omega-3s were slightly faster than their counterparts. 'I was very shocked to see how strong an effect these diets can have on the brain – I have a high concern that the foods people eat can really affect mood and **cognition**,' Gomez-Pinilla said.

If we consider that most fizzy drinks people consume are made up of about 12% sugar, those who quench their thirst with such drinks run the risk of becoming slower learners than they would if they opted for water instead. Gomez-Pinilla is keen to stress that simply cutting down on fructose isn't enough, however. He says we need to think about our whole diets and make sure we take in a sufficient amount of omega-3 fatty acids found in oily fish, almonds and olive oil.

Stop Food cravings through imaginary Eating



Imaginary chewing and swallowing can reduce **cravings**

Trying to avoid thinking about your favourite fattening food in order to shed a few pounds, are you? You might want to think again. New research has shown that banishing thoughts of eating that chocolate bar you crave so much may not be the best strategy. The study shows that just imagining eating a specific food makes you eat less of it.

Repeated exposure to food leads to habituation, which is known to occur while eating. For example, we desire the tenth bite of chocolate less than the first bite. The new research has proven that habituation can also occur due to the power of the mind alone. Study leader Carey Morewedge, a psychologist at Carnegie Mellon University in Pittsburgh, claims that, 'If you just think about the food itself – how it tastes, smells and looks – that will increase your appetite. This research suggests that it might be better actually, to force yourself to repeatedly think about tasting, swallowing and chewing the



food you crave to reduce your cravings.' Morewedge points out that this technique is food specific and only works with the food you have imagined. This means that imagining eating chocolate won't deter you from **pigging out** on another food such as cheese.

The researchers hope that the finding from this study can help them to come up with an anti-overeating technique. As **obesity** rates and related medical conditions continue to climb, such a technique is well overdue. Morewedge hopes that this new research may lead to behavioural techniques for people looking to control overeating or other addictive behaviours such as smoking.

Still resisting the urge to think about that delicious bar of milk chocolate you so desire, are you? Then let the chocolate melt in your mind, not in your mouth!

C Read the *Exam Close-up*. Then read the articles again and complete the *Exam Task* below.

Exam Task

You are going to read two articles about food. For questions 1 – 4, choose from the articles **A** and **B**. The articles may be chosen more than once.

Which article

- 1 outlines potential future applications from findings of a recent study?
- 2 describes research done on the effects of food on our minds?
- 3 outlines experiments based on substitution techniques?
- 4 describes how cognitive processes could help us to change our behaviour.

D Find the verbs in the texts to complete the expressions in the sentences. You may need to change the form.

- 1 I've started to _____ on the pounds so I'm cutting down on savoury snacks.
- 2 Yo-yo dieting can _____ havoc with your metabolism.
- 3 There's nothing better than water to _____ your thirst.
- 4 If you don't stop eating junk food, you _____ the risk of developing diabetes.
- 5 Kyle is seeing a dietician as he needs to _____ a few pounds.
- 6 Some people can't _____ the urge to pig out on sweets.

Exam Close-up



Understanding the context in multiple texts

- When answering questions about multiple extracts or articles, it's important to read all the texts first and underline the key information in each.
- Try to focus on the differing opinions, attitudes and information each text gives.
- Read the exam questions carefully and identify the section in each text which mentions similar information.
- Re-read the relevant section carefully to identify which is the correct text.

Ideas Focus



- Complete the week's menu including only healthy food that you enjoy. Compare your menu with your partner's.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
breakfast							
lunch							
dinner							
snack							



Vocabulary

A Complete the text with these words.

appetite cuisines culinary
feed simmered

Junior chefs

Tristan and Inigo are two young brothers living in Belgium who have a passion for food. To

(1) _____ their passion, they have set themselves an extraordinary
(2) _____ challenge – to cook and eat the (3) _____ of 192 countries.

Beginning with Japan, the brothers chopped, grated, blended and (4) _____ their way through Asia, Europe, the Middle East and Africa.

Visit the blog at <http://epicurious-kids.com>.

All entries are accompanied by photos of the preparation and cooking process for each dish. It's guaranteed to whet your (5) _____!



B Circle the odd ones out.

- | | | | | | | | |
|------------|---------|----------|----------|-----------|-------------|------------|-----------|
| 1 sip | nibble | munch | gobble | 5 poach | blanch | bake | boil |
| 2 sour | tart | acidic | salty | 6 stale | fizzy | mouldy | off |
| 3 ravenous | stunted | starving | famished | 7 bland | scrumptious | appetising | delicious |
| 4 feast | banquet | spread | supper | 8 portion | helping | servicing | platter |

C Quiz! Circle the correct words and answer the questions. The answers are upside down at the bottom of the page.

- | | |
|--|---|
| 1 What did the Ancient Greeks use as dishcloths / napkins to wipe their hands? | 5 Which is the only food that is still eatable / edible after many years? |
| 2 The modern-day orange carrot wasn't cultivated / harvested in Europe until the 17th century. What colour were carrots originally? | 6 From which flower is the flavouring vanilla dissolved / extracted ? |
| 3 What are America's two most popular pizza coverings / toppings ? | 7 What is the most popular ethnic / cultural food in Britain? |
| 4 Which is the most popular stable / staple food in Asia? | 8 The people of which country consume / swallow the most coffee per capita in the world? |

D Complete the sentences using both words.

leftovers / scraps

- 1 I threw out the _____ and put the _____ in the fridge for the following day.

beverage / drink

- 2 No, I don't want a soft _____; I'd rather have a hot _____ if that's OK.

bitter / sharp

- 3 Helen doesn't drink black coffee as it's too _____, but she does like the _____ taste of lemons.

beat / crack

- 4 To make the omelette, first _____ the eggs into a bowl and then _____ them vigorously with a fork.

1 pieces of bread 2 purple 3 cheese and pepponi 4 rice 5 honey 6 orchid 7 Indian 8 Finland

Phrasal verbs

E Match the phrasal verbs to their meanings.

- | | | |
|--------------|--------------------------|--|
| 1 pack away | <input type="checkbox"/> | a eat unwillingly |
| 2 dine out | <input type="checkbox"/> | b start eating enthusiastically |
| 3 live on | <input type="checkbox"/> | c prepare a meal very quickly |
| 4 pick at | <input type="checkbox"/> | d eat at a restaurant |
| 5 polish off | <input type="checkbox"/> | e heat food so that it is not cold |
| 6 tuck in | <input type="checkbox"/> | f eat only a particular type of food |
| 7 warm up | <input type="checkbox"/> | g finish all of a particular dish or portion of food |
| 8 whip up | <input type="checkbox"/> | h eat a lot of food |



F Complete the sentences with the correct form of the phrasal verbs from E.

- Let's _____ before this delicious pizza goes cold.
- I was hungry so Mum _____ an omelette for me in no time.
- She was unwell so she only _____ her dinner.
- Matthew practically _____ meat and chips. He won't eat anything else.
- Don't cook lunch! I can _____ yesterday's leftover chicken in the microwave.
- The children _____ the ice cream and there's none left for me.
- I can't be bothered to cook; let's _____ instead.
- How can she _____ so much food and still be thin?!

Collocations & Expressions

G Circle the correct words.

- When someone doesn't realise what is really happening or is not paying enough attention to events around them, you can tell them to 'wake up and **taste / brew / smell** the coffee'.
- If someone wants to 'have their **biscuit / cookie / cake** and eat it too', they want everything their way.
- If something is 'the best thing since **spiced / sliced / diced** bread', it is excellent.
- When nothing can be done about a bad situation or result, people say 'there's no use crying over **spilt / spoilt / split** milk'.
- If someone 'has **egg / cream / sauce** on their face', they have been made to look foolish.
- If someone tells you that 'you are **roast / toast / oats**', you are in a lot of trouble.
- If someone is 'full of **nuts / raisins / beans**', they are very energetic.
- A problem or issue that no one wants to deal with is called 'a **hot / burning / sizzling** potato'.

Word formation

H Complete the sentences with the correct form of the words.

- Milk from which the cream has been removed is called _____ milk.
- There has been a lot of controversy as to whether _____-modified food is actually safe to consume.
- If your diet is lacking in nutrients, you might need a _____ supplement.
- Don't eat a large meal late at night as it could lead to _____.
- It is disgraceful that in this day and age there are still people suffering from _____.
- A(n) _____ lifestyle is bound to impact negatively on your health.

SKIM
GENE
DIET
DIGEST
NUTRITION
ACT

- Eating only plant-based foods, such as fruit, vegetables, and grains is the healthiest diet. Do you agree? Why? / Why not?
- What do you think is the main cause of obesity in developed countries?
- What do you think governments should do to reduce obesity? Why?

Ideas Focus



Grammar

Transitive & Intransitive Phrasal Verbs

Phrasal verbs can be transitive or intransitive in the same way as normal verbs.

A Read the sentences. Underline the phrasal verbs and circle the objects.

- Mary only picked at her food.
- The chef looks down on the pastry cook.
- He was extremely ill with food poisoning but he pulled through.

B Complete the rules.

Transitive phrasal verbs such as *pick at* and *look down on* are (1) **followed / not followed** by an object. Intransitive phrasal verbs such as *pull through* are (2) **followed / not followed** by an object.

Separable & Inseparable Phrasal Verbs

C Look at the words in bold in the sentences.

Sue is a great cook; she **takes after** her mother.

Could you **clean the fridge out**, please?

How does the staff **put up with** that rude chef?



D Complete the rules.

Phrasal verbs are separable or inseparable. In (1) **inseparable / separable** phrasal verbs, the object comes after the particle. In separable phrasal verbs, the object (2) **can / cannot** come between the verb and the particle. Generally, phrasal verbs with two particles (3) **can / cannot** be separated.

Be careful

When the object of a separable phrasal verb is a personal pronoun (i.e. *him, her, us, it, etc.*), it cannot go after the particle.

Inseparable phrasal verbs, on the other hand, can be followed by a personal pronoun.

How does the staff put up with him? ✓

▶ Grammar Focus p.165 (5.1 & 5.2)

E Complete the sentences with correct form of these phrasal verbs and an object if necessary.

dine out fight off pass out pick at pick up pull off throw up tuck in

- I feel sick; I think I've _____.
- This soup smells delicious; let's _____!
- There's nothing in the fridge so why don't we _____?
- You've hardly touched your food; you're just _____.
- I think I'm coming down with a cold; will hot tea help to _____?
- That three-course meal has made me so sleepy I think I'm going to _____.
- The burger was so bad that Colin _____.
- Gary is trying to make a soufflé, but I don't think he can _____.

F Tick the correct sentences. Correct the sentences that are wrong.

- The biscuits were yummy and the children polished off them quickly.
- What an original recipe! How did you come up with it?
- We came up some problems against whilst renovating the restaurant.
- Sip your juice slowly, don't gulp down it!
- Could you warm up the milk for the baby, please?
- Mum's caught a cold and I think I'm coming down with too.
- We were going to go to the food festival, but fell through our plans.
- You need to be very creative to get as a chef ahead.



Same-way Question Tags

G Look at the sentences and underline the question tags. Then, answer the questions.

- a So you've opened a restaurant, have you? That's wonderful!
 - b 'Yuck! Broccoli! I won't eat it, Mum!' 'Oh, won't you?'
- 1 What do you notice about the question tags?
 - 2 Are the question tags used to ask real questions?
 - 3 What is being expressed by the question tag in sentence a?
 - 4 What is being expressed by the question tag in sentence b?

Question Tags for Polite Requests

H We often use question tags when making polite requests. Read the sentences below. What do you notice?

- a I **couldn't** borrow your recipe book, **could I**?
- b I don't suppose I **could** pay by cheque, **could I**?

Reinforcement Tags

I As the name suggests, reinforcement tags come at the end of a statement and reinforce what the speaker has said. Look at the examples below. What do you notice about the tags?

That's a great restaurant, **that is**.
She really enjoys cooking, **Nancy does**.

We had a great time at the barbecue, **we did**.
James should spend more time in the kitchen, **he should**.

➤ Grammar Focus p.165 (5.3 to 5.5)



J Circle the correct question tag.

- 1 Let's have a coffee, **shall we / shan't we**?
- 2 So Nick won the cooking competition, **did he / didn't he**? That's great!
- 3 You'll never eat mussels again after that incident, **will you / won't you**?
- 4 Everybody's gone out to dinner, **did they / have they**?
- 5 That's no excuse, **is it / isn't it**?
- 6 You'd like to have lunch with me, **won't you / would you**?
- 7 So I'm lazy, **am I / aren't I**? We'll see about that!
- 8 I don't suppose you could make breakfast today, **could you / couldn't you**?

K Complete the sentences.

- 1 So your cousins came to the party after all, _____ they?
- 2 He'd rather eat than sleep, he _____.
- 3 I am correct, _____ I not?
- 4 He really enjoys his sweets, Peter _____.
- 5 Everybody's had some cake, _____ they?
- 6 Those boys need to cut down on junk food, they _____.

L Complete the sentences with the correct reinforcement tag.

- 1 Joe's got a very good appetite, _____.
- 2 That's a juicy peach, _____.
- 3 Susan eats too much junk food, _____.
- 4 The kids would love an ice cream treat, _____.
- 5 We'd better leave now, _____.
- 6 You're a good friend, _____.



Listening

A **5.1 ▶▶** Listen to two short conversations and answer these questions.

Conversation A

- 1 What does the man suggest they have for lunch?
- 2 Who is against eating cuttlefish? Why?
- 3 Why does the man disagree with the woman?

Conversation B

- 1 Who has been dieting?
- 2 What has been the result of the diet?
- 3 Why does the woman admire the man?

B **5.1 ▶▶** Now listen to the conversations again and tick the statements that reflect what the speakers say.

Conversation A

- 1 The man gives the woman two options for lunch.
- 2 The woman points out that the cuttlefish has gone off.
- 3 The woman doesn't want to eat seafood two days in a row.

Conversation B

- 1 The woman is impressed with the man's weight loss.
- 2 The man reckons he's now in peak condition.
- 3 The woman would find it easy to cut out carbohydrates.

C What changes could be made to the statements you didn't tick in B to make them correct? There may be more than one way to change each one.

D Read the *Exam Close-up*. Then read the *Exam Task* and underline the key words.

E **5.2 ▶▶** Now listen and complete the *Exam Task*.

Exam Close-up



Identifying distractors

- In listening tasks like the one in the *Exam Task*, you will be given multiple-choice options, but you won't be asked a specific question.
- The correct option will reflect what a speaker says during the conversation and the distractors will be carefully worded wrong answers that use some of the words and ideas from the conversation.
- Distractors may contain correct information, but focus on the wrong person. Or they could be partially true according to the conversation, but also contain false information. They often contain information which is the opposite of what is said during the conversation.

Exam Task

You will hear eight short conversations. For questions 1 – 8, choose the best answer, (a, b or c) that is true according to what you hear.

- a It's too late for breakfast.
 - b Only the man is hungry.
 - c The man usually eats a lot at breakfast time.
- a The woman is head chef at a department store.
 - b The woman didn't train as a chef.
 - c The man is interested in the woman's current position.
- a The man is concerned about his snack.
 - b The woman is consuming something with a high fat content.
 - c They're both drinking chocolate milk.
- a His choice is based on good reviews.
 - b He thinks it's too hot for a curry.
 - c He's desperate for a change.
- a The supermarket constantly changes the position of products.
 - b The supermarket's out of chickpeas.
 - c The employee suggests a different pulse.
- a The woman usually gets home at 6.30.
 - b Mark forgot to give the man the message.
 - c The woman wanted a cold meal.
- a She works at a restaurant.
 - b He wants to book a table for six o'clock.
 - c He doesn't manage to book a table.
- a The man eats meat.
 - b Janie used to love meat.
 - c Janie has always been a vegetarian.

F **5.2 ▶▶** Listen again and check your answers.



Speaking

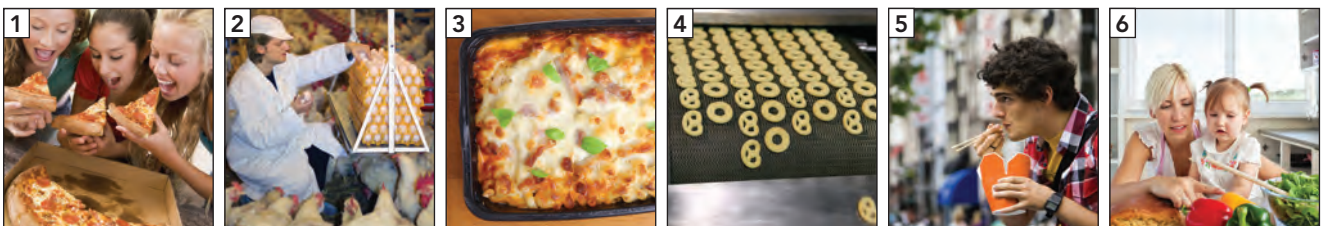
A Work with a partner and answer these questions.

- How often do you eat out? What kind of food do you usually have?
- Who usually does the cooking in your family? Why?
- Do you worry about the quality of the food you eat? Why? / Why not?
- Do you ever take vitamin supplements? Why? / Why not?

B Work with a partner to discuss the difference between these sets of phrases.

- | | |
|---|--|
| 1 eating on the hoof and a sit-down meal | 4 mass production and subsistence farming |
| 2 a working lunch and working through lunch | 5 a ready meal and a freshly cooked meal |
| 3 battery hens and free-range hens | 6 genetically-modified produce and organic produce |

C Look at these photos showing different aspects of food and eating. First, talk together about how the photos show the various approaches to food nowadays. Then decide which picture best reflects modern attitudes to eating. Remember to use the *Useful Expressions*.



D Read the *Exam Close-up*. Then read the examiner's follow-up questions in the *Exam Task* below and think about how you would answer them.

E Now complete the *Exam Task* with your partner. Remember to use the *Useful Expressions*.

Exam Task

Look at the follow-up questions that have been asked by the examiner. Work with your partner to answer the questions.

- How does a busy lifestyle affect the way we eat?
- Should people be encouraged to buy locally produced food? Why / Why not?
- What qualities do you think are needed to be a good chef?
- How might our eating habits change in the future?

Exam Close-up



Answering follow-up questions

- If the examiner asks you extra questions after you have discussed a topic with your partner, try to involve your partner in answering those questions too.
- Don't forget to give your opinions, expand and give reasons for your ideas.
- Ask your partner what he or she thinks and if he or she agrees or disagrees with your points.
- Listen to your partner's ideas and try to develop more arguments from his or her responses.

Useful Expressions

Adding ideas

Not only does / is ..., but it also ...
 Another factor we should take into consideration is ...
 This is not only true of ..., but also of ...
 What's more / Furthermore /
 In addition / Similarly, ...

Contrasting

On the one hand, ..., but on the other ...
 While it might be true that ..., we could also say that ...
 In one sense, ..., but in another ...

Involving your partner

So, what's your opinion about / on ...?
 Do you agree with me?
 How about you?
 And you?
 How do you feel about ...?

Ideas Focus

- What kind of food is your country famous for? Why do you think it is so popular?
- Why do you think food allergies are so common these days?
- What might be the consequences of genetically-modifying food?

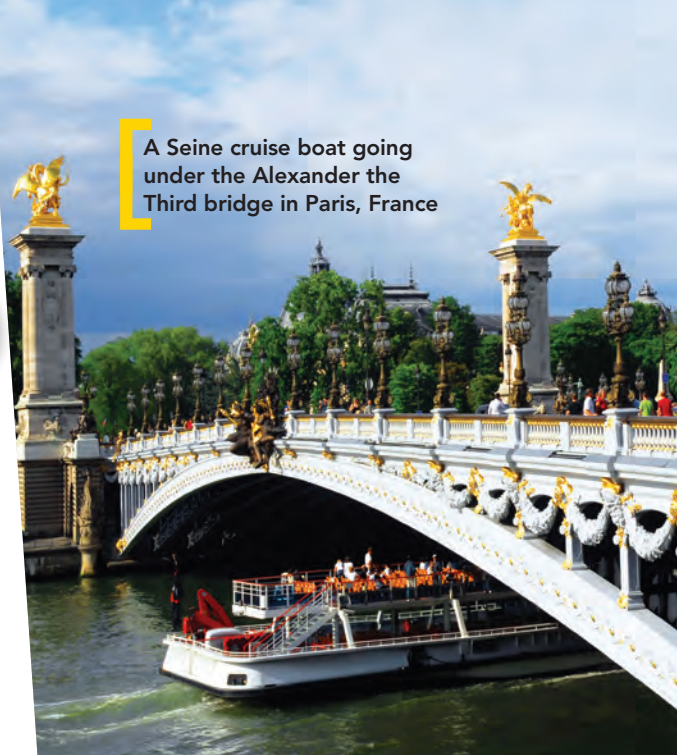


Writing: a proposal

Learning Focus

Understanding the purpose of a proposal

- A proposal is similar to a report in its organisation, register and target reader (a person in authority or a peer), but the similarities end there.
- Whereas the general purpose of a report is to identify a problem, explain it and recommend action that will lead to a solution, the general purpose of a proposal is to persuade the reader to adopt a course of action about a product, service or idea.
- Another key difference between reports and proposals is when they are written. A report is written after something has been experienced, but a proposal is written before an action is carried out.



A Seine cruise boat going under the Alexander the Third bridge in Paris, France

A Look at the writing task below and complete the gaps with *proposal* or *report*.

You are a member of the student social committee at an international college. The social committee has asked you to write a _____ recommending a venue for an end-of-year celebration.

Read the extract from the committee's email below. Then, write your _____. You should use your own words as much as possible.

email

From: committee@afm.edu.com
Sent: 25th May
Subject: End-of-year event

We need to choose a venue to celebrate the end of the year. Here are some places suggested by students – could you choose one for the event?

Venues

Tio's Mexican Restaurant	College campus	Captain Jack's River Boat Cruise
great food, affordable	costs nothing to hire	fun and unusual

B Read the writing task in A and answer the questions.

- 1 Who is your target reader? What is your relationship to the target reader? What register will you use?
- 2 How many places will you describe?
- 3 What must you recommend? How will you do this?

C Read the example proposal. Do you agree with the writer's choice of venue?

Proposal for end-of-year celebration venue

Introduction

The purpose of this proposal is to recommend the ideal venue for the college end-of-year celebration.

Tio's Mexican Restaurant

A popular choice with students and locals, the food is delicious and reasonably priced. A live Mexican band on Saturday nights makes for a fun and festive atmosphere.

College campus

The auditorium is free for students. On the minus side, we would need to provide a DJ, drinks and snacks. Also, as it's on campus, students wouldn't feel it was special.

Captain Jack's River Boat Cruise

This venue is by far the most entertaining and original, and one which few students have experienced. The cruise takes in the city's sights with commentary provided by a guide. Dinner is included, as are drinks. There's a DJ until midnight.

Conclusion

I strongly recommend the river boat cruise. The combination of dinner, dancing and sightseeing would make our end-of-year party an unforgettable event.

D Look at the example proposal again. Answer the questions.

- 1 What language has the writer used instead of repeating the words from the input material?
- 2 Where does the writer reveal their choice of venue? What language is used?

E Choose a different venue from A and use the notes to write your own conclusion recommending it in your notebook.

F Read the *Exam Close-up*. Then complete the *Exam Task* below. Remember to use the paragraph plan and the *Useful Expressions* to help you write your proposal.

Exam Task

You are a member of the student council at an international college. The principal has asked you to write a **proposal** recommending improvements to the college canteen.

Read the extract from the principal's email below and the notes you have made. Then, using the information appropriately, write your **proposal** for the principal recommending one of the changes and justifying your choice.

(220–260 words)

email

From: principal@college.com
Sent: 3rd September
Subject: College canteen

We need to make changes to the canteen so that more students eat there. Here are some improvements suggested by students – could you choose the best one?

bigger food variety → *vegetarian, ethnic food*
nicer decor → *paint walls a bright colour*
shorter queues → *another cashier*
cleaner → *employ more cleaning staff*

Exam Close-up

Creating a proposal

- Remember, it's important to answer the question by describing, expressing your opinion and recommending.
- Organise your proposal into paragraphs with headings and make it clear where the proposal is coming from and why.
- Try to use a detached tone and a range of sentence structures – the passive voice is useful to modify criticism.
- Don't forget the aim is to persuade your reader so show conviction!

Plan

- | | |
|-----------------------|---|
| Introduction: | State the purpose of the proposal. |
| Four main paragraphs: | Write one paragraph per suggestion. Make your choice clear by writing the most positive description for it. |
| Conclusion: | Make your recommendation. |

Useful Expressions

Stating purpose

The purpose of this proposal is to recommend ...

Introducing

In terms of ...
Regarding ...
When it comes to ...

Talking about positives

On the plus side, ...
The best thing about ... is ...
... it is by far the most ...

Talking about negatives

This is a nice idea, but ...
On the minus side, ...

Recommending

I strongly recommend ...
I can't recommend ... highly enough.



5 The Smelliest Fruit

Before you watch

A Work with a partner and answer these questions.

- 1 The durian fruit smells extremely unpleasant, but it is eaten by people in Southeast Asia. Why do you think they eat it?
- 2 Can you think of food in other cultures which have a unique taste or smell?
- 3 How does your sense of smell influence what you choose to eat?



While you watch

B Watch the video clip and decide if these statements are true or false. Write T for True and F for False.

- 1 It is easy to say what the durian fruit smells like.
- 2 Many Asians strongly dislike the smell of cheese.
- 3 A durian fruit is worth a lot of money.
- 4 The bad odour of durian fruit can get into furnishings.
- 5 Hotels in Borneo check every guest for durian fruit.
- 6 In Borneo, you are not allowed to eat durian fruit outdoors.

After you watch

C Complete the summary of the video clip below using these words.

bear bedspreads constant despite fresh
long rotten slowly smuggle strongly

In Malaysian Borneo, hotel staff watch for durian fruit. Even though it is unwelcome in many places, it is loved by people nationwide. Its smell can be described as anything from (1) _____ fish and custard, to a rubbish dump, blue cheese or even a dead dog! Other cultures love foods that smell (2) _____, like cheese which is popular in the west, but it is considered offensive in Asia. (3) _____ its bad smell, durian is precious in Southeast Asia. Durian trees sometimes take 15 years to (4) _____ fruit and a single durian fruit can cost up to 50 US dollars. But in Kuching, hotel managers are on a (5) _____ watch to keep the fruit out. Durians are bad business for hotels. One smelly fruit can scare off all their customers. Some people (6) _____ durians into rooms and the hotels have to deal with the consequences. The smell gets into curtains, (7) _____ and carpets. Some hotels use charcoal which absorbs the odour (8) _____, and others use an ioniser which can remove the contaminating smell in less than three hours. In Borneo, visitors can decide for themselves if this fruit is delicious or disgusting, as (9) _____ as they eat it in the (10) _____ air

The smelly durian fruit



Ideas Focus

- Which foods do you think have an unpleasant smell? Would you try them? Why? / Why not?
- Do you think there are any foods or drinks that should be banned from public places?
- What do you think is totally unacceptable to consume?