



Vocabulary

A  **2.7** Listen and check (✓) the words you already know. Use a dictionary to help you with any new words.

- | | | | |
|--|--|--|---------------------------------------|
| <input type="checkbox"/> area (n) | <input type="checkbox"/> feed (v) | <input type="checkbox"/> percent (n) | <input type="checkbox"/> solution (n) |
| <input type="checkbox"/> crops (n) | <input type="checkbox"/> land (n) | <input type="checkbox"/> significant (adj) | <input type="checkbox"/> survival (n) |
| <input type="checkbox"/> environment (n) | <input type="checkbox"/> large-scale (adj) | | |

MEANING FROM
CONTEXT

B  **2.8** Fill in each blank with a word from exercise A. Then listen and check your answers.

Every person on Earth needs food for _____.¹ Fortunately, farmers all over the world grow _____² such as rice, wheat, fruits, and vegetables. Those foods can _____³ both people and animals. There is more than one _____⁴ to the food problem. Back in the 1960s, scientists thought that only _____⁵ farming on huge farms could produce enough food for everyone.

However, the kind of farming scientists believed in during the 1960s required _____⁶ amounts of water and chemical fertilizers, and also large amounts of _____⁷ to grow all that food on. These days, many people worry about the _____⁸ and the problems caused by large-scale farming. They like to buy their food from small farms instead. In addition, it doesn't take a huge _____⁹ of land to grow a little of your own food in a vegetable garden. You probably can't grow 100 _____¹⁰ of your food, but at least you will know exactly where some of your food comes from.

C Match the beginning of each sentence with its ending.

- | | |
|--|--|
| 1. There is usually a solution _____ | a. area of the city. |
| 2. I grow flowers and vegetables _____ | b. crop in North America. |
| 3. We live in a crowded _____ | c. to every problem. |
| 4. Wheat is a very important _____ | d. protect the environment. |
| 5. Most people want to _____ | e. when he gets up in the morning. |
| 6. My dad feeds his chickens _____ | f. on a small piece of land behind my house. |

D Discuss the questions with a partner.


1. Describe the land in your country. Is it flat or mountainous? Wet or dry?
2. Is farming a significant part of your country's economy? If it is, what kinds of food does your country produce?
3. When you buy food at the market or grocery store, where does most of it come from? (e.g., from your area, from your country, from other countries)
4. Do you and your family grow any of your own food? If yes, what kinds?

During the green revolution of the 1960s in Vietnam, a new kind of rice called "Honda rice" increased farmers' production and paid for motorcycles.



Listening A Lecture about Feeding the World

BEFORE LISTENING

- A**  2.9 Read the statements. Then listen to introductory information about Dr. Jonathan Foley from the California Academy of Sciences. Write T for *True* or F for *False*. Correct the false statements.

1. ____ Dr. Foley tries to answer the big questions.
2. ____ Dr. Foley gets quite angry when he talks about these questions.
3. ____ Dr. Foley sees large-scale farming as the solution to our problems.
4. ____ Dr. Foley thinks there are several solutions to our problems.

WHILE LISTENING

LISTENING FOR
MAIN IDEAS

- B**  2.10  1.10 Listen to the lecture and answer the questions.

1. How much will the population increase by 2050? _____
How much more food will we need to feed that population? _____
2. Why is the amount of food larger than the population increase? _____

3. Which three parts of the world could produce more food than they do now?

► Burning rainforests to grow more food threatens the health of the planet.



NOTE-TAKING SKILL Using an Outline

One way to organize your notes as you listen is to make an outline. An outline shows the relationship between ideas. A basic outline includes the main ideas and supporting details. You can number the main ideas and indent and use letters for the supporting details.

I. Introduction: How to feed the world

II. Steps

Step One: Stop deforestation

- a. stop burning _____
- b. grow crops on land size of _____
- c. keep animals on land size of _____

Step Two: Grow more on the farms we _____

Step Three: Use resources more efficiently

- a. example of resource: _____

Step Four: Change how we _____

- a. food to feed people
- b. food to feed _____ and make _____
- c. the fewer animal foods we eat, the more food _____

Step Five: Reduce _____

III. Conclusion: Possible solutions

- a. Stop deforestation
- b. Grow more on farms we have
- c. Use resources efficiently
- d. Eat less _____
- e. Waste less _____

AFTER LISTENING

D Work with a partner. Discuss these questions about the lecture.

1. Foley says that how we will feed the world is the most important challenge facing us. Do you agree? Explain.
2. If everyone eats more fruits and vegetables and fewer animal foods, will people be healthier or less healthy, in your opinion? How will this affect the environment?
3. Overall, what do you think about Foley's plan to feed the world?

CRITICAL THINKING:
EVALUATING

Speaking

A  2.11 Read and listen to two people talk about where they get their food.

WHERE DOES YOUR FOOD COME FROM?

SPEAKER 1

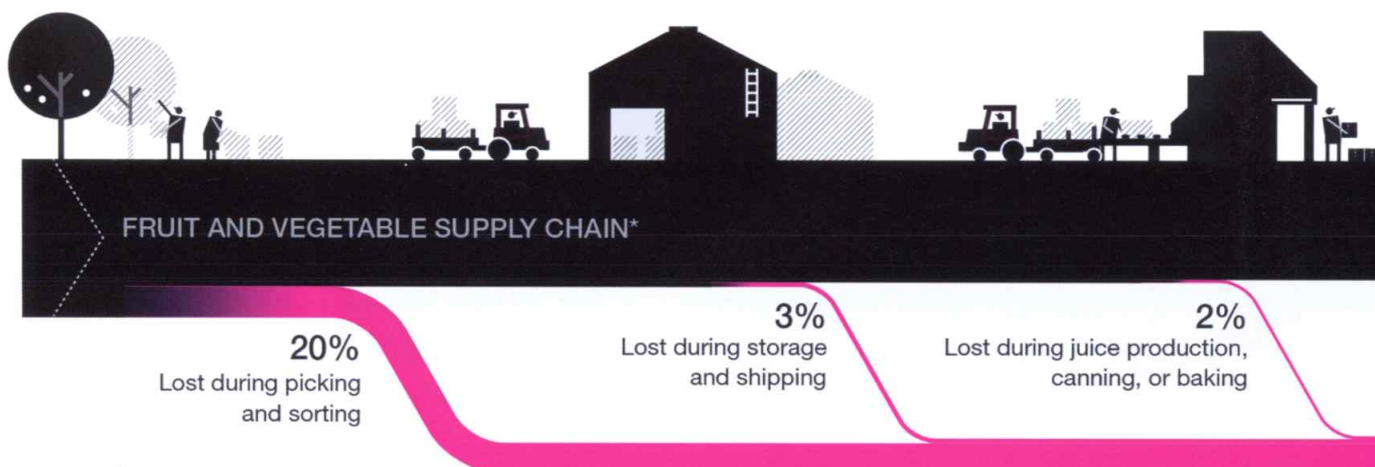
I have always shopped for food at a large supermarket. As a child, I went there with my parents, and now I shop there myself. They seem to have everything I need, and I can get my shopping done quickly. Recently the supermarket added a section with a lot of convenient foods like ready-to-eat salads, side dishes, and even main dishes like chicken and lasagna. To be honest, I don't do a lot of cooking these days!

SPEAKER 2

It might surprise you, but I grow a lot of my food myself. When I was a child, I watched my parents and grandparents work in the garden from spring to fall. I learned to love gardening. Later I discovered that home-grown food tastes much better than food from the supermarket. My favorite things to grow are red, ripe tomatoes and different kinds of lettuce. I also grow cucumbers, onions, and even some strawberries. Everything is fresh! I raise a few chickens, too, and I buy special food for them. That's not all they eat, though, so I never throw much food away. If I cut the top off a carrot, for example, the chickens are happy to eat it!

B With a partner, find and underline the time markers and interesting details in the stories from exercise A. Then tell your partner where you get your food and why. Use interesting details.

Lost and Tossed



*AUSTRALIA, CANADA, NEW ZEALAND, AND U.S. DATA ONLY

CRITICAL THINKING Analyzing Visuals

Making meaning from visual information can help you understand a concept better. To understand visuals, always read the title, the labels, and the key or legend that explains what the colors and numbers mean.

- C** Study the infographic at the bottom of the page. Then discuss the questions with your classmates.

CRITICAL THINKING:
ANALYZING VISUALS

1. What does the infographic show?
2. Which countries is this information about?
3. What percentage of fruits and vegetables do people eat in those countries?
4. Which step in the process has the most loss? The most waste?
5. Does this information surprise you? Explain.

FINAL TASK Presenting a Plan to Stop Food Waste

You are going to give a short presentation to a small group about how you can personally prevent food waste. Discuss the information below; then develop a plan to prevent food waste.

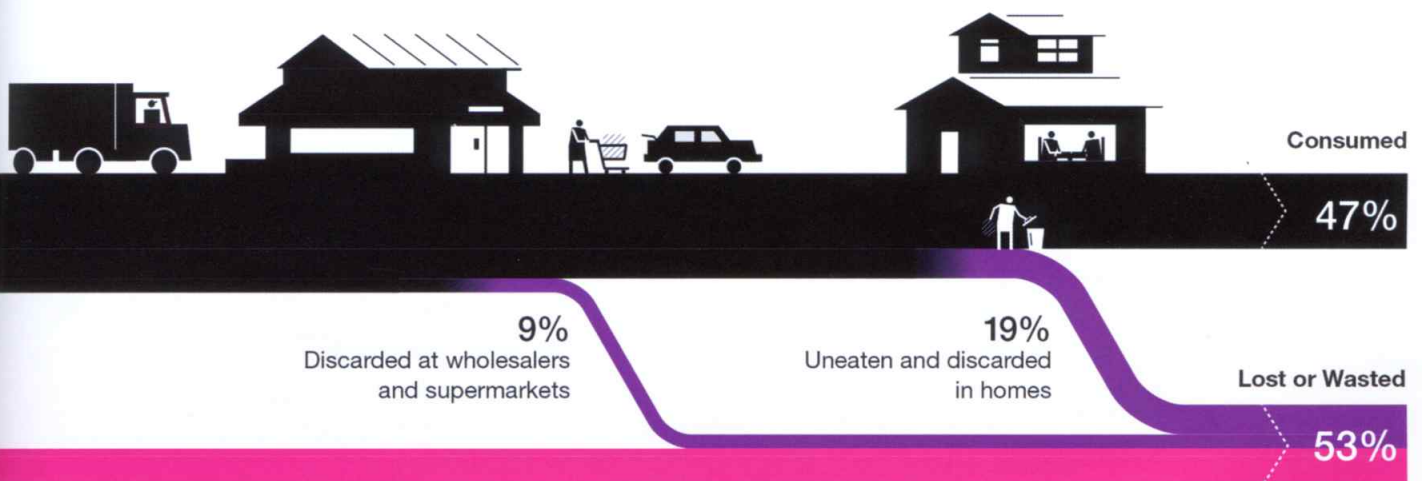
- A** Study the information about wasted fruits and vegetables again. What percentage of food loss or waste occurs at each step or location?

CRITICAL THINKING:
ANALYZING VISUALS

_____ farms _____ shipping/storage _____ processing (juicing, baking)
_____ supermarkets _____ homes

LOST Produce abandoned or discarded during harvesting, shipping, or processing

WASTED Produce discarded by vendors or consumers, often because of damage or expiration dates



MANUEL CANALES, NGM STAFF; TONY SCHICK. SOURCE: FAO

B Work with two or three students. Read the solutions and discuss the questions below.

Solutions for the Problem of Food Waste

- People could buy only the foods they know they will eat in the next few days.
- Farmers could handle and package fruits and vegetables in ways that prevent waste.
- Shippers could ship directly from farmers to markets to reduce storage.
- People could buy locally grown food to reduce the need for long-distance shipping.
- Companies that process food could improve their processes and equipment.
- Supermarkets could accept "imperfect" fruits and vegetables and offer them to customers at a lower price.

1. Based on the percentages in exercise A on page 99, which solutions to food waste would help the most?
2. Which of the solutions can you play a part in?
3. Which of the solutions are out of your control?

PERSONALIZING

C List the two or three best steps you could take to prevent food waste. Consider, for example, the ways you:

- | | | |
|------------------------------|--------------------|---------------------------|
| shop for food | store food at home | order food at restaurants |
| bring food to school or work | throw away food | share food with others |

PRESENTATION SKILL Using an Effective Hook

An interesting presentation begins with a hook. A hook is something that gets your audience's attention, such as a quote, an interesting fact or example, a rhetorical question, a powerful image, or a short story. Here is an example of a hook that uses a surprising fact related to food waste:

About one third of the planet's food goes to waste every year. That's 2.9 trillion pounds of food that never gets eaten.

PRESENTING

D Present your plan to your group. Be sure to start with an effective hook.

REFLECTION

1. What techniques did you learn in this unit to help tell a story?

2. Based on what you've learned, what changes will you make to the way you shop for food?

3. Here are the vocabulary words from the unit. Check (✓) the ones you can use.

- | | | |
|---|---|--|
| <input type="checkbox"/> area <small>AWL</small> | <input type="checkbox"/> large-scale | <input type="checkbox"/> smell |
| <input type="checkbox"/> brain | <input type="checkbox"/> memory | <input type="checkbox"/> solution |
| <input type="checkbox"/> crop | <input type="checkbox"/> nervous | <input type="checkbox"/> survival <small>AWL</small> |
| <input type="checkbox"/> environment <small>AWL</small> | <input type="checkbox"/> nutrition | <input type="checkbox"/> taste |
| <input type="checkbox"/> expect | <input type="checkbox"/> percent <small>AWL</small> | <input type="checkbox"/> texture |
| <input type="checkbox"/> feed | <input type="checkbox"/> sense | <input type="checkbox"/> waste |
| <input type="checkbox"/> land | <input type="checkbox"/> significant <small>AWL</small> | |