

Topic: Food

Checking of the hometask

Grammar Present perfect + Past Simple tasks revision

Tasks from the book Speak Out

Homework: learn new words, Syvak, Kovalchuk, p. 85-88

Resources:

“English” for first year students : навч.-метод. посіб. для студ. всіх спец. вищ. навч. закл. / І.С. Ковальчук, О.Б. Сивак.

Speakout. Pre-Intermediate. Student's Book. 2nd Edition — Pearson Education Limited, 2015 - 176p

Speakout. Pre-Intermediate. Workbook. 2nd Edition — Pearson Education Limited, 2015 – 94 p

<https://www.perfect-english-grammar.com/>

- G** may, might, will
- P** intonation: certainty/uncertainty
- V** food

VOCABULARY

FOOD

1 A Work in pairs. How many types of food can you think of for each of the categories below? Make a list.

- vegetables
- desserts
- meat
- fruit

B Compare your lists with other students.

▷ page 157 **PHOTOBANK**

C Work in pairs. Discuss the questions.

- 1 What is your favourite food?
- 2 Do you ever eat food from other countries/cultures? If so, what?
- 3 Which of the dishes in the photos do you often/sometimes/never eat? Would you like to try any of them?



falafel



sushi



paella



burrito

LISTENING

2 A Work in pairs. Look at the pictures and read the sentences about food of the future. Do you think they are true (T) or false (F)?

1 In the future, more people may eat insects.

2 In the future, we will be able to make food from mud, wood and seaweed.

3 In the future, kitchen tools (e.g. knives) might give us information about the food in the kitchen.

B ▶ 6.3 Listen to an interview with a food expert and check your answers.

C Complete sentences 1–6. Then listen again to check.

- 1 We may see some changes, things that you might not understand as food g_____.
- 2 Insects are rich in protein, low in fat, and easy to f_____.
- 3 Scientists have already found ways to create meat in the l_____.
- 4 We're also looking at ways to make proteins out of things like mud and wood and also s_____.
- 5 Other developments on your kitchen table include an intelligent k_____.
- 6 Really giving people more i_____ about their food.

speaKout TIP

When we aren't sure of a word we hear, we can often guess: What letter does the word begin with? How many syllables does it have? Do we recognise the ending of the word (e.g. *-tion*, *-y*, *-ed*)? Does the context tell us the type of word (e.g. noun, verb, adjective)? After guessing, check with a friend, your teacher or the audio script.

GRAMMAR

MAY, MIGHT, WILL

3 A Read sentences a)–d) and answer the questions about the phrases in bold.

- We **might see** them (insects) on menus.
- We **may see** some changes.
- An intelligent knife **will tell** you all about the food it's cutting.
- It tastes awful now, but ... it **won't** in the future.

- Which one is negative?
- Which ones mean 'probably, but we don't know'?
- Which one is a strong prediction about the future?

▷ page 138 **LANGUAGEBANK**

B ▶ 6.4 **INTONATION: certainty/uncertainty**

Listen to four sentences. In which sentences are the speakers uncertain?

C Listen again. Notice how the speakers say *will*, *might*, *may* and *won't*. When the speaker is not sure, do *will*, *might*, *may* and *won't* sound longer or shorter?

4 A Write responses to sentences 1–7. Use the prompts in brackets with *might/might not*, *may/may not* or *will/won't*.

- We're having a picnic. (rain) *It might rain.*
- I'm becoming a vegetarian. (lose / weight)
- Let's go to the best restaurant in town. (be / expensive)
- I want to stop eating junk food. (feel / healthier)
- Let's go to the café for breakfast. (not / be / open)
- I want to try eating octopus. (not / like / it)
- I'm going to do a cooking course. (enjoy / it)

B Work in pairs and take turns. Student A: say something is going to happen. Student B: respond using *may*, *might*, *will* or *won't*. Continue the conversation.

A: *We're having a picnic.*

B: *It might rain.*

A: *Don't be so negative! The sun's shining.*

B: *That's true, but you should take an umbrella.*

SPEAKING

5 A Work in pairs. Do you agree with sentences 1–6 below? Tick the four most interesting sentences.

- In the future, nobody will be hungry for long.
- People won't eat animals in the future.
- More people might grow food to save money.
- Families won't have time to eat together.
- The next generation may not know how to cook; they will order food on the internet.
- I might learn how to cook in the future.

B Compare your ideas with other students.

A: *Number 1 might happen, but it won't happen soon.*

B: *I agree. There is enough food in the world, but it is not reaching the people who need it.*

WRITING

SENTENCE STRUCTURE

6 A Work in pairs. Read the extract from a blog below and discuss the questions.

- When and why did Fernanda move from her home city?
- What does she say about Colombian food and Colombian cooking?
- What food did she try in the US and who made it?

how important is food in your life



Fernanda Huerta-Gonzalez, from Colombia, talks about food.

In my late twenties I moved from my home in Medellin, Colombia, to the United States to continue my studies. It was a good move, but I missed my family and friends. I also missed Colombian food. In my country we have a lot of special dishes like *mondongo* and *peto*, and we take our time preparing food. People say we cook with love!

While in the US, I met other international students, and twice a month we got together and cooked for one another. It was wonderful, and I tasted food from many countries: Libya, Poland, Tunisia, Peru and Japan. I also made many good friends. My time in the US taught me the importance of food as a part of culture and a way to bring people together.

B Compare the two examples below. What do you notice about the length of the sentences?

I was in my late twenties. I went to the United States. I went to continue my studies.

I was in my late twenties when I went to the United States to continue my studies.

speakout TIP

Short sentences may sound unconnected. Long sentences can be difficult to understand. Try to use *and* only once in a sentence. In the next sentence, use *also*. Look at your last piece of writing. Can you use this tip to improve sentence structure?

C Find two examples of the *and/also* pattern in the blog.

D Choose one of the topics in the box below and write a paragraph. Use different sentence lengths.

cooking restaurants favourite food family meals

I love cooking.

One of my favourite restaurants is ...

Lesson 6.2 FOOD

- Which of these foods do you a) never eat b) eat a lot of?
- Which types of food/drink do you think are a) very good b) very bad for your health?

GRAINS



corn



wheat



oats

MEAT AND FISH/SEAFOOD



chicken



duck



beefsteak



leg of lamb



fish



shrimps



mussels



lobster

DAIRY



milk



cheese



cream



yoghurt

DESSERTS



jelly



cake



biscuits



ice cream



tea



coffee



orange juice



fizzy drink

VEGETABLES



soya beans



potatoes



carrots



spinach



broccoli



cabbage



lettuce



peas



onion



garlic



cucumbers



courgettes

FRUIT



pineapple



apple



orange



grapes



grapefruit



bananas



kiwi fruit



mango



melon



watermelon



plums



lemon

6.2 **may, might, will**

Use *may/might* + infinitive to talk about probable situations.

We also use *may/might* + infinitive to talk about future possibilities.

*I **might go** to the party.*

*They **might not arrive** today.*

*We **may have** some problems.*

*She **may not like** the dress.*

Do not use contractions with *might not* and *may not*.

The question form with *might* is rare.

The question form with *may* is used for asking permission.

It is a very polite form.

***May I sit** here?*

***May I open** the window?*

Use *will* + infinitive to talk about a future prediction.

The negative of *will* is *won't* (or *will not*).

*I **will be** home at 9p.m. tonight.*

*She **won't come** here tomorrow.*

***Will they win** the match?*

In spoken English, use the contracted form of *will* (*'ll*) in positive sentences. Do not use it in questions.

*I **'ll be** home at 9p.m. tonight.*

It is common to use *think/don't think* + *will*.

*I **think she'll** get the job.*

*I **don't think I'll** go to university next year.*

VOCABULARY

FOOD

- 1 Find seven types of fruit using these letters. You can use the letters more than once.



- 2 Complete the words in the menu and the recipe.

THE TERRACE
BISTRO MENU

CHEF'S CHOICE

Tender baby ¹ch__ck__n grilled in a ²l__m__n and herb sauce.
Served with rice and ³br__cc__l__.

MEAT-EATER'S DELIGHT

⁴B__fst__k marinated in a cream and ⁵sp__n__ch sauce.
Served with ⁶p__t__t__es.

KING'S FEAST

Roasted ⁷l__g__f l__mb with rice, ⁸c__bb__ge and freshly steamed ⁹c__rg__tt__s.

Pasta Atlantica

- Fry 50g of ¹⁰shr__mps in a pan with a little butter.
- Add ¹n__ns and ¹²g__rl__c to the pan.
- Boil 50g of ¹³m__ss__ls.
- Cook the pasta.
- Mix the pasta and seafood and put in a tray.
- Add a layer of ¹⁴ch__s__ on top and cook in the oven for twenty minutes until brown.

GRAMMAR

MAY, MIGHT, WILL

- 3 Circle the correct option to complete the sentences.

- 1 **A:** What are you doing this weekend?
B: I'm not sure. We _____ go to the seafood restaurant.
a) may b) will c) won't
- 2 **A:** Will that café on Wardour Street be open tomorrow?
B: I don't know. It _____ be.
a) will b) won't c) might
- 3 **A:** I've cooked little Johnny some vegetables for tonight's dinner.
B: Thanks, but he _____ eat them.
a) might b) will c) won't
- 4 **A:** Can I try your food?
B: Be careful. It _____ be too hot for you.
a) may b) won't c) may not
- 5 **A:** Do we need to buy any ingredients for this recipe?
B: Maybe. We _____ have enough garlic. Can you check?
a) won't b) might not c) will
- 6 **A:** You know Melissa's a vegetarian, don't you?
B: OK, I _____ cook meat.
a) won't b) will c) may
- 7 **A:** Are you going to that new bar before you leave town?
B: I don't know. I hope so, but we _____ have time.
a) won't b) will c) may not
- 8 **A:** What are your predictions for food in the future?
B: The good news is I think it _____ be more healthy.
a) won't b) will c) might not

- 4 Put the words in the correct order to make six predictions about food.

1 more / eat / know / people / what / about / will / they

People will know more about what they eat.

2 future / we / animals / the / eat / won't / in

3 eat / food / we / more / organic / may

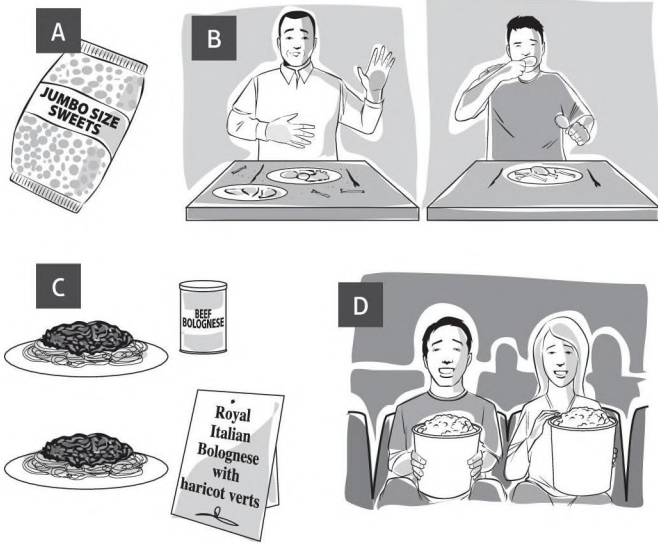
4 might / illegal / junk / become / food

5 fatter / people / West / will / the / get / in

6 the / left / may / there / sea / not / be / in / fish / any

READING

5 A Read the text and match pictures A–D with paragraphs 1–4.



B Read the text again and circle the correct option.

- Why did Wansink do the experiments?
 - to improve the food we eat
 - to discover why people eat more than they need
- How did Wansink do his experiments?
 - He asked questions about what people ate.
 - He gave free food to people and then watched them.
- Who ate more?
 - the people who thought their food was expensive
 - the people who thought their food was cheap
- What was interesting about the popcorn experiment?
 - The popcorn didn't taste good.
 - The popcorn had different colours.
- Who ate more chicken?
 - the people with messy tables
 - the people with clean tables
- Who ate more sweets?
 - the people whose sweets had seven colours
 - the people whose sweets had ten colours

C Match the words in bold in the text with these meanings.

- giving your attention to something _____
- many different types of things _____
- scientific tests to find information _____
- based on a calculation of what most people do _____

How to eat less

Brian Wansink of Cornell University did some **experiments** to show why we eat too much. Here are some of the results.

1 Wansink invited a group of people to lunch. He told half of them they were eating something expensive and delicious: Royal Italian Bolognese with haricots verts. He told the other half they were eating cheap food from a can. In fact, both groups ate the same food. He secretly watched them. The ones who thought they were eating expensive food ate much more than the others.

CONCLUSION: If people think the food sounds good and is expensive, they think it tastes better.

2 Wansink did an experiment at a cinema in Chicago. He gave everyone a free bag of popcorn, but the popcorn was old and tasted bad. Most people noticed this, but they still ate almost all of it.

CONCLUSION: How much we eat depends on: where we are (in the cinema); what we are doing (**concentrating** on a film, not on food); what other people are doing (eating popcorn). These things may be more important than the taste of the food.

3 Wansink went to a sports bar and gave the customers free chicken. The waiters cleaned half the tables every few minutes and took away the chicken bones. No one cleaned the other tables. The people with clean tables ate seven pieces of chicken **on average**. The others ate five.

CONCLUSION: When we see how much we're eating, we eat less. When we can't see how much we're eating, we eat more.

4 Wansink invited people to watch a video. He gave them each a bag of sweets to eat during the film. Half the bags had sweets with seven different colours. The other bags had sweets with ten different colours. The people whose sweets had more colours ate forty-three more sweets than the others.

CONCLUSION: When there is a big **variety**, people want to try everything, so they eat more.

WRITING

SENTENCE STRUCTURE

6 A Join the sentences with *and*, *but* or *when*. Use each word twice.

- I have always liked cooking. I cook every day.

- I was very young. I cooked my first meal.

- I don't eat much meat. I eat a lot of fish.

- I was working as a chef in a horrible hotel. I decided to open my own restaurant.

- I don't drink alcohol. I use a little wine in some of the dishes I prepare.

- I like meeting customers at my restaurant. I ask them about the food.

B Put the words *and* and *also* in the correct place in the sentences.

- My favourite types of food are pasta fresh fish. I like fruit.
- Every morning I buy vegetables herbs from the market. I buy meat there.
- I find that the food in the market is fresher better quality. It's cheaper.



Past Simple and Present Perfect

Choose the past simple or the present perfect.

1. Last night I _____ (lose) my keys – I had to call my flatmate to let me in.
2. I _____ (lose) my keys – can you help me look for them?
3. I _____ (visit) Paris three times.
4. Last year I _____ (visit) Paris.
5. I _____ (know) my great grandmother for a few years - she died when I was eight.
6. I _____ (know) Julie for three years – we still meet once a month.
7. I _____ (play) hockey since I was a child – I'm pretty good!
8. She _____ (play) hockey at school, but she _____ (not / like) it.
9. Sorry, I _____ (miss) the bus, so I'm going to be late.
10. I _____ (miss) the bus, and then I _____ (miss) the aeroplane as well!
11. Last month I _____ (go) to Scotland.
12. I'm sorry, John isn't here now. He _____ (go) to the shops.
13. We _____ (finish) this room last week.
14. I _____ (finish) my exams finally – I'm so happy!
15. Yesterday, I _____ (see) all my friends. It was great.
16. I _____ (see) Julie three times this week!
17. She _____ (live) in London since 1994.
18. She _____ (live) in London when she was a child.
19. I _____ (drink) three cups of coffee this morning.
20. I _____ (drink) seven cups of coffee yesterday.

Present Perfect or Past Simple 2

Choose the present perfect or past simple.

1. I _____ (see) three police cars this morning (it's still morning).
2. After he _____ (arrive) home, he _____ (unpack) and _____ (go) to bed early.
3. A: What's wrong?
B: I _____ (break) a glass!
4. My grandparents only _____ (know) each other for a few months before they _____ (get) married.
5. I _____ (be) in London for three years. I love it here.
6. We _____ (see) Julie last night.
7. He _____ (be) a teacher before he _____ (become) a musician.
8. When the boss _____ (walk) into the room, we _____ (know) someone was going to get fired.
9. The children _____ (break) a window in the school last week.
10. He _____ (see) that film last year.
11. Lucy _____ (break) her leg, so she can't come skiing.
12. Julie _____ (arrive)! Come and say hello!
13. They _____ (be) cold when they _____ (arrive) home.
14. Jack _____ (break) his arm when he _____ (fall) off a horse in 2005.
15. I _____ (know) about the problem for months, but I _____ (not / find) a solution yet.
16. A: When _____ (you / arrive)?
B: At 10pm last night.
17. She _____ (be) a teacher for ten years, and she still enjoys it.
18. How long _____ (you / know) Jill? I know you see her often.
19. I _____ (see) the sea before.
20. A: Hello
B: Hi Mum, it's me. I just wanted to say I _____ (arrive) safely and everything is fine.



Past Simple and Present Perfect 3

Choose the past simple or the present perfect.

1. We _____ (go) to the theatre last week.
2. Yesterday I _____ (have) dinner with a friend.
3. I _____ (never / taste) champagne.
4. When I _____ (be) a child, I _____ (love) ice skating.
5. I _____ (not/ have) any coffee today – I feel very sleepy!
6. I _____ (not / drink) any coffee yesterday.
7. I _____ (read) all his books – I think he's a wonderful writer.
8. What _____ (do) at the weekend?
9. I _____ (always / love) tea – I drink it every day.
10. What subject _____ (she / study) at university?
11. John _____ (lose) his bus pass – can he borrow some money?
12. How long _____ (you / know) Susie for?
13. He _____ (be) married for ten years (but he got divorced).
14. _____ (you / ever / go) to Central Park in New York?
15. How many books _____ (she / write) so far?
16. He _____ (wash) the dishes, _____ (clean) the living room and _____ (cook) dinner last night.
17. My great-grandfather never _____ (leave) Scotland.
18. She _____ (come) to London in 1997.
19. She _____ (never / see) snow before.
20. He _____ (be) married for thirty-five years (and he's still married now).



Present Perfect or Past Simple 4

Choose the present perfect or past simple.

1. I _____ (never / go) to Vienna.
2. My great great grandfather _____ (have) five sisters
3. He _____ (live) in Manila for a year when he was a student.
4. Oh no! I _____ (lose) my wallet!
5. _____ (you / see) Julie today?
6. At the weekend, they _____ (play) football, then they
_____ (go) to a restaurant.
7. I _____ (read) six books this week.
8. Amy _____ (live) in Portugal when she was young.
9. She _____ (visit) her grandmother last month.
10. The Vandals _____ (invade) Rome in the year 455.
11. She _____ (live) in seven different countries, so she knows a lot
about different cultures.
12. I _____ (go) to the cinema last night.
13. Ow! I _____ (cut) my finger!
14. _____ (you / see) 'The King's Speech'?
15. John _____ (never / understand) the present perfect.
16. She _____ (break) her leg the day before her exam.
17. We _____ (see) Oliver yesterday.
18. He _____ (be) here all morning.
19. They _____ (live) here for many years (and they still do).
20. King Henry the Eighth of England _____ (have) six wives.