CHAPTER 4

Eating and Drinking

GRAMMAR:
The future: will and be going to
The future continuous tense: statements and questions
The conditional (future possible)
Two-word verbs: inseparable and separable

COMPETENCIES:
Planning a potluck party
Explaining a recipe
Reading menus
Avoiding food poisoning
How much do you already know? Read the following letters from a newspaper column and choose the correct words. Circle your answers.

Ask Etty Anything

Dear Etty Kit,

Several of us [will throw/are going to throw] a surprise party for our friend, Freddy, who just got a job in a restaurant. We don’t want to [put off it/put it off] because we want to celebrate his new job while it’s still new, but we want to do everything right.

We have several questions for you. How can we throw a wonderful party if we [don’t have/won’t have] a lot of money for food and beverages? How should we invite people? Should we send invitations to everyone or [call up them/call them up]? [Will you help/Are you going to help] us?

Sincerely,
The ESL Group

Dear Group,

Of course I [will help/am going to help]! First, it’s not necessary to send out invitations, except for formal parties, but if you [decide/will decide] to send invitations, be sure to write R.S.V.P. in the bottom corner. This tells people to call and answer your invitation. Then, when you [hear from them/hear them from], you’ll know how many people will probably [show up/show off] and if anyone wants to bring a friend along. Also, for an informal party, if you [write/will write] B.Y.O.B. on the invitations, each person [brings/will bring] his or her own bottle of wine or other alcoholic beverage.

Another good idea for a casual party is to have a potluck meal. If each guest [brings/will bring] one dish—either an appetizer, salad, main dish, or dessert—you’ll have a wonderful variety of food, but nobody [will cook/will be cooking] all week long before the party.

You need to plan ahead. [Will you have/Are you going to have] music? [Will you play/Are you going to play] games? [Figure on/Figure out] everything that you need to do, and ask each person to [pick out/pick on] one job to do. Also, let guests at the party help you if they offer to; it often makes people more comfortable when they can help.

One more thing. Your guests [are going to bring/will be bringing] various dishes to your potluck all evening long; to avoid food poisoning, make sure that everything is either cold or hot—not warm. And be sure to [put off/put away] all leftovers immediately—in the refrigerator.

Good luck with the party. I’m sure that your friend Freddy [will appreciate/will be appreciating] your kindness.

Yours,
Etty
PART ONE / The Future: will and be going to

- Planning a Potluck Party • Explaining a Recipe

### Statements

<table>
<thead>
<tr>
<th>will</th>
<th>be going to</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>will (not)</td>
</tr>
<tr>
<td>I</td>
<td>will¹</td>
</tr>
<tr>
<td>Freddy</td>
<td>won't</td>
</tr>
<tr>
<td>They</td>
<td>will</td>
</tr>
</tbody>
</table>

You can use will + Verb for a future action in these ways:

1. prediction
   He'll be surprised.
2. inevitability
   It'll be a lot of work.
3. refusal (negative)
   They won't come.
4. promise
   I'll bring her.
5. volunteered action
   We'll make a salad.

You can use be going to + Verb for a future action in these ways:

1. prediction
   He's going to be surprised.
2. inevitability
   It's going to be a lot of work.
3. refusal (negative)
   They aren't going to come.
4. plan
   I'm going to invite him.

Will (instead of be going to) is common with the words maybe and probably.

¹Contractions are common with pronouns:
   I'll, you'll, he'll, she'll, it'll, we'll, they'll.
²Contractions are common with pronouns:
   I'm, you're, he's, she's, it's, we're, they're.

### Questions

<table>
<thead>
<tr>
<th>will</th>
<th>be going to</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question Word (Subject)</td>
<td>will</td>
</tr>
<tr>
<td>What</td>
<td>will</td>
</tr>
<tr>
<td>Who</td>
<td>will</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question Word (not) Subject Verb ?</th>
<th>Question Word (not) Subject going to Verb ?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Won't you come?</td>
<td>Aren't you going to come?</td>
</tr>
<tr>
<td>What time will it begin?</td>
<td>What time is it going to begin?</td>
</tr>
</tbody>
</table>
A. Look at the following invitation for Freddy's party. Use be going to to make questions and answers about plans for the party.

EXAMPLES:  

a. What kind of party is it going to be?  
b. It's going to be a surprise party.

<table>
<thead>
<tr>
<th>It's a Surprise Party for Freddy!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day: Saturday</td>
</tr>
<tr>
<td>Date: May 7</td>
</tr>
<tr>
<td>Time: 8:00</td>
</tr>
<tr>
<td>Place: 822 Oak Road</td>
</tr>
<tr>
<td>Dress: casual</td>
</tr>
<tr>
<td>Don't bring a gift.</td>
</tr>
<tr>
<td>Bring a potluck dish!</td>
</tr>
<tr>
<td>R.S.V.P.</td>
</tr>
<tr>
<td>555-9876</td>
</tr>
</tbody>
</table>

1. a.  
b.  

2. a.  
b.  

3. a.  
b.  

4. a.  
b.  

5. a.  
b.  

6. a.  
b.  

7. a.  
b.  

8. a.  
b.  
B. Make predictions about what is going to happen on the day of the party. Use will and be going to and the phrases under the picture. Follow the examples.

**EXAMPLES:**
- Francisco is going to answer the phone.
- He’ll check off names on the guest list.

- do the vacuuming
- hang the decorations
- fix a salad
- answer the phone
- check off names
- put the potato salad in the refrigerator
- tear down the decorations
- have trouble hearing
- wash the vegetables
- chop the vegetables
- toss the salad
- boil the eggs

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 
9. 
10. 
C. Make questions about the picture in B. Use will and be going to in the questions, but don't use the underlined words.

EXAMPLE: 1. Who will be in charge of the guest list?

1. Francisco will be in charge of the guest list.

2. ?
He's going to help Etsuko with the cleaning a little later.

3. ?
Junichiro is going to hang decorations in the living room.

4. ?
Yes, he'll be a little angry at the cat.

5. ?
They're going to fix two salads.

6. ?
They're going to buy the vegetables early that morning.

7. ?
They're going to keep the potato salad in the refrigerator until the party.

8. ?
They'll be very careful about the potato salad because it has mayonnaise in it.

D. Make questions and answers with the cue words. Use be going to and will. Follow the example.

EXAMPLE: 1. a. Is Francisco going to call each guest?

   b. No, he isn't. They'll contact him.

   1. a. (Francisco) call each guest

   b. (they) contact him

2. a. (the hosts) fix the whole meal

   b. (each guest) bring a dish

3. a. (they) have only American food

   b. (they) have a variety of international food
4. a. (the guests) bring gifts for the hosts  
   b. (each person) bring food for the meal instead

5. a. (the hosts) serve dinner to everyone  
   b. (each person) serve himself or herself

6. a. (they) put all the food on the table right away  
   b. (they) keep some of it in the refrigerator and some in the oven

7. a. (people) send thank-you notes after the party  
   b. (they) not need to because it's an informal party

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**E.** Beyond the book: Plan a potluck party for your class. Use *be going to* to ask and answer questions about plans. What are you going to need? Where are you going to have the party? Are you going to have music and games? Use *will* when you volunteer to do certain things.

**EXAMPLE:**
What are we going to need?  
Are we going to have music and games?  
I'll bring the paper cups and paper plates.  
I'll teach everyone games from my country.  
I'll fix dessert.

---

**F.** Beyond the book: What's one of your favorite foods from your country that you might prepare for the potluck party? How will you prepare it? Use *will* and *be going to* when you write the recipe (directions) for it. Then exchange recipes with a partner.

**EXAMPLE:**
Name of Dish: Tzatziki  
Type of Dish: Appetizer (Greek dip for bread)
1. First, I'm going to mix 4 cups of yogurt with 1 cup of sour cream.  
2. Next, I'll peel a medium cucumber, remove the seeds, and chop it.  
3. Then I'm going to mince 3 or 4 cloves of garlic.  
4. I'll mix all of this together and add a little lemon juice, dill, and maybe some mint.

These verbs may help you:  
bake = cook in the oven  
saute = fry in butter  
chop = cut into small pieces  
whip = beat quickly  
stir = mix slowly with a spoon  
roast = cook meat or vegetables in the oven  
mince = chop into very small pieces  
boil = cook in very hot water  
fry = cook in a frying pan
PART TWO / The Future Continuous Tense

- Reading Menus

The Future Continuous Tense: Statements

Subject  will (not)  be  Verb-ing
He       will\(^1\)  be  starting a new job.
They     won't   be  opening early tomorrow.

Questions

Question Word  will (not)  be  Verb-ing
What        will    be  happening?
Who         won’t   be  coming?

Question Word  will (not)  Subject  be  Verb-ing
Why         won’t   he    be  fixing dessert?
What time   will    they   be  opening?

You can use the future continuous tense for an action that will be in progress at a definite time in the future.

I’ll be starting my new job tomorrow.
They’ll be serving lunch at 1:00. (= before 1:00, at 1:00, and probably after 1:00)

You can also use the future continuous tense to emphasize the (long) duration of a future action or for a repeated future action.

She’ll be working at the cash register all day.
They’ll by running back and forth to the kitchen a lot. (= very often)

Don’t use the future continuous tense with nonaction verbs. Instead, use the simple future tense. For lists of nonaction verbs, see pages 28 and 30.

\(^1\) Constructions are common with pronouns:
I’ll, you’ll, it’ll, he’ll, she’ll, we’ll, they’ll.
A. Freddy is going to begin his new job tomorrow. What will be happening in the restaurant at 12:30? Make questions and answers with the cue words. Use the future continuous tense. Follow the example.

**EXAMPLE:**
1. a. What will Freddy be doing (at 12:30 tomorrow)?
   b. He'll be clearing a table.

2. a. (Why / he) hurry
   b. (People) wait for tables

3. a. (What / the hostess) do
   b. (She) try to find an empty table

4. a. (Where / a policeman) sit
   b. (He) sit at the counter

5. a. (Who / he) talk to
   b. (He) talk to a waitress

6. a. (What / one customer) do
   b. (He) try to catch the waitress's eye

7. a. (How / people) eat fried chicken
   b. (They) eat it with their fingers

8. a. (Where / people) pay their bills
   b. (They) take them to the cash register

B. Discuss or write about your plans for this evening, tomorrow morning, and tomorrow at lunch time. What time will you be having dinner? What will you be having for breakfast? Where will you be having lunch tomorrow?

**EXAMPLES:**
I'll be having dinner tonight at 6:30.
I'll be eating some cereal for breakfast tomorrow.
C. Mac's Family Restaurant, where Freddy begins work tomorrow, is going to have a new menu next week. How will this change things at the restaurant? Use the future continuous tense to answer the questions and tell what will be happening when the restaurant starts to use the new menu. Make complete sentences.

MAC'S FAMILY RESTAURANT open 7:00 a.m. - 11:00 p.m.

BREAKFAST (served all day)

1. two eggs, any style, ham, toast, & jam.................. $3.00
2. french toast, fruit cup .................................... $2.75
3. stack of four buttermilk pancakes, maple syrup .......... $1.95
4. steak and eggs, hashed brown potatoes ................... $5.75

Side Orders
fresh fruit (in season) .................................. $1.50
toast (white or wheat) .................................. .75
hashed brown potatoes .................................. .95

Beverages
coffee, tea .................................................. .75
fruit juice .................................................. $1.00
milk ......................................................... .85

LUNCH

Sandwiches
Hamburger Deluxe—1/3 lb. beef, lettuce, tomatoes .......... $3.75
Tuna Delight .................................................. $3.50
Club Sandwich—turkey, bacon, lettuce, tomato on white toast ........ $4.25

Salads
Seafood Salad .................................................. $5.50
Shrimp & crab on lettuce .................................. $5.50
Pasta Salad 
    pasta, olives, tomatoes ................................ $3.95
Dieter's Delight
    assorted fresh vegetables, hard-boiled egg, chicken .... $4.75

Children's Plate (for kids under 12) hamburger, french fries, small salad, milk or cola .......... $2.50

DINNER

Chicken, roasted or fried, rice or noodles, dinner salad .......... $6.75
Vegetarian Platter—an assortment of fresh vegetables and fruits .... $6.00
Baked Halibut—fresh, boneless fish with vegetables & your choice of rice or potatoes ........ $8.75
Chef's Special Salad ........................................ $5.00
Roast Beef with vegetables and baked potato .................... $5.25

Desserts
ice cream .................................................. $1.50
fresh fruit (in season) .................................. $2.00
chocolate cake .............................................. $1.75
carrot cake ............................................... $1.75
fresh fruit pie (apple, peach) ................................ $1.75
a la mode ................................................... .50

Early-Bird Specials—
$1.00 off all entrees—4:00-5:30 p.m.
10% discount for seniors

1. What time will the restaurant be opening? The restaurant will be opening at 7:00.

2. Who will be getting a discount? __________________________________________

3. When will people be having breakfast? ______________________________________

4. What will the restaurant owners be serving with french toast? _________________

5. When will they be offering fresh fruit? _____________________________________

6. How much will they be charging for a cup of coffee? __________________________

7. What kinds of sandwiches will they be serving? ______________________________

8. What time will people be coming for dinner if they want to save money? _________
PART THREE / The Conditional (Future Possible)

• Avoiding Food Poisoning

The Conditional

A sentence in the conditional has two parts: the cause or the condition and the result. There are two possible ways to place these parts.

If he isn’t sure the potato salad is safe to eat, he’ll throw it out.
(coause
or condition)
(result)

He’ll throw the potato salad out if he isn’t sure it is safe to eat.
(result)
(coause
or condition)

The verb after if in the cause or condition is in the simple present tense (or sometimes in the present continuous tense), but the meaning is future. The verb in the result is future.

Instead of a result, sometimes the sentence expresses advice or possibility. Use should or ought to for advice and use may, might, or could for possibility + the simple form of the verb. The meaning is present or future.

If you aren’t sure the chicken is good, you should throw it out.

A. At the restaurant, Mac hired two new cooks at the same time he hired Freddy. These cooks are each trying to avoid the jobs they don’t like. What do they suggest to each other? Make affirmative sentences with the words from the lists below the picture. Use the conditional.

EXAMPLE: Ivan: I’ll wash the lettuce if you chop the onions.

Ivan doesn’t want to:
chop the onions
take out the garbage
fry the chicken
mince the garlic
write out the shopping list
clean the spinach

Charles doesn’t want to:
wash the lettuce
clean out the refrigerators
slice the bread
whip the egg whites
organize the shelves
bake the pies
B. To avoid arguments, Ivan and Charles each agree not to do certain things. What do they promise each other? Make negative sentences with the words from the lists below.

**EXAMPLE:** Ivan won't yell at Charles if Charles doesn't yell at Ivan.

Ivan promises not to:
- yell at Charles
- tell Charles what to do
- forget to clean the stove
- turn off the radio while they work
- avoid the hard jobs
- take a coffee break at busy times

Charles promises not to:
- yell at Ivan
- forget to do his own job
- forget to take out the garbage
- turn up the volume so high
- avoid the hard jobs
- leave the kitchen to call his girlfriend every hour

C. Make sentences of advice with the cue words. Use the conditional. Follow the example.

**EXAMPLE:**
1. a. What should you do if you have an opened jar of mayonnaise?
   b. If we have an opened jar of mayonnaise, we should keep it in the refrigerator.

1. a. What should you do if you have an opened jar of mayonnaise?
   b. (we) keep it in the refrigerator

2. a. What should someone do if he finds an unopened can with a puffed top?
   b. (he) throw it away immediately to avoid poisoning from botulism

3. a. What should a cook do if he prepares chicken in a bowl?
   b. (he) wash the bowl and all utensils before he uses them again

4. a. What should you do if you use poultry or eggs in a recipe?
   b. (we) cook them completely to avoid salmonella poisoning

5. a. What should people do if they think they have food poisoning?
   b. (they) call a doctor immediately

6. a. What should a family do if they go on a picnic on a hot day?
   b. (they) not eat warm dairy or poultry products
**PART FOUR / Two-Word Verbs: Inseparable and Separable**

### Inseparable Two-Word Verbs

Some two-word verbs are inseparable; that is, a direct object can't come between the verb and the preposition.

Did she call on you?

Did she call you on?

Some of these two-word verbs and their meanings are below. The verbs marked with a star (*) do not take an object.

<table>
<thead>
<tr>
<th>Inseparable</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>break up*</td>
<td>separate (as in divorce)</td>
</tr>
<tr>
<td>call on</td>
<td>visit (formal), or ask someone to answer or speak</td>
</tr>
<tr>
<td>catch up*</td>
<td>reach the same place as another person</td>
</tr>
<tr>
<td>come along*</td>
<td>accompany, come with</td>
</tr>
<tr>
<td>come over*</td>
<td>come to someone's home or office</td>
</tr>
<tr>
<td>dress up*</td>
<td>put on special clothes</td>
</tr>
<tr>
<td>drop in*</td>
<td>drop by = visit informally, without an invitation</td>
</tr>
<tr>
<td>get over</td>
<td>recover from (a sickness or a bad situation), get well</td>
</tr>
<tr>
<td>give up</td>
<td>quit, stop trying, lose hope</td>
</tr>
<tr>
<td>hear from</td>
<td>receive a letter or phone call from</td>
</tr>
<tr>
<td>keep on</td>
<td>continue</td>
</tr>
<tr>
<td>look for</td>
<td>try to find</td>
</tr>
<tr>
<td>look into</td>
<td>investigate, try to find an answer</td>
</tr>
<tr>
<td>make up*</td>
<td>end an argument, apologize</td>
</tr>
<tr>
<td>run into</td>
<td>meet a person by chance, or crash into</td>
</tr>
<tr>
<td>run away*</td>
<td>try to escape, or leave home without telling parents</td>
</tr>
<tr>
<td>show up*</td>
<td>appear, arrive</td>
</tr>
<tr>
<td>take after</td>
<td>look like or be like (parents or grandparents)</td>
</tr>
<tr>
<td>take off*</td>
<td>leave (usually by plane)</td>
</tr>
</tbody>
</table>

### Separable Two-Word Verbs

Other two-word verbs are separable; that is, a direct object can come between the verb and the preposition.

They called Francisco up.

They called him up.

If the object is a noun, it can come after the preposition.

They called up Francisco.

If the object is a pronoun, it cannot come after the preposition.

They called him.

Some of these two-word verbs and their meanings are below.

<table>
<thead>
<tr>
<th>Separable</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>bring back</td>
<td>return</td>
</tr>
<tr>
<td>call up</td>
<td>telephone</td>
</tr>
<tr>
<td>check off</td>
<td>mark an item on a list</td>
</tr>
<tr>
<td>clean out</td>
<td>take everything out, throw or give some things away, and put the rest of the things back in order</td>
</tr>
<tr>
<td>clean up†</td>
<td>make neat and in order</td>
</tr>
<tr>
<td>cross out</td>
<td>remove (a word, etc.) by drawing a line through</td>
</tr>
<tr>
<td>do over</td>
<td>do again</td>
</tr>
<tr>
<td>figure out</td>
<td>solve</td>
</tr>
<tr>
<td>fill out</td>
<td>write information in the blank spaces on an application form</td>
</tr>
<tr>
<td>give back</td>
<td>return</td>
</tr>
<tr>
<td>hand in</td>
<td>give (a report, exam, etc.) to a teacher or employer</td>
</tr>
<tr>
<td>look up</td>
<td>look for information in a dictionary or other reference book</td>
</tr>
<tr>
<td>pick out</td>
<td>choose</td>
</tr>
<tr>
<td>put away</td>
<td>put something in its proper place</td>
</tr>
<tr>
<td>put off</td>
<td>postpone, do something at a later time</td>
</tr>
<tr>
<td>put off</td>
<td>show something proudly</td>
</tr>
<tr>
<td>take back</td>
<td>return</td>
</tr>
<tr>
<td>take away</td>
<td>discard, put in a trash can</td>
</tr>
<tr>
<td>take away</td>
<td>throw away</td>
</tr>
<tr>
<td>try on</td>
<td>try or test (clothing) for fit or appearance</td>
</tr>
<tr>
<td>turn down</td>
<td>decrease volume; or say “no” to a job or other offer</td>
</tr>
<tr>
<td>turn off</td>
<td>shut off (T.V., stereo, lights, etc.)</td>
</tr>
<tr>
<td>turn on</td>
<td>start or put on (T.V., stereo, lights, etc.)</td>
</tr>
<tr>
<td>turn up†</td>
<td>increase volume; or appear, arrive</td>
</tr>
<tr>
<td>use up</td>
<td>use all of something</td>
</tr>
</tbody>
</table>

†This verb usually has no object when it means "everything."

‡This verb has no object in the second meaning.
A. What happened the day after the party? Study the lists of two-word verbs on page 71. Then choose the correct two-word verb from the list below for each blank in the exercise. You may use some more than once. Be sure to choose the correct position for each object, if there is one.

**EXAMPLES:**
1. The day after the party, the students tore down the decorations and threw them away.
2. and threw them away.

<table>
<thead>
<tr>
<th>call up</th>
<th>figure out</th>
<th>look for</th>
<th>show up</th>
<th>√ throw away</th>
</tr>
</thead>
<tbody>
<tr>
<td>clean up</td>
<td>get over</td>
<td>pick out</td>
<td>take back</td>
<td>turn on</td>
</tr>
<tr>
<td>come over</td>
<td>give up</td>
<td>put away</td>
<td>√ tear down</td>
<td></td>
</tr>
</tbody>
</table>

The day after the party, the students
1. destroyed the decorations
2. put them

Many people came to help in the trash.
3. came to the house
4. make everything neat and in order

Francisco was trying to , so he wasn’t really able to help much,
5. recover from a terrible headache

but he and helped the others
6. put the clean dishes in their proper place
7. try to find a lost ring

They for half an hour, but it never
8. tried to find it
9. appeared

They couldn’t .
10. solve it

Francisco was planning to , but his headache soon got
11. return the borrowed chairs

worse, so he and went home. Junichiro
12. stopped trying
13. returned them

Even though they were working, it was a pleasant afternoon. Minh
14. chose some records

and . And several people to
15. started the stereo
16. telephoned them

thank them for the party.