

## 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



burger

## 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



## 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.

## 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