

3 WE ARE WHAT WE EAT



Get THINKING

Watch the video and think: how does what we eat affect our health and the environment?

OBJECTIVES

FUNCTIONS:

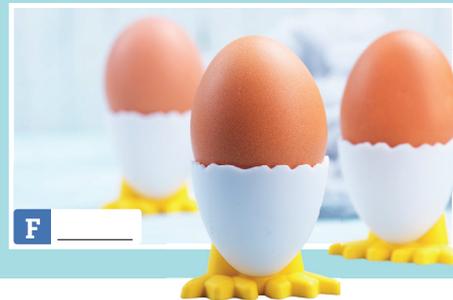
apologising; talking about food; ordering a meal

GRAMMAR:

countable and uncountable nouns; *a/an, some, any; (how) much / (how) many, a lot of / lots of; too and (not) enough*

VOCABULARY:

food and drink; adjectives to talk about food; expressions with *have got*



READING

- Name the food in the pictures. What other food and drink words do you know in English?
- Make sentences that are true for you. Compare your ideas in class.

I	always	have ... for	breakfast.
	often		lunch.
	sometimes		dinner.
	never		

- Look at the photos on page 31. What do they show? Ask your teacher for the words you don't know. Then answer the questions.

Can you think of a food that ...

- comes from another country?
- has got a lot of vitamins?
- is (not) very healthy?
- is unusual for you?
- is good for your muscles and bones?

- 3.01 Read and listen to the article.

Match the sentence halves.

- | | |
|--|-------------------------------------|
| 0 The number of people in the world is | <input checked="" type="checkbox"/> |
| 1 A lot of people | <input type="checkbox"/> |
| 2 Farms cover about | <input type="checkbox"/> |
| 3 It takes a lot of water and energy | <input type="checkbox"/> |
| 4 Insects can help | <input type="checkbox"/> |
| 5 They are healthy because | <input type="checkbox"/> |
| 6 Many people don't know that | <input type="checkbox"/> |

- one third of land.
- they've got protein in them.
- increasing very fast.
- some food colouring comes from a beetle.
- eat unhealthy food.
- to produce the meat people eat.
- with our problem.

- SPEAKING** Think about your answers to the questions below. Then work in pairs and compare your ideas. Do you agree?

- Do you think about the planet when you choose what you eat?
- Would you eat insects? Why (not)?
- What foods from your country are perhaps unusual for other people?
- What impact do your choices make?

CREEPLY-CRAWLIES

the superfood of the future?

The number of people in the world is growing fast – every year there are about 70 million more people. So, we've got two questions that need answers: Have we got enough space on our planet for so many people? and How can we make sure they've all got enough food to live?

Many people eat too much meat – steaks, beef burgers, sausages, etc. That's not good for us and we need big farms to produce all that meat. The farms already use 30% of all the world's land: they create greenhouse gases and use a lot of water and energy. However, we can do something to help. We can eat meat only one or two days a week, for example, and eat more vegetables – that's healthy. We can also eat some different types of meat – creepy-crawlies! That's right, grasshoppers, worms, flies and lots of other insects. They're the superfood of the future. They've got a lot of protein. Protein is very important for our health, and it's good for our hair and our skin.

Protein keeps our muscles and bones in good condition, too. There are two more reasons why insects are good food options: insect farms don't need so much water and energy. Also, they don't use so much space. For some people in countries in Asia and Latin America, eating insects is not unusual. But for people in Europe and many other countries, it seems very strange.

What about you? Do you eat any healthy food? How much meat do you eat in a week? Perhaps you think you don't eat insects? But maybe you're wrong! Why's that? Because the red food colouring that is in many things that we eat comes from ... an insect called the 'cochineal beetle'!

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THINK values

Food and health

6 Complete the five conversations. Choose the correct answer A, B or C.

- Do you want some ice cream?
 - No, thanks. Can I have an apple or a banana?
 - She's not hungry.
 - They're very good.
- Have some water.
 - I drink it.
 - No, thanks, I'm not thirsty.
 - Look at them.
- Would you like more chocolate?
 - It's over there.
 - Yes, I do.
 - I'd love some, but I'm trying not to eat it.
- Do you eat any vegetables?
 - I hate apples.
 - It's fast food.
 - No, I don't like them.
- Have some more biscuits.
 - Thanks, but one's enough for me.
 - You can have a banana.
 - I'm very healthy.

7 SPEAKING Work in pairs. Compare your answers. Do the people in Exercise 6 care about healthy food?

The person in number 1

doesn't want a ...	He/She asks for ...
likes ...	He/She says ...
never eats / drinks ...	He/She wants ...

I think he/she

cares about ...
doesn't care about ...



VOCABULARY

Food and drink

- 1 3.02 Write the names of the food under the pictures. Listen and check.
- 2 **SPEAKING** Work in pairs. Ask and answer questions to find out three things from Exercise 1 your partner likes and doesn't like.

→ workbook page 30



GRAMMAR

Countable and uncountable nouns

- 3 Read the sentences.
 - 1 Can I have a carrot?
 - 2 I don't like rice.
 - 3 I don't like peppers.

Choose the correct words in the rule.

RULE: Nouns that you can count (*one carrot, two carrots*, etc.) are ¹*countable* / *uncountable* nouns. Nouns you cannot count are ²*countable* / *uncountable* nouns. They have no plural forms.

- 4 Look at the photos in Exercise 1. Which are countable and which are uncountable? Add three more things to the lists.

a/an, some, any

- 5 Complete the sentences with *a/an, some* and *any*. Then choose the correct words in the rule.
 - 1 A Would you like _____ coffee?
B No, thanks. I've got _____ tea.
 - 2 Can I have _____ apple or _____ banana?
 - 3 Have _____ biscuits.
 - 4 Are there _____ peppers in the kitchen?
 - 5 There isn't _____ yogurt in the fridge.

RULE: Use *a/an* with ¹*singular* / *plural* countable nouns. Use *some* with ²*singular* / *plural* countable and uncountable nouns. Use *any* in questions and in ³*positive* / *negative* sentences. Use *some* in questions when offering or asking for something.

- 6 Complete the text with *a/an, some* and *any*.
Do you like pancakes? They are easy to make! All you need is ¹_____ milk and flour and ²_____ egg! You also need ³_____ frying pan and ⁴_____ oil to fry them. After you make the pancakes, you can put ⁵_____ ice cream on top! Do you know ⁶_____ easy recipes?

→ workbook page 28



(how) much / (how) many, a lot of / lots of

- 7 Look at the examples. Complete the rule.

How much meat do you eat?	How many people eat insects?
I don't drink much coffee.	We haven't got many carrots.
Farms use a lot of water.	For a lot of people eating insects is not unusual.
Insects have got lots of protein.	We can eat lots of creepy-crawlies.

RULE: We usually use *(how) much* and *(how) many* in questions and negative sentences. Use *many* with plural ¹_____ nouns and *much* with ²_____ nouns. Use *a lot of / lots of* with both countable and uncountable ³_____.

8 Complete the questions with *much* or *many*. Then match the questions (1–6) with the answers (a–f).

- 1 How _____ apples do you want?
- 2 How _____ sugar is in an avocado?
- 3 Are there _____ boys in your class?
- 4 How _____ peppers are there?
- 5 How _____ time have you got?
- 6 Have you got _____ homework?

- a I think there are about five.
- b Just one, please.
- c Only 10 minutes.
- d No, I haven't.
- e I have no idea. I don't think it's a lot.
- f Yes, there are 12, and 5 girls.

→ workbook page 28

LISTENING

9 3.03 Complete the menu with words from the list. Listen and check.

apple | cheese | chicken | chocolate
coffee | mushroom | potato | tea

LUNCH STOP

ROLLS/SANDWICHES:	CAKES: £2
2 fillings £4.50 Extra fillings 50p <ul style="list-style-type: none"> ■ Tomato ■ Tuna ■ ¹ _____ ■ Curried ² _____ ■ Sweet corn 	<ul style="list-style-type: none"> ■ Carrot ■ ⁵ _____ ■ ⁶ _____ and walnut
SOUP (WITH BREAD): £4	DRINKS: £1.50
<ul style="list-style-type: none"> ■ Chicken and ³ _____ ■ ⁴ _____ and onion ■ Spicy red pepper 	<ul style="list-style-type: none"> ■ Orange juice ■ ⁷ _____ juice ■ ⁸ _____ ■ Coffee ■ Hot chocolate

10 3.04 Steve and Hannah are in Lunch Stop. Listen and write what they eat and drink.

Steve: _____

Hannah: _____

11 3.04 Listen again. Answer the questions.

- 1 What does Steve say about his roll?
- 2 What does Hannah say about her soup?
- 3 Why does Hannah need a fork?

12 3.05 Complete the dialogue with *all*, *altogether*, *change*, *help*, *milk*, *minutes*, *please* and *something*. Then listen and check.

Café assistant:	Customer:
Good morning. Can I	
1 _____ you?	I'd like some coffee, please.
Do you want	
2 _____ or sugar?	Just milk, ³ _____.
Would you like	
4 _____ to eat?	Yes, I'd like a cheese and mushroom omelette, please.
Is that ⁵ _____?	
That's £9	Oh, I'd like a carrot juice, too, please.
6 _____.	
Here's your	Here you are.
7 _____.	
Your breakfast will be ready	
in a few ⁸ _____.	Thank you.

13 SPEAKING Work in groups of three. One is the café assistant; the others are customers. Order meals.

Use the menu in Exercise 9 and the language in Exercise 12.

PRONUNCIATION

Vowel sounds: /i/ and /i:/ Go to page 120.

WordWise: have got

14 Put the words in order to make sentences.

- 1 got / cakes / some / They've / great
- 2 I've / Don't / reasons / worry / my / got
- 3 that / a / problem / got / you / Have / with

15 Complete with the expressions from the list.

a problem | my reasons | a headache
time | something to do

- 0 A I've got a problem with my homework.
B History? Sorry! I can't help you.
- 1 A Are you OK?
B I've got _____. It hurts.
- 2 A Why are you not inviting Jane to your party?
B I've got _____, but I don't want to tell you.
- 3 A Phil, can you help me, please?
B Sorry. I'm busy. I haven't got _____.
- 4 A Let's go to town tomorrow.
B Sorry, no, I've got _____ tomorrow.

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READING

1 Read the article quickly and answer the questions.

- 1 Where is the writer?
- 2 Why is it difficult to get vegetables there?
- 3 What do the Inuits eat a lot of?

2  3.08 Read and listen to the article and answer the questions.

- 1 Why is the writer staying in an Inuit village?
- 2 What other food apart from meat can the people find there?
- 3 What is the problem with growing vegetables there?
- 4 What is surprising about the Inuits' health situation?

WRITING

What you eat

3 **INPUT** Match the sentence halves and read Matt Silver's paragraph about what 15-year-old Amanda eats.

- | | |
|---|--|
| 1 Hello, I'm Matt Silver and today I'm <u>d</u> | a shops and restaurants. |
| 2 Amanda has lots of choices __ | b but not too much. |
| 3 There are many good __ | c a lot of healthy food. |
| 4 Amanda tries to eat __ | d writing about 15-year-old Amanda Claxton. |
| 5 She likes fruit __ | e and that's very healthy. |
| 6 She sometimes eats meat, __ | f she loves sweets, but she tries not to eat too many. |
| 7 Amanda loves fish, __ | g for food here. |
| 8 There is only one little problem with Amanda's food choices; __ | h and vegetables. |

4 Write out the paragraph in your notebooks.

5 **PRODUCE** Imagine Matt Silver is writing about what you eat. What is healthy or unhealthy about your food? What do you eat too much / not enough of? Write Matt's paragraph.



EATING

around the world



Matt

Part I: The Inuits

Hello, I'm Matt Silver, and this is an article from our new series 'Eating around the world'.

I'm writing this from Kulusuk, an Inuit village in Greenland. It's a pleasant place in summer, with mild temperatures and fantastic views of the icebergs on the sea just in front of the village.



It's a popular place for tourists in those months. But winters are long and hard, and the life for the 250 people in the village isn't easy at all. The roads are covered in ice, and the sea is frozen, too.

The Inuits don't have a lot of choices for food. The summer is too short and not long enough for the Inuits to grow vegetables. They sometimes find berries during the warmer months. And they eat seaweed. But there are no other vegetables, so they don't eat enough greens. There is a shop in the village, but during the winter it doesn't get any fresh vegetables.

This is why the Inuits eat lots of raw and boiled meat. They eat sea animals – seals, whales and fish – and they eat reindeer and other land animals. These animals have a lot of fat on them because it keeps them warm in the freezing temperatures. Do the Inuits eat too much fat? Isn't that very dangerous?

Well, here's the surprise: in the western world, people say 'Don't eat too much fat!' But the Inuits eat a lot of animal fat and they are healthy, perhaps because they eat boiled rather than fried meat. Life for the people from Kulusuk can be difficult but they are healthy. Maybe we can learn a lot from them!



GRAMMAR

too many/much, (not) enough + noun

6 Choose the correct word and complete the rule.

- 1 I try not to eat too *much* / *many* sweets.
- 2 He eats too *much* / *many* fat.
- 3 They don't eat *much* / *enough* greens.
- 4 There are too *many* / *much* people in the city.
- 5 She doesn't eat *many* / *enough* meat.

RULE: Use *too* ¹ _____ with countable nouns, and *too* ² _____ with uncountable nouns. Use (*not*) *enough* with ³ _____ and ⁴ _____.

7 Complete with *too much*, *too many* or *not enough*.

- 1 There are _____ onions on this pizza. I don't like them.
- 2 There's _____ salt in this soup. I can't eat it.
- 3 There is _____ sugar in my coffee. Can I have some more, please?
- 4 There are _____ cars on the road. It's dangerous to ride my bike.
- 5 We've got _____ homework tonight. I want to watch TV.
- 6 There are _____ chairs. Can you stand?

too + adjective, (not +) adjective + enough

8 Use the example sentences to choose the correct words in the rule.

The winters are *too long* there.
The summers are *not long enough*.

RULE: We use *too* + adjective to say that something is ¹*more* / *less* than we like or want. We use *not* + adjective + *enough* to say that something is ²*more* / *less* than we like or want.

9 Complete the sentences.

- 0 The test is too easy. It's _____ *not hard enough* _____.
- 1 The film isn't exciting enough. It's _____.
- 2 The T-shirt is too expensive. It's _____.
- 3 It's not warm enough today. It's _____.
- 4 Your bike's too small for me. It's _____.
- 5 His car's not fast enough. It's _____.

10 Complete with *not enough* or *too*.

My dad always says there's ¹ _____ much rain in the UK in the summer, and that it's ² _____ hot _____. He's right. And I feel that it's ³ _____ boring to spend holidays here. We usually go to the south of Italy for our holidays. There are lots of beaches, so there are never ⁴ _____ many tourists. I love the food; that's why I often eat ⁵ _____ much.

→ workbook page 29



VOCABULARY

Adjectives to talk about food

11 Write the adjectives under the photos.

boiled | fried | grilled | roast



12 Put the words in the list in order from 'very good' to 'very bad'.

(a bit) boring | delicious | horrible | nice

13 **SPEAKING** Work in pairs. Ask and answer questions. Use the words from Exercise 12.

boiled or roast beef? | grilled or fried chicken? | boiled or roast potatoes? | boiled or fried eggs? | grilled or fried fish?

What do you prefer, boiled or roast beef?

Roast beef. It's delicious

Look

Savoury means not sweet, for example, salty or spicy. *Savoury* is a positive adjective. *Salty* is a negative adjective, meaning food has too much salt.

14 How do you say these words in your language? Write two types of food for each category.

delicious | disgusting | fatty | fresh | salty
savoury | spicy | sweet | tasty | yummy

sweet: chocolate, strawberries

→ workbook page 30

- 1  3.09 Look at the photo. What food is it? How do you know? Listen and read to check.



Dad: Hi, Jordan! I'm home.
 Jordan: Hi, Dad!
 Dad: So, what are you doing?
 Jordan: I'm making pizza – for me and my friends.
 Dad: Hmm ... ¹What about me?
 Jordan: I'm really sorry, Dad, it's just for us.
 Dad: Oh right. Look at this kitchen! What a mess!
 Jordan: Sorry, Dad. But don't worry. I'm finishing now!
 Dad: OK then. Now, how can I help?
 Jordan: ²Actually, I'm OK. It's just a pizza.
 Dad: Onion? Red pepper? Just that? We can make that better, I'm sure.
 Jordan: Really?
 Dad: Let's add ³a couple of mushrooms. There we are.

Jordan: But I don't like mushrooms.
 Dad: ⁴So what? You can always take them off. I think you need some chilli pepper ⁵as well.
 Jordan: Dad, stop it. It's horrible. Thanks a lot.
 Dad: Are you ⁶upset with me? Now I feel bad. I just wanted to help.
 Jordan: Don't worry, Dad. We can just eat crisps.
 Dad: No, you can't. You can eat pizza. Get me the phone and I'll order one. Ice cream, too!
 Jordan: Really, Dad? Thanks!
 Dad: And I can eat this one here!

- 2  3.09 Read and listen again and answer the questions.

- 1 What is Jordan doing?
- 2 Who is he making it for?
- 3 What does his dad put on the pizza?
- 4 What does Jordan decide to give his friends?
- 5 What does his dad offer to do?

Phrases for fluency

- 3 Match the underlined expressions (1–6) in the dialogue to the definitions (a–f).

- a too – as well
 b unhappy with – _____
 c one or two (but not many) – _____
 d What is the situation (for me)? – _____
 e In fact, – _____
 f Why is that a problem? – _____

- 4 Use the expressions from Exercise 3 to complete the mini-dialogues.

- 1 A Mum? John's got his sandwiches.
 But _____ me?
 B Well, I'm making _____
 cheese and tomato sandwiches for you right now.
 A Cool! Can I have an
 apple _____?
 2 A I broke your watch. I'm sorry.
 Are you _____ me?
 B Don't worry about it. _____,
 it wasn't very good.
 3 A I can't go to the cinema. I've got homework.
 B _____? You can do it at
 the weekend.

FUNCTIONS Apologising

- 5 Look at the phrases. When and why might you use them?

KEY LANGUAGE

- 1 I'm really sorry. 3 Don't worry.
 2 I feel really bad. 4 It's OK.

- 6  3.10 Complete the dialogue with words from the Key Language box. Listen and check. Then act it out in pairs.

Man Oh no. I'm really ¹_____.
 Woman ²_____ worry. It's not my favourite picture.
 Man But it's broken. I ³_____ really bad.
 Woman ⁴_____ OK. Really. I don't really like it anyway.

- 7 In pairs write a short dialogue for the picture. Act it out.





LIFE COMPETENCIES

We all make mistakes. We say we're sorry so that the person feels better and understands that we care. Saying sorry is important, but sometimes we also need to show we are sorry by our actions.



1 **▶ 09** Watch the vlog. What are the names of Jack's brother and sister?

2 **▶ 09** Watch again and complete the sentences.

We all make ¹_____.

Saying 'sorry' helps make things ²_____.

When you say sorry, you should mean it.

A ³_____ sorry is worse than no sorry (probably).

A good sorry says three things:

- I am ⁴_____.
- It's my ⁵_____.
- How can I make things ⁶_____?

Is sorry really the ⁷_____ word? Probably not.

3 Read these situations. Who do you think needs to say sorry and why?

A Tom arrives late to school for the second time in a week. The teacher gives him a detention.

Tom needs to say sorry because he's late.

B Abby's dad calls her lazy because she never tidies her bedroom.

C Zoe forgets her friend's birthday. The next day, her friend doesn't speak to her.

D Emily is wearing her new shoes. Amy says they look terrible. Emily is upset and tells her friends not to speak to Amy.

E George orders a cheese and onion pizza. The waiter brings him a tuna and pepper pizza.

F Kevin's mum asks him to watch her cake in the oven. He forgets and it burns.

4 Work in pairs. Compare your answers to Exercise 3. Do you agree?

5 **SPEAKING** Work in pairs. Discuss which of these things is a good idea for the people in Exercise 3. More than one answer is possible.

- Can you think of other ways of apologising?
- Say sorry immediately.
- Say 'I'm here for you'.
- Change our future actions.
- Be quiet.
- Write a short letter or card to say sorry.
- Say something funny.
- Buy a present or flowers.
- Wait and say sorry later.
- Say 'I love you!' and smile.

6 Work in pairs. Write a situation similar to the ones in Exercise 3 where someone needs to apologise.

7 **SPEAKING** Read your situation to the rest of the class. Discuss these questions:

- 1 Who needs to say sorry?
- 2 What is the best way to say sorry?
- 3 What does the person saying sorry have to say? Do they need to do anything else?
- 4 How do you feel after you apologise?

Me and my world

8 Tick (✓) the sentences you agree with. Compare with a partner.

- I say sorry a lot.
- I find it difficult to say sorry.
- I don't always mean it when I say sorry.
- Sometimes sorry is not enough.
- Saying sorry solves a lot of problems.

TIPS FOR SAYING SORRY

- Don't be afraid to recognise when you make a mistake.
- Say sorry when you make a mistake. It shows that you care about others.
- Saying sorry isn't always enough. Sometimes you also have to change your actions.