

3 Food for thought

Reading

1 Read the blog post on page 19. What problem with food does it mention? Check (✓) the correct answer.

- a food waste ☐
- b the cost of food ☐
- c unhealthy food ☐

2 Read the blog post again. Number the paragraph headings (a–d) in the order the text is organized.

- a ____ The problem with food waste.
- b ____ Things companies do with food waste.
- c ____ One thing everyone can do about food waste.
- d ____ My reasons for researching food waste.

3 Read the blog post again. Circle the correct sentences and correct the false sentences.

- 1 700 million people live on the planet.

- 2 23 million metric tons of food goes in the trash every year.

- 3 There is more plastic waste than food waste in the U.S.

- 4 Some companies use food waste for energy.

- 5 Some food packaging is made from food.

- 6 There is an app to tell people where to get food for no money.

4 Look at the sentences about the writer (1–5). Read the blog post again and decide how we know this information. Match the information (a–e) with the sentences.

- 1 He's a food blogger. _____
- 2 He's comfortable with technology. _____
- 3 He likes spicy food. _____
- 4 He's good at cooking. _____
- 5 He cares about the environment. _____
- a He did research about food waste.
- b He uses an app to order food and he blogs.
- c He writes recipes and blog posts about food.
- d He made curry.
- e He cooks for friends and writes recipes.

SAVING FOOD

Ken B.



Food waste

Sadly, much of the food we don't eat goes in the trash can, then on to a trash dump. The UN Environment Programme found that this happens to 900 million metric tons of food each year; that's 23 million trucks of food! I was surprised to learn that in the U.S.A., there is actually more food waste than plastic or paper! And I always thought plastic was the main problem!



Some food containers are made from food waste.

Sometimes, these big world problems make you feel like there's nothing you can do, but I really wanted to do something. And I know my awesome readers probably want some ideas, too! One of the easiest things I found was an app that tells you about free food in the local area. Restaurants and supermarkets post when they have food that they can't use, and you can go and get it. So I got a big box of vegetables from a supermarket near me. They weren't super-fresh, but they were fine. I made a big pot of curry and invited some friends over to eat it. Click [here](#) for the recipe.

As you know, I read a lot about food, and recently I learned that one third of all the food in the world becomes food waste every year. I read a little more and found that there are eight billion people on the planet, but about 700 million are hungry. This made me feel bad about how much food I was putting in the trash can after cooking. It's terrible that so much food goes to waste. What happens to all the food we don't use? I wanted to find out. This is what I discovered.



A truck leaves trash at a trash dump.

I did find a few good news stories, though. In some places, companies use food waste to feed animals, make electricity, or power cars. I didn't know until now that one large burger restaurant actually uses their old oil, not gas, in their trucks! What a great idea! And "plastic" plates, cups, and sandwich boxes are also often made from food or food waste.



A box of free vegetables

Grammar

Simple past and past progressive

1 Circle the correct options to complete the sentences and questions.

- 1 Was she *working* as a chef when you both *met* / *were meeting*?
- 2 They *were running* when they *were seeing* / *saw* her in the street.
- 3 When Christine *was working* / *worked* there, the food was always amazing.
- 4 When I *was dropping* / *dropped* my plate, everyone in the café turned around.
- 5 Pau *didn't try* / *wasn't trying* the local food while he was living in the U.K.

2 Correct the mistakes in the sentences.

- 1 While we **was waiting** for our food, the concert started.

- 2 She **weren't living** in Eritrea when she had the baby.

- 3 My sister **was cutting** her finger while she was chopping vegetables.

- 4 He was eating lunch when she **was getting** home.

- 5 While my sisters **looked** for dried fish, they saw the spicy tofu.

- 6 I was making spicy soup and I **was used** too much chili.



3 Complete the text with the simple past or past progressive form of the verbs.

I ¹ _____ (have) a total disaster while I ² _____ (cook) for my sister's birthday. I ³ _____ (prepare) everything carefully and ⁴ _____ (start) cooking. But while I ⁵ _____ (make) the sauce, someone ⁶ _____ (call) me. I ⁷ _____ (not pay) attention to the sauce while I was on the phone. It ⁸ _____ (get) burned. The result was horrible and we ⁹ _____ (decide) to eat out instead.

Pronunciation

Understanding weak forms (1): was and were

1 3.1 Underline the strong form of was / were and circle the weak forms. Listen and check.

- 1 A: Were you at the supermarket yesterday afternoon?
B: No, I wasn't.
- 2 We were driving and we think we saw you.
- 3 A: I think you were listening to music!
B: I was.
- 4 We weren't enjoying the meal, but Kendra was.

Listening

1  32 Listen to four conversations. Circle the best description of the conversations (1–4).

- 1 a They talk about their favorite restaurants.
b They talk about which restaurant to go to.
- 2 a They talk about what to order.
b There is no vegetarian food on the menu.
- 3 a They both order the same thing.
b They order different things.
- 4 a There are problems with the food.
b Their food is very good.

Look at the Learning to Learn box. Then do the task.

LEARNING TO LEARN: LISTENING

Doing a sentence completion exercise

When you're doing a listening test with a sentence completion exercise, follow these steps:

- 1 Read the instructions. Check how many words you can write.
- 2 Read the sentences. Predict the types of answers you need for each gap, e.g., verb, adjective, noun.
- 3 Listen and complete the sentences. Pay attention to the number of words you write.

Look at Exercise 2. Predict the types of answers you need for each gap.

2  32 Listen again and complete the sentences with between one and four words.

- 1 Sophie wants to go to a restaurant because she _____.
- 2 Eloise wants to eat somewhere quiet because her _____.
- 3 Sophie wants the spicy chicken sandwich because it _____.
- 4 They call the waiter because the soup is _____ and the chicken isn't spicy.

Vocabulary

Food

1 Complete the ideas (1–7) with the sentences (a–g).

- 1 My friend was on a raw food diet. _____
 - 2 About eight percent of the world's population is vegan. _____
 - 3 This curry is absolutely delicious. _____
 - 4 I became vegetarian last year. _____
 - 5 I love Italian food. _____
 - 6 My grandma likes to prepare food by herself. _____
 - 7 We usually put all the food on the table. _____
- a Can I have the recipe, please?
b She never wants any help.
c We like to serve ourselves.
d My favorite dish is lasagna.
e I didn't want to eat animals any more.
f They don't eat anything from animals.
g Everything she ate was uncooked.

2 Answer the questions about you. Write one or two sentences for each one.

- 1 Is anyone you know vegan, vegetarian, or on a raw food diet?

- 2 What dishes do you think are delicious?

- 3 Who usually prepares the food in your house?

Pronunciation

Stressing words to express meaning

- 1  3.3 Listen to four orders in a restaurant. Circle the correct order (a or b).

- 1 a spinach curry with rice
b chicken curry with rice
- 2 a three sodas and two orange juices
b two sodas and three orange juices
- 3 a three bowls of vegetable noodles
b three bowls of beef noodles
- 4 a two small chocolate ice creams
b two large chocolate ice creams

- 2  3.3 Listen again and repeat the orders. Use stress on the important words.

Look at the Learning to Learn box. Then do the task.

LEARNING TO LEARN: PRONUNCIATION

Practicing sentence stress

You can use physical movement to help you practice sentence stress. Try these three techniques:

- 1 Press your hand on the table when you say the stressed word(s).
- 2 Clap your hands together when you say the stressed word(s).
- 3 Make a pattern in the air with your finger to show the stress. For example:


two small chocolate ice creams

Practice the techniques (1–3) from the box with the sentences from Exercise 1. Take notes for the questions below.

- 1 Which technique did you prefer? Why?
- 2 Do you want to use the techniques again?

Grammar

Indefinite pronouns

- 1 Circle the correct option to complete the sentences.

- 1 Did you buy *nobody* / *anything* at the market?
- 2 Would you like *somebody* / *something* to drink?
- 3 I want a big party with *everyone* / *nobody* there.
- 4 *Nobody* / *Anybody* called last night.
- 5 There isn't *somewhere* / *anywhere* to sit down.

- 2 Rewrite the sentences with an indefinite pronoun. More than one answer may be possible.

- 1 All of the food was delicious.
_____ was delicious.
- 2 Are all my friends outside?
Is _____ outside?
- 3 Can I get you some food?
Can I get you _____ to eat?
- 4 There's a girl at the front door.
There's _____ at the front door.
- 5 There's no food in the fridge.
There's _____ in the fridge.
- 6 Nobody wants to come with me.
I don't have _____ to go with.

- 3 Answer the questions about you.

- 1 Did you eat anything unhealthy last night?

- 2 Did anyone cook for you on the weekend?

- 3 Does everyone you know eat meat?

Writing

Recipe: Vegetable chili

Ingredients: 1 onion, 3 peppers, 1 carrot, 400 g chopped tomatoes, 400 g beans, a little oil, a teaspoon of chili powder, some garlic

- 1. First, chop the onion, garlic, peppers, and carrot.*
- 2. Second, fry the onion and garlic for five minutes.*
- 3. Then, add the peppers and carrots. Cook for five to ten minutes.*
- 4. After that, add the chopped tomatoes, beans, and chili powder.*
- 5. Finally, reduce the heat and cook for thirty minutes.
Cook the chili until the vegetables are soft.*
- 6. Serve with tortilla chips or rice.*



1 Read the recipe for vegetable chili above. Find:

- 1 four verbs about cooking

add

- 2 three phrases for saying how long

- 3 five ways of giving the order of steps

2 Find a recipe you want to make in your language and take notes. In 100–150 words, write the recipe in English. Use the notes below to help you.

- A list of ingredients and how much
- How long or how often to do each step
- The order you need to do everything
- Information that people may not know

3 Check your recipe. Use the checklist.

- ☐ Are the spelling and punctuation correct?
- ☐ Are the grammar and vocabulary correct?
- ☐ Does the recipe include all the information from the notes in Exercise 2?

Look at the Learning to Learn box. Complete your learning journal.

LEARNING TO LEARN: YOUR JOURNAL

It's a good idea to review your progress at different stages in the course. You can do this by writing in your notebook, making an audio or video diary, or by creating a "Journal" document on your computer.

1 Read the questions (a–e) and write your answers in your notebook.

- a Were Units 2 and 3 interesting? Why? What parts of the units do you remember?
- b Think of the reading and listening tasks in Units 2 and 3. Were they difficult? Why?
- c How do you feel about your writing in English? Do you check your writing each time?
- d How do you feel about your speaking in English? Why?
- e What areas do you want to practice more? What areas do you need to review?

2 Choose how to make your journal. Make a journal entry about your learning in Units 2 and 3. Use your answers in Task 1 to help you.