

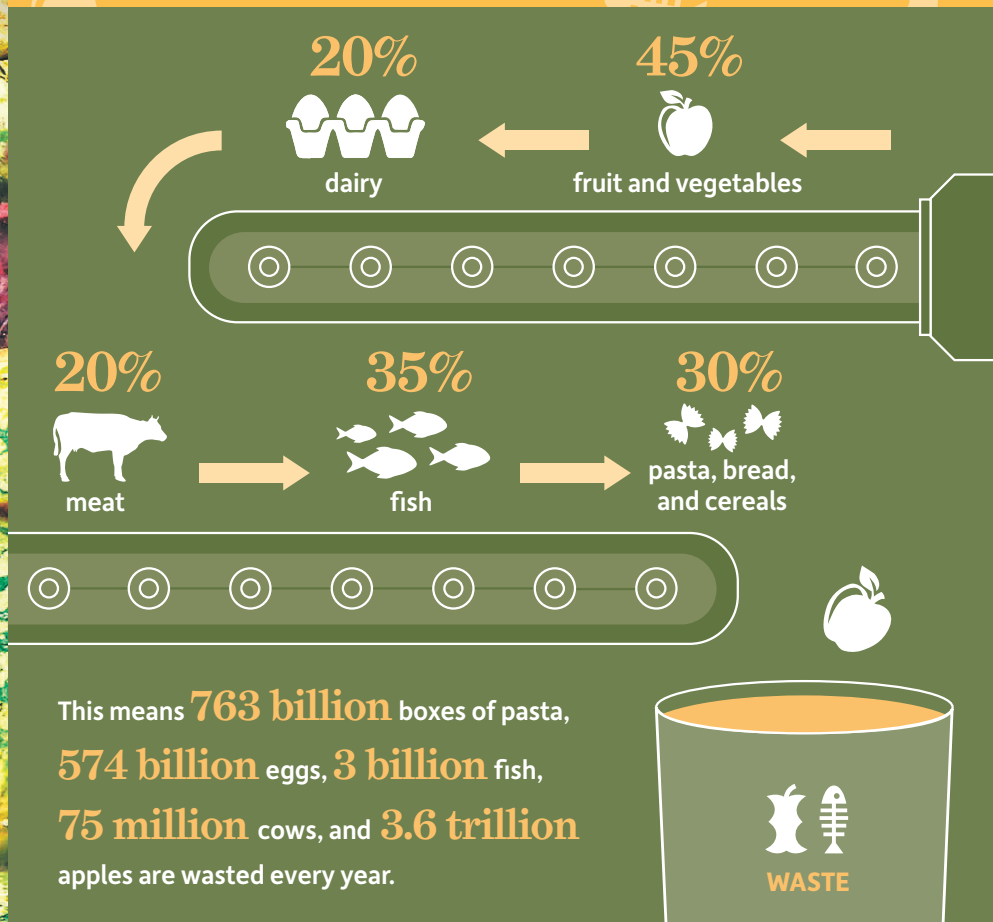
2 Food

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



BEFORE YOU WATCH

- 1 Work with a partner and discuss the meaning of the words and phrases in bold.
 - 1 What food do you normally see on the **shelves** of a supermarket?
 - 2 When is that food **thrown away** by the supermarket?
 - 3 Do you always look at the **best before date** on your food packages?
 - 4 What kind of food goes **moldy**? What kind of food goes **stale**?
 - 5 How do you think we could stop the problem of **food waste**?
- 2 Take turns asking and answering the questions with a partner.

UNIT AIMS

LISTENING 1 Listening for emphasis of main ideas
LISTENING 2 Predicting
ACADEMIC SKILL Concluding a discussion or presentation

VOCABULARY Phrasal verbs
GRAMMAR Relative clauses
SPEAKING Offering advice and suggestions



Watermelon waste

WHILE YOU WATCH

▶ Read the statements. Watch the video and mark the statements *T* (True) or *F* (False).

- 1 More than forty million people do not have access to food in Nigeria T / F
- 2 About one-third of the food produced around the world is wasted. T / F
- 3 Oscar Ekponimo is a software engineer. T / F
- 4 Oscar Ekponimo's own experience inspired him to help others get food. T / F

AFTER YOU WATCH

Answer the questions with a partner.

- 1 Oscar Ekponimo's personal experience affected what he chose to study. What influenced you?
- 2 Oscar invented an app to help reduce food waste. What apps do you have? Which are your favorites?
My favorite app is ... because ...
I have an app people can use to ...
- 3 If you invented an app, what would it be? How would it help others?

WASTE NOT, WANT NOT

A VOCABULARY PREVIEW

1 Match the words in bold with the correct definitions.

- 1 **Agriculture** is a popular major for students from rural communities.
- 2 That company sold so much that it doubled its **profit** from the year before.
- 3 I see a lot of **waste** on plates after students finish eating lunch.
- 4 More than a **billion** tonnes of food is wasted every year.
- 5 I wish we could think of a **solution** for the global hunger problem.
- 6 It is a big **challenge** for charities to get enough money to help everyone.
- 7 My community service club collected enough food to **feed** 50 families next month.
- 8 If everyone donated one can of food, it could help solve the **hunger** problem.
 - a something that requires a lot of skill or effort to achieve
 - b the material left after use
 - c the lack of food that can cause illness or death
 - d the number 1,000,000,000
 - e to give food to someone or something
 - f how to solve a problem or deal with a bad situation
 - g the study of farming
 - h the money made by selling something

2 Choose the correct word to complete the sentences.

- 1 The United States still faces a big **challenge** / **hunger** / **waste** because many do not have enough food.
- 2 Some charities want to **waste** / **feed** / **hunger** the people who visit food banks.
- 3 His father encouraged him to study **profits** / **waste** / **agriculture** so he can manage the family's farm.
- 4 The professor explained that food **waste** / **agriculture** / **profit** can be used to feed animals.
- 5 There are a lot of charities that donate food and money to help fight **waste** / **profit** / **hunger**.

B BEFORE YOU LISTEN

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 these 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, ...

Listening for emphasis
of main ideas


T 2.1 Listen to *Waste not, want not*. Complete the sentences with the signal the speaker uses before each main idea.

- 1 _____ food waste.
- 2 _____, they try to fight food waste ... a big challenge.
- 3 _____ that these food companies are not only avoiding food waste, they're also saving the Earth.
- 4 _____, they say they reduce food waste.




Listening for additional information

D CLOSE LISTENING

1  **2.1** Listen to *Waste not, want not* again. Write *D* (Daughter) or *F* (Father) next to the idea (1–8) they suggest.

- 1 Topic for presentation _____
- 2 Products still good _____
- 3 Companies _____
- 4 Food delivery _____
- 5 Landfills _____
- 6 Statistics _____
- 7 Agriculture _____
- 8 Donation _____

2  **2.1** Listen again. Take notes and then answer these questions. Compare your answers with a partner.

- 1 What did this student's brother do that inspired the idea for the project?

- 2 What do some people debate about?

- 3 How can people buy imperfect food?

- 4 What kind of gases do landfills cause?

- 5 How much food is wasted every year?

- 6 What is this student going to ask everyone to do?

E CRITICAL THINKING

Discuss these questions in a group.

- 1 What types of food do you usually throw out? Why?
I (usually) throw out ... because ...
- 2 Imagine you had to keep all the food you bought for a month. How could you use up all the food so that there is nothing wasted at the end of the month?
I could create ...
- 3 Would you buy food from a website that sells imperfect food? Why / why not?

ACADEMIC SKILLS**CONCLUDING A DISCUSSION OR PRESENTATION**

There are several ways you can end a discussion or presentation. Some people end their presentations simply by summarizing the main points. However, good speakers don't want to simply repeat what they already said.

Some common strategies for concluding a discussion or presentation include:

- A Offer an expert's opinion
- B Give a warning of something bad that may happen if people don't listen
- C Suggest a call to action by recommending the audience do something
- D Give a surprising fact or statistic
- E End with a story
- F Acknowledge or thank people who helped
- G Show / Present a powerful picture (visually or with words)

1 With a partner, look at the ending lines from some discussions. Which concluding strategies (A–G) are the speakers using?

- 1 If we don't stop wasting food now, we risk even more damage to the Earth's environment. ____
- 2 After all, a billion tonnes of waste is a really large number. We shouldn't let it increase. ____
- 3 We urge you to donate one can of food to the university's food drive to help combat hunger and avoid wasting food. ____
- 4 You can see in this visual the damage that can happen when greenhouse gases are released into the air. ____
- 5 We'd like to thank the men and women working at the food bank who shared their information with us. ____
- 6 According to researchers at the Environmental Protection Agency, we still have time to save the environment. ____
- 7 Donations can help kids just like Josef and Miguel. Their father lost his job and was unable to pay for groceries for the family. They found the food bank on Main Street. It saved their lives. ____

2 Work with a partner. Discuss which might be the best way to conclude the following presentations.

- 1 Two people presenting a project created by a large group of people
- 2 A prediction of the impact of food waste on the environment
- 3 A presentation with a lot of information and statistics
- 4 A presentation on a topic that many people think they already know

BRAIN FOOD

A VOCABULARY PREVIEW

1 Read the sentences and choose 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 35. 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?

Activating prior
knowledge

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.

Predicting

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  2.2 Listen to *Brain food* and choose which of your predictions were correct.




Listening for details

D CLOSE LISTENING

1  **2.3** 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  **2.2** Listen again to the whole track and choose 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

approve of

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

walk out on

1 2.4 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 listeners look forward _____ snacking on chocolate candy in the afternoon.
- 3 Researchers have also found _____ that caffeine can help to improve your concentration.
- 4 Now, moving _____ from chocolate, I've always heard that fish is a 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 2.5 Identify the phrasal verbs. Choose 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.

- Do you _____ at the same time every day?
- What is one thing you would find difficult to _____ from your life completely?
- If you could _____ a famous person, who would it be? Why?
- What would you _____ to a person visiting your city for the first time?
- What could you _____ to make your room cleaner?
- What do you wish you could _____ from your textbooks?

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

ACADEMIC WORDS AND IDIOMS

1 Match the words in bold with the correct definitions.

- 1 That name **rings a bell**, but I'm not sure I remember where I heard it before.
- 2 Angelica's **strategy** was to finish college and then go to graduate school in order to get a management position with a big company.
- 3 Some charities don't have enough **resources** to help all the people that need it.
- 4 There is some **evidence** that people are living longer.
- 5 You can't **pick and choose** which rules you want to follow. You have to follow them all.
- 6 The researchers presented their **statistics** in a pie chart that made it easy to understand all the information.
- 7 Doctors questioned his **mental** health because he was having trouble remembering things.
- 8 People who run marathons are usually in good **physical** shape from all of their training.
- 9 School advisors encourage students to **participate** in extra activities in order to improve their chances of getting into a good university.
- 10 I know Pietro is going to **react** with surprise when he learns she actually won the academic debate.
- 11 The presidential candidates had a **debate** to allow voters to hear their opinions on certain issues.
 - 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
 - i _____ (id) sound familiar, revive a memory
 - j _____ (id) select a few from a large number of alternatives
 - k _____ (n) materials or money that is necessary to be effective

2 Discuss these questions with a partner.

- 1 Do you think it's important to have better mental health or better physical health? Why?
- 2 Can you give any evidence or provide any statistics to support an idea you have about dieting?
- 3 What benefits are there to eating healthy food?

ACADEMIC IDIOMS

RING A BELL

Some people think this idiom refers to a famous psychologist named Ivan Pavlov. He would serve food to dogs and ring a bell each time. The dogs started thinking about food when they heard the sound of the bell. They would be ready to eat when they heard the bell – even if there was no food. Something can *ring a bell* even if we can't remember exactly what it is.

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 below.

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 Kimberley. Statistics show that Kimberley, 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 that you can pick and choose from. Any of them will help solve the waste problem!

B DISCUSS

- 1 Does your town have a litter problem like Kimberley?
- 2 Do you agree with the speaker's suggestions to reduce Kimberley's litter problem?
- 3 Can you think of any other ways the Kimberley 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** parents are famous.*

*Last month was **when** the latest smartphone came out.*

*The room **where** we met for the discussion was quiet.*

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 Find the relative clauses in the sentences.

- 1 The last time we saw each other was when we were in Mrs. Kingston's class.
- 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.

Offering advice and suggestions

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

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.

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  **2.6** Listen to the following words. Choose 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 below.

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.

- Do you prefer French fries or fresh fruit? Why?
- Have you ever been blamed for something you didn't do? What was it?
- What are your favorite clothing items?
- 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 the ideas 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 separate trash cans for landfill trash and composting

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.

Review

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 do to reduce food waste in your town?

WORDLIST

*** very frequent ** frequent * not frequent

Vocabulary preview

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

Vocabulary development

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

Academic words and idioms

debate (n) ***	participate (v) **	react (v) **	statistics (n)
evidence (n) ***	physical (adj) ***	ring a bell (id)	strategy (n) ***
mental (adj) ***	pick and choose (id)		

ACADEMIC WORDS AND IDIOMS REVIEW

Complete the sentences using the words below.

debate labels rings a bell normal physical pick and choose statistics

- 1 A serious discussion is often called a _____.
- 2 If you want to know what chemicals are in your food, read the _____ !
- 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 a.m. to 5 p.m.
- 6 That story _____. I think I might have heard it before.
- 7 Customers can no longer _____ the things they want to buy. Now they'll have to buy one of three packages with pre-determined prices.

UNIT REVIEW

- | | | |
|----------------|--------------------------|---|
| Listening 1 | <input type="checkbox"/> | I can listen for important information. |
| Listening 2 | <input type="checkbox"/> | I can make predictions about what I am going to hear. |
| Academic skill | <input type="checkbox"/> | I can conclude a discussion or presentation. |
| Vocabulary | <input type="checkbox"/> | I can use a range of phrasal verbs. |
| Grammar | <input type="checkbox"/> | I can use relative clauses. |
| Speaking | <input type="checkbox"/> | I can offer advice and make suggestions. |