

**Feed your mind • expressions • phrasal verbs**

**Glossary**

**storage space** (n) = space in a house or flat where things can be kept until they are needed; schowek  
**sell-by date** (n) = the date stamped on a food product after which it should not be sold; zalecana data sprzedaży  
**quid** (n) = informal pound (£) (plural also quid, not quids); funiak  
**supply** (n) = an amount of something that is ready to be used; zapas

- 1 Read the two texts quickly and choose which statement 1-3 is false.
- 1 Both texts offer advice to young people.
  - 2 Both texts were written by students.
  - 3 Both texts concern the topics of students and food.

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## 10 top tips for student cooks

Chef Sam Stern, who has been writing about cooking since he was just fourteen, shares his cooking tips for students who are leaving their families soon and heading off to university.

- 1 Try and learn the basics before you leave home: you will know what recipes work for you and what equipment to take. There probably won't be much storage space in your student kitchen, so only take the essentials.
- 2 Get someone to cook with you if you haven't cooked before. <sup>A</sup> \_\_\_
- 3 Don't get stressed out if things go wrong: you will learn from it. <sup>P</sup> \_\_\_ The skill of a good cook is learning how to correct these mistakes.
- 4 Give yourself enough time and always read the recipe through before you start. Cooking in a relaxed environment is much easier. I find that listening to music always helps.
- 5 Look out for good places to shop – butchers' and greengrocers' can often offer better value and taste than supermarkets. They can also give you some great advice for what to do with the cheaper cuts of meat or more unusual vegetables.
- 6 Remember vegetarian food is cheap and can be just as tasty. Many of the world's finest cuisines use only a little meat and yet are some of most creative and healthiest.
- 7 Put your money together with your housemates to create your kitchen store cupboard – herbs, spices, etc. <sup>C</sup> \_\_\_ They make a world of difference to the flavour of your meals so are well worth the investment.
- 8 Great eating starts with wise shopping. If you make a plan before you head to the supermarket, you'll avoid making impulse buys. <sup>D</sup> \_\_\_ Shop at the end of the day as you will find the reduced section full, which means great bargains. Supermarket own-brands can be better and cheaper than named brands. Remember to look for the products with the longest sell-by dates too. You can often find them by checking at the back of the shelves.
- 9 Plan food that will last for more than one meal if you can. <sup>E</sup> \_\_\_ A curry or a stew can last for days and is often cheap to make. The freezer is your friend!
- 10 Cooking with your friends and housemates is not only a great social event but also lets you split the cost. I'm a student, and every Tuesday night, we have a dinner party for ten to fifteen people with each person paying a few quid. As a result, we have wonderful huge roast dinners and lots and lots of laughs.



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## The Uni Years

year 1, day 86 by Scott Hastings

Although we still argue about who does the washing-up, my housemates and I are doing a bit better with cooking than we were. We've even started shopping and cooking together regularly, which has made our meals cheaper, easier to prepare, and generally less stressful. Tonight we're doing spaghetti bolognese.

We're doing better now, but the first few months of cooking and eating on our own were pretty terrible. Gavin survived on his mum's frozen meals which she delivered every month in sets of 25. Liam didn't even know how to make toast when he first arrived, but then he learned to open cans and heat up the contents, and so lived off baked beans and soup. At first, Sarah managed to persuade Gavin to share quite a few of his mum's frozen delights, but then she got a boyfriend, and after that Gavin was less keen to offer her anything from his personal supply.

Perhaps the worst of this year's attempts to feed ourselves was when, after a late night out, Liam came home and microwaved a packet of cheese slices then ate the sticky orange results with a spoon. According to Liam, it was 'absolutely delicious' and 'sure to appear in Jamie Oliver's next cookbook: *One Minute Meals*'.



- 2 Read Text 1 and Text 2 again and choose the correct answers A–D.

TEXT 1

- 1 Sam's tips are intended for  
 A young people who plan to study cooking.  
 B young people from overseas who plan to study in the UK.  
 C young people who plan to start university soon.  
 D young people who plan to become vegetarians.
- 2 In his article, Sam Stern advises students to  
 A spend less money on socialising and more money on food.  
 B shop in supermarkets because it's cheaper.  
 C buy one of his cookbooks.  
 D try to relax as they cook, even if something goes wrong.
- 3 When talking about shopping, Sam Stern advises students to  
 A ask for cooking advice from shopkeepers.  
 B go to supermarkets early in the day before all the cheaper products are sold.  
 C look out for cheaper named brands.  
 D always do their shopping together with a friend.

TEXT 2

- 4 Which of the following is stated in the text as an opinion, and not a fact?  
 A Liam didn't know how to make toast when he first arrived.  
 B The students are finding it easier to prepare meals this year.  
 C Liam's cheese 'dish' will appear in a cookbook.  
 D The students' first few months of cooking and eating alone were pretty terrible.

TEXTS 1 AND 2

- 5 In both texts, the authors mention  
 A the benefits of shopping in small shops rather than supermarkets.  
 B the benefits of shopping and cooking together.  
 C the benefits of relaxing while you cook.  
 D the benefits of owning a freezer.

REMEMBER THIS

Aby móc zdecydować, czy dane stwierdzenie jest faktem, czy opinią (np. pytanie 4 w zadaniu powyżej), zwracaj uwagę na typowe zwroty, które zwykle poprzedzają opinie:

Many people believe ..., According to X ..., Some people think ..., We felt that ..., In his opinion ... itd.

Inne przykłady takich zwrotów znajdziesz w podręczniku (Unit 8.7, ćw. 3: linkers to give personal opinions).

Materiał wyłączenie na użytek nauczyciela. Zabrania się kopiowania i rozpowszechniania w jakiegokolwiek formie.

- 3 Read Text 1 again. Complete gaps A–E with sentences 1–6. There is one extra sentence.

- 1 These can be expensive, but not if you share.
- 2 For example, a whole chicken is more expensive than pieces, but can make three or four other meals.
- 3 For the same reason, avoid shopping when you are hungry.
- 4 If you can't find anyone, then follow the recipe carefully.
- 5 One way is to shop online.
- 6 I still make mistakes all the time.

- 4 Match the definitions to underlined expressions in the texts.

- divide the bill split the cost
- 1 ate only one or two types of food (x2) \_\_\_\_\_ & \_\_\_\_\_
- 2 give you more for your money \_\_\_\_\_
- 3 a good use of your money \_\_\_\_\_
- 4 really change the situation \_\_\_\_\_
- 5 take only what you really need \_\_\_\_\_
- 6 learn the most important or simplest things about a topic \_\_\_\_\_

- 5 Complete the sentences with the answers to Exercise 4.

- Shall we share a pizza and salad and split the cost?
- 1 We have to carry everything that we pack for this hiking trip so please \_\_\_\_\_.
- 2 Before you try skiing on your own, take some lessons and \_\_\_\_\_.
- 3 Check the price online before you buy. Websites often \_\_\_\_\_ than shops.
- 4 When they ran out of money, the students \_\_\_\_\_ rice and soy sauce.
- 5 If you turn down the heaters in your house, it will \_\_\_\_\_ to your electricity bills.
- 6 The juice-maker was quite expensive, but \_\_\_\_\_ . We drink healthy juice almost every morning.

WORD STORE 4F

Phrasal verbs – food

- 6 Complete the phrasal verbs in the extracts from cookbooks with the correct forms of the verbs from the box.

[ chop cut eat go (x2) throw ]

'Don't throw the egg whites away. Save them for making an omelette for breakfast tomorrow.'

'Next, wash the fish, then <sup>1</sup> \_\_\_\_\_ each fillet up into three large pieces and rub with the pepper and spices.'

'Because there are so few tuna left in our seas, the price has really <sup>2</sup> \_\_\_\_\_ up in the last few years.'

<sup>3</sup> \_\_\_\_\_ the chilli up into very small pieces.

You don't want a big piece of chilli in your mouth.'

'You can <sup>4</sup> \_\_\_\_\_ any leftover meat up the next day in a sandwich or as part of a salad.'

'Just because you are on a diet, doesn't mean you have to <sup>5</sup> \_\_\_\_\_ without your favourite food.'

Lesson 28.04

Subject Future Continuous and Future Perfect tense

Przeczytaj i Zapisz w zeszycie informacje dotyczące czasów z tematu lekcji:

<http://www.focuslingua.pl/pdf/czasy.przyszle.pdf>

Obejrzyj:

[https://www.youtube.com/watch?v=AyFl\\_EO0lm4](https://www.youtube.com/watch?v=AyFl_EO0lm4)

<https://www.youtube.com/watch?v=kMFPo-Hn0cU&t=46s>

Zajęcia na Discordzie. Proszę przygotować podręcznik str 54 i ćw str 56.

Zdjęcia na następnych stronach.

## 4.5 Grammar

### Future Continuous and Future Perfect

*I can talk about future actions and when they will happen*

- 1 Look at the photo and read the advert. Then discuss these questions with your partner.
- 1 Would you like to go to Cook Camp? Why?/Why not?
  - 2 How many things listed in the advert can you make?
  - 3 Which dishes would you like to learn how to make?

#### TEENAGE COOK CAMP

In a few years, you will have graduated from school and will be living in a student house with other people your age.

##### Will you know how to feed yourself?

At Cook Camp we believe that basic cooking skills are an important life skill, but many young people will be leaving school and home without these skills.

##### Join our weekend Cook Camp now.

By the end of the weekend, you'll have learnt how to make:

- a pasta sauce • vegetable soup • pizza
  - cakes and biscuits • three chicken dishes
  - an apple pie
- and much, much more!*



#### Cook camp day 1

6 a.m.	get up, breakfast
9 a.m.	field work: planting, gardening
12 p.m.	lunch
3 p.m.	kitchen basics: chopping, peeling, cleaning, talk by a guest speaker
6 p.m.	supper
9 p.m.	film or games
11 p.m.	bed

- 2 Read the GRAMMAR FOCUS and find examples of the Future Continuous and the Future Perfect in the advert in Exercise 1.

#### GRAMMAR FOCUS

##### Future Continuous and Future Perfect

- You use the **Future Continuous** to talk about longer unfinished actions in progress at a time in the future.  
In a few years, you **will be living** in a student house.

##### Future Continuous: will + be + -ing

- + I'll be working.
- She won't be working.
- ? Will they be working?  
Yes, they will./No, they won't.

- You use the **Future Perfect** to talk about an action that will be completed before a certain time in the future.  
By the end of the weekend, you'll **have learnt** how to make pizza.

##### Future Perfect: will + have + Past Participle

- + You'll have finished.
- He won't have finished.
- ? Will they have finished?  
Yes, they will./No, they won't.

Materiał wyłączenie na użytek nauczyciela. Zabrania się kopiowania bez dyktowania materiałów w jakikolwiek formie.

- 3 Look at tomorrow's schedule at Cook Camp. Which option is correct?

- 1 At 6 a.m. they'll be getting up / have got up.
- 2 By 9 a.m. they'll be having / have had their breakfast.
- 3 In the morning they won't be working / have worked in the kitchen.
- 4 By 3 p.m. they'll be finishing / have finished lunch.
- 5 In the afternoon they'll be cooking / have cooked in the kitchen.
- 6 By 11 p.m. they'll be ready for bed. It will be being / have been a busy day!

- 4 In your notebook, write your schedule for tomorrow. Use the Future Continuous.

*At 7 a.m. I'll be having breakfast.*

- 5 In pairs, ask each other about your schedules for tomorrow. How similar or different are they?

A: *Will you be having breakfast at 7 a.m.?*

B: *No, I won't. I will be ...*

- 6 In your notebook, write about things you will or won't have done by the end of today. Use the prompts.

By the end of today ...

- 1 eat / pieces of fruit

*By the end of the day, I'll have eaten three or four pieces of fruit.*

- 2 drink / water

- 6 go into / shops

- 3 cook / meals

- 7 spend / money

- 4 receive / text messages

- 8 do / homework

- 5 speak to / people

- 7 In your notebook, using the prompts in Exercise 6 write questions with you.

1 *How many pieces of fruit will you have eaten by the end of today?*

- 8 In pairs, ask and answer the questions in Exercise 7.

Grammar Focus page 120

### SHOW WHAT YOU KNOW

- 1 Mark the underlined verbs as either **P** for *in progress* or **C** for *completed*.

- This week, he's made breakfast for you three times and dinner twice.
- 1 I'm phoning from my car. I've run out of petrol!
- 2 They've been to the same ski resort seven times.
- 3 Excuse me, we are waiting for our desserts. Are they coming?
- 4 I'd only eaten Indian food once before.

- 2 ★ Mark the underlined verbs as either **P** for *in progress* at a certain time in the future or **C** for *completed before a certain time in the future*.

- The dishwasher will have finished in ten minutes.
- 1 We'll be eating seafood on the beach at this time tomorrow.
- 2 While we are eating the main course, the chef will be preparing dessert.
- 3 Go to the shop now or it will have closed by the time you get there.
- 4 They'll be baking bread at 5 a.m.
- 5 Tomorrow morning at this time we'll have arrived in the mountains.

- 3 ★ ★ Choose the correct option to complete the extracts from telephone conversations.

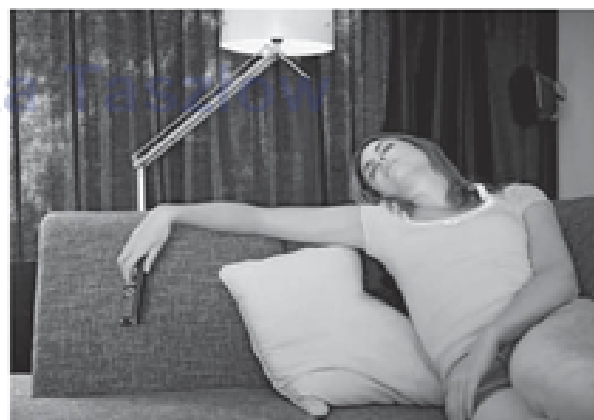
- 1 Ryan: Can I call you again tomorrow at seven?  
Meg: No way! I won't be waking up / won't have woken up by seven.
- 2 Kelly: Shall I pick you up in half an hour?  
Grace: Yes, I'll be waiting / I'll have waited outside the café.
- 3 Amelia: Let's meet outside the school gates at eight.  
Jacob: I won't make it. I'll be cycling / I'll have cycled to school at eight.
- 4 Mum: Are you at home, Alex?  
Alex: No, I'm leaving school now.  
Mum: Well, the courier has a package to deliver. Will you be arriving / Will you have arrived home by five?  
Alex: Yes, the bus stops right outside at half past four.
- 5 Dad: I'm coming to listen to you sing at eight, right Emily?  
Emily: Dad, I won't be singing / won't have sung at eight. The concert finishes at seven.
- 6 Ethan: Will you be leaving at / Will you have left by nine?  
Paige: Oh definitely. I'm tired and I want to be home by eight at the latest.  
Ethan: So, I won't see you because I can't be there till nine.

- 4 ★ ★ ★ Complete the sentences using the Future Continuous or the Future Perfect forms of the verbs in bold in the list. Use short forms.

Start lunch @ 11:00  
11:00 **put** pork in oven  
12:45 **peel** potatoes and carrots  
13:00 **wash** Brussels sprouts  
13:30 **boil** vegetables  
14:00 **serve** lunch  
15:00 **sleep** in front of the TV 😴

By 11:05 we **ll have put** the pork in the oven.

- 1 At 10:30 we \_\_\_\_\_ lunch yet.  
2 We \_\_\_\_\_ the potatoes and carrots at 12:45.  
3 By 13:30 we \_\_\_\_\_ the Brussels sprouts.  
4 We \_\_\_\_\_ the vegetables by 13:55.  
5 We \_\_\_\_\_ lunch at 14:00.  
6 At 15:05 we \_\_\_\_\_ in front of the TV.



### SHOW WHAT YOU'VE LEARNT

- 5 Complete the sentences using the Future Continuous or the Future Perfect forms of the verbs in brackets. Use short forms where possible.

- 1 I can't meet you at six because I \_\_\_\_\_ (not/finish) my homework.  
2 Dad \_\_\_\_\_ (wait) for you outside school at 4 o'clock. Don't be late!  
3 Will \_\_\_\_\_ (he/finish) that book by the end of the year?  
4 Sorry, but by the time you get home I \_\_\_\_\_ (eat) all the chocolates.  
5 Will \_\_\_\_\_ (we/sunbathe) next to the pool at this time next week?  
6 This time next year, she \_\_\_\_\_ (study) law at Cambridge University.

/6

Material włącznie na użytek nauczyciela. Zabrania się kopiowania oraz dystrybuowania