UNIT 4: FOOD AND DRINK

A. VOCABULARY:

Exercise 1: Put the words in the correct categories to complete the table.

milkshake yoghurt cabbage basil butter cheese lamb salt and pepper juice rice beef lemonade chill bread chicken onion carrot salad

dairy products (=foods made from milk)		herbs and spices (=food that gives strong flavors to other food)		meat

side dishes (food that you eat along with the main course)		soft drinks		vegetables

Exercise 2: Complete the definitions. Use the sentence endings in the box.

you cook it at a temperature below boiling. *you cook it for too long and it goes black.*
you cook it in an oven. *you cook it in hot oil or fat.* *you cook it under a very hot place.*
you cook them in an oven, using a little oil or fat.
you cook them in water that is boiling (= very hot). *you cut it into long, thin pieces.*
you cut them into pieces with knife. *you put it on plates so that people can eat it.*

1. When you chop vegetables, _____
2. When you boil potatoes, _____
3. When you fry meat, _____
4. When you simmer soup, _____
5. When you burn toast, _____
6. When you slice cheese, _____
7. When you bake a cake, _____
8. When you roast potatoes, _____
9. When you serve a meal, _____
10. When you serve a meal, _____

Exercise 3: Complete the descriptions. Use the words in the box.

crockery cutlery frying pan kettle napkin saucepan scales serving dish tin opener utensils

1. A _____ is a wide pan that you use to fry food in.
2. The general name for knives, forks and spoons is _____ .
3. A _____ is a small piece of cloth or paper used while you're eating to protect your clothes or clean your mouth or fingers.
4. The general name for cups, plates, bowls, etc. is _____ .
5. A _____ is something that you use to open tins of food.
6. A _____ is a deep pan that you use for cooking vegetables or pasta in water.

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7. You can use _____ to weigh ingredients.
8. A _____ is a bowl where you keep food before you put it onto plates.
9. The general name for wooden spoons, kitchen knives and other things that help you cook is kitchen _____ .
10. You can use a _____ to boil water.

Exercise 4: Complete the sentences. Use the adjectives in the box.

bland	delicious	disgusting	hot	mild	raw	salty
savory	spicy	sweet				

1. I love _____ food. It's hot and has lots of strong flavors.
2. I prefer _____ food. It still tastes good, but it's not hot and the flavors aren't very strong.
3. _____ pies, like apple pie, are popular in many countries.
4. _____ pies, like meat pie, are also popular in some countries.
5. I don't like _____ chilli. It's too strong for me.
6. This meal is _____ . It tastes really nice.
7. I don't like mashed potato. It's so _____ and doesn't really taste of anything.
8. These carrots are very _____ . There's too much salt on them.
9. This meat is still _____ ! Please cook it a bit longer.
10. The meal was _____ . It tasted horrible!

Exercise 5: Choose the best words to complete the conversation.

A: Come in! Dinner's nearly *cooking/made/ready* .

B: Oh, great. It *feels/smells/tastes* lovely. What is it?

A: It's Jollof rice. It's a traditional *dish/meal/plate* from West Africa.

B: Oh, right. So what's it made *of/on/to* ?

A: Well, the main *course/ingredient/recipe* is rice.

B: OK. What else is *from/in/with* it?

A: Well, it also *contains/ holds/involves* fried onions and tomatoes. Plus lots of spices like chilli and pepper to give it a strong *appetite/color/flavor* . Would you like to *fry/test/try* it?

B: Yes, please. Oh, that is nice. It *looks/tastes/seems* delicious.

B. GRAMMAR:

Exercise 1: Read the information. Then read the sentences and choose the correct answers.

Countable nouns:
Things that you can count, e.g. *one book*, *two books*; *one person*, *two people*.

Uncountable nouns:
Things that we don't normally count, e.g. *water*, *fun*.

1. *I went to the shop and bought two ice creams, one for me and one for you.*

In this sentence, '*ice cream*' is

- countable
- uncountable

2. *For dessert, we've got ice cream.*

In this sentence, '*ice cream*' is

- countable
- uncountable

3. *In my family, we often have pizza for dinner. It's our favorite meal.*

In this sentence, '*pizza*' is

- countable

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- uncountable

4. *I ordered a takeaway pizza, but when it arrived, it was really small.*

In this sentence, '*pizza*' is

- countable
- uncountable

5. *Would you like a chocolate?*

In this sentence, '*chocolate*' is

- countable
- uncountable

6. *I never eat chocolate. It's too sweet for me.*

In this sentence, '*chocolate*' is

- countable
- uncountable

7. *Could we have three coffees, please?*

In this sentence, '*coffee*' is

- countable
- uncountable

8. *Do you like coffee?*

In this sentence, '*coffee*' is

- countable
- uncountable

Exercise 2: Read the information. Then choose the correct words to complete the sentences.

We use *much* with singular uncountable nouns and *many* with plural nouns

1. How *many/much* meals do you eat every day?
2. We haven't got *many/much* bread. Can you buy some?
3. There wasn't *many/much* food at the party, so i'm still hungry!
4. You eat too *many/much* sweets. They're bad for your teeth.
5. Do you eat *many/much* fruit?
6. How *many/much* rice do you want? A lot or just a little?
7. You didn't cook *many/much* peas. Are you sure there are enough for all of us?
8. I don't want too *many/much* spaghetti. I'm not really hungry.
9. There's too *many/much* butter on that toast! It's not healthy.
10. I don't eat *many/much* eggs. I don't really like them.

Exercise 3: Choose the correct words to complete the text.

For breakfast, I usually have *a/any/some* toast and jam. I don't put *a/any/some* butter on my toast. I usually just drink *a/any/some* cup of tea with my breakfast. I don't put *a/any/some* sugar in my tea – I don't like sweet drinks. At the weekend, I often have *a/any/some* egg for breakfast. Then, at about 11 o'clock, I usually have *a/any/some* coffee break. I eat *a/any/some* biscuits – just two or three. Then for lunch, I usually have *a/any/some* sandwich. I also eat *a/any/some* fruit, like an apple or an orange. I never eat *a/any/some* crisps – they're really unhealthy.

Exercise 4: Complete the description of how to make scrambled eggs. Use *a*, *the*, *some* or *any*.

1. You will need _____ butter, two or three eggs and _____ large frying pan.
2. First of all, break _____ eggs into _____ bowl.
3. Make sure there aren't _____ pieces of eggshell in _____ bowl.
4. Mix _____ eggs with _____ fork .
5. Now melt _____ butter in _____ frying pan.
6. When _____ butter has melted, pour _____ eggs into the frying pan.
7. Use _____ wooden spoon to stir the eggs in _____ pan .
8. When it's nearly ready, add _____ salt and pepper to _____ eggs.
9. Keep mixing _____ eggs with _____ wooden spoon.
10. When it's ready, serve _____ scrambled eggs with _____ toast.

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Exercise 5: Choose the correct answers to complete the sentences.

1. I eat *a few/ a little/ a lot of* cheese – too much, really, but I love it.
2. I made *a few/ a little/ a lot of* sandwiches, but our visitors still ate every single one!
3. When I was younger, I ate a lot of chocolate, but I eat *fewer/less/ more* chocolate now – I'm trying to be healthier.
4. We prepared enough food for ten people, but there were a lot *fewer/less/ more* people than that at the party. It was really crowded!
5. The extra-large pizza is perfect for four or more people. For *fewer/less/ more* people, we recommend a normal pizza.
6. It's better to cook your own food than to buy fast food. Cooking usually takes *fewer/less/ more* time, but it's much healthier.
7. A: So who did you invite for dinner?
   B: Just *a few/ a little/ a lot of* people – only three.
8. A: Do you want some milk or sugar in your coffee?
   B: Just *a few/ a little/ a lot of* milk, please. Not too much.
9. A: How much time do you spend cooking every day?
   B: *A few/ A little/ A lot*! At least three hours every day.

C. READING:

Exercise 1: In this unit, you will answer IELTS Reading matching information questions and read a text called 'How technology has changed the way we communicate'.

What do you know about the development of the telephone? Match the decades with the correct photos.

1920s	2000s	1970s	2010s	1980s

1 

2 

3 

4 

5 

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Exercise 2: What words and phrases do you already know for describing communication? Match the words and phrases with the definitions.

formal	interaction	online forum	relationship	social media
social network	to get in touch	to keep in touch	to respond	update

1. to begin communicating with someone, for example, by email or telephone: _____
2. to continue communicating with someone, for example, by email or telephone:_____
3. new information on a particular topic: _____
4. the different groups of people that you know: _____
5. websites and computer programs that allow people to communicate on the internet:_____
6. a time when two or more people communicate with or react to each other: _____
7. to say or do something in reply to something that has been said or done earlier: _____
8. describes language, clothes and behavior which is used in important and serious events, for example a job interview: _____
9. a place on the internet where people can leave messages or discuss particular topics: _____
10. the way in which two or more people feel and behave towards each other: _____

Exercise 3: Read the information. Then match the phrases describing types of information with the words in bold in the statements.

In an IELTS Reading matching information task, you will read a text and some statements about it.

It is important to understand what types of information the statements need you to find. The types of information might be:

- an **example** of / some **examples** of …
- a **comparison** between …
- a **description** of …
- a **reference** to …
- a **prediction** about …

a comparison between	a description of	a prediction about	a reference to an example of

1. Young students use Instagram **far more than** they use SnapChat. _____
2. Digital devices **will probably replace** books in all UK schools by 2030. _____
3. The new phone has **a great camera** and **a clever feature** which makes apps easy to use. _____
4. **The first email message** was sent in 1971. _____
5. There are many reasons why I stopped using social media, **such as** the huge amount of time it took up. _____

Exercise 4: Read this paragraph from the text. What information does it contain? Choose the correct answer.

How technology has changed the way we communicate

Paragraph A

It's often impossible for teenagers to imagine that in the past we all had to make our social arrangements either face-to-face or using a telephone landline. Just 20 years ago, trying to organize a visit to the cinema meant that you had to call your friends at least a day in advance and hope they'd be home when you rang. If someone didn't turn up, you could try to call them from a public telephone box. If their parents were home, you could leave a message, but your plans for the evening would probably be ruined.

The information in **Paragraph A** is:

- a comparison between the advantages of old and new technology.
- a description of the difficulties people used to have before they had mobile phones.
- a reference to the way technology can make relationships better or worse.

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Exercise 5: Read the information. Then match the types of information with the sentences.

When reading an IELTS Reading text, it is important to think about what type of information it covers. Other types of information could be:

- a **reason** for ...
- **details** of ...
- a **description** of ...
- a **suggestion** ..

a description of	*a reason for*	*a suggestion*	*details of*

1. Perhaps we should focus more on face-to-face communication than digital communication? _____
2. Fewer people are sending letters by post because stamps are very expensive nowadays. _____
3. Mervyn's YouTube channel had a huge number of followers. His videos were about his daily life in New York and where people could go to find the best R'n'B music in Manhattan. _____
4. 75% of teens in the 12–17 age group own mobile phones. Every month, girls send out approximately 3,952 messages, and boys send about 2,815. _____

Exercise 6: Read the next paragraph. Then match the information statements (A–D) with the numbered parts of the paragraph (1–3). There is one information statement that you do not need.

Paragraph B

Nowadays, getting in touch is a lot easier. Almost every aspect of human communication has changed: we have email, text, Skype, Facebook and Instagram, and we are certainly busy using them to build and maintain our relationships. According to recent reports, the top social networks now each have more than a billion monthly active users. And keeping in touch isn't just something we do in class or at work any more: we continue to communicate with friends, strangers, family and colleagues **(1) while we're on the train, in the living room and at the dinner table, for instance.** One recent British study indicated that **(2) 79% of teens even put their phone under their pillow so they can keep up-to-date with whatever is happening on social media day and night, and not miss out on updates.** As for adults, a recent survey showed that **(3) they now spend 20 to 28 hours a week on social media and have on average 275 personal connections. However, in contrast, only 11% of these same people actually meet their social connections** in an actual physical environment on a regular basis.

A. a comparison between the time spent online with friends and time spent in real places

B. some examples of typical locations in which digital technology may be found

C. the reason why some young people feel the need to keep a digital device with them at all times

D. the suggestion that adults could learn about digital communication from their children

1.	
2.	
3.	

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Exercise 7: Read the next paragraph. Then complete the matching information statements for the numbered parts of the paragraph. Use the words in the box.

Paragraph C

Email is now one of the most common means of communication. At the moment, over 100 billion emails are sent and received per day for business purposes. (1) **This trend is expected to continue, and business email will account for over 132 billion emails sent and received per day two years from now**. The number of letters which are sent through the post, however, has decreased dramatically. (2) **A consequence of this is that many town and village post offices have closed**. **These were once places where a great deal of social interaction used to take place between local people. Now it is no longer possible for neighbors or workers in the area to meet up with each other like this, and older people in particular are often unhappy about this development.** But certainly the advantages of email cannot be ignored: in the past, the post would only be delivered once or twice a day. If a letter was sent to an overseas destination, it could take months. Without doubt, email has made it easier to do business.

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a description	*a prediction*	*community*	*form of communication*

1. _____ of how a particular _____
2. _____ of how the loss of a public service has affected the _____

Exercise 8: Quickly skim read the next paragraphs. Then do the exercise.

Paragraph D

However, there are several downsides to this form of technology. Firstly, no one would disagree that email puts pressure on people to respond immediately as soon as they find a new message in their inbox. A recent French report says that anxiety and general tiredness has risen dramatically amongst office workers, largely because they carry their digital devices with them, feeling obliged to constantly check for new mail from clients. A further problem is how to write an email, especially when communicating with people we don't know well. In the past, everyone knew that it was 'correct' to begin a letter 'Dear Sir/Madam' and end with 'Yours faithfully'. Nowadays, these phrases often feel too formal. No one wants to give the wrong impression when writing an email, but without 'rules', this can easily happen.

Paragraph E

Another significant impact technology has had on methods of communication is in the field of education. Traditionally, if someone wanted to take a higher education course, they would have to travel to attend lessons on a university campus. Nowadays, it is possible to take a range of courses through distance learning, and the number of these is likely to rise in the next few years. What is the appeal of studying this way? Many online courses encourage students to take part in online forums and post comments about their learning experiences, reading assignments and projects. They must also comment on their classmates' posts. In one way, this approach certainly appears to encourage communication.

Paragraph F

However, some surveys have found the opposite to be true. Because online students are physically separated, and indeed may never have met, they do not have the opportunity to build a good relationship. Students who come to campus regularly have the chance to get to know and support each other, and feel part of a community, so when they are asked to comment on the other person's work, they can do this in ways they know the other person will appreciate. For example, some students prefer their peers to be direct in their criticism, whereas others might prefer a more sensitive approach. But when students are asked to comment on the work or opinions of people they have never met, they are often reluctant to do so. Interestingly, one of the main reasons why people give up studying on their online courses is that they miss the face-to-face interaction with others. Certainly technology has made our lives more 'convenient' but perhaps also more complicated. There are many questions still to be answered about how we can and should use our modern digital tools to enable effective communication, an evolutionary skill that has been centuries in development.

Match the paragraphs with the general topics.

1. the advantages of studying online
    - D

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- E
- F

2. problems that occur at work and in formal situations because of digital communication
   - D
   - E
   - F

3. the disadvantages of studying online
   - D
   - E
   - F

Exercise 9: Read paragraphs D-F again, this time more carefully. Which paragraph contains the following information? You may use any letter more than once.

1. a reason why some learners do not complete an academic program
   - D
   - E
   - F
2. a reason for an increase in levels of stress in employees
   - D
   - E
   - F
3. a prediction about the way that an academic service might develop in the future
   - D
   - E
   - F

4. an example of a traditional practice in writing that people used to use more often
   - D
   - E
   - F
5. a comparison between the ways that different people like to be given feedback on their work
   - D
   - E
   - F

EXAM PRACTICE:

Passage 1:

GRAPHIC NOVELS

People who think graphic novels are just comics with a different name should think again

A. Graphic novels, as the name suggests, are books written and illustrated in the style of a comic book. The term graphic novel was first used in 1978 by author and artist Will Eisner to distinguish a comic novel he had written and illustrated from newspaper comic strips. He described graphic novels as consisting of 'sequential art' — a series of illustrations which, when viewed in order, tell a story.

B. Although today's graphic novels are a recent phenomenon, this basic way of telling stories has been used in various forms for centuries. Early cave drawings, hieroglyphics and medieval tapestries are examples of this. The term graphic novel is now generally used to describe any book in a comic format that resembles a novel in length and narrative development.

C. Many adults feel that graphic novels are not the type of reading material that will help young people become good readers. They believe that graphic novels are somehow a bad influence that prevent 'real' reading. In other words, they think that they are not 'real' books.

D. However, many quality graphic novels are now being seen as a method of storytelling on the same level as novels, films or audio books. From originally appealing to a small following of enthusiasts, they are now being accepted by librarians and teachers as proper literature for children and young adults. The main

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advantages are that they promote literacy, and attract and motivate young people to read.

E. How do we know this? In the last few years, teachers and school libraries have reported outstanding success getting children to read with graphic novels. Many have mentioned the motivational factor of the graphic novel. This has been especially true with children who are usually reluctant to read, especially boys. The colorful pictures attract them, and then encourage them to find out what the story is about. Providing young people of all abilities with a wide range of reading materials, including graphic novels, can help them become lifelong readers.

F. Furthermore, one of the main benefits of a graphic novel is that it can help students who are learning a foreign language, and who are having problems improving their reading skills. This is because the pictures provide clues to the meaning of the words. Language learners are therefore more motivated by graphic novels, and will acquire new vocabulary more quickly.

G. Many teachers have reported great success when they have used graphic novels with their students, especially in the areas of English, social studies and art. They have discovered that, just like traditional forms of literature, they can be useful tools for helping students examine aspects of history, science, literature and art.

H. The idea that graphic novels are too simple to be regarded as serious reading is no longer valid. The excellent graphic novels available today demand many of the same skills that are needed to understand traditional works of fiction. Often they actually contain more sophisticated vocabulary than traditional books. Reading them can help students develop the skills that are necessary to read more challenging works.

Questions 1 -7:

The Reading passage has eight paragraphs, A-H.
Which paragraph contains the following information?
Write the correct letter, A-H.
NB *You may use any letter more than once.*

1. *people with negative attitudes towards graphic novels* _____
2. *a variety of school subjects where graphic novels can play an important role* _____
3. *why a graphic novel's visual element speeds up learning* _____
4. *a modern definition of graphic novels* _____
5. *graphic novels are as good as any other method of telling a story* _____
6. *graphic novels sometimes use advanced words* _____
7. *the historical use of pictures as a method of storytelling* _____

Passage 2:

The rain makers

Science and technology work with nature to bring rain when and where it is needed.

A. Wheat farmer Gang Liu is a worried man. The annual rains have not arrived, and there is a danger that unless there is substantial rainfall soon, his annual wheat crop will fail. As he looks anxiously at the clouds which promise rain but are failing to deliver it, there is a sudden loud roar, and from fields for miles around, hundreds of small rockets are fired into the clouds. Within twenty minutes, the farms around the eastern Chinese city of Luohe are experiencing their first rain for many weeks. Gang Liu's valuable wheat has been saved, thanks to a technique known as 'cloud seeding', in which the chemical silver iodide (AgI) is introduced into clouds. This causes the tiny drops of moisture in the clouds to turn to ice. These tiny ice particles join until they become heavy enough to fall from the sky, turning into rain as they melt.

B. But did cloud seeding really cause the rain in Luohe to fall, or was it just a coincidence? Experts often question whether cloud seeding actually works. It is hard to tell how effective cloud seeding actually is, they say, as it might have rained anyway, without human intervention. But this has not stopped many governments and organisations from trying. There are currently 150 weather-modifying projects taking place in more than 40 countries. Not all of them are aimed at creating rain. The Eastlund Scientific

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Enterprises Corporation in the USA, for example, is experimenting with firing microwaves into clouds to prevent the tornadoes which cause enormous damage to the country every year. In Russia, experiments have been carried out to make sure the sun shines during important national events.

C. However, it is rainmaking that dominates the research programmes. In many of these, researchers are using trials in which some clouds are 'seeded' while others are not, and both groups are monitored. Arlen Huggins of the Desert Research Institute is leading a research project in Australia. Weather-monitoring technology is so good nowadays, he says, that we can measure clouds much more effectively, even from the inside. As a result, we now know much more about the effect humans can have on the weather. What Huggins' team has discovered so far is promising. They believe that cloud seeding does work, although there are still two years of the six-year project left to go.

D. In China, where the majority of cloud-seeding operations take place, weather-modification authorities use army rockets to fire silver-iodide particles into the clouds. 39,000 staff working for the China Meteorological Administration (CMA) are equipped with 7,113 army cannons which, in 2006, were used to fire a million silver-iodide rockets into the atmosphere. This costs over $100 million a year, although the CMA claims the results are worth the expense. Between 1999 and 2006, they say, cloud seeding produced 250 billion metric tonnes of rain and prevented thousands of farmers from losing their crops.

E. "We want to understand what makes clouds rain," says Philip Brown of the UK Meteorological office, explaining why so much time, effort and money are being invested. "But there is a more powerful economic reason. A lot of countries around the world are at risk from drought, and governments will try anything to make sure that doesn't happen, even if the scientific evidence is weak. The potential economic value is greater than the scientific value. Making it rain might allow you to keep agriculture going where, without human intervention, it might fail."

F. Some people are concerned, however, that altering the weather can have negative consequences. Leonard Barrie, director of the research department at the World Meteorological Organisation in Geneva, explains why. "All areas of weather modification are still very controversial. Some people think that diverting water for irrigation benefits some people, but is a disadvantage to others. Someone in one area will get more water, but as a result, someone somewhere else could get less." His fears may be justified. Recently, the town of Zhoukou in China's Henan province accused neighbouring town Pingdingshang of 'stealing' rain from clouds that were due to pass over its own farms, prompting what may be the world's very first documented incident of 'rain rage'.

Questions 1-6
Complete the sentences below.
Choose NO MORE THAN ONE WORD AND/OR A NUMBER from the passage for each answer.

1. Experts are unsure if cloud seeding is _____ or not.
2. At the moment, there are over _____ where projects are being carried out to modify the weather.
3. Thanks to modern _____, it is now possible to get better results when clouds are monitored.
4. The Desert Research Institute project will finish in a couple of _____
5. The CMA gets the equipment they need from the _____
6. A large number of _____benefited from cloud seeding carried out by the CMA.

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