

1 Society

DISCUSSION POINT

Discuss with a partner.

- 1 Is attitude to time in your country more like Brazil or Australia?
The attitude in my country is ...
- 2 What advice would you give someone about meals in your country?
During meals it's important to ...
- 3 What is a polite way to greet someone in your country? What other greetings do you know from around the world?
Men and women greet each other by ...

GLOBAL POLITENESS



Australia

Arriving on time to meet people is very important.

Brazil

It is OK to be a little late.



Greece

Shake hands when you meet people and to say goodbye.

Morocco

It is polite to offer fresh mint tea to visitors.



Poland

Bread and salt are used to welcome important guests.

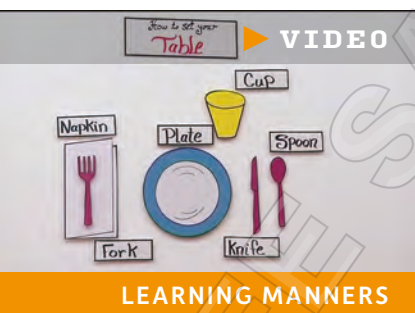
Japan

You should remove your shoes when you enter someone's home.



UK

Sometimes people don't make eye contact during a conversation.



BEFORE YOU WATCH

Work with a partner. Discuss the following subjects. Are there any rules about polite behavior in your culture?

- 1 The length of time you keep eye contact with a stranger.
- 2 How close you stand to someone when talking to them.
- 3 The gifts you bring when visiting people at home.

UNIT AIMS

READING 1 Using topic sentences to understand main ideas

READING 2 Identifying arguments and opinions

ACADEMIC SKILL The KWL learning strategy

VOCABULARY Giving your opinion

GRAMMAR Discourse markers of contrast and comparison

WRITING Writing a balanced opinion



Traditional Japanese business greeting

WHILE YOU WATCH

 Watch the video. Choose the correct answers.

- The students are attending classes in ...
a manners. b English.
- At the end of the lesson, the teacher speaks to ...
a other teachers. b parents.
- The parents teach their children ... at home.
a extra manners b the same manners

AFTER YOU WATCH

Work with a partner. Discuss the questions.

- Do you think it's important to learn about polite behavior as a child?
Yes / no, because ...
- What rules of politeness are children taught in your culture?
In my culture, ...
- Whose responsibility is it to teach polite behavior?
I think it's the responsibility of ... because ...

POLITENESS AND YOUTH

A VOCABULARY PREVIEW

1 Complete the sentences with the words below.

behavior consider judge manners rude smiling social media tip

- 1 You don't need to _____ the staff unless the service was very good.
- 2 We shouldn't _____ other cultures according to what is right or wrong in our culture.
- 3 What is acceptable _____ depends on the situation you are in.
- 4 It's good _____ to wait until everyone at the table has their food before you start eating.
- 5 The rules for what we should or shouldn't do when we interact with people on _____ are as important as the rules for face-to-face communication.
- 6 Not all cultures _____ politeness to be important. It is more important for some than for others.
- 7 Don't keep interrupting! It's _____.
- 8 _____ at someone is the best way to make them feel welcome and relaxed.

2 Work with a partner. Discuss which of the sentences from Exercise 1 you agree with.

B BEFORE YOU READ

1 Read the descriptions of different behaviors. Write A (Acceptable) or U (Unacceptable), according to your opinion.

- 1 Speaking on your phone on public transportation. ____
- 2 Not saying "please" or "thank you" after a request. ____
- 3 Not giving up your seat on a train for an older person. ____
- 4 Reading someone's texts over their shoulder. ____
- 5 Not tipping in a restaurant. ____

2 Compare your opinions from Exercise 1 with a partner. Give your reasons.

Preparing to read

Politeness and youth

- 1 For older generations, there were simple rules everyone had to consider about manners. It was normal behavior for men to hold doors open for women. It was rude if you didn't say "please" or "thank you." You were judged negatively if you didn't give up your seat to an older person. So, are these rules still important to young people today? Or are attitudes to appropriate behavior changing, and is technology having an effect?
- 2 Unsurprisingly, young people's attitudes differ greatly from older generations' when it comes to polite behavior. Many do not agree with rules such as giving up their seat on a train for older people or holding a door open for a woman, as is the custom in many European countries. In my opinion, this is completely understandable. As a woman, I do not feel the need for a man to hold open a door. The bottom line is, I am just as able as any man. So, if our attitudes are changing, what are the new rules for living?
- 3 Respecting someone's personal space has become an increasingly important factor in modern manners. While you might not be expected to give up your seat on a train, the majority of people consider playing music loudly when traveling to be impolite. By and large, very few young people would disagree that speaking loudly on your phone near others is unacceptable behavior. Our phones allow us to escape our immediate environment to some extent and concentrate on something else, but we should still think about the other people around us.
- 4 Phones, and especially messaging, are a central part of most modern communication. Much of this communication happens in a public place, but we still expect a certain amount of privacy. Consequently, reading someone's messages over their shoulder is almost guaranteed to receive a negative reaction. Also, although social media feels like a public space, never be the first to talk about someone else's news. Treat online conversations like face-to-face ones—don't ignore people, don't be too direct, and always respond to questions.
- 5 Technology, though, is not the only area in which etiquette is changing. Dinner tables and restaurants have nearly always gone hand in hand with good manners. It used to be considered rude to put your elbows on the table, but now hardly anyone will judge you for this. Tipping for good service is also changing. Older people are more likely to tip than younger people and they are also more generous. In my experience, younger people only tip when service is genuinely good—I probably do not tip as much as my parents do.
- 6 Often young people are described as rude by older generations. However, let's get something straight—it is not true that their manners have got worse; it's simply that the rules are changing. A firm handshake was once the standard polite greeting, whereas for many younger people simply smiling, using a spoken greeting, or kissing on the cheeks is considered a polite greeting. Neither older nor younger are being rude; they are simply following their own generation's rules.

GLOSSARY

direct (adj) saying what you really think in a very clear and honest way

etiquette (n) a set of rules for behaving correctly in social situations



Using topic sentences to understand main ideas

C GLOBAL READING

Topic sentences are usually one of the first two sentences of each paragraph. They contain the main idea of the paragraph and everything in that paragraph should support the main idea. Reading topic sentences is a good way to scan a text quickly.

1 Read *Politeness and youth* and select the topic sentences in paragraphs 2–5.

2 Read the text again and match the main ideas A–D with paragraphs 2–5.

- A Consider the people around you. ____
- B The rules for eating out. ____
- C The changing rules of politeness. ____
- D The impact of technology on politeness. ____

D CLOSE READING

Scanning

Read *Politeness and youth* again and complete the summary of the text.

Attitudes to polite behavior are changing over time. For example, younger people are less likely to let someone else have their ¹ _____ or hold a door open for a woman. Personal space is important, and it is rude to have a loud ² _____ on public transportation. Although modern communication happens in public spaces, it should still be ³ _____. You should not read a person's ⁴ _____ or tell other people someone's news on ⁵ _____. In the past, people thought it was rude to have your ⁶ _____ on the table during meals, but this is not the case anymore. When eating out, older people are much more likely to ⁷ _____ the staff than younger people.

E CRITICAL THINKING

1 What behavior do you find rude in other people? Do you think other people would find any of your behavior rude?

I really dislike it when ...

2 How do behaviors related to topics 1–3 change when meeting with the different groups of people below?

Friends Older people Work colleagues

- 1 Greetings
- 2 Personal space
- 3 Table manners

ACADEMIC SKILLS

THE KWL LEARNING STRATEGY

When reading or listening in an academic situation, you are nearly always doing it for a purpose. For example, to answer an essay question, to prepare for a seminar, or to give a presentation. KWL is a technique you can use before reading a text, attending a lecture, or watching a presentation. KWL is an acronym for *Know*, *Want-to-know*, and *Learned* and it is an effective way to read or listen for a purpose.

Before you read or listen, draw a three-columned table like this:

Know	Want-to-know	Learned
Before reading / listening, assess what you already know.	Set an aim for your reading / listening. What do you want to learn from the text / speaker?	After reading / listening, reflect on and review what you have learned.

- 1 Read *The KWL learning strategy*. Tell your partner what you think the benefits of using this strategy might be.
- 2 Look at the text on pages 15 and 16 titled *Social media society*. Look at the paragraph headings and complete the first two columns of the table.

Know	Want-to-know	Learned

- 3 When you have completed the reading lesson, come back and complete the *Learned* column in the table. Use the questions below to compare what you have written with a partner.
 - 1 How many points in the *Know* column appeared in the text?
 - 2 Did the text help you to answer any of the points in the *Want-to-know* column of your table?
 - 3 What is the most interesting thing for you in the *Learned* column?

SOCIAL MEDIA SOCIETY

A VOCABULARY PREVIEW

1 Match the words in bold with the correct definitions.

- | | |
|------------------------------|---|
| 1 anxious (adj) | a extremely unkind, or causing someone to be unhappy or upset |
| 2 cruel (adj) | b the writing or pictures on a computer screen that you can see at one time, for example as part of a website |
| 3 get attention (phr) | c to get someone's interest or to make someone notice something |
| 4 hurt (v) | d worried because you think something bad might happen |
| 5 opinion (n) | e a place on the Internet where information is available about a particular subject, organization, etc. |
| 6 page (n) | f to cause someone pain or injury |
| 7 post (v) | g to put writing or images online where other people can see them |
| 8 site (n) | h the attitude that you have toward something, especially your thoughts about how good it is |

2 Choose the correct word to complete the questions.

- Which social media **sites** / **opinions** are most popular in your country?
- How many times a day do you **get attention** / **post** something online?
- Do you click on advertising on different web **pages** / **opinions**?
- Do you worry your comments might **hurt** / **post** someone's feelings?
- When you put things on social media, do you care about other people's **pages** / **opinions**?
- What do you do when someone writes something negative or **cruel** / **anxious** about someone you know?
- Do you feel **cruel** / **anxious** when people do not reply to your messages?
- Do you like it when one of your pictures or videos gets a lot of **attention** / **anxious** from other people?

3 Discuss the questions from Exercise 2 with a partner.

B BEFORE YOU READ

Read the first sentence of *Social media society*. Work with a partner and predict the topics the text might cover.

Predicting



SOCIAL MEDIA SOCIETY

1 Social media is changing everything

Social media is changing how we communicate, how we do business, and how we live in society. People use it to stay in touch with others, to get people's attention, and to check the news. People can connect with celebrities and even communicate with members of the government through their social media profile. When we consider this is only 20 or 30 years after the start of the Web, it is not surprising that it is considered one of the biggest ever changes in modern society. So, has social media been a positive or negative development for society?

2 People are less connected

Many people argue that social media makes young people antisocial. In 1998 psychiatrist Tamaki Saito invented the term “*hikikomori*,” which translates into English as *avoiding social contact*. It describes a growing number of young men who shut themselves away in their bedrooms from society and use technology more and more. Some people think there are between a quarter and one million people like this in Japan. Research around the world suggests this is not only a Japanese problem but one that exists around the world.

3 The only way to socialize

However, other people believe that social media is not more popular because young people are more antisocial. In comparison to the past, many children are not allowed out as much to play. As a result, many use social media to stay in touch with friends because they are not allowed to see them as often. Teenagers want to spend time together, and social media is allowing them more contact than they could normally have. It also allows them to feel part of a wider group.

4 Not just for young people

Some think the Internet is just for young people, but this trend is slowly changing. One of the fastest growing groups of social media users is now grandparents who are using it to keep in touch with other people. Since people now move around a lot for work, many grandparents use it to keep in touch with their own children or grandchildren. It also provides the opportunity to socialize when people cannot move around as much as they once did. From reconnecting with old friends to adding new ones, social media has a big positive effect on how we communicate.



5 Online profile

Though social media helps us to communicate with other people, it can also change how we see ourselves. Some argue that social media makes us compare ourselves more to other people because we often just post the highlights of our lives. This makes us feel anxious about what other people think of us and can make people depressed. When we see the lives of celebrities and profiles of companies, many people forget that it is carefully created and not completely real. Both the companies and people use social media to create an image and a version of themselves. Like these people, even most normal people only show the interesting parts of their lives. Selfies are rarely the first photo someone took. People take hundreds until they get the right photo that gets the attention and comments they want.

6 Being popular

Equally, social media is now often considered a popularity contest. From how many people follow us to how many “likes” we get, it can have a big effect on how we feel about ourselves. People often feel anxious about how many “likes” they get on a picture or comment. Many people feel hurt if people don’t like their pictures or posts. People are often so worried about displaying their life in a way that makes them look interesting that they spend less time actually doing healthy activities with other people. This is connected to our human need to feel part of a group. Unfortunately, many connections and friendships online are not real friendships. Of course, many people do have good friends online, but at the same time we can have many false connections just to make ourselves feel more popular.

7 Wanting everything now

Social media also makes us want everything now. The idea of wanting something immediately is connected to another basic human need for food, water, and shelter. However, this need means we now want the latest phone, tablet, or car straight away. Social media increases this feeling. We can upload videos, photos, and updates and get quick feedback from our network. We reply almost immediately to e-mails and posts. There are many instances where certain things in life are better. We no longer have to send letters and wait days or weeks for a reply. Smartphones mean we don’t need to wait for a cab or a table at a restaurant. Movies and TV shows play immediately. Unfortunately, we are now becoming much worse at waiting for things and social media is in part making this issue worse.

8 Time to stop?

On the one hand, social media makes our world more connected than ever. On the other hand, it also makes many people feel more anxious about their own image, creates false friendship groups, and causes people to be less patient. People can be so focused on their online lives that they lose time and sleep and ignore the world around them. People who give up social media can feel more connected to their work, their relationships, their family, their friends, and themselves. Perhaps we all need to take a break.

GLOSSARY

popularity contest (n) an attempt to be more popular and liked than other people

C GLOBAL READING

1 Read *Social media society* quickly and check your predictions.

Arguments can be in the same paragraph, or a positive paragraph can be followed by a negative paragraph. You can identify an argument with key words and phrases such as: *some people believe, many people argue, however.*

Identifying arguments
and opinions

2 Read the text and highlight the phrases that show that an argument or opinion is being presented.

3 Match each argument with a paragraph in the text.

- A Social media is good for younger and older people. ____
- B Social media means people spend more time on their own. ____
- C Social media lets younger people socialize. ____
- D Social media makes people feel bad when they compare themselves to other people. ____
- E Social media makes us want everything now. ____
- F Social media creates false friendships. ____

D CLOSE READING

Read the text again. Do these statements agree or disagree with the opinions in the text or is no information given? Write **Y** (Yes), **N** (No), or **NG** (Not Given).

Analyzing opinions

- 1 Social media is one of the main changes in modern society. ____
- 2 Hikikomori is just a Japanese problem. ____
- 3 Teenagers are not addicted to social media. ____
- 4 Celebrity profiles show stars' real lives. ____
- 5 People post photos to get attention. ____
- 6 Social media does not affect other parts of our life. ____
- 7 Social media has caused people to lose their jobs. ____
- 8 Technology has made us less able to wait. ____

E CRITICAL THINKING

1 Decide if you agree or disagree with each of these statements.

- 1 Social media makes people feel anxious and depressed.
- 2 Social media makes people want everything now.

2 Compare your opinions in groups and give your reasons.

VOCABULARY DEVELOPMENT

PHRASES FOR GIVING OPINIONS

1 Which words below are used to:

- a mean “I think”
- b emphasize how strongly you believe something
- c show which side of the argument you are on?

agree with completely disagree I feel I find
in my experience in my opinion to some extent

2 Choose the best way to complete the sentences.

- 1 Sorry, but I **disagree** / **agree** with you. I think it's rude to arrive late.
- 2 I **find** / **agree with** it strange to eat out so late, but it's normal here.
- 3 I **completely** / **feel** agree with you. It's fine to use your phone on the train.
- 4 I think you're right **completely** / **to some extent**, but perhaps the language has changed.
- 5 **In my experience** / **Completely** older people really aren't any more polite than younger people.
- 6 I **to some extent** / **agree with** you. I think people should always remove their shoes before they go into someone's house.
- 7 **Disagree** / **In my opinion**, polite behavior is always changing and people need to change.
- 8 I **feel** / **agree with** it is fine to e-mail during meetings.

3 Discuss these opinions with a partner. Try to use the phrases and words from Exercise 1.

- 1 Polite behavior is the same throughout the world.
- 2 You should judge someone who is late for a job interview.
- 3 Technology has made people ruder.

ACADEMIC WORDS AND IDIOMS

1 Match the words in bold with the correct definitions.

- | | |
|--------------------------------------|--|
| 1 adjust (v) | a one of the things that influence whether an event happens or the way that it happens |
| 2 appropriate (adj) | b someone's opinions or feelings about something |
| 3 attitude (n) | c a large system with many connected parts |
| 4 the bottom line (id) | d used for referring to something in a general way |
| 5 by and large (id) | e a gradual change or development |
| 6 concentrate (v) | f suitable or right for the situation or purpose |
| 7 factor (n) | g the most important aspect of a situation |
| 8 get something straight (id) | h a form of something, such as a computer program, that is different to other ones |
| 9 ignore (v) | i to not give something attention |
| 10 network (n) | j the way that you feel or behave as a result of something that happens |
| 11 reaction (n) | k to correctly understand something |
| 12 trend (n) | l to give all your attention to what you are doing |
| 13 version (n) | m to change something slightly to make it better |

2 Complete the paragraph with the words and phrases from Exercise 1.

When you create an online profile, it's important to check that the content is ¹ _____ for your life at work. ² _____, when people first create social media profiles, they are at middle or high school or college. However, there is a growing ³ _____ for people outside of your social ⁴ _____ to check your profile. One ⁵ _____ employers consider before interviewing someone is their online profile. Let's ⁶ _____—an employer's ⁷ _____ to your profile can decide whether you get an interview or not. Despite having good qualifications, you might not get an interview if your online profile suggests you don't have a good ⁸ _____ to work. In real life we can have a ⁹ _____ of ourselves for work and another for friends, but social media does not allow you to do this. ¹⁰ _____ on your social media image for a day or two and try to ¹¹ _____ the content a little to be more professional, because employers can check your social media profiles carefully. If you ¹² _____ this fact, the ¹³ _____ is that you might not get the job you want.

3 Discuss these questions with a partner.

- Which social media platforms do you use?
- Do you think your social media posts would give potential employers a good impression of you?
- What sort of online behavior do you think is unacceptable?

ACADEMIC IDIOMS

THE BOTTOM LINE

The amount of money that a company makes or loses is often shown in the last (bottom) line of its accounts. In business, there's nothing more important than this, and so we use the same phrase to talk about the most important aspect of something.

WRITING MODEL

You are going to study discourse markers of contrast and comparison and techniques for writing balanced opinions. You are then going to use these to write a paragraph to answer the question:

“Young people today are not polite. To what extent do you agree or disagree?”

A ANALYZE

Complete the table with arguments from the model that answers the question: *“Some people think that social media has had a negative effect on young people’s behavior. To what extent do you agree?”*

Agree	Disagree

B MODEL

On the one hand, some people think social media sites have affected children’s behavior. They argue that it has affected family relationships and made children less social with adults. Another factor that makes parents feel anxious is that they often cannot read their children’s posts on social media pages. On the other hand, some people feel social media gives children more opportunities to socialize with their friends. By and large, parents nowadays do not allow children to play outside so much; however, rather than ignore their friends, children now have an online network. I agree with the second opinion because it is important for children to have close friendships, and even before social media, many children had difficult relationships with their parents.

1 Read the model answer and answer the questions.

- 1 What phrases are used to introduce opinions?
- 2 Is the agree or disagree side of the argument presented first?

2 Which side does the writer agree with?

3 Discuss these questions with a partner.

- 1 Do you agree with the opinions in the paragraph? Why / why not?
- 2 What other new things have affected young people in society?
- 3 Have these changes made young people more or less polite?

GRAMMAR

Discourse markers of contrast and comparison

Discourse markers of contrast

We use discourse markers of contrast to show differences between two points. **However** and **whereas** go between the points being contrasted. **Although**, **while**, and **though** go before the two points being contrasted. We use **on the one hand** and **on the other hand** together.

*Social media is great for communication. **However**, it does have some negative effects.*

*In the past, we shared photos with a few people, **whereas** today we share them with hundreds.*

***Although** social media has some benefits, there are also many negatives.*

***While** we communicate more, we spend less time talking in person.*

***Though** we have many connections, a lot are not really friends.*

***On the one hand**, social media makes us feel connected. **On the other hand**, it also makes us feel judged.*

Discourse markers of comparison

We use discourse markers of comparison to show how two things are similar. **Equally** and **like** usually go between the points being compared. **Both** goes before the points being compared.

*Social media can make people feel positive. **Equally**, it can make them feel stressed.*

*Comments, **like** photos, present an image of ourselves.*

***Both** older and younger people are using social media more often.*

1 Read the sentences. Decide if they show S (Similarities) or D (Differences).

- 1 However, in Japan tipping is not expected in any situation and may even create a difficult situation by offending someone. ____
- 2 Although most people agree these behaviors are polite, there is a big difference in politeness between the generations. ____
- 3 While most children learn to read easily, some need extra help. ____
- 4 Many younger people are likely to consider this as acceptable, whereas older people are much more likely to find this rude. ____
- 5 Equally, social media is now a popularity contest. ____
- 6 Though social media helps us to communicate with other people, it can also change how we see ourselves. ____
- 7 Both companies and people use social media to create an image. ____
- 8 Normal people, like celebrities, often share photos on social media. ____
- 9 On the one hand, social media makes our world more connected than ever. On the other hand, it also makes many people feel less sociable. ____

2 Choose the best word to complete each sentence.

- 1 ____ older and younger generations are affected by social media.
a Though b Like c Both
- 2 Some people believe younger people are not as polite. ____, it is simply because polite behavior changes over time.
a Likewise b However c Though
- 3 ____ e-mail is an efficient way to communicate, some companies are using other messaging services.
a However b Although c Both
- 4 ____ social media sites have some advantages, there are also many negatives.
a While b Similarly c Both
- 5 ____ giving a business card with two hands is polite in some cultures, this is not the case in all.
a However b Like c Although
- 6 Social media started only a few years ago. ____, nearly a third of the world uses it today.
a Equally b Though c However
- 7 In southern Europe, meetings are likely to start with a long conversation not related to work. ____, in Latin America, it is common to speak about your private life first, before discussing business.
a Both b Equally c However

3 Rewrite the sentences using the discourse markers in parentheses.

- 1 Students find cell phones in the classroom rude. Teachers find cell phones in the classroom rude. **(both)**

- 2 Talking loudly on the train is rude. It is often necessary. **(however)**

- 3 People should not worry about “likes” and negative comments on their social media. **(similarly)**

- 4 People need to stay connected through social media. They should limit their use. **(on the one hand / on the other hand)**

4 Discuss with a partner whether you agree or disagree with the sentences from Exercise 3. Give reasons for your opinions.

WRITING SKILL

A paragraph that gives a balanced opinion is usually structured like this:

- Present one viewpoint (the opposite of the writer's opinion).
- Give supporting reason(s).
- Introduce an alternative viewpoint (matches the writer's opinion).
- Give supporting reason(s).
- Conclude with own viewpoint.

Writing a balanced opinion

1 Put the phrases for giving opinions into the correct column in the table.

Another argument is I feel that In my experience In my opinion
One argument is Others feel that Some people believe

Stating the first viewpoint	Stating an alternative viewpoint	Giving the author's viewpoint

2 Look at the structure in the skills box. Put the sentences (a–h) in the correct order (1–8).

- They argue that this is because technology has made them unable to interact with others. ____
- However, other people feel that young people are equally polite today. ____
- Some people think that young people are not as polite today as they were in the past. 1
- Technology changes how we live our lives and as a result it also changes what we think is rude or polite. ____
- In my opinion, while these behaviors might be thought of as rude now, it is likely they will be seen as normal behavior in the future. ____
- Lastly, some people find their behavior rude on public transportation when conversations on cell phones are too loud. ____
- For example, young people behave in an inappropriate way by using technology in situations that are not acceptable such as during a meal or a meeting. ____
- First, this behavior is only considered rude by a few people. ____

3 Label the function of each sentence.

a viewpoint a reason a personal opinion

4 Which view do you agree with? Why? Discuss with a partner.

WRITING TASK

You are going to write a paragraph to answer the question:

“Young people today are not polite. To what extent do you agree or disagree?”

Brainstorm

Complete the brainstorm below with your ideas.

Agree	Disagree

Plan

- 1 Choose two arguments to agree and think of an example for each.
- 2 Choose two arguments to disagree and think of an example for each.
- 3 Which arguments do you agree with the most?

Write

Use your brainstorm to help you write your paragraph. Remember to:

- use comparison and contrast phrases to connect your ideas.
- pay attention to the organization of your arguments.

Your text should be about 100 words long.

Review

Exchange your paragraph with a partner. Review the following together.

- Do your texts use comparison and contrast phrases to connect your ideas?
- Does your paragraph give reasons to support your opinions?
- Does your paragraph conclude with your own viewpoint?

Rewrite and edit

Consider your partner's comments. Before writing the final draft of your paragraph, check whether your paragraph:

- uses discourse markers of contrast.
- uses discourse markers of comparison.
- uses the discourse markers before / between the points being compared.

WORDLIST

*** very frequent ** frequent * not frequent

Vocabulary preview

anxious (adj) **	get attention (phr) ***	opinion (n) ***	site (n) **
behavior (n) ***	hurt (v) ***	page (n) ***	smile (v) ***
consider (v) ***	judge (v) ***	post (v) **	social media (n) *
cruel (adj) **	manners (n) ***	rude (adj) **	tip (v) **

Vocabulary development

agree with (phr v)	disagree (v) **	find (v) ***	in my opinion (phr)
completely (adv) ***	feel (v) ***	in my experience (phr)	to some extent (phr)

Academic words and idioms

adjust (v) **	by and large (id)	get something straight (id)	reaction (n) ***
appropriate (adj) **	concentrate (v) ***	ignore (v) **	version (n) ***
attitude (n) ***	factor (n) ***	network (n) ***	trend (n) ***
the bottom line (id)			

ACADEMIC WORDS AND IDIOMS REVIEW

Complete the sentences with the words and phrases below.

appropriate by and large get something straight ignore network trends

- Let me _____. You have never seen him before?
- It is important to have a _____ of colleagues to share information and experiences with.
- Don't _____ the advice of older people. They have a lot of experience to offer young people.
- I like looking at fashion magazines to see the latest _____.
- When applying for a job, it is important to use _____ language and not be too informal.
- Not all of the course is useful but _____, it's really good.

UNIT REVIEW

- | | | |
|----------------|-------------------------------------|---|
| Reading 1 | <input type="checkbox"/> | I can use topic sentences to understand the main ideas. |
| Reading 2 | <input type="checkbox"/> | I can identify arguments and opinions in a text. |
| Academic skill | <input checked="" type="checkbox"/> | I can use the KWL learning strategy. |
| Vocabulary | <input type="checkbox"/> | I can use words and phrases for giving my opinion. |
| Grammar | <input type="checkbox"/> | I can use discourse markers of contrast and comparison. |
| Writing | <input type="checkbox"/> | I can write a balanced opinion paragraph. |

Making Eye Contact SIGNALS A NEW TURN in a Conversation



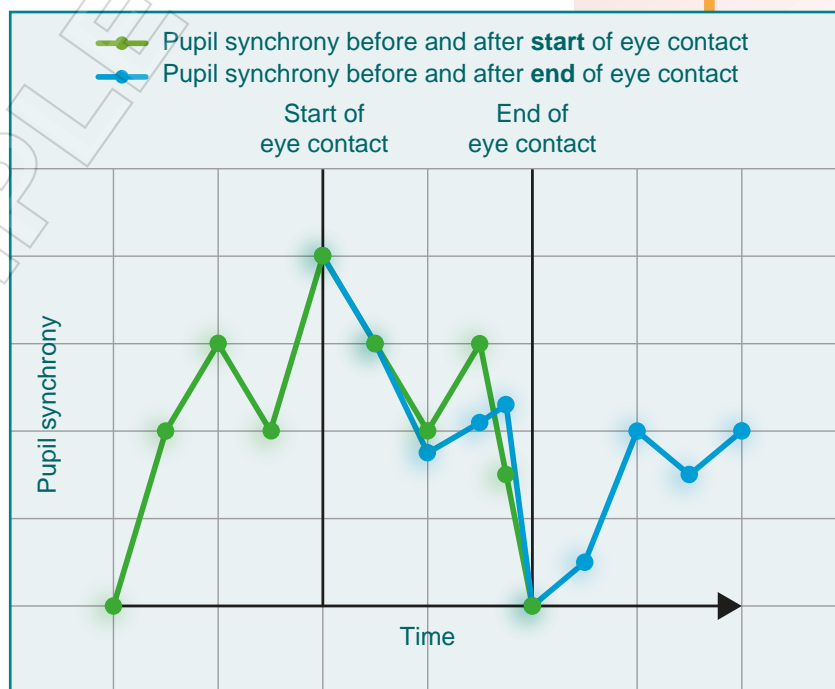
What is found in a good conversation? It is certainly correct to say words. But conversation also includes “eyes, smiles, the silences between the words,” as the Swedish author Annika Thor wrote: It is when those elements hum along together that we feel most deeply engaged with, and most connected to, our conversational partner, as if we are in sync with them.

Neuroscientists at Dartmouth College have taken that idea and carried it to new places. As part of a series of studies on how two minds meet in real life, they reported surprising findings on the interplay of eye contact and the synchronization of neural activity between two people during conversation. The researchers suggest that being in tune with a conversational partner is good but that going in and out of alignment with them might be better.

In the new study, by using pupil dilation as a measure of synchrony during unstructured conversation, psychologist Thalia Wheatley and graduate student Sophie Wohltjen found that the moment of making eye contact marks a peak in shared attention—and not the beginning of a sustained period of locked gazes. Synchrony, in fact, drops sharply after looking into the eyes of your interlocutor and only begins to recover when you and that person look away from each other. “Eye contact is not eliciting synchrony; it’s disrupting it,” says Wheatley.

Why would this be? Conversation requires some level of synchrony, but Wheatley and Wohltjen speculate that breaking eye contact ultimately propels the conversation forward. “Perhaps what this is doing is allowing us to break synchrony and move back into our own heads so that we can bring forth new and individual contributions to keep the conversation going,” Wohltjen says.

“There might be an optimal sweet spot in this coupling, decoupling thing—where people are really listening to each other, but they’re also fueling the conversation with new ideas,” Wheatley says. “Those conversations might be the most fun.”



GLOSSARY

in sync (phr) a state in which two or more people or things agree with or match one another

interplay (n) the complex ways that two or more things affect each other

peak (n) the highest point (e.g., of a mountain or a graph)

pupil dilation (n) when your pupils (the black circles in your eyes) dilate (become larger)

synchrony (n) when two or more things happen at the same time and speed



INTEGRATED SKILLS

You will read a text about eye contact in conversations and analyze a graph. You will then hear a short podcast related to the topic. There are some questions to help you with language and the main ideas. Finally, you will summarize the points in both texts.

A CLOSE READING

Read the *Scientific American* text about eye contact and look at the graph. Complete the sentences with a word or short phrase.


- The first paragraph mentions four elements included in a good conversation:
_____, _____,
_____, and _____.
- The study focused on the interplay between _____ and _____.
- The researchers measured changes in people's _____ to find out how synchronized they were during conversations.
- The highest level of synchrony is when people _____.
- Thalia Wheatley thinks that lower synchrony during conversations helps people to think of _____.

B READING ANALYSIS

Read again. Look at the graph. Discuss with a partner.

- What happens to people's synchrony while they are looking into each other's eyes? What happens after they break eye contact?
- What do the green and blue lines show?

C CLOSE LISTENING

 **1 Listen to a podcast about bats babbling (speaking in "baby language"). Choose T (true) or F (false).**

- Ahana Fernandez studies the babbling of bat pups (baby bats). T / F
- Sac-winged bats (*Saccopteryx bilineata*) can make over a hundred types of syllables. T / F
- Bat babbling goes through ten speech precursors or protophones (stages of learning to "speak"). T / F
- Both humans and bats seem to use babbling in a very similar way. T / F
- Mark Stratton jokes that both human and bat parents must listen to noisy babies in the middle of the night. T / F

D LISTENING ANALYSIS

Discuss the questions with a partner.

- The second protophone contains "combinations of adult-like sounds mixed with total gibberish." What do you think this means? What would it mean in human languages?
- What does Fernandez want to study next? Why?

E INTEGRATED WRITING

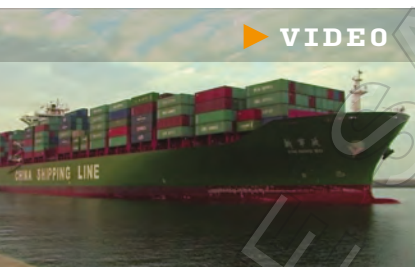
Work with a partner. Summarize the points made in the podcast. Use the ideas from the podcast and the reading text to suggest ways that people learn to communicate. Write between 150 and 225 words for your answer.

2 Food

DISCUSSION POINT

Discuss with a partner.

- 1 Look at the infographic about seasons for growing fruits and vegetables in parts of America. Do you grow these foods in your country?
- 2 What foods grow in your country during different times of the year?
- 3 Do you think it is important to eat foods that are in season? Why?



▶ VIDEO

A FLOATING FARM

BEFORE YOU WATCH

Work with a partner. Which of the following opinions do you agree with? Why?

- 1 I prefer to eat foods produced in my own country.
- 2 I do not mind where the food comes from as long as it tastes good.
- 3 I am concerned about how far food travels before we eat it.

UNIT AIMS

READING 1 Completing a summary of main ideas
READING 2 Understanding synonyms
ACADEMIC SKILL Cohesive words and phrases

VOCABULARY Adjectives for describing food
GRAMMAR Relative clauses
WRITING Using compound sentences



Asian fresh vegetable market

WHILE YOU WATCH

Watch the video. Choose the correct answers.

- 1 What does Philippe use the containers for?
☐ swimming pools ☐ farms
- 2 The space in a container is ...
☐ expensive to use. ☐ free to use.
- 3 What does Philippe use to control the atmosphere inside the containers?
☐ animals ☐ mushrooms

AFTER YOU WATCH

Work with a partner. Discuss the questions.

- 1 What other uses for containers can you think of?
They could be used for ...
- 2 What foods are often farmed in your country?
In my country, ...
- 3 Which areas of your country have the most expensive / cheapest land? Why?
I think ... is expensive / cheap because ...

THE FOOD OF INDONESIA

A VOCABULARY PREVIEW

Find the words in the text and match them with the definitions.

- | | |
|------------------------|--|
| 1 farming (n) | a the substance on the surface of the Earth in which plants grow |
| 2 food stall (n) | b food changed from its natural state |
| 3 groceries (n) | c growing crops or producing animal products |
| 4 herbs and spices (n) | d things used to add flavor to food |
| 5 industry (n) | e to put trees, seeds, etc. in the ground to grow |
| 6 plant (v) | f the food you regularly buy in a store |
| 7 processed food (n) | g a large table or a small building that is open at the front, used for selling food |
| 8 soil (n) | h the people and organizations involved in producing goods |

B BEFORE YOU READ

Previewing a text

Look at the picture, caption, and heading. What is the text's purpose?

- a To give an overview of the Indonesian food industry
- b To compare the Indonesian food industry with food in the rest of the world

C GLOBAL READING

Completing a summary of main ideas

Summaries give an overview of the main ideas in a text. Read the topic sentences and identify the supporting information and important words to help you summarize the main ideas.

- 1 Skim *The food of Indonesia* and choose the things that are mentioned in the text.

challenges in the past challenges today changes to diet and shopping
changes to jobs local dishes money for farmers plants and crops

- 2 Use your answers from Exercise 1 to complete a summary of the text.

Indonesia has a lot of rain and sunshine and produces different¹_____. These traditionally influence the food and a lot of herbs and spices are used in²_____. However,³_____ and⁴_____ habits are changing. Today people eat more processed foods. People often buy groceries in local stores, but they also use supermarkets. One of the main⁵_____ for the food industry⁶_____ is the increasing population. It means more foods have to be imported.

The food of INDONESIA

GLOSSARY

imported (adj) brought into your country from another country

rubber (n) a strong material made from a tree and that bends easily



Man frying Kerak Telor

- 1 Situated in a warm, tropical region, Indonesia has a lot of rain and sunshine and therefore has the perfect climate for a long growing season. The country also has large areas of good-quality soil. Both factors make Indonesia an excellent region for a successful farming economy. A large percentage of the population works in the farming industry and the country gets a lot of income from this. There is a large range of farms, but most belong to three types: small farms growing rice for domestic use; small farms growing crops for export; and large, foreign-owned or privately owned farms that also mostly export food.
- 2 Indonesia's climate makes it ideal for planting and growing most popular crops. Indonesia is one of the world's largest producers of many different kinds of food. It is a known producer of palm oil and spices like cloves and cinnamon. It is also one of the biggest producers of other key foods consumers frequently buy such as cocoa, coffee, and tea. Growing plants to eat is obviously important, yet many farmers also plant other crops of high value such as natural rubber.
- 3 The farming industry is clearly important for the country's economy; however, it has also influenced the local food culture and customs. Indonesia has a long history of cooking with herbs and spices. The Betawi, who are a local group in the region of Jakarta, are responsible for many of the street foods. Kerak Telor, which is possibly their most famous dish, is made of rice, coconut, onions, shrimp, and egg and fried into a cake. With thousands of street food stalls selling dishes for under one US dollar, they form an important part of the economy.
- 4 As Indonesia has become richer and more urban, the local diets have gradually changed. In particular, the amount of dairy, meat, and sugar people eat has grown. Many of these products and other processed foods and drink are often imported. A lot of people still prefer to shop in traditional local stores for their groceries, but supermarkets are selling an increasing amount of food to urban people. These stores mostly sell processed foods and often have better refrigerators to keep the dairy and meat products people demand.
- 5 As lifestyles and diets change, there are many challenges facing the Indonesian food industry. In the past, the country produced enough rice and sugar for everyone, but now it needs to import these foods. An increasing population, more land being used for crops people do not eat, and growing industries are all placing pressure on the future of food in Indonesia.

Scanning

D CLOSE READING

Read the text again. Write *T* (True), *F* (False), or *NG* (Not Given) for each sentence.

- 1 Very few people now work in farming in Indonesia. ____
- 2 Indonesia does not produce any meat products. ____
- 3 Herbs and spices are quite new in Indonesian cooking. ____
- 4 People now eat more processed foods. ____
- 5 Indonesia can produce all of the rice and sugar it needs today. ____

E CRITICAL THINKING

Discuss these questions in a group.

- 1 What changes in diet have there been in Indonesia? Have you had similar changes in diet in your country?

The diet in Indonesia has changed to ...

The diet in my country ...

- 2 Why do you think people eat more processed foods today? What health problems might it cause?

People's diets have changed because ...

Eating more processed foods can cause ...



ACADEMIC SKILLS

COHESIVE WORDS AND PHRASES

Cohesion is how we make ideas in writing connect together. We can achieve cohesion in writing in four main ways by using:

Synonyms—when we want to repeat an idea, we can use synonyms.

Reference words—sometimes, instead of using synonyms, we can use pronouns such as *it*, *which*, or *these* to refer back to an idea.

Substitution—this is similar to reference words but is usually only used in the clause that follows the words being substituted. The words *one*, *so*, *do*, *have*, and *be* are most commonly used in substitution. For example:

*Is eating less meat a good solution? A large number of people certainly believe **so**.*

*Many environmental groups believe renewable energy is the solution, and many governments **do** too.*

Transition signals—we can use a range of transition signals to show the relationship between ideas: e.g., *for example*, *in contrast*, *in comparison*, *as a result*, *leads to*, etc.

1 Read the *Cohesive words and phrases* box. Look at the numbered words and phrases in the text below. Match each one to a feature from the box.

One way to reduce the negative environmental impact of the way we produce food is to change our diets and what we ¹ **grow**. ² **For example**, moving to a more plant-based diet is one change that could be made. ³ **It** reduces the amount of food we need to produce as many crops are fed to animals. Farming animals also increases the risk of desertification, since ⁴ **doing so** uses more water.

1 *synonyms (grow = produce)*

2 _____

3 _____

4 _____

2 Use the technique in parentheses to improve the cohesion in these sentences.

- 1 The world's population is growing. The world's population will reach 9 billion in 2050. (*reference words*)
- 2 There are steps we can take to make farms more environmentally friendly. Growing different crops next to each other is better for the soil. (*transition signal*)
- 3 Agriculture is one of the biggest causes of global warming. Agriculture causes deforestation, pollution, and the overuse of water. (*synonyms*)
- 4 The first key change is to our diets. The second key change is to how we travel. (*substitution*)

VARIETY IS GOOD

A VOCABULARY PREVIEW

1 Complete the questions with the words below.

artificial claim cost crops environmental human locally pollute

- 1 How much of your food is grown _____?
- 2 Do you believe people who _____ being vegan is good for the environment?
- 3 How does _____ behavior harm the environment?
- 4 Why have _____ like soya beans become more common?
- 5 What _____ damage is caused when forests are cut down to grow crops?
- 6 Do you eat lots of fresh food or more _____, processed foods?
- 7 Is the _____ of fresh food more than fast food in your country?
- 8 What things have you changed about your lifestyle to _____ the environment less?

2 Discuss the questions from Exercise 1 with a partner.

B BEFORE YOU READ

Discuss these questions with a partner.

- 1 What foods do you eat regularly?
I often have ...
I eat ... regularly.
- 2 How many different types of fruits and vegetables do you eat in a week?
A lot because I'm ...
Not much. I eat ... but I don't like ...
- 3 What fruits and vegetables do you think are most commonly eaten around the world?
A lot of people eat ... because ...

C GLOBAL READING

Read the text quickly and choose the best alternative title.

- 1 Eat healthily to live longer.
- 2 One world. The same diet.
- 3 Farming and the environment.

Preparing to read

Skimming



VARIETY IS GOOD

1 Damaging the environment

Environmental damage caused by human activity is something that we are all aware of. Climate change and pollution are frequently written about in the news, and we all know about the need to change our behavior. Sales of electric cars, which pollute less, have risen a lot. The switch to clean energy is happening quickly. Many countries do not allow single-use plastics. But something else that we need to think about seriously is the effect that the world's diet may be having on the planet.

2 Eating the same things

In the past, diets were very different from one region to another. We ate the foods that were grown locally, and certain crops were only available at certain times of the year. Between us, we once consumed over 6,000 different types of plants, with a whole range of flavors, from spicy to bitter to creamy. However, the contribution to our daily menu from just nine foods is now huge. Rice, wheat, and maize make up nearly half of everything we eat. These three crops, along with potatoes, barley, palm oil, soy, and sugar (beet and cane) make up 75% of the global diet.

3 The same varieties

Not only are we eating a much smaller range of foods, but we are also growing fewer foods. Take coffee, for example. There are around one hundred different varieties of coffee, but we use just two types (arabica and robusta) to produce the two billion cups of coffee we drink. Also, 95% of all bananas sold around the world are the same variety—the Cavendish banana. Using such a limited range of crops has allowed humans to produce the volume of food we need, and science and technology have allowed these foods to be grown quicker and to reduce the costs of doing so.

4 Possible dangers

In many ways, the system we have works, as we have plenty of food and it's fairly cheap. However, eating such a narrow range of crops can have negative effects on our health, the planet, and biodiversity. Eating just one variety is a huge risk because a single disease could, for example, destroy all Cavendish bananas or all Robusta coffee. Different varieties in the past protected us from this problem, and chemicals have helped in recent years, but one disease now would make the recovery to normal levels of production impossible. Also, the approach of growing the same fruits, vegetables, and cereals year after year in the same locations reduces the quality of the soil. Different plants need different nutrients so changing the crops every year allows the soil to recover, but planting the same thing every year makes the quality worse.

5 Health benefits

Our diets have become quite artificial, so changing back to using the full variety of everything nature has to offer could be hugely beneficial. For example, there are many health benefits of eating a more varied diet. While many of us know the rule that we should eat five different fruits or vegetables a day, there are some who claim that we should actually think about the range we eat across the week. According to the scientist Tim Spector, we should aim to eat 30 different plants a week. Eating such a range of foods can give us a healthy microbiome—the small things living in our stomachs. It's early days in our understanding of how this can impact our health, but there are suggestions that a more varied microbiome can reduce our weight, improve our health, and reduce risk of serious illnesses.

6 Environmental benefits

Global biodiversity would also increase a lot if we varied our diet more. The increase in demand for soya beans and palm oil has caused huge areas of forests to be cut down. Places that were once areas of rich biodiversity, such as Brazil, Paraguay, Bolivia, Argentina,

Indonesia, and Malaysia, are being damaged the most. Insect populations are falling and many of the crops that are grown need insects to continue to grow. Eating fewer of these crops would not only be good for our health, but would also help protect biodiversity around the world.

7 Small changes

Unfortunately, what customers want to buy has a big impact on what supermarkets sell and farmers grow, so there is no short-term plan to fix this problem. However, in the long run, things may change for the better. In Turkey, an ancient wheat called “emmer” is still grown and chefs in Istanbul are using it more and more in recipes. Swabian lentils, once commonly eaten in Germany, were no longer grown in the 1960s. However, one German farmer got seeds from a seed bank and now grows this crop in local farms. Eating local varieties rather than buying them from abroad may also help increase biodiversity. The UK alone grows over 2,500 varieties of apple, but the most popular varieties are from countries like New Zealand. Imagine the air miles that could be saved as well!

Getting your five a day may be a good start to a healthy life, but eating a wider range of plants could also help the health of the planet.

GLOSSARY

air miles (n) the distance foods have to travel from the place they are grown to the place they are eaten

biodiversity (n) the range of plants and animals in one location

nutrients (n) something that provides the essential things for life to grow

seed (n) the part of a plant that is used to grow more of the same plant

Understanding synonyms

D CLOSE READING

We use synonyms to avoid repeating a noun to make our language more varied and interesting. It is important to understand what these synonyms refer to in order to fully understand a text. Looking for synonyms can help you identify repeated ideas and the main topic of a section of text.

1 Read *Variety is good*. Find the synonyms or phrases with a similar meaning to these words.

Paragraph 1—environmental damage	<u>climate change</u>	<u>pollution</u>
Paragraph 2—diets	_____	_____
Paragraph 3—varieties	_____	_____
Paragraph 4—crops	_____	_____

2 Find synonyms of the words in bold in paragraphs 5–7. Use the synonyms to complete the blanks.

- A more varied diet could be **very good** in a lot of ways. One way in which it would be _____ is to protect our food systems.
- We need to **look after** biodiversity globally in order to _____ our food supplies.
- Cooks** in Turkey are starting to use it more. These _____ are embracing some traditional crops.

3 Read *Variety is good* again. Complete the sentences with a number from the text.

- These nine crops provide _____ of the calories we eat.
- Despite having about _____ hundred varieties of coffee bean, we use just _____.
- _____ of the bananas we eat are the same variety.
- To have a healthy stomach, it is recommended that we try to eat _____ different plants each week.
- The UK has around _____ types of apple, but people mainly eat apples that come from overseas.

E CRITICAL THINKING

Think about the ideas from *The food of Indonesia* and *Variety is good* and discuss these questions in a group.

- How have diets changed in your country? Are they more or less varied today?
They have changed because ...
The diet is / isn't more varied today because ...
- What steps are you prepared to take to limit the negative impact your diet has on the environment?
I would / wouldn't ...

VOCABULARY DEVELOPMENT

ADJECTIVES FOR DESCRIBING FOOD

1 Match the words in bold with the correct definitions.

- | | |
|-----------------------|---|
| 1 bitter (adj) | a tasting strong and sharp, not sweet |
| 2 creamy (adj) | b containing salt or tasting like salt |
| 3 frozen (adj) | c with a strong hot flavor |
| 4 juicy (adj) | d with a flavor you enjoy |
| 5 salty (adj) | e thick, soft, often containing a dairy product |
| 6 smelly (adj) | f unpleasant when you breathe in through your nose |
| 7 spicy (adj) | g extremely cold and stored at a very low temperature |
| 8 tasty (adj) | h containing a lot of liquid |

2 Complete the sentences with words from Exercise 1.

- _____ yogurt is a popular alternative to ice cream.
- A: What do these chilies on the menu mean?
B: They show you how _____ a dish is. Three is the strongest.
- This apple is really sweet and _____.
- _____ food can be bad for people trying to lose weight because of the amount of fat.
- I always try the food first. Sometimes it's really _____ so you do not need to add any more seasoning.
- I really like this cheese, but it's so _____ the room stinks!
- This food isn't very _____. You need to add something to give it some flavor.
- I always add sugar and milk to my coffee, otherwise it's too _____.

3 Discuss these questions with a partner.

- Do you prefer sweet or salty snacks?
- Which adjectives best describe your favorite food?



ACADEMIC WORDS AND IDIOMS

1 Match the words in bold with the correct definitions.

- | | |
|--------------------------------|---|
| 1 approach (n) | a relating to the country being talked about |
| 2 chemical (n) | b a way or method of doing something |
| 3 consume (v) | c used for saying that it is too soon to know whether someone or something will be successful |
| 4 consumer (n) | d to sell something to another country |
| 5 contribution (n) | e money that someone gets from work or investments |
| 6 domestic (adj) | f over a longer period of time |
| 7 export (v) | g a person who buys something |
| 8 global (adj) | h including or affecting the whole world |
| 9 income (n) | i something used in chemistry or produced by a process involving chemistry |
| 10 in the long run (id) | j something you do or share that helps change things |
| 11 it's early days (id) | k the process of becoming normal again after problems |
| 12 recovery (n) | l to eat or drink something |

2 Complete the sentences with words from Exercise 1 in the correct form.

- We _____ a lot of food to other countries around the world.
- _____ are buying less as prices keep rising.
- _____, but the first studies already look positive.
- Many farmers use a _____ such as a fertilizer to help plants grow.
- _____, we will probably all need to eat more locally grown food.
- Diet and lifestyle choices have made a significant _____ to many modern health problems.
- One _____ to solving the problem of not enough food is to change people's diets.
- _____ warming is a problem facing the whole world.
- We _____ too many processed foods in our diet.
- The _____ economy is mostly farming and tourism.
- Our country's _____ comes mainly from exporting oil.
- The _____ of the world's rainforests is directly linked to the amount of meat we eat.

3 Discuss these questions with a partner.

- What does your country mainly export?
My country mainly exports ...
- What does your country produce mainly for the domestic market?
For the domestic market, my country mainly produces ...

ACADEMIC IDIOMS

IN THE LONG RUN

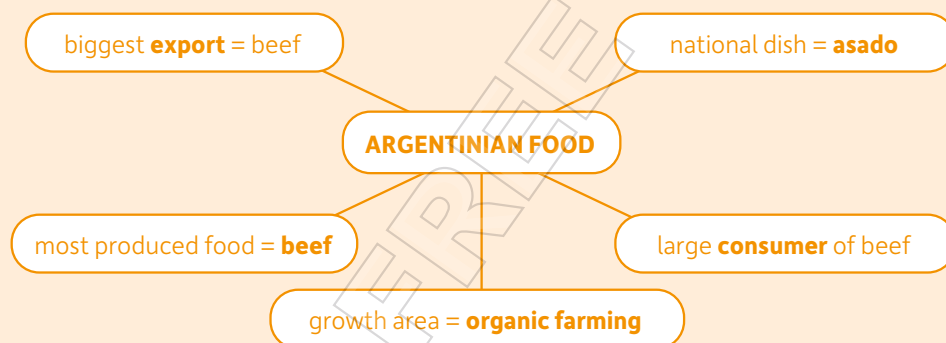
It is thought this phrase dates from the 1600s and is probably connected to the idea that it takes a long time to complete a long run, such as a marathon. It requires a lot of effort and the result might be far in the future. *It's really difficult to make these changes now, but it'll be worth it in the long run.*

WRITING MODEL

You are going to learn about using relative clauses and writing compound sentences. You are then going to use these to write a paragraph describing food production in your country.

A ANALYZE

Use the bold words in the brainstorm in the correct form to complete the model answer.



B MODEL

Nearly half of the land in Argentina is used to produce meat. ¹_____ is by far the most important of these products and is one of Argentina's most important ²_____. The country is also one of the largest ³_____ of beef per person in the world. A(n) ⁴_____, which is the local name for a barbecue, is one of the most popular ways to eat meat. It is the national dish and it is often served with a spicy chimichurri sauce. Currently, ⁵_____, which is farming without the use of chemicals, is a small but growing area. Argentina is one of the biggest organic farming countries in the world and companies export nearly all of these foods. In the long run, it is likely that more and more farms will become organic.

1 Match the sentences from the text with the topics.

- | | |
|----------------------|--------------------------------------|
| 1 Sentences 1–3 ____ | a A national dish |
| 2 Sentences 4–5 ____ | b A new area in farming |
| 3 Sentences 6–8 ____ | c The most important food in farming |

2 Discuss these questions with a partner.

- Are different regions of your country known for different foods?
- What national dishes are these used in?
- What changes have there been in the food produced in your country? Is this because of local changes in diet or for export?

GRAMMAR

Relative clauses

We use relative clauses to describe or give extra information about an object, person, or place.

We use who to describe people.	People who live in urban areas now have different diets.
We use that and which for things.	The farms that we visited use new approaches to farming. Crops which need a tropical climate grow well in Indonesia.
We use where to describe locations and places.	More land where farming takes place is now being used for industry.

Some relative clauses give information to explain the specific place, object, or person the writer is talking about. These are **defining relative clauses**.

Products **which are environmentally friendly** try to limit the damage they do to the environment.

Another type of relative clause is a **non-defining relative clause**. This type of clause does not tell you which one. It tells you more information about the thing already named or defined. Non-defining clauses use commas (,) at the start and end of the clause.

The Betawi, **who are a local group in the region of Jakarta**, are responsible for many of the street foods.

1 Find the relative clause in each sentence. Decide if the clause is *defining* or *non-defining*.

- Common foods which are grown in this country include wheat, fruit, and vegetables. _____
- Farmers who sell in the local market always sell seasonal crops. _____
- Crumble, which is an English dessert, is made from fruit, flour, sugar, and butter. _____
- The area on the coast, where many farmers are based, is good for growing crops. _____
- The food stall owners, who work in this area, must have a license. _____
- The town where I lived as a teenager is famous for its hot and spicy food. _____



Pomegranate farming in Turkey

2 Complete the sentences with *who*, *which* / *that*, or *where*.

- 1 People _____ lived in the countryside were given a small piece of land to farm.
- 2 In the past, people lived _____ it was easy to grow their own food.
- 3 The new kinds of food _____ are popular nowadays are usually processed and unhealthy.
- 4 The food _____ we eat in my country is usually imported.
- 5 In hot and dry places, _____ there is little rain, it is often hard to grow food.
- 6 She thinks people living in the city, _____ are usually richer, do not eat as much fresh fruits and vegetables.

3 Join the sentences using a defining or non-defining relative clause after the subject of each sentence.

- 1 The East of China has the best farmland. Most people live there.
The East of China, where most people live, has the best farmland.
- 2 The people mostly eat fish. They live on small islands.

- 3 Bottled water is more expensive than gas. It comes from other countries.

- 4 The dish comes from the north of the country. It is made from rice, fish, herbs, and spices.

- 5 The places are in the center of the country. They eat more meat.



WRITING SKILL

A sentence with two or more independent clauses (clauses with a subject and a verb) is a compound sentence. Compound sentences are made by joining the two clauses with a conjunction. For example:

*Japanese food is commonly exported around the world **and** its most famous type of food is sushi.*

*We have a lot of farmland, **but** the country still buys a lot of its food from other countries.*

*The country has a high population and not much land **so** it has to import most of its food.*

While is also used to join independent clauses. As a conjunction, **while** has a similar function to **but**.

***While** fast food is very popular, it is not eaten by everyone.*

Since is also used to join independent clauses and has a similar meaning to **because**.

*Our country does not produce much food **since** it is too hot here for most things to grow.*

Writing compound sentences

1 Choose the correct conjunction to complete these compound sentences.

- 1 **Since** / **While** it is more environmentally friendly to eat locally grown food, many countries spend millions of dollars buying foods from thousands of miles away.
- 2 Farming underground would have some advantages, **but** / **and** one difficulty is that it would need to use artificial light.
- 3 These stores mostly sell processed foods **and** / **so** have better refrigerators to store the milk and meat products people demand.
- 4 The world's population is growing, **yet** / **so** we need more space to produce food.

2 Rewrite the sentences as compound sentences.

- 1 Many people's lives have become better. Their diets have become worse.
- 2 We need more food to feed everyone. The population is growing.
- 3 Previously, people lived on small farms. They ate the food they grew.
- 4 It rains a lot. The country grows most of its own food.
- 5 We are eating more food. We are growing less food ourselves.

3 Use the conjunctions in the skills box to write four compound sentences about your favorite foods in your country.

- 1 _____
- 2 _____
- 3 _____
- 4 _____

WRITING TASK

You are going to write a paragraph describing food production in your country.

Brainstorm

Complete the brainstorm below.



Plan

Answer the following questions as you plan your description.

- 1 What are the main foods produced in your country?
- 2 What local dish are these foods used in?
- 3 What foods does your country import and export?
- 4 What do you think will happen to food production in the future in your country?

Write

Use your brainstorm to help you write your paragraph. Remember to:

- use some compound sentences with *but*, *and*, *so*, *while*, or *since*.
- use relative clauses.

Your text should be around 100 words long.

Review

Exchange your paragraph with a partner. Review the following together.

- Does it cover all the points from the brainstorm?
- Does it focus on food production?
- Check the compound sentences and the conjunctions used.

Rewrite and edit

Consider your partner's comments. Before writing the final draft of your paragraph, check whether your paragraph:

- uses compound sentences.
- uses defining and non-defining relative clauses.
- uses the correct punctuation in the relative clauses.

WORDLIST

*** very frequent ** frequent * not frequent

Vocabulary preview

artificial (adj) **	environmental (adj) ***	herbs and spices (n)	plant (v) **
claim (v) ***	farming (n) *	human (adj) ***	pollute (v) *
cost (n) ***	food stall (n)	industry (n) ***	processed food (n)
crops (n) **	groceries (n)	locally (adv) **	soil (n) ***

Vocabulary development

bitter (adj) **	frozen (adj) *	salty (adj)	spicy (adj)
creamy (adj)	juicy (adj)	smelly (adj)	tasty (adj) *

Academic words and idioms

approach (n) ***	consumer (n) ***	export (v) **	in the long run (id)
chemical (n) ***	contribution (n) ***	global (adj) ***	it's early days (id)
consume (v) ***	domestic (adj) ***	income (n) ***	recovery (n) ***

ACADEMIC WORDS AND IDIOMS REVIEW

Complete the sentences with the words and phrases below.

attitude exports factor global income in the long run it's early days

- Success depends as much on your _____ as on your qualifications.
- It certainly looks as if, _____, AI will replace many jobs.
- The amount you earn each year is your annual _____.
- Rising unemployment was a _____ in the country's economic problems.
- The importance of recycling plastic is a _____ concern.
- _____, but the economy seems to be getting stronger.
- India _____ gemstones, refined mineral fuels, vehicles, machinery, medicines, and chemicals to many countries.

UNIT REVIEW

- Reading 1 ☐ I can complete a summary of the main ideas in a text.
- Reading 2 ☐ I can recognize and understand synonyms in a text.
- Academic skill ☐ I can use cohesive words and phrases.
- Vocabulary ☐ I can use adjectives for describing food.
- Grammar ☐ I can use relative clauses with *who*, *that* / *which*, and *where*.
- Writing ☐ I can use compound sentences to make my writing more interesting.