

# 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

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

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

### C GLOBAL READING

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.

- 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

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

Indonesia has a lot of rain and sunshine and produces different<sup>1</sup>\_\_\_\_\_. These traditionally influence the food and a lot of herbs and spices are used in<sup>2</sup>\_\_\_\_\_. However,<sup>3</sup>\_\_\_\_\_ and<sup>4</sup>\_\_\_\_\_ habits are changing. Today people eat more processed foods. People often buy groceries in local stores, but they also use supermarkets. One of the main<sup>5</sup>\_\_\_\_\_ for the food industry<sup>6</sup>\_\_\_\_\_ is the increasing population. It means more foods have to be imported.

Previewing a text

Completing a summary  
of main ideas

# 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 <sup>1</sup> **grow**. <sup>2</sup> **For example**, moving to a more plant-based diet is one change that could be made. <sup>3</sup> **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 <sup>4</sup> **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

**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.

Understanding synonyms

**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.**

- 1 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.
- 2 We need to **look after** biodiversity globally in order to \_\_\_\_\_ our food supplies.
- 3 **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.**

- 1 These nine crops provide \_\_\_\_\_ of the calories we eat.
- 2 Despite having about \_\_\_\_\_ hundred varieties of coffee bean, we use just \_\_\_\_\_.
- 3 \_\_\_\_\_ of the bananas we eat are the same variety.
- 4 To have a healthy stomach, it is recommended that we try to eat \_\_\_\_\_ different plants each week.
- 5 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.

- 1 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 ...*
- 2 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 <b>bitter</b> (adj) | a tasting strong and sharp, not sweet                 |
| 2 <b>creamy</b> (adj) | b containing salt or tasting like salt                |
| 3 <b>frozen</b> (adj) | c with a strong hot flavor                            |
| 4 <b>juicy</b> (adj)  | d with a flavor you enjoy                             |
| 5 <b>salty</b> (adj)  | e thick, soft, often containing a dairy product       |
| 6 <b>smelly</b> (adj) | f unpleasant when you breathe in through your nose    |
| 7 <b>spicy</b> (adj)  | g extremely cold and stored at a very low temperature |
| 8 <b>tasty</b> (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 <b>approach</b> (n)          | a relating to the country being talked about  |
| 2 <b>chemical</b> (n)          | b a way or method of doing something  |
| 3 <b>consume</b> (v)           | c used for saying that it is too soon to know whether someone or something will be successful |
| 4 <b>consumer</b> (n)          | d to sell something to another country  |
| 5 <b>contribution</b> (n)      | e money that someone gets from work or investments  |
| 6 <b>domestic</b> (adj)        | f over a longer period of time  |
| 7 <b>export</b> (v)            | g a person who buys something   |
| 8 <b>global</b> (adj)          | h including or affecting the whole world  |
| 9 <b>income</b> (n)            | i something used in chemistry or produced by a process involving chemistry                    |
| 10 <b>in the long run</b> (id) | j something you do or share that helps change things  |
| 11 <b>it's early days</b> (id) | k the process of becoming normal again after problems   |
| 12 <b>recovery</b> (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

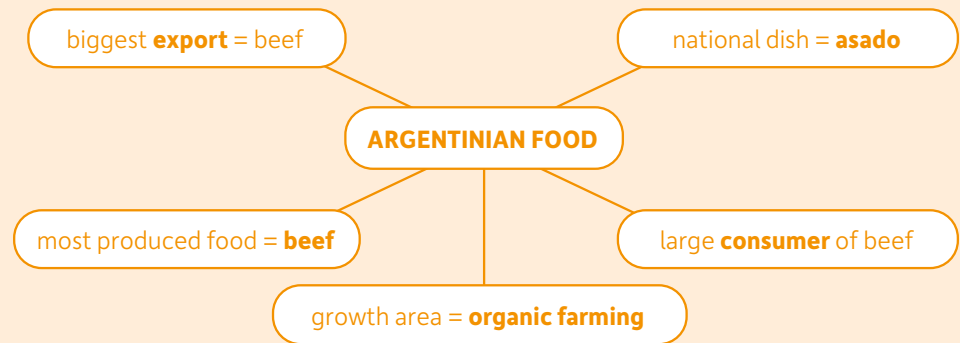
It is thought this phrase dates from the 1600s and is probably connected to the idea that it takes a long time to complete a long run, such as a marathon. It requires a lot of effort and the result might be far in the future. *It's really difficult to make these changes now, but it'll be worth it in 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. <sup>1</sup> \_\_\_\_\_ is by far the most important of these products and is one of Argentina's most important <sup>2</sup> \_\_\_\_\_. The country is also one of the largest <sup>3</sup> \_\_\_\_\_ of beef per person in the world. A(n) <sup>4</sup> \_\_\_\_\_, 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, <sup>5</sup> \_\_\_\_\_, 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 <b>who</b> to describe people.	People <b>who live in urban areas</b> now have different diets.
We use <b>that</b> and <b>which</b> for things.	The farms <b>that we visited</b> use new approaches to farming. Crops <b>which need a tropical climate</b> grow well in Indonesia.
We use <b>where</b> to describe locations and places.	More land <b>where farming takes place</b> 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 fruit 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 \_\_\_\_\_

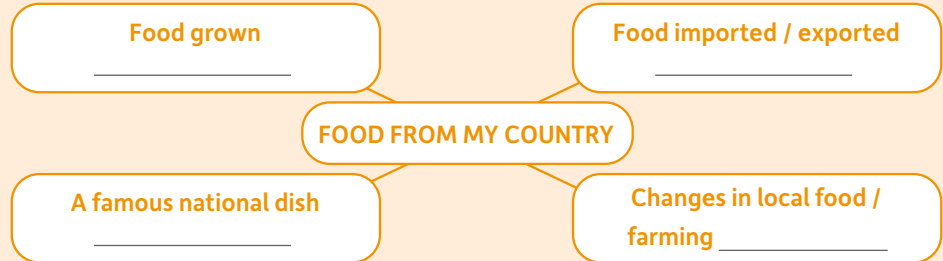


## WRITING TASK

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      | <input type="checkbox"/> | I can complete a summary of the main ideas in a text.  |
| Reading 2      | <input type="checkbox"/> | I can recognize and understand synonyms in a text.   |
| Academic skill | <input type="checkbox"/> | I can use cohesive words and phrases.  |
| Vocabulary     | <input type="checkbox"/> | I can use adjectives for describing food.  |
| Grammar        | <input type="checkbox"/> | I can use relative clauses with <i>who</i> , <i>that</i> / <i>which</i> , and <i>where</i> . |
| Writing        | <input type="checkbox"/> | I can use compound sentences to make my writing more interesting.                            |