

# Unit 5 Wellbeing

## FEATURES

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Traditional dishes get special status

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Discover the power of your mind!

### **62 A caffeine-fuelled world**

An in-depth look at the role of caffeine in modern life

### **66 Dangerous dining**

A video about an unusual Japanese delicacy

1 Find these foods in the photo. Which ones do you eat? How often do you eat them?

apple carrot green pepper onion red pepper  
squash sweet potato



Some fruit and vegetables are thrown away because they are 'too ugly' to sell.

## 2 Work in pairs. Discuss the questions.

- 1 How much do you know about the recommended amount of different food groups you should eat each day?
- 2 How do you decide what is the right size of a portion of food?
- 3 Does everyone need to eat the same amounts?

*Students' own ideas*

## 3 Work in pairs. What do you think the portion sizes of these types of food are? Listen to an extract from a radio programme about food. Complete the table.

### Track 34

Type of food	Size of portion
cereal/rice/pasta/potato	..... clenched fist
meat/poultry/fish	the palm of ..... hand
snacks: popcorn/crisps	..... handfuls
cakes: brownies/flapjacks	..... fingers

#### 4 Discuss the questions with your partner.

- 1 Does any of the information in Exercise 3 surprise you?
- 2 How much attention do you pay to your diet?
- 3 In what ways can food and diet influence your health?

*Students' own ideas*

# 5a Pizza with a pedigree

## Reading

1 Work in pairs. Discuss the questions.

- 1 What are the traditional dishes of your country or region?
- 2 How often do you eat or make these dishes?
- 3 How often do you eat or make dishes from other countries? Which ones?
- 4 What's your favourite pizza? What's on it?
- 5 Do you like fast food (junk food)?
- 6 How often do you eat?
- 7 Do you think fast food is good or bad for your health? Why?

*Students' own answers*

## Pizza with a pedigree

There is pizza – and there is Pizza Napoletana. The two, experts say, have as much in common as virgin olive oil has with ordinary cooking oil. Now, authentic Pizza Napoletana is one of the elite group of European Union-certified food and drink products – like Scottish Farmed Salmon, Spanish Melon from La Mancha and English Blue Stilton cheese. In order to qualify for this list, these food products had to pass strict tests.

Once a product achieves Guaranteed Traditional Speciality status, other similar products are not allowed to use the same name. For example, if your sparkling wine doesn't come from the Champagne region of France, you can't call it 'Champagne'. But be warned: the EU specifications for 'real' Pizza Napoletana are very complicated – it takes almost as long to read them as it does to make the pizza. To be labelled 'Guaranteed Traditional Speciality', the pizza mustn't be over 35 centimetres in diameter and the crust mustn't be more than two centimetres thick. The ingredients must include type 00 flour and up to 100 grams of San Marzano tomatoes applied in a spiral. And the cheese has to be fresh 'Mozzarella di Bufala'.

## Track 35

Of course, pizza has a long history in Italy. The word 'pizza' first appeared in an AD 997 manuscript from Gaeta, a southern Italian town. A millennium later, in 1997, political groups in northern Italy tried to ban pizza because it was a symbol of their rivals in the south. You don't have to know anything about pizza's history to enjoy eating it, of course. But you should try an authentic Pizza Napoletana at least once, and see if you can taste the difference!

**elite** (adj) (n) /ɪˈli:t/ a small group of the best

**pedigree** (n) (adj) /ˈpedɪɡri:/ a documented history

**strict** (adj) /strikt/ precise and rigorous

**2** Read the news item *Pizza with a pedigree*. Answer the questions.

- 1 Why is Pizza Napoletana in the news?
- 2 What are some of the other foods in the same group as Pizza Napoletana?
- 3 What are the rules for an 'authentic' Pizza Napoletana?



# GRAMMAR SUMMARY UNIT 5

## Modal verbs

*Must*

*Can*

*Should*

*Have to*

...

+ *V<sub>1</sub>*

# Obligation: must, have to

(?) → *have to*                      *Do I have to take my shoes off?*  
(not ~~*Must I take my shoes off?*~~)

(-) → don't/ doesn't have to (no obligation)  
→ mustn't (not allowed to)

*We **don't have to** be there until 8 pm.*

*We **are not allowed to** eat in class.*

**Past:**    *has to/ have to → had to*  
            *must → had to*

## Prohibition: mustn't

*You **mustn't** talk here. (You **are not allowed to** talk her).*

## Permission: can, be allowed to ; can't, be not allowed to

*You **can** pay for your drinks when you leave.*

*You **can't** sit in this part of the restaurant. (or You cannot sit ...)*

***Are** we **allowed** to take our food outside?*

*You're **not allowed** to park there.*


# Advice and recommendation: should, shouldn't

We use *should* and *shouldn't* to give advice (**not rule**) and recommendations.

You ***should*** try to eat some fruit every day.

You ***shouldn't*** eat too much before you go to bed.

# Grammar modal verbs (1)

▶ MODAL VERBS	
<b>Obligation</b> <i>have/has to, must</i>	<b>No obligation</b> <i>don't/doesn't have to</i>
	<b>Prohibition</b> <i>mustn't</i>
<b>Permission</b> <i>can, is/are allowed to</i>	<b>No permission</b> <i>can't, is/are not allowed to</i>
<b>Recommendation</b> <i>should</i>	<i>should (not)</i>
For further information and practice, see page 164. 	

- 3 Look at the grammar box. Answer these questions.
- 1 Which verb forms from the box are in the news item? Underline the verb forms in both the box and in the news item.
  - 2 What form do we use to talk about obligation in the past? Circle this form in the news item.
  - 3 Two of the modal verbs in the news item do not express rules. Which verbs?

- 4 Read the labels from food packaging. Look at the example. Write sentences using one of the modal verbs in brackets.

1 ***Not suitable for vegetarians***

(shouldn't / don't have to)

*Vegetarians shouldn't eat this product.*

2 **NOT SUITABLE FOR PEOPLE  
WITH NUT ALLERGIES**

(don't have to / mustn't)

3 **DO NOT EAT MORE THAN THE  
RECOMMENDED DAILY INTAKE OF SALT**

(can / shouldn't)

4

**MULTIPACK OF FOUR – NOT  
FOR SALE SEPARATELY**

(don't have to / not allowed to)

5

*Heat before serving*

(can / have to)

6

**NOT RECOMMENDED FOR  
DIABETICS**

(allowed to / shouldn't)

5 Work in pairs. Look at these food items. Discuss the questions.

durian eggs fugu hakarl oysters  
potatoes red beans steak

- 1 Have you eaten any of these food items?
- 2 Do you know of any special treatment these things need before you can eat them?

fugu (puffer fish)



a durian



hakarl (shark meat)



oysters





**6** Listen to eight short conversations about the food items in Exercise 5.  
Complete the notes for each item. [Track 36](#)

- 1 durian: you aren't allowed to \_\_\_\_\_
- 2 fugu: \_\_\_\_\_ are allowed to \_\_\_\_\_
- 3 hakarl: you have to \_\_\_\_\_
- 4 potatoes: you don't have to \_\_\_\_\_
- 5 oysters: you mustn't \_\_\_\_\_
- 6 eggs: you should \_\_\_\_\_
- 7 red beans: \_\_\_\_\_ must \_\_\_\_\_
- 8 steak: you can \_\_\_\_\_

**ferment** (v) /fə'ment/ to leave food or drink to undergo  
a natural chemical reaction

**peel** (v) /pi:l/ to remove the skin from fruit or a vegetable

## 7 Pronunciation weak forms

- a** Listen to the sentences from conversations 1–4 in Exercise 6. Notice how to is not stressed. Repeat the sentences.

[Track 37](#)

- b** Work in pairs. Decide if you (don't) have to do these things. Discuss with your partner.

keep eggs in the fridge  
wash rice before you cook it  
eat fish on the day you buy it  
cook meat until it isn't pink

# Speaking

- 8 Work in pairs. Write down at least two ideas for each topic.
  - 1 rules you had to follow when you were in primary school
  - 2 information that should be on food labels
  - 3 places where you're not allowed to eat hot food
  - 4 table manners
  - 5 things you're only allowed to do when you're eighteen
  - 6 questions you shouldn't ask someone you don't know well

**9** Work with a new partner. Compare your ideas from Exercise 8. Do you both agree?

*A: When we were at primary school, we **had to line up** outside the classroom.*

*B: Oh, yes! So did we!*

# 5b Imaginary eating

## Reading and listening

- 1 Work in pairs. Discuss the statements. Do you agree with them? Give examples to support your arguments.
  - 1 Self-belief: the difference between a winner and a runner-up is in attitude, not skill.
  - 2 Willpower: you can achieve anything if you think you can do it.
  - 3 Train your mind: people who consider themselves to be lucky have more 'lucky' moments.



## Imaginary *eating*

Christine Dell'Amore  
National Geographic News

### Track 38

Obesity rates are climbing fast and we need to find new techniques to help people control overeating. According to new research, 'imaginary eating' could be one such technique. It's based on the idea that if you are less interested in a certain food, you will eat less of it. But how do you reduce your interest? A psychologist in the United States reports that if you just imagine eating a specific food, your interest in it will drop. Often people try not to think about food when they need to lose weight. But avoiding these thoughts might not be a good strategy. With imaginary eating, if you force yourself to think about chewing and swallowing food, you'll actually reduce your desire to eat.



## Imaginary *eating*

Christine Dell'Amore  
National Geographic News

[Track 38](#)

## Comments

 **Rpineapple23**

This study is just another proof of how powerful our brain is. The better we are at using that power when making decisions and controlling certain behaviours, the healthier we will become.

REPLY

RECOMMEND

- 2 Read the news item *Imaginary eating*. What does the imaginary eating technique involve?



**3** Listen to two people discussing the news item. Are these sentences true (T) or false (F)?

[Track 39](#)

- 1 Jack doesn't believe the claims in the news item.
- 2 Lin is open-minded about the idea of imaginary eating.
- 3 Both of them agree that willpower is important.
- 4 Lin thinks Jack should try out the technique.
- 5 Lin eats too many crisps and snacks.
- 6 Jack is going to buy some chocolate.

**4** Listen to the conversation again. Match the beginnings of the sentences (1–6) with the endings (a–f).

[Track 39](#)

- 1 I'll believe it
- 2 If you don't train your mind,
- 3 I won't find out
- 4 When I want to eat a snack,
- 5 I'll never need to buy chocolate again
- 6 As soon as it starts working,

- a if this technique works.
- b I'll let you know.
- c I'll try just imagining it.
- d unless I try.
- e when I see it.
- f you won't be able to lose weight.

- 5 Read the comment at the end of the news item again. Do you agree with the comment? With your partner, write a comment to add to the comments section.

# First conditional

We use the first conditional to talk about future possibility and things which are generally true.

If clause	Main clause
Present simple	Future simple

**If** + S + V (present simple) + ....., S + *will/won't* + V (*future simple*) + .....  
S + *will/won't* + V (*future simple*) + ..... **if** + S + V (present simple) + .....

*If I have time, I'll call you tonight. (= future possibility)*

*If you **don't eat** healthily, you **won't feel** good. (= generally true)*

# Grammar first conditional

## ► FIRST CONDITIONAL

- 1 *If you **don't** train your mind, you **won't** be able to lose weight.*
- 2 *I'll never **need** to buy chocolate again **if** this technique **works**.*

For further information and practice, see page 164. 

- 6 Look at the grammar box. Answer the questions.
- a Which verb forms are used to make the first conditional?
  - b Where can *if* go in conditional sentences?
  - c Look at the position of *if* in the sentences. When do we use a comma (,)?
  - d Which of the sentences refers to future possibility and which refers to something which is generally true?
  - e Find three sentences with the first conditional pattern in the news item. Do the sentences refer to future possibility or to something which is generally true?

*See next slide for answers*

**7** Complete the sentences with the present simple and *will* + infinitive. Which sentences refer to future possibility and which refer to something which is generally true?

- 1 If you \_\_\_\_\_ (believe) in yourself, you  
\_\_\_\_\_ (be) more successful.
- 2 I \_\_\_\_\_ (need) a lot of willpower if I  
\_\_\_\_\_ (want) to give up chocolate.
- 3 If you \_\_\_\_\_ (not buy) snacks, you  
\_\_\_\_\_ (not be able) to eat them.
- 4 If you \_\_\_\_\_ (find) any more information,  
\_\_\_\_\_ (you / let) me know?
- 5 If you \_\_\_\_\_ (reduce) the amount of food on your plate, you  
\_\_\_\_\_ (lose) weight.

- 6 I \_\_\_\_\_ (give up) junk food if you \_\_\_\_\_  
(do) too.
- 7 If I \_\_\_\_\_ (not try) it, \_\_\_\_\_  
(never know).
- 8 \_\_\_\_\_ we \_\_\_\_\_ (eat) less if we  
\_\_\_\_\_ (use) smaller plates?

► **WHEN, AS SOON AS, UNLESS, UNTIL, BEFORE**


*When*

*As soon as*

*Unless* + present simple, *will* + infinitive

*Until*

*Before*

For further information and practice, see page 164. 

**8** Jack and Lin are discussing Lin's efforts to eat more healthily. Cross out any options which are not possible.

- 1 You won't change *as soon as* / *unless* you make an effort.
- 2 *As soon as* / *When* you make up your mind, you'll be able to act.
- 3 I'll weigh myself *before* / *when* I start my diet.
- 4 I'll keep trying *before* / *until* I see a change.
- 5 You won't see any results *unless* / *when* you try hard.
- 6 *If* / *Unless* you give up easily, you won't achieve your target.
- 7 *If* / *When* you go shopping, don't buy sweets.
- 8 I'll follow the diet *unless* / *until* I lose ten kilos.



# Vocabulary a healthy lifestyle

- 9 Work in pairs. Match the verbs with the nouns to make strategies for a healthy lifestyle. You can match some verbs with more than one noun and some nouns with more than one verb. Add ideas of your own.

## Verbs

avoid  
change  
cut down on  
cut out  
give up  
learn  
reduce  
take up

## Nouns

a new sport  
an outdoor activity  
bad habits  
computer and TV time  
fatty food  
heavy meals at night  
junk food  
relaxation techniques  
smoking  
snacks between meals  
stress

**10** Think of a specific result for each strategy from Exercise 9. Write sentences with the first conditional.

*If you avoid heavy meals at night, you'll sleep better.*

# Speaking

## EXAMPLE ANSWERS

**11** Work in pairs. Make a list of all the possible consequences you would face in these situations.

- 1 giving up junk food
- 2 changing your job/studies
- 3 sharing a flat with friends
- 4 taking up extreme sports

**12** Work in groups of four. The aim of this game is to keep answering questions as long as you can. Student A is going to do one of the things in Exercise 11. The rest of the group asks the questions. If Student A can't answer, Student B takes a turn, and so on.

*A: I'm going to give up junk food.*

*B: What **will you eat when you want a snack?***

*A: Don't worry. **If I want a snack, I'll eat** nuts or some fruit.*

*C: And what **if you find out** you're allergic to nuts?*