Agenda

- Project intro.
- 2. Unit 7A
- 3. Break
- 4. Unit 7B

*Before the class starts, pick up your quiz 1 and writing 1 on the front desk.

- Do NOT make a mess.
- Answer key will be uploaded to TronClass tomorrow.
- Quizzes and writings that aren't picked up will be shredded after class.

Finish the Project Group List by Feb 29th

 https://docs.google.com/spreadsheets/d/1ECfnwhFEuPt HRRpU82 58weydP4v0HonKDNv8TDyprY/edit?usp=sharing

Unit 7 Tell me what you eat

In this unit, we are going to talk about food. With a partner, write as many examples as you can. You are **not allowed** to use a dictionary.

fruit	vegetables	meat & fish / seafood	snacks	drinks
e.g. apple	e.g. carrot			

What do you usually eat for breakfast?

lunch? dinner? a snack?



VOCABULARY Food, drink and flavours

- Work in pairs. Discuss the questions.
 - What's your favourite food? Would you like the food in the photo?
 - Is there any food you really don't like? What is it? Why don't you like it?

Match each food or drink with a type and a flavour. (Two don't match with a flavour.) Use a dictionary if necessary.

Food / Drink	Туре	Flavour
chilli powder	fruit	salty
lemon	vegetable	sweet
coffee	meat	sour
strawberry	spice	bitter
potato crisps	drink	-spicy
tomato no flavour	dessert	
ice cream	snack	
beef / no flavour		

1. chilli powder

Type = spice Flavour = spicy

3. coffee

Type = drink Flavour = bitter

2. lemon

Type = fruit Flavour = sour

4. strawberry

Type = fruit Flavour = sweet

5. potato crisps

Type = snack Flavour = salty

7. <u>ice cream</u>

Type = dessert Flavour = sweet

6. tomato

Type = vegetable (or fruit) Flavour = no flavour

8. **beef**

Type = meat Flavour = no flavour Think of at least one more food or drink for each of the five flavours. Make a list.

Flavour	Food or drink
salty	cheese
sweet	orange juice
sour	kimchi
bitter	bitter melon
spicy	curry chicken

■ Match the food or drink (1–8) with the best description (a–f). Two do not have a description.

1 curry 5 pasta

2 french fries **6** tea

3 prawns **7** tomato

4 ice cream 8 apple

pasta a Most people think of this food as Italian, but many experts think it probably came from Chinese noodles originally.

curry b This is a spicy food originally from India. The strong flavour comes from the hot pepper and other spices that cooks use.

tomato c Many people think this red fruit is a vegetable, because it is often used in salads or salty sauces. People in Mexico first grew and ate it more than 2,000 years ago.

tea d Like coffee, this drink is bitter. People often add sugar to make it sweet. People in China were probably the first to drink it, but now it's popular around the world.

French fries e This salty food is similar to chips. People eat it as a snack or with a meal. No one is sure, but it may come from Belgium.

This dessert often comes in sweet fruit flavours like strawberry. It's very cold, and may come from China, but became very popular in Italy and the UK about three hundred years ago.

LISTENING

6 Work in pairs. Look at the photo. Why do you think people want to grow vegetables under the sea?



• Farmers don't have to worry about bad weather, e.g. strong winds, hot/cold temperatures, or pests.

- What might be the difficulties?
 - It might be expensive and difficult to monitor.

Would it be taste okay and be safe to eat?



You will now hear a conversation between two students talking about their science projects.

- Listen to a conversation. Which two of the topics (a–c) do the people talk about? Write 1 and 2 in the order you hear them. There is one extra topic.
 - **2 a** food for the future
 - 1 **b** the importance of smell
 - c tasting what we see Extra topic

- Listen to the conversation again. Are the sentences true (T) or false (F)? A1
 - (put a sour lemon sweet in your mouth)
- **F** 1 Mark gives Kasia something spicy to taste. F 2 Kasia tastes more with her nose closed. (open your nose. Wow! I can really taste
- **T 3** The nose is more important than the mouth for tasting.
- **F** 4 When Kasia has a cold, the only thing she can taste is sweet food. (when I have a cold and my nose is blocked, the only food I can taste is really spicy food.)
- T 5 There will be a lot more people on Earth in about thirty years. (there will be nearly ten billion people on Earth in 2050.)
- T 6 In the future, meat might come from laboratories 7. (They have grown strawberries in special glass instead of farms. boxes underwater.)
- **7** Scientists are already growing fruit under the sea. 8. (I guess we won't need as
- F 8 More land will be necessary for farms in the future. much land for farms.)

Answe	ers to Exercise 7 are in bold .	Mark
Part 1		Kasia
Mark	Hi Kasia. How's your project going?	Mark
Kasia	Hi, Mark Project?	
Mark	For our food science course. We're giving the presentations next week, remember?	
Kasia	Oh, yeah. It's going really well so far.	Kasia
Mark	Yeah, mine too. Want to see something really cool?	
Kasia	Sure.	Mark
Mark	OK, I'll show you. Try this: Hold your nose closed and put a sour lemon sweet in your mouth. Here, take this one.	Kasia
Kasia	Mmmm OK	

Notice the flavour, and then open your nose.

Right! When you open your nose, suddenly, you can

I've noticed that when I have a cold and my nose is

blocked, the only food I can taste is really spicy food.

That's really good. I'm going to try that with my brother

sometime. Your teacher will love it! You'll get an A for

taste it a lot more! We usually think that our mouth

is where we taste food, but actually, the nose is far

Wow! I can really taste it!

more important.

Right!

sure!

Part 2	· Note: Il signedigi avai di la
Kasia	My project is about how we're going to feed everyone as the world's population grows. Scientists think that there will be nearly ten billion people on Earth in 2050. We're going to need more food.
Mark	So what are we going to eat?
Kasia	Well, we might not have farm animals for food, because keeping animals uses a lot of energy. We might 'grow' meat in laboratories.
Mark	Really?
Kasia	Yeah. And some scientists in Italy are already growing some food under the sea.
Mark	Under the sea?
Kasia	Yes. They've grown strawberries in special glass boxes underwater.
Mark	So I guess we won't need as much land for farms.
Kasia	Right.
Mark	Wow! What a cool project. When are you presenting it?
Kasia	I'm giving my presentation next Thursday.

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Sometimes, only one sound makes the difference between words, for example *paper* and *pepper*.

Exam tip

• There are words that differ in meaning on the basis of a change in only one sound. When you work with minimal pairs, you need to distinguish these subtle differences in sounds between words.

OPERIOR OF THE PROPERTY OF TH

Sometimes, only one sound makes the difference between words, for example *paper* and *pepper*.

- a Listen to the sentences. Which word do you hear?

 42
 - 1 I need some paper / pepper for my project.
 - 2 Can I taste / toast this bread?
 - 3 I think green tea is better / bitter.
 - 4 I need more *spice* / *space* for my project.
 - 5 Did you smell the soap / soup?
- **b** Work in pairs. Listen again. Then practise saying the sentences with both words. Can your partner tell which word you're saying?

GRAMMAR Predictions and arrangements

Look at the examples in the Grammar box. Answer the questions.

Predictions and arrangements

Talking about future arrangements

- **a** I'm giving my presentation next Thursday.
- **b** I'm going to try that with my brother sometime.

Making predictions

- **c** There will be nearly ten billion people on Earth in 2050.
- **d** We're going to need more food.
- e I guess we won't need as much land for farms.
- **f** We might 'grow' meat in laboratories.
- g We might not have farm animals for food.

- 1 What time period do all the sentences talk about: the present or the future? future
- 2 Which sentence uses a present tense verb form? 3
- 3 Which sentence, a or b, describes a more certain or fixed arrangement?
- 4 What is the shortened form of will not? won't
- **5** Which is more certain: will or might? **Will**
- For sentence d, do we know that more food will be necessary? How do we know?

Yes, we know from the listening (and sentence c) that there will be a lot more people to feed.

PREDICTIONS AND ARRANGEMENTS

Predictions with will

Affirmative	Negative	
I/You/He/She/It/We/ They will eat .	I/You/He/She/It/We/ They won't eat .	
	(won't = will not)	

Question	Short answer
they eat ?	Yes, I / you / he / she / it / we / they will.
	No , I / you / he / she / it / we / they won't .

- 1. We use will + infinitive for predictions that we are certain about.

 It will be good fun!
- 2. We also use will + infinitive for immediate decisions. I'll go to the shop.
- 3. We form negative sentences with won't (will not) + infinitive. We won't have a problem feeding everyone.
- 4. We form questions with will + subject + infinitive.
 Will we grow food underwater?

Predictions with might and may

We use *might* or *may* + infinitive to talk about possible future events or situations. *Might / may* are less certain than *will*.

We **might discover** new sources of food.

The population may not increase so quickly.

Future with going to

We use (be) going to + infinitive to talk about plans or predictions.

I'm going to be in cookery school next year. It's going to be a lot of work.

going to or will?

Going to is usually used when there is evidence for a prediction, especially when it is expected to happen soon.

I invited three friends for dinner, so we're going to need more food!

Will is usually used for long-term predictions or when we make a prediction from our previous experience.

The world population **will be** about 10 billion in 2050. He'**ll be** late – he always is.

In many cases, there is no difference between *will* and *going* to for predictions.

Present continuous for future arrangements

We can use the present continuous to talk about plans for the future.

We're meeting after school today.

In many cases, there is no difference between using the present continuous and *going to* when talking about future plans, but we often use the present continuous when the arrangement involves other people.

We're going to give our presentation next Monday. We're giving our presentation next Monday.

Present continuous for future arrangements

When talking about future plans, we usually use a future time expression with the present continuous.

I'm working on my project <u>next week</u>. (= future)
I'm working on my project. (= now)

will not + inf. (negative) will + sub. + inf. (question)				
2. might / may + inf.	 possible future events or situations 	(less certain than will)		
3. (be) going to + inf.	 plans or predictions 			
*going to – something is expected to happen soon *will – long-term predictions or decisions are made from previous experiences *There is no difference between going to and will for predictions				
4. present continuous	plan for the future	 arrangement involves other people 		
*when talking about future plans , there's no difference between using present continuous and going to				

certain predictions

immediate actions

1. will + inf.

Choose the correct options to complete the announcement.

Science Day: Feeding a growing population

The science department (1) is holding / might hold a discussion next Monday from 3:00 to 4:00 about the future of food, and all students are invited to attend. According to science teacher Mr Yamada, 'Scientists think there (2) will be / are being nearly ten billion people on Earth in 2050. As the population increases, we (3) might not / will need more food. We (4) are going to I won't be able to continue raising animals for food, because it uses a lot of energy.' According to Yamada, this is where the science gets interesting. To feed everyone in 2050, (5) we might have to "grow" we'll "grow" meat in laboratories.' Yamada also says that scientists are working on new ways to grow food. 'Right now, researchers (6) will experiment lare experimenting with new ways of growing food, for example growing in tunnels under the ground,' he explains. 'In 2050, underground farmers (7) won't have to / aren't having to worry so much about the weather!'

- Complete each sentence. Use one verb with going to and one verb in the present continuous.
 - 1 My dad <u>is buying</u> (buy) a 3D food printer next week because he thinks food printing <u>is going to be</u> (be) the next big thing.
 - We're having (have) dinner with our vegetarian friends next week, so I am going to eat (eat) vegetarian food this weekend to see what it's like.
 - 3 Layla <u>is giving</u> (give) a presentation tomorrow about how future farmers (grow) vegetables underwater. (grow)
 - 4 | am having (have) a big steak dinner tomorrow night, and | am going to enjoy) it, because there won't be much real meat in the future!

7B The greatest human success story

Add suffixes: - ance, - er, -ment to make the following verbs noun forms.

verb:	enjoy	perform	work
	enjoyment	performance	worker

VOCABULARY BUILDING Suffixes

Adding -er, -ment or -ance to some verbs creates nouns.

- -er is added to mean 'a person who does something' (work -> worker).
- -ment is added to mean 'the result of the verb' (enjoy ->
 enjoyment).
- -ance is added to mean 'a specific instance of the verb happening' (perform -> performance).

Note the spelling rules for *-er* suffixes.

When a verb ends in a consonant, -er can be added (worker).

When a verb ends in one vowel +b, d, f, l, m, n, p or t, the final letter is usually doubled (runner).

When a verb ends in e, add -r (baker).

Read the Vocabulary building box. Then add a suffix to items 1–4 to make a noun. Use a dictionary if necessary.

People

- 1 travel traveller
- 2 work worker

Other nouns

- 3 achieve achievement
- 4 disappear disappearance

READING

- Read the first two paragraphs of the article. Find three more nouns that are made from verbs.
 - Find and circle the nouns that end in –ance, -er, or –ment.
 - Before the first farms appeared, humans were hunters, following animals and the seasons from place to place. Along with the meat they killed, they ate fruit, vegetables and nuts that they found as they travelled. And then, in different places all over the world, people began farming. This happened at least 10,000 years ago.

READING

- Read the first two paragraphs of the article. Find three more nouns that are made from verbs.
 - Find and circle the nouns that end in –ance, -er, or –ment.
 - of farming is that people stay in one place. Farmers need time to plant crops in the spring, care for them through the summer and harvest them in the autumn. Livestock that is raised for meat needs to stay where there is a good supply of food and water.

Pollination is the act of bees and other insects carrying pollen (a kind of powder) from one plant to another. This makes it possible for the plants to produce seeds.



Unit 7 Reading Vocab.

Match the words in Column A with the correct meaning in Column B. $\ensuremath{\wp}$

	Column A.					Column B
1.	requirement (n.) (line 8) -	(Ε) 🗸	A.	any basic substance that is used in or produced by a
2.	crops (n.) (line 9) ₽	(D)		reaction.
3.	harvest (v.) (line 11)	(F)	B.	animals that are kept by people for food, milk, leather, or
4.	livestock (n.) (line 11)	(В)		wool ↔
5.	supply (n.) (line 12)	(G)	C.	to bring (animals) under the control of humans so that they
6.	community (n.) (line 15)√	(1)		can live near humans and be pets or working animals $\scriptstyle{\downarrow}$
7.	transfer (v.) (line 19) ₽	(Н)	D.	living plants such as grain, vegetables, or fruit that are
8.	pollen (n.) (line 19) -	(K)		grown by farmers ₽
9.	domesticate (v.) (line 26)	(C)	E.	something that you must do, or something you need.
10.	come in handy (phr.) (line 30-31)	(J)	F.	to collect what has been planted and grown in the ground $_{arepsilon}$
11.	agriculture (n.) (line 36) ₽	(L)	G.	an amount of something that is available for use 4
12.	chemical (n.) (line 44)	(A) ↔	Н.	to move someone or something from one place to another $\scriptstyle{\psi}$
					I.	a group of people living or working together in the same
						area ₊
					J.	it is useful in a particular situation ₽
					K.	the substance that causes plants to form seeds.
					L.	farming ₽