

4 Feed your mind



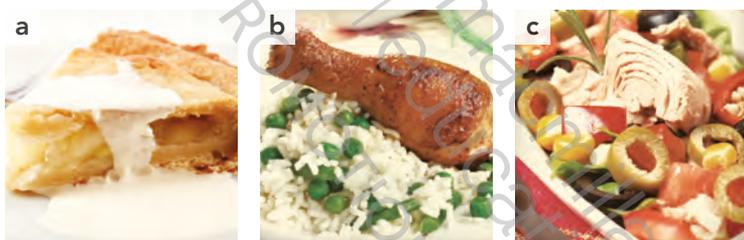
Vocabulary



Food and meals

1 Work with a partner. How many of these words can you find in the photos?

carrot • chicken • cream • lamb • lettuce • oil
olive • pancake • pea • peach • pie • plum • rice
semi-skimmed milk • sweetcorn • prawn • tuna • turkey



2 Put the words in 1 in the correct place in the table.

Fruit	
Vegetables	
Meat/Fish/Seafood	
Dairy products	
Sweets/Bakery products	
Other	

3a Read the questions and check that you understand the words in red. Which of the words can you use to talk about the photos in 1?

- 1 What is a typical **starter** in a restaurant in your country?
- 2 What is a popular **main course**?
- 3 What is your favourite national **dish**?
- 4 What is your favourite **dessert**?
- 5 When do you usually have a **snack**? What do you have?

3b **PRONUNCIATION** These words have two syllables. Where is the stress in each word? Which word is the 'odd one out'?

carrot • chicken • dessert • lettuce • olive
pancake • starter • sweetcorn • turkey

3c **20** Listen, check and repeat.

3d **SPEAKING** Use the questions in 3a to interview your partner.

Describing food

4 Match these words with the definitions.

baked • boiled • fast • fresh • fried
frozen • healthy/unhealthy • raw • roast
spicy • stale • tasty

- 1 with a hot, strong flavour
- 2 good, with lots of flavour
- 3 not cooked
- 4 good/bad for your body
- 5 preserved by becoming extremely cold
- 6 cooked in hot oil
- 7 cooked in very hot water
- 8 to describe cakes cooked in an oven
- 9 to describe meat cooked in an oven
- 10 recently picked, caught or prepared
- 11 made or served very quickly, e.g. burgers and pizzas
- 12 old and bad, not fresh

5 Work with a partner. Think of one or two types of food that go with each word in 4.

boiled – boiled egg, boiled vegetables

6 **LISTENING** **21** Listen. For each dialogue, choose a word from 4 to describe the food.

- | | |
|---------|---------|
| 1 | 4 |
| 2 | 5 |
| 3 | 6 |

7 **SPEAKING** Work with a partner. Describe a type of food or drink. Can your partner identify it?

It's a type of meat. It's quite healthy. It comes from a bird that's bigger than a chicken.

Turkey!



1 Work with a partner. Look at the photos and the title of the text. What do you think the text is about?

2 READING Read the article and check your predictions.



THE FUTURE OF FOOD?

ELIMINATE IT!

When you get home this evening, what will you have for dinner? Pizza? A salad? A turkey sandwich? It can sometimes take a long time to decide what to eat. One man who doesn't have that problem is Rob Rhinehart. Rob is the inventor of a product called Soylent, which some people say will be the future of food.

Rob is a software engineer in his twenties. He invented Soylent because he didn't have much money, or much time. Because he didn't have much money, he bought and ate a lot of fast food. And he realised how unhealthy it was making him. Because he didn't have much time, he hated wasting it by cooking, even if it was just frying an egg for breakfast.

Rob's solution to this problem was to create a product that is a mixture of all the nutrients that the body needs to survive. To make the mixture, Rob studied biology and chemistry. He turned his



kitchen into a laboratory. Once he had his powder of 35 essential nutrients, he added water and drank it. Since then Rob has had Soylent for 90% of all of his meals for a year.

Some experts say it's impossible to feed on nothing more than powder and water. They say that healthy, fresh food is essential.

But Rob believes that you need carbohydrates, not bread, and you need vitamins and minerals, not fruit and vegetables. According to Rob, he feels much healthier with this new diet. He also says he's saved a lot of money because the nutrients are

cheaper than either fresh or fast food. And he's saved a lot of time (and energy) because there's no frying, no roasting and no baking.

Some people believe that Soylent will have other, worldwide benefits. When you see the increase in the world population and the effects of global warming, it appears that it's going to be difficult to produce enough fresh

fruit and vegetables for everybody. For example, in California there is little water. But 80% of all the water goes

to farms. So the agriculture that produces natural food often has a bad effect on the environment. Soylent doesn't. Making it is cheap too, so maybe it could help solve world hunger in developing countries.

“ Most of us don't only eat to survive. Eating tasty food is part of every culture. ”

But is this a depressing future for food? Most of us don't only eat to survive. Eating tasty food is part of every culture. It's an enjoyable activity and a nice way to spend time. Most people who have tried Soylent say that it doesn't taste bad, that it tastes a bit like pancake mixture. Rob says that he hasn't got tired of the taste yet. But he also admits that other people seem to enjoy food more than he does.

In the next few weeks, scientists are meeting to discuss their detailed research into Soylent. Will it be the future of food or just a passing fad? Only time will tell.

3 Read the text again. Are these sentences True (T) or False (F)? Write the number(s) of the line(s) where you found the answer.

- 1 An advantage of Soylent is that you don't waste time deciding what to eat. T/F
- 2 Rob Rhinehart wanted to create a healthy alternative to fast food. T/F
- 3 Rob created his product in a professional laboratory. T/F
- 4 Soylent is almost the only thing that Rob consumes. T/F
- 5 Rob believes that our bodies do not need traditional food, they need the nutrients that come from that food. T/F
- 6 According to the text, agriculture is damaging the environment in some places. T/F
- 7 The writer of the text believes that food is just a question of nutrients. T/F
- 8 Rob doesn't like the taste of Soylent. T/F

4 CRITICAL THINKING

Think! Then compare ideas with your class.

- Do you think Soylent is a good idea for society? Why/Why not?

5 What do the underlined words in the text mean? Guess and then check in your dictionary.

6 SPEAKING What about you?

- 1 Would you like to try Soylent? Why/Why not?
- 2 What other alternatives to the world food problem can you think of?

will, be going to, present continuous and present simple for future

1a Match the sentences (a–d) with the rules (1–4).

- a In the next few weeks, scientists **are meeting** to discuss their research into Soylent.
- b When you **get** home this evening, what will you have for dinner?
- c Some people say this **will** be the future of food.
- d It appears that it's **going to** be difficult to produce enough fresh fruit.

- 1 We use the **present simple** with time expressions like **when, after, before, as soon as** to talk about the future.
- 2 We use the **present continuous** to talk about fixed, confirmed future arrangements.
- 3 We use **will** to make general predictions.
- 4 We use **be going to** to make predictions based on some sort of evidence.

1b Read the sentences and complete rules (1–4) with **will, be going to** or the **present simple**.

- a The conference **begins** at ten o'clock tomorrow.
- b I'm **going to** attend the conference.
- c It **will** be the second annual conference.
- d Hey! I know. I'll invite Scott.

- 1 We use for decisions that we make at the moment of speaking.
- 2 We use to talk about an objective truth, a 'fact'.
- 3 We use to talk about a future event that is part of a timetable or routine.
- 4 We use to talk about plans or intentions.

GRAMMAR REFERENCE > PAGE 54

2 Complete the sentences with the correct form of the present simple or **will**.

- 1 When the waiter (come), we (order) our food.
- 2 My brother (call) you back as soon as he (finish) his dinner.
- 3 I (do) my homework before my dad (make) the dinner.
- 4 When you (go) to the shops tomorrow, you (buy) some bread?
- 5 When you (come) to my house, we (make) a chocolate cake.
- 6 Before my mum (get) home tonight, I (clean) the kitchen.
- 7 When I (have) enough money, I (eat) out with my friends.
- 8 I (not take) the pie out of the oven until it (be) ready.
- 9 As soon as the adverts (come) on, we (make) a snack.
- 10 As soon as the water (boil), I (add) the peas.

3 What do you think is going to happen in each situation? Use these words to write predictions.

burn • catch • cut • drop



.....

.....

.....

4 Look at this poster for an event. How many sentences in the present continuous can you make about the event?

*Two experts are talking next Monday.
They're having the event at the town hall.*

FUTURE FOOD

NEXT MONDAY! A TALK BY TWO EXPERTS!

Where? Town Hall

6 pm: Start

First speaker: Film director, Stephanie Brand, talks about her new film: What is in our food?

7 pm: Watch a preview of the film

8 pm: Second speaker: Scientist, Oliver Reeves, explains his solution to the food crisis

8.30 pm: Snack

9 pm: Prize-giving ceremony for school projects

Friday 12th 7 pm: TV programme about the talk on channel 8



5 Read these pairs of sentences and questions. Choose the correct alternative. If you think both are correct, mark both and explain any difference in meaning.

1a What do you do this weekend?

1b What are you doing this weekend?

2a I think it'll rain tomorrow.

2b I think it's raining tomorrow.

3a Someone's calling. I'll see who it is.

3b Someone's calling. I'm seeing who it is.

4a She's going to win the competition.

4b She'll win the competition.

5a When I get home, I'll make a snack.

5b When I will get home, I'll make a snack.

6a What time does your plane leave?

6b What time is your plane leaving?

6a Work with a partner. Make notes on these topics with predictions for this year.

clothes • entertainment • music • sport
technology • your city • your country

6b **SPEAKING** Work in a group. Compare your predictions.

Who do you think will win the Champions' League this year?

I think it'll be an English team.

Prefixes

1a Match these words with the definitions.

overcooked • precooked • recooked • undercooked

- not cooked enough
- cooked again
- cooked before
- cooked too much

1b What do the prefixes in red do? Do they change the meaning of the word or do they change the type of word (verb, adjective, etc.)?

2 Match these prefixes with their meaning.

Prefix	Meaning
1 pre	a again
2 over	b not enough
3 mis	c the opposite
4 inter	d wrong, incorrect
5 dis	e before
6 co	f too much
7 re	g with, together
8 under	h between

3 Complete the sentences by adding the correct prefix to the word in red.

- This isn't just a problem for this country. It's an**national** problem.
- You have to**do** the exercise because the first time you did it you made a lot of mistakes.
- Sorry, I**understood** what you said. I thought you said 30, not 13.
- There are lots of advantages and**advantages** with genetically-modified food.
- They've**booked** the flight – there aren't enough seats for everyone.
- Food is still a terrible problem in many countries. Some people**estimate** the problem and don't think it's so important.
- The team need to**operate** and work together.

4a Complete these questions with words from 1 and 3.

- Have you ever something that somebody said to you in English? When?
- Forget the good things. What do you think are the of new technology?
- Do you ever eat meals or do you always eat freshly-prepared meals?
- What do you think is the biggest problem at the moment? Which countries does it affect?

4b **SPEAKING** Work with a partner. Ask and answer the questions in 4a.

Preparing FOOD



LIFE SKILLS OBJECTIVES



- To think about why it's important to know how to cook.
- To learn about food safety.
- To learn how to prepare a simple, healthy dish.

KEY CONCEPTS



nutritious [adj]: This is a nutritious meal because it contains the most important things that we need to be healthy. **ingredient [n]:** The main ingredient in paella is rice. **contaminate [v]:** When you touch food with dirty hands, you contaminate it and make it go bad. **food poisoning [n]:** When you eat food with bad bacteria, you get food poisoning and become ill.

1 Work with a partner. Discuss these questions.

- 1 Do you ever prepare your own meals? Which meals can you make?
- 2 How important do you think it is to learn to cook? Why?
- 3 Do you think schools should teach teenagers to cook? Why/Why not?
- 4 Would you like to be able to cook, or cook better? Why/Why not?

2 READING Read this article by a top chef who is interested in getting teenagers to cook and eat healthy food. Match the titles (A–J) with the correct section (1–10).

- | | |
|----------------------------|-------------------------|
| A Save time | F Future career? |
| B Improve your social life | G Save money |
| C Enjoy yourself! | H Taste the difference! |
| D Looking after yourself | I Travel the world |
| E Quality control | J Become independent |



Recipes ▾

How-to ▾

Videos ▾

Chef's blog ▾

SEARCH



TEENAGERS Time to cook!

Being able to cook is a useful skill that everyone should learn, and the earlier the better. Here are ten good reasons why!

1 When you learn to cook, you discover that with just a few basic, natural ingredients you can make delicious meals that taste better than typical processed food. You can't compare the flavours of home-cooked meals with meals that come in a packet!

2 Often with pre-packaged, processed foods you don't really know what the ingredients are. But when you cook dishes yourself, you know exactly what they contain, and you can make sure that everything you eat is top quality in terms of taste and nutrition.

3 When you cook at home, you can prepare food in healthy ways, by boiling or baking, for example, instead of frying in lots of oil. You can limit the amount of sugar and fat in each meal. All of this will make it easier to control how healthy you are.

4 Learning to cook can give you a great sense of freedom. Knowing you are able to cook is a great skill to have because you won't need to rely on your parents or others to cook for you. You'll see that you can care for yourself when you live away from home.

5 Everybody knows that eating out is nearly always more expensive than eating at home. The economic factor is important for everyone, but particularly when you're a student.

6 Cooking just one dish can mean you have food for several days. Just increase the quantities and you'll have enough to freeze and eat another day. That means you won't have to depend on unhealthy fast food when you don't have much time.

7 Learning how to cook can be fun! Once you know the basics of cooking, you can create your own dishes and experiment with hundreds of different flavours. You can have a great time just by being imaginative and creative in the kitchen.

8 When you learn to cook, there's nothing better than inviting friends round and letting them try what you've made. It's a great way to make your friends happy and show them your skills, too!

9 Cooking new dishes from around the world can teach you about different countries and cultures. Trying different types of food, flavours and ways of cooking can transport you to places you've always wanted to visit.

10 Who knows where cooking will take you? There are lots of great jobs out there connected with food. Maybe you'll become a professional chef, or perhaps an expert in nutrition, a food blogger, or even a restaurant critic. Many people have taken their love of food and cooking and turned it into their dream job. Just look at me!



3 Read these statements. Which sections (1–10) give us information about these advantages of knowing how to cook? Find the sentences that give you the information.

- a It's cheaper.
- b It can be a good way to impress other people.
- c You can feel good because you don't depend on other people.
- d It can be a great way to spend your free time.
- e It could become your job one day!
- f You can decide on the quantities to include of ingredients that are not so healthy.
- g You can learn to combine ingredients to make really tasty but simple dishes.
- h You can learn about the world.
- i You know exactly what you are eating because you bought it yourself.
- j You can save time by cooking large quantities.

4 Work with a partner. Decide what you think are the three best reasons for learning how to cook. Choose the reason you think is the least important. Explain why.

5  **LISTENING**  **22** Watch the video or listen. What is each chef making?

Jasmine:

Ben:

6  **22** Watch or listen again. Both chefs are doing something wrong in the kitchen. Match the person to the problems and make notes about why it's a problem.

Person	Problem	Why?
.....	olive oil
Jasmine	apron and hair
.....	jewellery
Ben	knife and chopping board

7 Work with a partner. What do you think of the advice in the video? What other 'food safety advice' can you give?

LIFE TASK



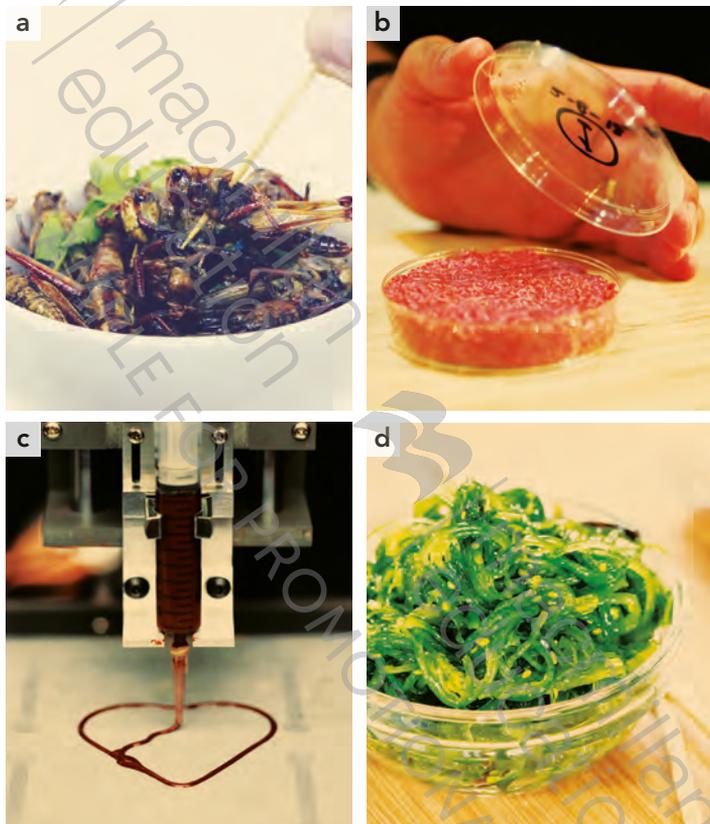
Work in a small group and follow these steps:

- 1** Find or invent a recipe for a salad that is healthy and tasty.
- 2** Prepare a presentation to your class. In your presentation you need to:
 - give a list of all the ingredients.
 - explain why the salad is healthy.
 - give any special instructions about how to make the salad.
 - give any necessary 'food safety' advice for preparing and preserving the salad.
- 3** Give your presentation. Vote for the healthiest and tastiest salads.





1 **SPEAKING** Work with a partner. Look at the photos. Take it in turns to describe what you can see.



2 **LISTENING** ▶ 23 Listen to four experts predicting what we will be eating in 2050. Match each speaker to a photo in 1.

Speaker 1:
Speaker 2:

Speaker 3:
Speaker 4:

3 ▶ 23 Listen again. Match the speakers and their opinions.

	1	2	3	4
a People won't eat out in 2050.				
b I've eaten the main food of the future and it tastes good.				
c Not everybody thinks that the food of the future will be healthy.				
d We won't spend a lot of time cooking in the future.				
e People already eat this food in some parts of the world.				
f The only good thing about the food of the future is that it will be good for the environment.				
g The problem with the food of the future is the opinion that people have of it now.				
h You'll be able to produce the food of the future very quickly.				

4 **SPEAKING** What about you?

What do you think of these four predictions? Share your ideas with the rest of the class.



Future continuous and future perfect

1a Read the sentences. Which are in the future continuous and which are in the future perfect?

- By 2050 3D printers **will have become** a part of everyday life.
- That's what we **'ll be eating** in 2050.
- We **'ll be using** 3D printers at home in the future.
- By 2050 restaurants **will have disappeared**.

1b Choose the correct alternative.

- We use the future continuous/future perfect to talk about activities in progress at a particular time in the future.
- We use the future continuous/future perfect to talk about activities that will be finished before a particular time in the future.
- We often use the preposition by/in with the future perfect. It means 'some time before'.

1c Complete the rules.

- To make the future we use **will/won't + be +**
- To make the future we use **will/won't + have +**

GRAMMAR REFERENCE ▶ PAGE 54

2a Complete the predictions with these verbs in the future continuous.

do • eat • have • not drive • not grow
speak • work

- We our holidays on the moon in 2050.
- We cars that use petrol in 2050.
- Perhaps we genetically-modified food in the future.
- Most people at home via the Internet, not in an office.
- Everybody in the world English in the year 2050.
- Robots jobs like cleaning or building.
- Farmers any fresh fruit or vegetables because there won't be enough water.

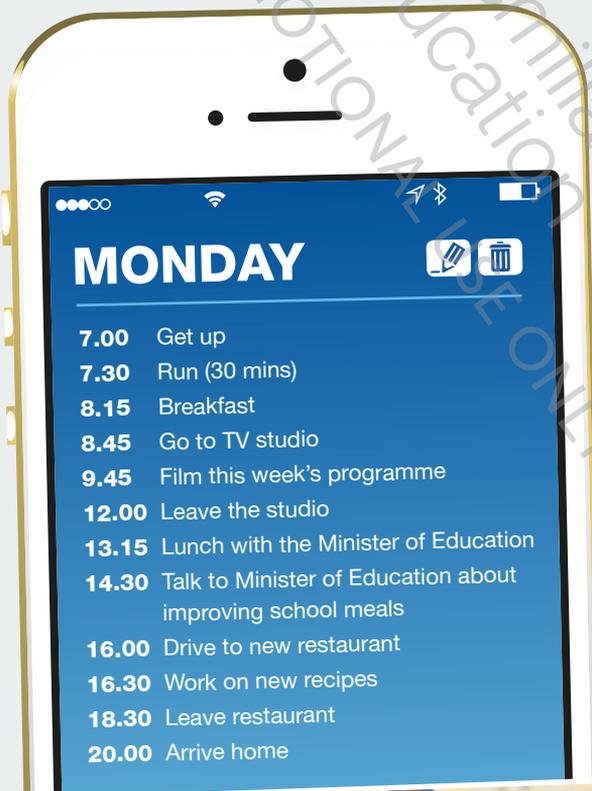
2b Which predictions in 2a do you agree with?



3 Complete these predictions about the year 2050 with the future perfect form of the verbs given. Make the sentences affirmative or negative depending on your own opinion.

- 1 By 2050 we (find) a cure for all illnesses.
- 2 We (stop) using mobile phones.
- 3 Polar bears (become) extinct.
- 4 The North Pole (disappear).
- 5 Astronauts (land) on Mars.
- 6 They (invent) clothes that can make you invisible.
- 7 Temperatures (get) much higher.
- 8 Coasts (change) because of the rising water level.

4a Oliver is a busy TV chef. Read his diary for next Monday.



4b Complete the sentences with the future continuous or future perfect of the verb given.

- 1 At half past seven next Monday Oliver (get up).
- 2 At quarter to eight he (run).
- 3 At twenty past eight he (have) breakfast.
- 4 At quarter to nine he (have) breakfast.
- 5 At ten to nine he (go) to the TV studio.
- 6 By twelve o'clock he (film) his programme.
- 7 By quarter to three he (eat) with the Minister of Education.
- 8 At three o'clock he (talk) to the Minister of Education.

4c Write one more sentence in the future continuous and one in the future perfect about Oliver's day.

5 SPEAKING Work with a partner. Ask and answer questions about what you will be doing or will have done at different times tomorrow.

What will you be doing at seven o'clock tomorrow morning?

I'll be sleeping.

6a SPEAKING Think about your life when you're 30 years old. What will/won't you be doing? What will/won't you have done? Consider these ideas and events.

- become famous • buy a house • get married
- live at home • live in a different country
- make a lot of money • study • work

6b Work with a partner. Ask and answer about 6a.

Do you think you'll be studying when you're 30?

No, I think I'll have finished.

Do you think you'll have bought a house when you're 30?

No, but I think I'll have bought a flat.



Negotiating

1 SPEAKING Work with a partner. Look at the photos of places where you can eat. How often do you eat in these places? What do you think of each of them?



2 LISTENING ▶ 24 Listen to two students doing a speaking exam. What question does the teacher ask them? What is their final answer to the question?

3a ▶ 24 Listen again. Make notes about what the students say about each place in 1.

Notepad

- 1 *Fast-food restaurant: Many people go there. Not very good for a special event.*
- 2 *School canteen:*
- 3 *Outdoor picnic area:*
- 4 *Exclusive restaurant:*
- 5 *Classmate's house:*

3b SPEAKING Work with a partner. Compare your notes.

Do you agree with the opinions and final decision?
Why/Why not?

4 Write the headings (A–C) below in the correct place in the Speaking bank.

- A Asking other people's opinions
- B Responding to other people's opinions
- C Giving your opinion

🗨️ SPEAKING BANK

Useful expressions for negotiating

- 1
 - Personally, ...
 - I think that ...
 - In my opinion, ...
 - I don't think (that) ...
 - The way I see it, ...
- 2
 - Yes, I agree.
 - Good idea.
 - Yes, you're right.
 - Yes, but ...
 - OK.
- 3
 - What do you think about ...?
 - What about ...?
 - Why don't we ...?

✓ EXAM SUCCESS

You are going to do an oral activity similar to the one in 2. In this type of activity (called 'negotiating') you usually work with another student. Who should speak more – you or your partner?

▶ EXAM SUCCESS page 144

PRACTICE MAKES PERFECT

5 SPEAKING Work with a partner. Look at the instructions and diagram on page 148. Give and justify your opinions and come to a decision using expressions from the Speaking bank.

What do you think about having a school concert?

I think it depends on the type of music.

Replying to informal invitations

1a READING Read this email invitation. **Underline the most important information that Matt wants.**

Hi Sam,
 How are you? I haven't seen you since the concert. I hope everything's going well.
 Next week my cousin Alfie is staying with me. On Saturday I'm inviting all my friends round to my house so that he can meet them all. I hope you can make it. It'd be great to see you.
 There'll be lots to eat. Please bring your MP3 player so we have plenty of good music. We'll be starting to serve food in the garden at about 12.30, so don't be late! In fact, I need one or two people to help me to get everything ready before that. Could you come a bit earlier?
 One thing – if it rains on Saturday, we'll change it to Sunday. Are you doing anything then?
 Please write back to tell me if you can come or not.
 All the best,
 Matt



1b Work with a partner. Have you **underlined** the same information?

2 Imagine you are Sam. What information do you think you should include in your reply? Make notes with your partner.

Tell him how you are

3 Read this reply. Does it include all your information in 2?

Hi Matt,
 It's good to hear from you! Everything's fine here.
 Thanks for the invitation. I'll definitely be there on Saturday. It'll be good to meet Alfie at last!
 I'm sorry but I won't be able to be there before 12.30 because I've got a basketball match in the morning. But, don't worry. I won't be too late! Would you like me to bring anything apart from music? Something for dessert maybe?
 I don't think it'll rain on Saturday. I hope not because on Sunday it's my parents wedding anniversary and they're taking us out for the day. Sorry, but I won't be able to come if it isn't on Saturday.
 Thanks again for the invitation. I'm really looking forward to it!
 All the best,
 Sam

4 Are the invitation and reply formal or informal? How do you know?

5 Look again at the invitation and reply and complete the examples in the Writing bank.

WRITING BANK

Useful expressions in informal invitations and replies

Invitations:

- Please come!
- I hope you (a)
- It'd be great (b)
- I'd love to see you there.
- Please write (c) to tell me if you can come or not.

Replies:

- (d) for the invitation.
- I'm (really) (e), but I won't be able to (be there/come) because ...
- (f) you like me to bring anything?
- I'm really (g) to it!

EXAM SUCCESS

You are going to do a piece of writing where you need to reply to an email and give specific information that the writer of the email needs. How do you know what information to include and what style (formal or informal) to use?

➤ EXAM SUCCESS page 145

PRACTICE MAKES PERFECT

6a Read the email invitation below. **Underline the important information that the writer wants from you.**

Hi!
 How are you? Are you doing exams at the moment or have you already finished? I finished yesterday.
 In a couple of weeks my brother is going to the US to study. We're having a party next Saturday so that people can say goodbye to him. We'd love to see you there. Please come!
 We'll have lots of soft drinks. But if you remember, can you bring some snacks – some sandwiches or cakes or something? The party will be starting at 6 pm. What time do you think you'll be coming? I'll probably need one or two people to help me to tidy up after. Do you think you'll be able to stay and help?
 Anyway, I hope you can make it! Please write back to tell me if you can come or not.
 All the best,
 Ella

6b Write a reply to the email invitation. Invent and include all the information that the writer wants from you. Write in the correct style and use expressions from the Writing bank.

Grammar reference

be going to and will

We use **be going to** for plans and intentions which we have already decided to do in the future.

We've decided that we're going to eat out.

We can also use **be going to** to make predictions about the future, particularly when we have evidence for the prediction.

I've studied hard for this exam. I think I'm going to pass.

We use **will** and **won't** to make general predictions about the future. We often use **think, hope, expect** etc. with **will** and **won't** to express our opinion.

I think our next exam will be easy.

We also use **will** and **won't** when we decide to do something at the moment of speaking.

You look tired. I'll make the dinner tonight.

We use **will** and **won't** to talk about the future when it is an objective truth.

It's my birthday next week. I'll be seventeen.

Present continuous and present simple for future

We use the **present continuous** to talk about future arrangements or plans that have been confirmed.

Tomorrow we're eating at an expensive restaurant. My parents booked last week.

We use the **present simple** directly after time expressions like **when, as soon as, until, after** and **before**. We cannot

use **will** with these time expressions.

When I go to the shops, I'll buy something to eat.

We can also use the **present simple** to talk about the future when the action is part of a timetable or routine.

My class starts at 8 am tomorrow.

Future continuous

FORM

Affirmative	subject + will + be + -ing She will be having lunch at one o'clock tomorrow.
Negative	We won't be having dinner at 6 pm tomorrow.
Question	Will you be having breakfast at this time tomorrow?
Short answers	Yes, I will . No, they won't .

USE

We use the **future continuous** to talk about activities in progress at a particular time in the future. The activities are in progress and so they are unfinished.

Future perfect

FORM

Affirmative	subject + will + have + past participle She will have had lunch by 3 pm.
Negative	We won't have finished the exam by half past nine.
Question	Will you have done your homework by 9 pm tonight?
Short answers	Yes, I will . No, we won't .

USE

We use the **future perfect** to talk about activities that will be finished by a certain time in the future.

We often use the preposition **by** with the future perfect. It means 'some time before'.

Vocabulary

Food Dairy products: cream • semi-skimmed milk • **Fruit:** peach • plum • **Meat/fish/seafood:** chicken • lamb • prawn • tuna • turkey • **Sweets/bakery products:** pancake • pie • **Vegetables:** carrot • lettuce • olive • pea sweetcorn • **Others:** dessert • dish • main course • oil • rice • snack • starter

Describing food baked • boiled • fast • fresh • fried • frozen • healthy/unhealthy • raw • roast • spicy • stale • tasty

Prefixes cooperate • disadvantage • international • misunderstand • overbook • overcooked • precooked • recooked • redo • undercooked • underestimate

Other words and phrases ➤ page 138

Grammar revision

Present simple for future

/ 6 points

1 Complete the dialogue with the present simple or will.

Alex: What time (a) your train
..... (leave) tomorrow?

Liam: I don't know. When I (b)
(arrive) at the station tomorrow, I
(c) (look) at the
information screen.

Alex: (d) you
..... (remember) to call me
as soon as you (e) (get)
there?

Liam: Don't worry. I (f) (call)
you.

will, be going to, present continuous for future

/ 7 points

2 Choose the correct alternative.

1 **A:** What are you going to do this weekend?

B: I'll have/'m having a party. I've invited fifty people!
And you?

A: I haven't made any plans. I know! I'll call/'m calling
Brad.

2 **A:** Look at the clouds.

B: Yes. It's raining/going to rain this afternoon.

3 I think temperatures will get/are getting higher in the
future.

4 Tomorrow Jo will be/is being twenty-one.

5 I'm sure that Mo will win/is winning the race tomorrow.

6 I can't see you tomorrow. I'll go/'m going to visit my
cousin.

Future continuous and future perfect

/ 7 points

3 Complete the sentences using the future continuous or future perfect form of the verb given.

1 I'll do my homework between 6 pm and 8 pm.
By 9 pm (do my homework)

2 She's going to study English for one month next
August.
On 15th August (study English)

3 Tomorrow I'll get up at 11 am.
At 10 am (sleep)

4 Tomorrow I have an appointment at the dentist
from 4 to 4.30 pm.

By 5 pm (leave the dentist)

5 We need to give him the money before Thursday.
By Friday (give him the money)

6 I'm going for a run tomorrow between 5 and 6 pm.
Tomorrow at 5.15 pm (run)

7 He's reading the last pages of the book now.
By tomorrow (read the book)

Vocabulary revision

FOOD

/ 7 points

1 Put the letters in order to make food. What type of food is each one (e.g. meat, fish, etc)?

- cutlete
- yerkut
- torcar
- mulp
- marce
- warpn
- pecanak

DESCRIBING FOOD

/ 6 points

2 Complete the sentences with these words. There are two words you don't need.

boiled • fresh • fried • raw • roast • spicy • stale • tasty

- Waiter! This fish isn't It smells terrible.
- This bread is It's at least a week old!
- Don't eat too much food. A lot of oil can be bad for you.
- Take the egg out of the hot water. I think it's now.
- A:** Why are you crying?
B: I'm not. It's this dish. It's really hot and
- They make sashimi with fish. They don't cook it.

PREFIXES

/ 7 points

3 Underline the prefix. Then write the meaning of the prefix next to each word.

- | | | |
|----------------------|-----------------------|-----------------------|
| 1 disadvantage | 4 underestimate | 6 misunderstand |
| 2 recook | 5 international | 7 overbook |
| 3 cooperate | | |

Total: / 40 points

Reading

1 You are going to read about the coldest city on Earth. Work with a partner. Make predictions about life there.

2 **READING** Read the text and check your predictions.

TIP FOR READING EXAMS

In reading activities where you complete a text with missing sentences, remember ...

First read the text quickly to get a general idea. Then read the missing sentences and find the sections of the text where you think the sentences go. Read those sections again slowly and carefully.

► EXAM SUCCESS page 144

YAKUTSK:

life in the coldest city on Earth

At -45°C wearing glasses is not a good idea. 1 I know this because I've just arrived in Yakutsk, a place where friendly local people suggest not wearing glasses when you go outside.

2 It's famous because it is probably the coldest city on Earth. In January, the most freezing month, the *highest* temperature is -40°C. Today it is -43°C and the city is covered in freezing fog which only allows you to see ten metres in front of you. I decided to come to Yakutsk myself to find out how people can survive in the coldest city on Earth.



In January, the highest temperature in Yakutsk is -40°C

I soon discover that local people describe -40°C as 'cold, but not very cold'. 3 Before I go outdoors in Yakutsk for the first time I put on two pairs of socks, long underwear, two big jumpers, a heavy winter coat with hood, two pairs of gloves, and a hat. And when I walk out, I feel ... fine. In fact, I feel good.

4 Then I just can't feel it, and that is dangerous. Then the cold penetrates my two pairs of gloves and starts to attack my fingers. Next it's my ears. And then my legs. Finally my whole body hurts and I decide to go back indoors. I look at my watch. I've been outside for just 13 minutes.

5 Now it takes six hours by plane. There are no trains to Yakutsk. The other alternatives are a 1,000 mile boat ride up the Lena River (only during summer, when the river isn't frozen) or a 1,200 mile drive on the 'road of bones' (only during winter), which runs over frozen rivers.

6 Workers continue working on building sites up to -50°C. When it gets colder than this the metal becomes too fragile to work with. Children go to school unless it's below -55°C. 'Anyway, it's a nice cold here, because we don't have wind,' says university professor Vasily Illarionov. 'When it's -40°C I like to walk to work. I like our weather, but I don't think I could live somewhere windy.'

7 There are two or three weeks when the temperatures rise to 30 or 35°C. None of the buildings have air-conditioning and the air is full of mosquitoes and other insects. And there's just time to make repairs and prepare for the next winter. 'Of course it's difficult to live here' says Vladimir Fyodorov, editor of the regional newspaper. 'But the people here were born here. It's our home. What can you do about it?'

3 Read the text again. Complete it with sentences a-g.

- a The inhuman temperatures are just part of daily life for the residents of the city.
- b In the past it took more than three months to get to Yakutsk from Moscow.
- c In fact one person told me that last November was exceptionally warm – -25°C!
- d Yakutsk is a remote city in eastern Siberia with a population of 200,000.
- e But after a few minutes, the cold weather starts to make my face feel uncomfortable.
- f The metal sticks to your face and it's extremely painful when you try to take your glasses off.
- g Unfortunately, the summers in Yakutsk sound worse than the winters.

Speaking

TIP FOR SPEAKING EXAMS

In negotiating activities, remember ...

Work with your partner and take turns to speak. Help your partner to speak if you think you are speaking too much or if your partner is not speaking enough.

► EXAM SUCCESS page 144

4 Work with a partner. Make a list of six different places or things to visit in or near where you live.

5 **SPEAKING** Imagine that a friend from the US called Tom is going to come and visit you for a day. You and your partner must decide which are the two best places in your list in 4 to take your friend and why. Ask for your partner's opinions and respond to them.

What do you think about going to the river with Tom?

Good idea. But to go to the river we need good weather.

Use of English

TIP FOR USE OF ENGLISH

In multiple-choice cloze activities, remember ...
Read the complete text first without thinking about the gaps. Then read again and think of words that could go in each gap. Look at the alternatives. Are any words the same as yours?

➤ EXAM SUCCESS pages 144

6 Read this text about genetically-modified foods. What are they? What good and bad aspects of these foods appear in the text?

Genetically-modified (GM) foods are foods which come from plants and animals that scientists (1) changed through genetic engineering. For example, you can make a strawberry plant more resistant to the cold by adding a gene from an alpine plant that is able to live even when the weather is (2) freezing. These organisms are stronger than natural organisms so they can grow in difficult conditions. The biotech companies that make GM organisms say that they will help to end world hunger. But organisations like Greenpeace are (3) that the real reason for their development is so that multinational biotech companies can control food production in the world and make money.

The truth is that nobody knows what the effects of GM foods may be. Scientists have (4) investigating the possible consequences (5) more than ten years, but they still can't predict all the possible impacts on plants, animals and human health. They say that by the time we understand the effects, it will probably be too late and the biotech companies will (6) contaminated the environment so badly that it will be impossible to fix the problem. Because GM organisms grow faster and stronger (7) natural organisms, once they mix with other natural varieties they will probably change these natural species forever. But some scientists have already predicted that we will all (8) eating GM foods in the future because they will be so good for our health.

7 Read the text again. Choose the best answer (A, B, C or D) to complete the text.

- | | | | | |
|---|----------|-------------|------------|-----------|
| 1 | A are | B has | C have | D will |
| 2 | A really | B extremely | C quite | D very |
| 3 | A true | B convinced | C thinking | D seeing |
| 4 | A wanted | B had | C been | D already |
| 5 | A for | B since | C already | D yet |
| 6 | A finish | B have | C be | D already |
| 7 | A that | B then | C than | D with |
| 8 | A be | B are | C have | D can |

Writing

TIP FOR WRITING EXAMS

In transactional activities, remember ...
It is essential to write in the correct style – informal, semi-formal or formal. Only use contractions and informal expressions in informal texts.

➤ EXAM SUCCESS page 145

Hi!

I'm having a party at 8 pm on 18th June to celebrate the end of term and I'd love you to come. You don't need to bring drinks, but I'm asking everyone to bring food. And can you come early to help me get everything ready?

Hope you can make it!

Matt

8 Write a reply to Matt's invitation.

- Tell Matt what food you are going to bring.
- Explain why you can't come early to help.
- Ask if you can bring a friend to the party.
- Offer to help tidy up after the party.

'CAN DO' PROGRESS CHECK UNITS 3-4

CEF

1 How well can you do these things in English now? Give yourself a mark from 1 to 4.

- 1 = I can do it very well.
2 = I can do it quite well.
3 = I have some problems.
4 = I can't do it.

- | | | |
|---|---|--------------------------|
| a | I can talk about past activities using the present perfect simple and continuous. | <input type="checkbox"/> |
| b | I can describe cities and use extreme adjectives. | <input type="checkbox"/> |
| c | I can understand written and spoken texts about city life. | <input type="checkbox"/> |
| d | I can describe different parts of a photo. | <input type="checkbox"/> |
| e | I can write emails describing places. | <input type="checkbox"/> |
| f | I can talk about the future using different verbs and tenses. | <input type="checkbox"/> |
| g | I can talk about meals and describe food. | <input type="checkbox"/> |
| h | I can form new words by adding prefixes. | <input type="checkbox"/> |
| i | I can negotiate with somebody by asking for, giving and responding to opinions. | <input type="checkbox"/> |
| j | I can write simple replies to invitations. | <input type="checkbox"/> |

2 Now decide what you need to do to improve.

- 1 Look again at my book/notes.
- 2 Do more practice exercises.
➤ WORKBOOK Units 3 and 4
- 3 Ask for help.
- 4 Other: