

Reading

A Read the *Exam Reminder*. What should you carefully consider in each text?

B Now complete the *Exam Task*.

A FITNESS OR FATNESS

With obesity rates in most industrialised countries at record levels and more of us leading sedentary lives, it is hardly surprising that there is so much obsession in the media about the importance of curbing our calorie intake and increasing the amount of exercise we take. The United Kingdom Department of Health recommends a daily calorie intake for men of just over 2,500 and for women of just below 2,000. However, there is a small group of people whose goal is to consume up to twice this number of calories in an attempt to attain peak physical fitness. These are the professional athletes.

Olympic swimmers train long and hard. On top of ten gruelling sessions in the pool every week, they do strength training in the gym and undergo physiotherapy. Needless to say, they burn a lot of calories. During the 2008 Beijing Olympics, Michael Phelps allegedly told the American broadcaster NBC that he consumed up to 12,000 calories a day while training. He has since claimed that this was a myth. However, Olympic athletes certainly need a huge amount of fuel to be able to train at such intensity.

But it's not just about calories. It's important to fuel up from the right food groups at the right time.



While training, athletes require carbohydrates to keep their energy levels high and protein to repair and build muscle. They also need essential vitamins and minerals, which they get from fresh fruit and vegetables. These foods also supply them with healthy fats. Keeping hydrated is equally important. Athletes lose a lot of water through sweat.

The day before a competition, long-distance runners and swimmers do what is known as 'carb-loading'. That is to say, they eat lots of carbohydrates that the muscles will store as energy to be released during the event the following day. Of course, athletes face the same problem as the rest of us. If they eat more calories than they burn, they will put on weight. Being an Olympic athlete cannot be a piece of cake.

B FOOD INTOLERANCE OR FOOD ALLERGY?

We are all likely at some point in our lives to have a bad reaction to a certain food. In many cases, it may be as a result of food poisoning, which is not a reaction to the food itself, but to contaminants in the food as a result of poor storage, handling or cooking. In far fewer cases, it may mean that we have a food intolerance or a food allergy. But what is the difference and why is the distinction important?

A food intolerance is often caused by a difficulty in digesting a particular substance (such as lactose, a sugar present in milk). There may be digestive symptoms such as stomach cramps or nausea, but these are usually triggered only after large amounts of the substance are consumed and the symptoms often occur several hours after the food has been eaten. People with an intolerance to a certain food learn to avoid it but may eat small amounts without experiencing symptoms.

A food allergy, on the other hand, is an abnormal response to a food caused by a reaction in the immune system to a particular protein. While symptoms are usually mild and may be similar to those produced by a food intolerance,

they are much more varied and may, in rare cases, be life threatening. They include itching in the mouth or throat, swelling of the face, lips and tongue, asthma, and – much more rarely – a sudden drop in blood pressure (known as anaphylaxis). People with strong allergies to food must avoid those foods at all costs.

The foods that most commonly trigger allergic reactions are milk, eggs, nuts and shellfish. The good news is that food allergies affect only about 6% of children and 3% of adults. The lower figure in adults is because some of the allergies more common in children, such as an allergy to milk or to eggs, resolve themselves over time, while allergies to nuts and shellfish tend to last a lifetime.



You are going to read two articles about food and health. For questions 1 – 4, choose from the articles A and B. The articles may be chosen more than once.

Which article

- | | |
|---|--------------------------|
| 1 explains that obesity is due to consuming more food than you burn? | <input type="checkbox"/> |
| 2 explains that the main cause of food poisoning is consuming food which contains harmful bacteria? | <input type="checkbox"/> |
| 3 describes that before competing, athletes fill up with carbohydrates as fuel for the body? | <input type="checkbox"/> |
| 4 describes the serious symptoms which certain elements in food can have on someone? | <input type="checkbox"/> |

Vocabulary

A Complete the words in the sentences.

- Daniel isn't feeling well and has lost his a _____.
- You mustn't have sweet f _____ drinks to quench your thirst.
- What an amazing meal! It was a c _____ triumph.
- What's your favourite c _____? Mine's Indian. I just love curries.
- 'Go on, have another biscuit.' 'OK, I will. I'm f _____!'
- Don't eat so much junk food or you will p _____ on the pounds and become obese.
- Make sure you s _____ the casserole really slowly. You mustn't let it boil or you'll ruin it.
- Lucy decided she needed to s _____ a few pounds before going on holiday, so she went on a strict diet.



B For questions 1 – 8, decide if these words are related to how food tastes, to the cooking of food or to ways of eating. Write T for taste, C for cooking or E for eating next to the words.

- | | | | |
|----------|--------------------------|----------|--------------------------|
| 1 munch | <input type="checkbox"/> | 5 sour | <input type="checkbox"/> |
| 2 poach | <input type="checkbox"/> | 6 bake | <input type="checkbox"/> |
| 3 gobble | <input type="checkbox"/> | 7 bitter | <input type="checkbox"/> |
| 4 bland | <input type="checkbox"/> | 8 blanch | <input type="checkbox"/> |

C Circle the correct words.

- The Queen welcomed the President to the United Kingdom with a spread / banquet at Buckingham Palace.
- Can I have a second platter / helping, please? I'm still really hungry.
- We were ravenous / stunted after fasting for two days, so everything tasted delicious.
- Oh, no, look! The bread has gone mouldy / fizzy. There are green bits all over it. You can't eat it!
- This cake is absolutely scrumptious / appetising! Can I have the recipe?
- The drought went on for months, nothing grew in the fields and the animals famished / starved.
- Snacks like crisps and roasted nuts are too salty / acidic for young children. They shouldn't eat them.
- Can I have a little nibble / sip of your drink? It looks so delicious.



D Choose the correct answers.

- 1 There's a casserole in the fridge that you can have for dinner. All you have to do is ___ it up.
a blanch b brew c warm
- 2 Paul ___ up an amazing meal for ten people in a couple of hours. I don't know how he did it!
a beat b whipped c packed
- 3 'How's your aunt?' 'She's full of ___ and very cheerful. Incredible when you think she's 84!'
a peas b beans c cake
- 4 What's wrong? You didn't have a first course and now you're just ___ at your main course.
a picking b dining c tucking
- 5 My mum loves this stuff. She thinks it's the best thing since ___ bread!
a chopped b cracked c sliced
- 6 You know, you will just have to compromise. You can't always have your ___ and eat it.
a pie b cake c cream
- 7 When he was training, Lucas could ___ away half a chicken and a pizza in one sitting.
a pack b dine c polish
- 8 We've got a delicious chicken pie for lunch today. I can't wait to ___ in.
a dine b tuck c pack



Grammar

Phrasal Verbs

A Complete the second sentences so that they have a similar meaning to the first sentences, using the words in bold.

- 1 George and Sophie had dinner in a restaurant because they didn't feel like cooking.
OUT
George and Sophie _____ because they didn't feel like cooking.
- 2 Poor Lucinda was so hungry she almost fainted, didn't she?
OUT
Poor Lucinda was so hungry she almost _____, didn't she?
- 3 You shouldn't drink your juice so fast as it's very rude.
DOWN
You shouldn't _____ as it's very rude.
- 4 I'm afraid Robert has got the flu and will have to stay in bed.
DOWN
I'm afraid Robert _____ and will have to stay in bed.
- 5 We found the house of our dreams, but the sale was cancelled.
THROUGH
We found the house of our dreams, but _____.
- 6 I'm sure Dalia will be very successful in her career because she is very ambitious.
AHEAD
I'm sure Dalia _____ because she is very ambitious.
- 7 Louis hardly touched his dinner as he wasn't hungry.
AT
Louis _____ as he wasn't hungry.
- 8 It was a fantastic dinner and we all ate with great enthusiasm.
IN
It was a fantastic dinner and we all _____.

B Complete the sentences with the phrasal verbs given and the correct pronoun.

- 1 I feel terrible. I've got a chest infection and I've been trying to _____ all week. (fight off)
- 2 You ate all the sweets and left none for me! Why did you _____? (polish off)
- 3 Julie works very quickly and the other chefs can't _____. (keep up with)
- 4 It's a wonderful sauce, but you must _____ slowly or it will go lumpy. (warm up)
- 5 Thomas has got a great recipe for chicken with ginger and garlic.
He _____ when he was experimenting in the kitchen one day. (come up with)
- 6 Jack is always rude to the customers, but he never gets into trouble. How does
he _____? (get away with)

Question Tags & Reinforcement Tags

C Complete the same-way question tags.

- 1 So, you've passed all your exams, _____ you? Well done!
- 2 Let's stay in tonight, _____ we?
- 3 I don't suppose you'd lend me your new dress, _____ you?
- 4 There's nothing to eat in the house, _____ there?
- 5 She'd like to become a chef, _____ she? That's surprising.
- 6 So it's my turn to cook, _____ it? I thought it was David's.
- 7 They gobbled up every last bit, _____ they? I'm amazed!
- 8 She could stay with you, _____ she? That's great!

D Circle the correct tag.

- 1 Mary would much rather eat in, she would / she wouldn't.
- 2 I see. You refuse to eat it, do you / don't you?
- 3 That's a fantastic chocolate cake, it is / that is.
- 4 Stella should cut down on the amount of salt she puts in her food, she should / she shouldn't.
- 5 You'd like an ice-cream, you would / would you? Let's go and get one now.
- 6 So you always wash up, do you / you do? What are those dishes doing there then?
- 7 These tomatoes aren't ripe, they are / they aren't.
- 8 I think we'd better clear up this mess now, I had / I do.

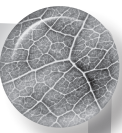
E Tick the correct sentences. Correct the sentences that are wrong.

- 1 I'm going to stick to a low-carb diet from now on, I'm not. _____
- 2 These biscuits are absolutely delicious, they are. _____
- 3 Max hasn't got any time to cook at the moment, he has. _____
- 4 I don't suppose I could use your espresso machine, do I? _____
- 5 There are lots of onions in the kitchen, are there? I can't find them! _____
- 6 She's determined to learn how to cook, Helen is. _____
- 7 You couldn't help us out just this once, could you? _____
- 8 I'm sure I brought the biscuits home with me, I had. _____



Listening

Exam Reminder



A Read the *Exam Reminder*. What will the distractors be like?

B **5.1** ▶▶ Listen and complete the *Exam Task*.

Exam Task

You will hear eight short conversations. For questions 1 – 8, choose the best answer (a, b or c), that is true according to what you hear.

- 1 a There isn't any butter.
b The woman hid the butter so the man couldn't find it.
c The man couldn't see the butter as it was behind the cheese.
- 2 a She didn't let him know she was going to be out for dinner.
b He didn't look at his text messages.
c Her message didn't arrive.
- 3 a She is going to train to become a chef at her school.
b He thinks she should train before opening a restaurant.
c She is going to open a restaurant while training to be a chef.
- 4 a Henry used to be slim, but he's put on a lot of weight recently.
b Henry is large, but you wouldn't describe him as obese.
c The woman thinks Henry should lose some weight.
- 5 a She knew that tomatoes originated in Mesoamerica.
b He knows many foods we eat originated in the American continent.
c She didn't realise that chocolate came from the Americas.
- 6 a The man has lost weight since he stopped eating takeaways.
b The woman doesn't believe that the man hasn't been on a diet.
c The man has been on a strict diet, avoiding fast food.
- 7 a The man agrees to cook a curry for the woman.
b The woman wants a takeaway as she doesn't want to cook.
c The man doesn't like any sort of fast food.
- 8 a She believes he doesn't want to eat with the family.
b He has been eating a lot at work.
c She doesn't really believe that he will change his ways.

C **5.1** ▶▶ Listen again and check your answers.

Writing: a proposal

A Read the writing task below and answer the questions.

You are a member of the student social committee at an international college. The principal has asked you to write a proposal recommending a menu for a dinner for those students leaving the college at the end of the year. Read the extract from the principal's email below. Then, write your proposal.

email

From: principal@college.com
Sent: 12th June
Subject: Leaver's dinner menu

We need to choose a menu for our Leaver's Dinner next month. Here are some possibilities suggested by our students – could you please make a recommendation?

Chinese theme → exotic option, not familiar to all
Indian feast → lots of variety, spicy
American alternative → popular with everyone; not special
Mediterranean choice → healthy and varied

- 1 Who is the target reader?
- 2 What register will you use?
- 3 How many menus will you discuss?
- 4 What do you need to recommend?



Write your proposal.

B Read the example proposal and write your own introduction and conclusion.

Proposal for Leaver's Dinner Menu

Introduction

Chinese theme

This is an exotic and original option. Some of our students have eaten Chinese food, especially takeaways, and would enjoy the variety of dishes. However, other students may be reluctant to try it if they've never had it before.

Indian feast

This is also an ethnic choice, which would be very popular with a great many students. The variety of meat and vegetarian dishes is appealing. On the other hand, it may be too spicy for some of our students.

American alternative

Everyone loves burgers, chips, pizza and hotdogs. Having said that, this is a rather informal choice and not really appropriate for a Leaver's Dinner. It probably wouldn't feel special.

Mediterranean choice

You can't go wrong with simple chicken, fish, vegetable and pasta dishes. They are healthy, varied, delicious and everyone loves them. Moreover, the majority of students are familiar with the food from this region.

Conclusion

C Read and complete the *Exam Task* below. Don't forget to use the *Useful Expressions* on page 67 of your Student's Book.

Exam Task

You are a member of the student council at an international college that hasn't got a canteen. The principal has asked you to write a proposal recommending whether or not the college should open a café, a bar or provide more vending machines.

Read the extract from the principal's email below. Then, write your proposal.

email

From: principal@college.com
Sent: 19th April
Subject: College café, bar or vending machines

We need to decide whether the college should open a café, a bar or simply provide more vending machines in the common room.

café → not beverages and food, soft drinks, somewhere to meet
bar → a fun place for students to meet in the evenings, music venue, no food, not appropriate for students under 18
more vending machines → food available at all times, not a healthy option, no hot food or beverages

Write your **proposal** in 180–220 words in an appropriate style.

Learning Reminder

Understanding the purpose of a proposal

- The main aim of a proposal is to put forward different options and persuade the reader to choose the option which you think is best.
- Start in your introduction by telling the reader why you are writing the proposal.
- Describe the different options in your main paragraphs and then give your recommendation in your concluding paragraph – make sure you are convincing!
- Remember to also use a detached tone, formal or semi-formal language, headings and discourse markers to add clarity and fluency to your writing.