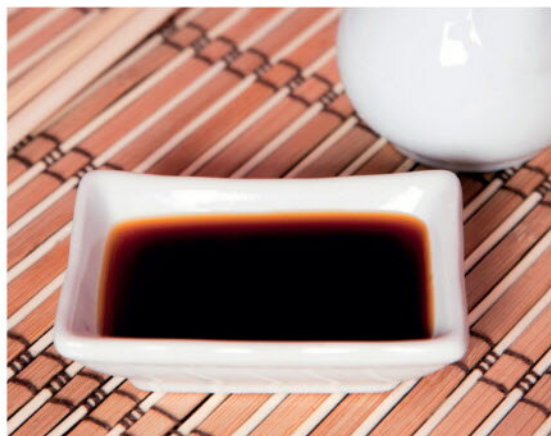


10.3 Vocabulary and skills development

GOALS ■ Understand assimilation ■ Recognize easily confused sense verbs

Listening & Speaking understanding assimilation



- 1 Work with a partner. Which of the taste words in the box do you associate with the different foods shown in the photos? What other types of food can you think of which have these tastes?

bitter salty sour sweet

- 2 In recent years a fifth type of taste, umami, has become more recognized. What, if anything, do you know about umami? Try to answer the following questions with your partner.

- 1 What kind of taste is umami?
- 2 In which country was it originally identified?

- 3 10.7))) Listen to a short extract from a radio podcast and check your ideas.

- 4 10.8))) Read and listen to the information in the Unlock the code box.



UNLOCK THE CODE

understanding natural speech

- In order for speech to flow quickly and naturally, we often slightly change the sound at the end of a word to make it closer to the sound at the beginning of the next word.
- When the sounds /t/, /d/ and /n/ are at the end of a word and the next word begins with /p/, /b/ or /m/, the first set of sounds can often change to one of the second set.
ten boys sounds like *tem boys* /tem'boiz/
that man sounds like *thap man* /ðæp'mæn/
ground plan sounds like *groum plan* /graʊm'plæn/
- In the same way, /d/ can change to /g/.
good girl sounds like *goog girl* /gʊg'gɜ:l/
- /s/ and /z/ change to /ʃ/ when the next word begins with a /j/.
this shop sounds like *thish-op* /ðɪʃ'ɒp/
these shops sounds like *theesh-ops* /ði:ʃ'ɒps/
- It is not important to be able to produce these changes yourself, you will still be understood. However, recognizing them will help you to understand spoken English.

5a 10.9))) Listen and write down the two words you hear each time.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____

b With a partner, check your answers and then circle the sounds that might change.

6 10.7))) Listen to the extract in exercise 3 again and try to complete the sentences with two words.

- 1 For thousands of years, ever since the _____ philosopher Plato identified them ...
- 2 ... the flavour was also found in tomatoes, cheese, such as hard _____, and meat.
- 3 ... though not so much in very _____, or raw meat.
- 4 ... in many Asian foods, such as soya, _____, _____ and green tea ...
- 5 ... foods which combine meat, cheese and tomato, such as _____ or a cheeseburger ...

7a Which kinds of food (sweet, salty, bitter, sour, umami) do you think are generally better or worse for your health? Why?

b 10.10))) Listen to another extract from the podcast in exercise 3 and answer the questions.

- 1 According to Professor Spence, what drink are many people more likely to choose while on an aeroplane?
- 2 Why do they tend to choose this drink?
- 3 What effect can music made by brass instruments have on the taste of food?
- 4 When diners listen to piano music, what could chefs do to make food healthier?
- 5 Apart from music, what other kind of sound might affect the taste of the food?
- 6 What difference could choosing a white or a black plate make?

8 10.11))) Listen to two pieces of music. What taste do you associate with each of them? Do you think it is possible this music could affect your taste? Discuss with your partner.

Vocabulary easily confused sense verbs

9 Read the information in the Vocabulary focus box about easily confused sense verbs.

VOCABULARY FOCUS easily confused sense verbs

see/look/watch

- We *see* automatically, if we have our eyes open.
- We decide to *look at* and *watch* someone or something.
- We *look at* something to observe it in detail.
- We *watch* people or things to observe their movement or change.

hear/listen

- We *hear* automatically.
- *Listening* requires a decision.

touch/feel

- If you put your hand on something, you *touch* it, but this may be accidental.
- If you *feel* something, you make the decision to touch it in order to know more about what it is like.

Don't touch that, it's hot!

He felt the material to test its quality.

Feel can also mean *have an emotion*, e.g. *I feel happy today.*

10 Choose the best options to complete the sentences.

- 1 It's hard to *look / see* very far in this fog.
- 2 I like *hearing / listening to* the radio while I work.
- 3 Shhh! I'm trying to *look at / watch* the football match.
- 4 She *touched / felt* me gently on the hand.
- 5 *Look at / Watch* that beautiful house! I'd love to live there.
- 6 *Feel / Touch* how soft my hair is after that treatment at the hairdresser's.
- 7 Can you speak a bit louder? I can't *listen to / hear* you.

11a **TASK** Imagine that you are going to eat a favourite type of fruit. Make notes about the following.

- What it looks like: what colour is it? Is it all one colour? Is it shiny? Does it have seeds or leaves?
- What it feels like: is it smooth, prickly, rough?
- What it smells like: is the smell sharp, sour, sweet?
- What it tastes like: is it crunchy or soft?

b Now tell your partner about your fruit. Can they guess what the fruit is?

