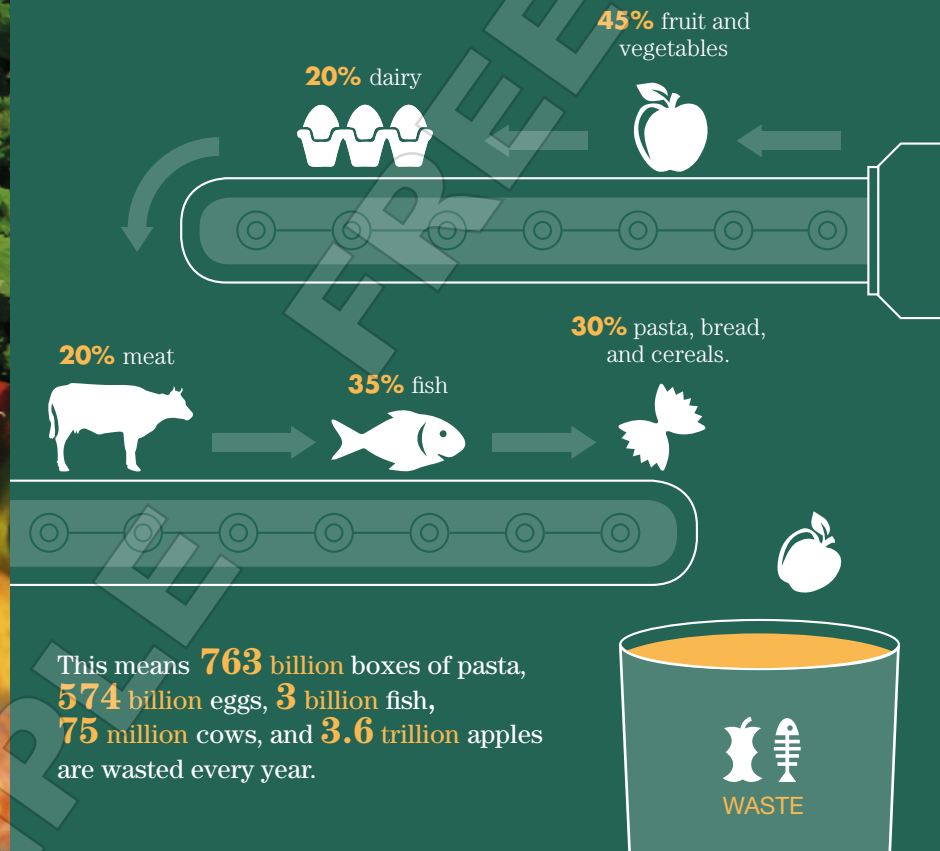# 2 FOOD

Discussion point

Discuss with a partner.

1 Which food group in the infographic do you eat the most of? Which do you eat the least of?

2 Which do you waste the most? Why?

3 Why do you think people, restaurants, and supermarkets waste food?

4 What do you think governments and individuals can do to reduce food waste?

Food waste around the world

20% dairy

45% fruit and vegetables

20% meat

35% fish

30% pasta, bread, and cereals.

This means **763** billion boxes of pasta, **574** billion eggs, **3** billion fish, **75** million cows, and **3.6** trillion apples are wasted every year.

WASTE

VIDEO

SHELF LIFE

Before you watch

1 Work with a partner and discuss the meaning of the words and phrases in bold.

1 Why is food **wasted**?

2 Would you eat food that is **out of date**? Why / why not?

3 Which of types of food go **moldy,** and which go hard and **stale** if they are out of date? (e.g., fruit, cookies, bread, cake, cheese)

4 Why does food **go bad**?

5 When you were little, did your parents make you eat all your food? Or did you **throw away** food that you didn't eat?

2 Take turns asking and answering the questions with your partner.

UNIT
AIMS
LISTENING 1 Listening for emphasis of main ideas
LISTENING 2 Predicting
STUDY SKILL Optimal learning
VOCABULARY Phrasal verbs
GRAMMAR Relative clauses
SPEAKING Offering advice and suggestions

Spoiled apples.

3 Work with a partner. Predict which of these you will see or hear in the video and discuss why they will appear.

An apple might be used in an experiment to see if it goes moldy.

apples	bottles
bread	crab shells
test tube	grapefruit
petri dish	group of young students
plastic	mold
drink can	white mice

While you watch

Watch the video and check your answers.

After you watch

Answer the questions with a partner.

1 Why is normal plastic bad for storing bread?
2 Why is the new plastic better for food and for your health?
3 Should governments spend money researching new types of food packaging? Why / why not?

Food waste

A Vocabulary preview

1 Match the words in bold with the correct definitions.

1	**agriculture** (n)	a	something that requires a lot of skill or effort to achieve
2	**billion** (n)	b	the material left after use
3	**challenge** (n)	c	the lack of food that can cause illness or death
4	**feed** (v)	d	the number 1,000,000,000
5	**hunger** (n)	e	to give food to someone or something
6	**profit** (n)	f	how to solve a problem or deal with a bad situation
7	**solution** (n)	g	the study of farming
8	**waste** (n)	h	the money made by selling something

2 Complete the sentences with the correct word from Exercise 1.

1 The United States still faces a big _____ because 5–10% of the population does not have enough food.

2 One way supermarkets can help solve the _____ problem is to donate out-of-date food to charities to make sure people have enough to eat.

3 There are many charities that use donations to _____ people who don't have enough to eat.

4 The professor explained that food _____ can be used to feed animals or help land to grow.

5 Mikhail is studying _____ because he plans to manage his family's farm when he graduates.

6 Over a _____ tons of food is wasted every year, contributing to both environmental and hunger problems around the world.

7 Grocery stores don't want to lose _____ by throwing away fruit and vegetables that are not sold.

8 The university has not yet thought of a _____ for all the food wasted in the school's cafeterias.

B Before you listen

Activating prior knowledge

Answer these questions with a partner.

1 Have you ever thrown food out? Why did you throw the food out?

2 What problems do you think wasting food can cause?

3 How could people try to solve those problems?

C Global listening

It's good to be able to recognize which ideas are being emphasized when you are listening because it helps you understand and remember important information.

There are several techniques we use to introduce emphasis.

- Focus on the way a speaker highlights or signals that important information is coming next.

  We are going to discuss … It is important to note …

- Listen for phrases that indicate when the speaker is going to summarize a point.

  In other words, … Basically, …

- Listen for words or phrases that signal general information.

  In general, … Overall, … On the whole, …

GLOSSARY

methane (n) a gas with no color or smell that is used as a fuel

🎧 **2.1** Listen to *Food waste*. Complete the sentences with the signal the speaker uses before each main idea.

1 _____ just because it looks bad, they throw it out rather than use it.

2 _____ not all supermarkets are bad …

3 _____ I think we need to focus on a bigger problem: the environment …

4 _____ it stops the heat from escaping from the atmosphere and causes the greenhouse effect, which causes global warming, but I didn't know it was more damaging than carbon dioxide.

Listening for additional information

D Close listening

1 🎧 **2.2** Listen to the first part of *Food waste*. Match the speaker to the correct question.

Amira   Julia   Sofia

1   Who wants to eat fewer apples? _____
2   Who is going to be careful when choosing food? _____
3   Who is worried about supermarket waste? _____

2 🎧 **2.3** Listen to the rest of *Food waste*. Choose the correct letter, A, B, or C to complete the sentences.

1   The profit that supermarkets make on produce is
    A   50%   B   15%   C   20%.
2   The cost of food wasted a year is
    A $13.1 billion   B $130 million   C $133 billion.
3   The largest proportion of landfill sites is made up of
    A   paper and   B   food waste   C   household
        packaging   trash.
4   According to the students, the most damaging greenhouse gas is
    A   methane   B   carbon dioxide   C   oxygen.
5   The students discuss the following week's lecture about
    A   world hunger   B   wasted food   C   global warming.

E Critical thinking

Discuss these questions in a group.

1   What types of food do you usually throw out? Why?
    I sometimes throw out … because …
2   Does your country have an environmental problem due to wasted food? Can you think of any countries that do?
    I think / don't think my country has an … as / because, …
3   Imagine you had to keep all the food you bought for a month. How do you think you could use up all the food so that there is nothing wasted at the end of the month?

Study skills — Optimal learning to suit you

Learning is easier and more effective when:

… the material suits you.

Take action to ensure that:

- you are on a course you find interesting and relevant.
- the material you use is at the right level.

… you combine technologies to suit you: use face-to-face methods solely, or in combination with technology, where you find this helps learning.

… the time is right.

- at the best time of day or night to suit your learning.
- when you have no distractions.
- when your time is well planned to make the study session interesting.
- when you can learn at your own pace.

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1 Read *Optimal learning to suit you* and answer these questions with a partner.

1 What do you find interesting about your course?

2 What background knowledge did you have before you started the course?

3 What materials do you use for your course? Are they paper-based or do they involve technology such as a computer?

4 Do you prefer practicing with printed materials or with technology-based activities? Why?

5 When do you study—during the day or at night? Why is this best for you?

6 What types of things distract you when you are studying? How do you avoid them?

2 Complete the sentences. Then compare your ideas with a partner.

1 A good student is someone who …

2 A good course book is one that …

3 A good time to study is when …

4 A good place to study is where …

5 Technology is good for learning when …

6 Courses that are the most interesting are those that …

Brain food

A Vocabulary preview

1 Read the sentences and circle the best definition for the words in bold.

1 Some foods can help improve your **concentration**, which could be helpful when you listen to long lectures.

    a   ability to focus your attention   b   ability to stay awake

2 One way to do better in school is to regularly eat **brain food**.

    a   food that helps you think   b   food that helps you move

3 There are some foods you should **avoid** because they have few or no health benefits.

    a   never use   b   use often

4 If you want to stay healthy, there are several factors to **consider** when choosing what to eat.

    a   think about   b   do quickly

5 Drinking caffeine has an **impact** on how long you can stay focused.

    a   benefit   b   effect

6 Eating breakfast before school is **recommended**.

    a   not allowed   b   a good idea

7 The effects from caffeine are only **temporary**.

    a   last for a short period of time   b   last forever

8 Eating foods cooked in a lot of oil has the **potential** to cause serious health problems.

    a   danger   b   possibility

2 Work with a partner. Which of the statements from Exercise 1 do you agree with?

B Before you listen

Answer these questions with a partner.

1 Look at the picture on page 33. How does the brain in the image look different from a normal brain?

2 Look at the image again. What do you think the lecturer is going to talk about?

C Global listening

Making predictions about what you will hear will help you understand what the speaker is trying to say. Making predictions also helps you anticipate vocabulary and develop ideas about the topic. There are several strategies you can use to make predictions.

- Notice the title or key words and turn them into a question

  Title: *Brain food*   Question: *What is brain food?*
- Think about the topic and ask yourself questions that you can answer about it

What do you already know about the topic? Or what do you want to know about the topic?

Try to answer the *Wh-* questions the discussion or lecture might address.

1 You are going to hear a radio interview about brain food. Work with a partner and make predictions before you listen.

1 Why do you think some foods are known as "brain food"?
2 What are some examples of brain food?
3 What are the benefits of eating brain food?

2 🎧 **2.4** Listen to *Brain food* and check which of your predictions were correct.

D Close listening

1 🎧 **2.5** Listen to some excerpts from *Brain food* and match the food with its benefits.

1	chocolate	a	can improve learning
2	blueberries	b	can help the heart
3	fish	c	can help you focus

2 🎧 **2.4** Listen again and circle the best answer to complete the sentences.

1   Coffee and chocolate have **similar** / **different** benefits.

2   The **memory** / **heart** benefits when someone consumes sugar.

3   The benefits from sugar and chocolate last for a **short** / **long** time.

4   People should avoid too much **chocolate** / **fish**.

5   The doctor recommends **milk** / **dark** chocolate.

6   Memory is better after a healthy **breakfast** / **lunch**.

7   Brain foods **can** / **cannot** raise your IQ.

E Critical thinking

Discuss these questions in a group.

1   Do you eat any of the brain foods mentioned in the listening text? Which ones? Why do you eat them?

I eat some of the brain foods mentioned in listening text. I eat …

I eat these foods because I think they …

2   What differences do you see in yourself when you consume brain food versus when you don't?

When I eat brain food, I feel more / less …

It doesn't affect me because …

3   What impact do you think food has on intelligence?

I believe food makes you …

I'm not sure it has much impact because …

Pronunciation for listening

Stress in phrasal verbs

Phrasal verbs are very common in spoken English. These are fixed phrases formed with a verb and a preposition or adverb, which when combined has a particular meaning.

The main stress in phrasal verbs is usually found within the verb.

***make** up*

*ap**prove** of*

Three-part phrasal verbs stress the main verb and first particle.

***walk out** on*

---

1 🎧 **2.6** Listen to these sentences from *Food waste* and *Brain food*. Write the missing preposition or adverb on the lines.

  1 I'd like to point ＿＿＿＿＿＿ that cereals aren't just good for your mental health.

  2 I know a lot of your students look forward ＿＿＿＿＿＿ snacking on chocolate candy in the afternoon.

  3 Researchers have also found ＿＿＿＿＿＿ that caffeine can help improve your concentration.

  4 Now, moving ＿＿＿＿＿＿ from chocolate, I've always heard that fish is brain food.

  5 Caffeine can be considered a brain food because it helps you wake ＿＿＿＿＿＿.

  6 I can't believe they throw ＿＿＿＿＿＿ fruit and vegetables that are imperfect.

  7 I was thinking ＿＿＿＿＿＿ the apples I buy every day.

2 🎧 **2.7** Underline the phrasal verbs. Circle the syllable(s) that should be stressed. Then listen and check.

  1 The instructor moved on from the small talk and focused on the lecture about wasted food.

  2 The substitute is going to take over while the instructor is away at a conference on food waste.

  3 Juan Pablo never runs away from a challenge and he is going to find a solution for all the food waste in the cafeteria.

  4 Angelina tried to get ahead of the food waste problem by looking for a solution before the university declared it an issue.

Vocabulary development

Phrasal verbs

There are hundreds of phrasal verbs used in spoken English. When the individual parts of a phrasal verb are used together, the phrase has a very individual meaning. Compare:

catch = stop and hold onto sb / sth

catch up = to talk to someone you haven't seen in a while and find out what they have been doing

Base verbs can combine with more than one particle (a preposition or an adverb). The particle changes the meaning of the phrasal verb.

talk + about = discuss   *talk + into* = convince

Many phrasal verbs cannot be separated, and must always appear in a sentence as verb + particle + object.

count + on + me

You can count on me to help if you need advice.

However, there are also phrasal verbs where the object falls between the verb and particle: verb + object + particle.

let + me + down

I know my father will not let me down when I call him for advice.

1   Match the phrasal verbs in bold with the correct definitions.

1	**point out**	a	discover
2	**give up**	b	get rid of something
3	**turn into**	c	rise from bed after sleeping
4	**get up**	d	become
5	**throw out**	e	show
6	**find out**	f	quit

2   Complete the questions with a phrasal verb from Exercise 1.

1   Do you _____ at the same time every day?

2   What is one thing you would find difficult to _____ from your life completely?

3   If you could _____ a famous person, who would it be? Why?

4   What would you _____ to a person visiting your city for the first time?

5   What could you _____ to make your room cleaner?

6   What do you wish you could _____ from your textbooks?

3   Ask and answer the questions from Exercise 2 with a partner.

Academic words

1 Match the words in bold with the correct definitions.

1 Angelica's **strategy** was to finish college and then go to graduate school in order to get a management position with a good company.

2 The presidential candidates had a **debate** to allow voters to hear their opinions on certain issues.

3 There is some **evidence** that people are living longer.

4 The scientists presented their **statistics** in a bar graph that made it easy to understand all the numbers.

5 Doctors questioned his **mental** health because he was having trouble remembering things.

6 People who run marathons are usually in good **physical** shape from all of their training.

7 School advisors encourage students to **participate** in extra activities in order to improve their chances of getting into a good university.

8 I know Sibyl is going to **react** with surprise when she learns she actually won the science fair.

a _____ (n) group of numbers that represent facts

b _____ (v) behave in a particular way because of something that is happening

c _____ (n) discussion in which people state different opinions

d _____ (n) plan or method for achieving something

e _____ (n) facts that help to prove something

f _____ (adj) relating to the body

g _____ (v) to take part in something

h _____ (adj) existing in the mind

2 Answer these questions with a partner.

1 Do you think it's important to have better mental health or better physical health? Why?

2 How do you react when you hear bad news? When you hear good news?

3 Can you give any evidence or provide any statistics to support an idea you have about dieting?

4 What benefits are there to eating healthy food?

5 Discuss a good strategy for improving someone's diet.

Speaking model

You are going to learn about defining relative clauses, giving advice and suggestions, and pronouncing consonant blends. You are then going to use this to give advice on how food waste can be reduced in your area.

A Analyze

Complete the talk with the phrases in the box.

| to clean up the streets   there are over 100,000 inhabitants |
| the things they don't want   providing more waste bins |

Hello, today I'm going to present my advice for the local government planning committee about how to reduce the amount of litter people leave on the streets in my town of Kimperley. Statistics show that Kimperley, where [1]_____, has a waste problem. In fact, there is evidence that it has the biggest waste problem in the state. People often leave their litter, that is, [2]_____, on the streets. Last weekend, when I was walking downtown, I saw five people throw things away on the streets. I think the committee should do more to get residents to participate in cleaning up the streets. One suggestion is that the committee sends everyone in the area information and advice in the mail, so that they can learn about the damage to the environment caused by waste. How about [3]_____ on the streets to encourage people to use them, too? Finally, I recommend the committee employs more people [4]_____ more regularly. These are my top three recommendations.

B Discuss

1   Does your town have a litter problem like Kimperley?
2   Do you agree with the speaker's suggestions to reduce Kimperley's litter problem?
3   Can you think of any other ways the Kimperley local government planning committee could stop people from throwing litter on the streets?

Grammar

Relative clauses

Defining relative clauses are parts of sentences that add extra, essential information about a noun. Relative pronouns are used to connect a relative clause to its noun. The most common are *who*, *when*, *which,* and *that*. However, we can also use *whose, when,* and *where.*

*There's someone in my class **whose** <u>parents are famous</u>.*

*Last month was **when** <u>the latest smartphone came out</u>.*

*The room **where** <u>we met for the discussion was quiet</u>.*

If the relative pronoun refers to the object of the sentence, we can remove it.

England is the country ~~where~~ I'd most like to visit.

If the relative clause is adding more information to the sentence that is not essential, we can separate the clause with commas. This is called a non-defining relative clause.

The professor, ~~whose job it was to grade the tests,~~ awarded most students a good grade.

1 Underline the relative clauses in the sentences.

1 The last time we saw each other was <u>when we were in Mrs. Kingston's class</u>.

2 The store where I usually buy my stationery is closed.

3 The man, whose job it is to fix the computers, hasn't finished.

4 The students, whose grades were very low, had to retake the test.

5 Two thousand sixteen was when I graduated school.

6 I remember the day when I got my exam grades. I was very nervous.

2 Look again at Exercise 1 and remove any of the relative pronouns if they refer to the object of the sentence.

3 Combine the sentences using a relative clause. Use commas where necessary.

1 The woman's job is to order books. She is a library assistant.

_____

2 Eduardo's exam is tomorrow. He is studying.

_____

3 Last week we did the experiment. It failed.

_____

4 Spain can get very hot in the summer. It's a popular tourist destination.

_____

Speaking skill

> You can use the following phrases to offer advice or suggestions to others.
>
> Sometimes we use the *-ing* form of the verb:
>
> *I suggest eating a good breakfast in the morning.*
>
> *How about getting a pet bird to take care of?*
>
> *I'd recommend reading a good book to help you relax.*
>
> Others are followed by the infinitive:
>
> *One idea is to volunteer in your free time.*
>
> *It might be a good idea to eat vegetables at every meal.*
>
> Another common way to offer advice is using the modal verb *should*. *Should* is always followed by the base form of the verb.
>
> *You should always eat three meals a day. Skipping meals is not good for you.*

1 Correct the mistakes in these sentences.

1 One idea is to donating more food to charities.
2 I'd recommend avoid eating too much food in the evening.
3 How about to buy imperfect fruit at the market?
4 It might be a good idea save food from ending up in the landfills.
5 I suggest use leftover food for compost or to feed farm animals.
6 You should buying food from the "ugly" section of the market.

2 Complete the dialogues with advice and suggestions.

1 A: I really need to find a job.
B: I suggest _____.
2 A: I don't know what subject to major in.
B: How about _____?
3 A: I'm finding it difficult to sleep.
B: It might be a good idea to _____.
4 A: I want to improve my diet.
B: I'd recommend _____.

3 Work in a small group. Take turns asking for advice for the situations. The rest of the group should give advice.

1 You are worried about your diet.
2 You are feeling sad after taking a test.
3 Your study group needs to choose a topic for a project in health class.

4 Listen to the group and choose the best advice for each problem.

GLOSSARY

compost (n) a mixture of decaying plants and vegetables that is added to soil to improve its quality

imperfect (adj) not perfect, with bad qualities

landfill (n) a large hole in the ground where waste from people's homes is buried

Pronunciation for speaking

Consonant clusters

Consonant clusters are groups of consonants in words that are pronounced very quickly together, e.g., *br* in *break*. Many of these consonant clusters fall at the beginning of a word.

Common clusters in English are *bl-*, *br-*, *cl-*, *cr-*, *fl-*, *fr-*, *gl-,* and *gr-*.

blue	*brew*
clue	*crew*
flee	*free*
glass	*grass*

1 🎧 **2.8** Listen to the following words. Underline the word you hear. Then listen again and repeat.

1	clue	crew
2	blaze	braise
3	flame	frame
4	fly	fry
5	flee from	free from
6	green glasses	green grasses
7	clean room	green room
8	blue tea	brew tea

2 Say the words from Exercise 1 to a partner. Can your partner identify which words you are saying?

3 Create two sentences using one or more of the consonant clusters in the box.

| bl- | br- | cl- | cr- | fl- | fr- | gl- | gr- |

*The body sometimes wants **fried** foods, but the **brain** wants healthy **fresh fruit**.*

1 _____

2 _____

4 Answer these questions with a partner.

1 Do you prefer French fries or fresh fruit? Why?

2 Have you ever been blamed for something you didn't do? What was it?

3 What are your favorite clothing items?

4 What does your country's flag look like?

Speaking task

Present advice on ways to reduce food waste in your local town.

Brainstorm

1 Look at this list of ideas. Which do you think would be easy to do in your town? Mark from 1 = very easy to 8 = very difficult.

　___ buy imperfect fruit and vegetables

　___ offer free food-waste seminars

　___ donate leftover food to local food banks

　___ offer rewards for people who don't throw away any food at local restaurants

　___ provide wasted food to be used as compost

　___ buy less food to reduce the amount you throw away

　___ offer a training plan for residents to learn more about how to use leftover food

　___ set up trash cans with separate areas for landfill trash and compost

2 Work with a partner to add two more ideas.

　1 _____

　2 _____

Plan

Decide on the two best ideas from the list, plus one of your own suggestions. Write some notes giving advice to the local government planning committee based on these ideas. Support your ideas with examples.

Speak

Present your advice to a partner. Remember to use language for offering advice and suggestions and relative clauses.

Share

Work with a new partner. Talk about the presentation you listened to. Decide whether you would change anything you talked about. Say why.

Reflect

Think about your own behavior. What can you can do to reduce food waste in your town?

Review

Wordlist

MACMILLAN DICTIONARY

Vocabulary preview

agriculture (n) **	consider (v) ***	recommended (v) ***
avoid (v) ***	feed (v) ***	solution (n) ***
billion (n) **	hunger (n) *	temporary (adj) ***
brain food (phrase)	impact (n) ***	waste (n) ***
challenge (n) ***	potential (adj) ***	
concentration (n) ***	profit (n) ***	

Vocabulary development

find out (phr v)	give up (phr v)	throw out (phr v)
get up (phr v)	point out (phr v)	turn into (phr v)

Academic words

debate (n) ***	participate (v) **	statistics (n)
evidence (n) ***	physical (adj) ***	strategy (n) ***
mental (adj) ***	react (v) **	

Academic words review

Complete the sentences using the words in the box.

debate   labels   normal   physical   statistics

1   A serious discussion is often called a _____.
2   If you want to know what chemicals are in your food, read the _____ on the packets!
3   To make sure the competitors were fit enough for the race, they all had to have a _____ examination.
4   It is important to present _____ in a way that is easy for people to understand and interpret.
5   In many countries the _____ working day is from 9:00 a.m. to 5:00 p.m.

Unit review

Listening 1	☐	I can listen for important information.
Listening 2	☐	I can make predictions about what I am going to hear.
Study skill	☐	I can use strategies for optimal learning.
Vocabulary	☐	I can use a range of phrasal verbs.
Grammar	☐	I can use relative clauses.
Speaking	☐	I can offer advice and make suggestions.