

Agenda

1. Announcement
2. Unit 7B (cont.)
3. Unit 7C
4. Break
5. Unit 7D

Assignment 2

- **Submit the assignment by March 8th (10:00 pm)**
 - **<https://forms.gle/cRLoFbouGuf2W7HH6>**
- **Pay attention to the instructions of each section**
- **Only submit ONE response (If submit more than once, the first response will be marked)**
- **See your student email for the link**

Next week: quiz 2 on Unit 7 vocab., predictions and arrangements, first conditional and zero conditional

- Reminder: **No make-up quizzes** unless you have a medical certificate provided by the following medical institutions: Conde S. Januário Hospital, Kiang Wu Hospital, Macau University of Science and Technology Hospital, All Macau Health Centre.

Quiz 2 (50%)

Each quiz counts for 2.5% of your total grade

- A. Vocab. pg.81 (fill in the blanks)
- B. Predictions and arrangements (multiple choice)
- C. First conditional (multiple choice)
- D. First conditional (fill in the blanks)
- E. Zero conditional or first conditional (fill in the blanks)

Exam skill – identifying the main idea of a paragraph

- In some exams, you are asked to match headings with paragraphs in a text. To do this exercise successfully, you should read all of the headings first so you have an idea of what you are looking for.
- Read each paragraph to try to understand the main idea. This is usually expressed near the start of the paragraph in the first or second sentence, though sometimes it's started in the last sentence.

Exam skill – identifying the main idea of a paragraph

- In some cases, the main idea may be implied and not stated directly.
- You then match the headings that you are sure about, before re-reading the remaining paragraphs.
- You should look for synonyms in the headings and paragraphs to help them.

- 3** Read about identifying the main theme of a paragraph. Then read the article and put letters for the the headings (a–f) next to the correct paragraph.

Each paragraph of a text usually has a different main idea. By identifying the main idea of each paragraph, we can better understand the whole text. Usually, focusing on the nouns and verbs in a paragraph gives you a good idea of its main ideas.

- a** Staying in one place **paragraph 2**
- b** The most important workers on the farm **paragraph 3**
- c** Once upon a time **paragraph 1**
- d** Protecting our farms **paragraph 6**
- e** Our greatest achievement? **paragraph 5**
- f** A long history together **paragraph 4**

Before the first farms appeared, humans were hunters, following animals and the seasons from place to place. Along with the meat they killed, they ate fruit, vegetables and nuts that they found as they travelled. And then, in different places all over the world, people began farming. This happened at least 10,000 years ago.

One requirement of farming is that people stay in one place. Farmers need time to plant crops in the spring, care for them through the summer and harvest them in the autumn. Livestock that is raised for meat needs to stay where there is a good supply of food and water.

This required people to work together as a community: some farmed, some tended to the livestock, some built houses or cooked. Farmers had to work hard to keep everyone fed, but none of this was possible without one creature: bees. These hardworking insects transfer pollen from plant to plant. This causes healthy plants to produce fruit and vegetables, both on farms and in nature. Without bees, most plants can't make the things people eat – from apples to corn to tomatoes. Eventually, people began keeping bees in order to help with the crops as well as provide honey.

Experts believe that bees were domesticated 4,500 years ago in Egypt. This allowed for more crops, and bigger cities and towns to grow. As villages and

towns grew, people built more and more houses to live in and buildings to store food. Bees come in handy here, too. Experts think that containers made from beeswax started being used for storage at least 9,000 years ago.

We've been to the moon, but agriculture is probably the biggest human success story. You may not think about it often, but almost everything you eat every day is a product of farming. By growing our food rather than finding it or hunting for it, we have allowed ourselves to think new thoughts and make new things. We have turned our villages into towns and our towns into great cities and created the modern world – all possible only because of bees.

Recently, the number of bees has dropped. Why? Some insects eat plants, so farmers use chemicals to kill these insects. But this also can kill bees. We now know that the disappearance of bees around the world is an increasing problem and these chemicals are one of the causes. If we keep losing bees, we may soon have difficulty growing food. Some experts believe that if farmers continue using chemicals, the bee population will continue to fall. Fortunately, farmers are beginning to understand the situation and are finding safer ways to fight the insects that cause problems. Farming will continue to be our greatest success story only if we protect the bees.



What is this article about?

- It's mainly about farming and how bees help humans grow food.

4 Read the article again. Underline the information that disagrees with each statement below.

- 1** The first farmers lived about five thousand years ago.
- 2** Plants can grow food on their own.
- 3** Working on farms stopped humans from making progress in other areas.
- 4** Bees sometimes cause problems because they eat plants.
- 5** Farmers dislike bees, so they try to kill them.

4 ANSWER KEY

Read the article again. Find the information that disagrees with each statement below.



1. The first farmers lived about five thousand years ago.
This happened at least 10,000 years ago. (lines 6–7)
2. Plants can grow food on their own.
Without bees, most plants can't make the things people eat ... (lines 21–22)

4 ANSWER KEY

Read the article again. Find the information that disagrees with each statement below.



3. Working on farms stopped humans from making progress in other areas.

By growing our food rather than finding it or hunting for it, we have allowed ourselves to think new thoughts and make new things.

(lines 37–40)

4 ANSWER KEY

Read the article again. Find the information that disagrees with each statement below.



4. Bees sometimes cause problems because they eat plants.

Some insects eat plants ... (but not bees) (line 44)

5. Farmers dislike bees, so they try to kill them.

Fortunately, farmers are beginning to understand the situation and are finding safer ways to fight the insects that cause problems. (lines 51–53)

5 Match the farming vocabulary from the article (1–8) with the best definition (a–h).

- | | |
|---|-------------------------------------|
| 1 agriculture (line 34) d | 5 grow (line 38) g |
| 2 livestock (line 11) a | 6 harvest (line 11) c |
| 3 community (line 15) h | 7 plant (line 9) f |
| 4 crop (line 9) b | 8 season (line 3) e |

- a** animals raised for meat
- b** a food plant
- c** to collect food from plants
- d** farming
- e** part of the year
- f** to put a plant into the ground
- g** to give a plant what it needs to develop
- h** a group of people who live or work together, or who have something in common

Zero conditional

- We use **simple present tense** for both clauses

	affirmative	negative
I / You / We / They	eat.	don't eat.
He / She / It	eats.	doesn't eat.

	affirmative	negative
I	am.	am not.
You / We / They	are.	are not.
He / She / It	is.	is not.

7C A taste of honey
Grammar: first conditional

We use the **first conditional** to talk about the **possible future results** of action or event (things that are **likely to happen**).

1. predictions
2. promises
3. advice
4. warnings



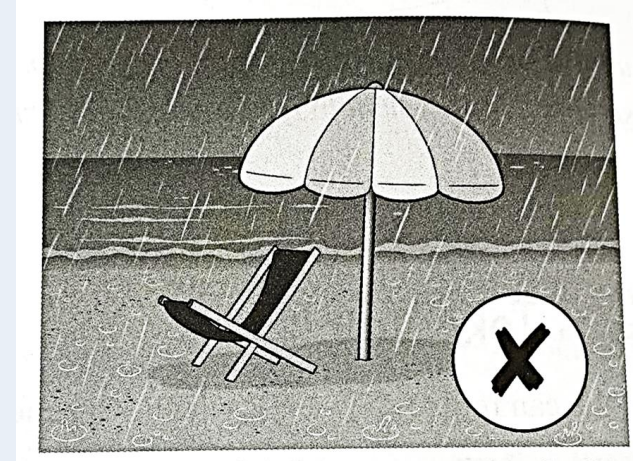
Type 1 conditional sentences are used to talk about...

1. predictions



If it **rains**, our family event **will be** cancelled.
(= Our family event **will be** cancelled **if** it **rains**.)

2. promises



If it **doesn't rain**, Mum **will take** us to the beach.
(= Mum **will take** us to the beach **if** it **doesn't rain**.)

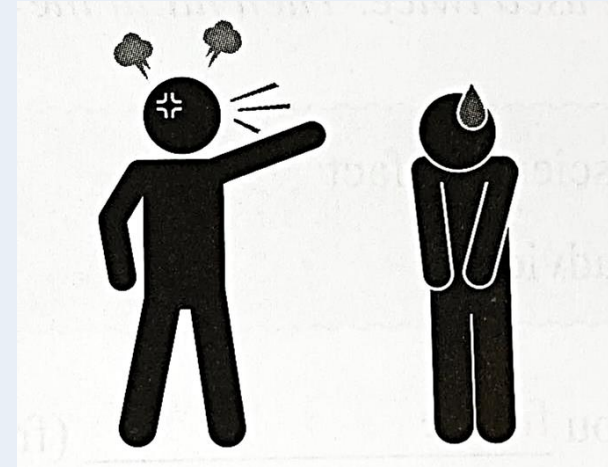
Type 1 conditional sentences are used to talk about...

3. advice



If you **treat** each other better,
you **will get** along better.
(= You **will get** along better if
you **treat** each other better.)

4. warnings



If you **do not behave** well, you
will be punished.
(= You **will be** punished if you
don't behave well.)

Reminder:

Conditional sentences have **two parts**: the **if-clause** and the **main clause**.





Example 1

If you **do not** get enough sleep,



if-clause
= real and possible
condition

your brain **will not work** properly.



main clause
= possible result



We use the **simple present tense** in the **if-clause** to show that things are likely **to happen in the future**.



We usually use the simple future tense in the main clause. We use 'will'.





Example 2

present
tense

If there **is** dust in your throat,
you **will cough**.

future
tense



Instead of using '**will**', we can replace it with modal verbs or imperatives to:

1. give advice
2. give suggestions
3. show possibilities
4. show obligation
5. give permission
6. make offers



We can replace “if” with the following modal verbs or imperatives:

1. give advice (imperative):

If you **want** to improve your relationships, **learn** to compromise.

2. give suggestions (e.g. “should”)

You should **apologize** if you **upset** your siblings.

3. show possibilities (e.g. “may”, “might”, “could”): (less certain)

Dad may **join** us on our trip if he **gets** time off work.

4. show obligation (e.g. “must”):

You must **let** your parents know **if** you **want** to stay out late.

We can replace “if” with the following modal verbs or imperatives:

4. give permission (e.g., “can”, “may”):

If you **want**, you may **ask** your sister to tag along.

5. make offers (e.g., “can”, “may”):

If you **encounter** any problems, you can **tell** me.

We often express “if... not” with “unless” or “otherwise” in Type 1 conditional sentences.

Dad says **unless** we **stop** quarrelling, he **won't** give us any pocket money.

(= Dad says **if** we **don't stop** quarrelling, he **won't** give use any pocket money.)

We often express “if... not” with “unless” or “otherwise” in Type 1 conditional sentences.

We **will listen** to Dad, **otherwise** we may **have** no money for the summer holidays.

(= We may **have** no money for the summer holidays **if** we **don't listen** to Dad.)

When

For situations in the future, *when* is used to show that a speaker is sure something is going to happen.

When you go to Korea, you might eat bulgogi. (You're definitely going to Korea.)

If you go to Korea, you might eat bulgogi. (There's a possibility you're going to Korea, but I'm not sure you're going.)

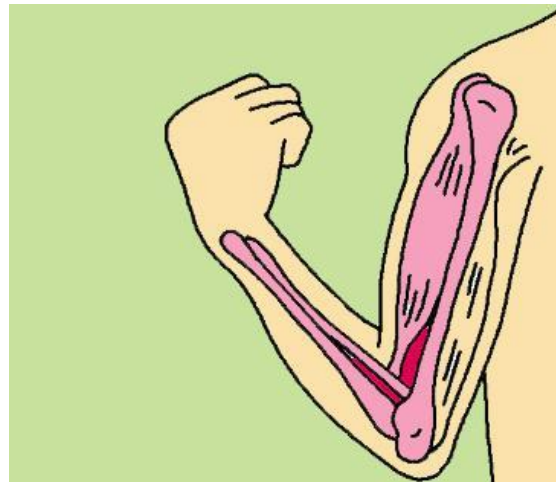


Example 3

Present tense

If you do not use your muscles properly,
you may damage them!

modal



We add a
comma
between the
two clauses.



Example 4

present tense

If you **eat** healthy food,

your liver **can do** an even better job!

modal





Question 1



(not work hard /
fail)



If Tommy does not work hard, he
will fail the examination.



Question 2



(not bring /
get wet)



If you **do not bring** your
umbrella, you **may/will get wet** .



Question 3



(leave now
/
catch the
last train)



If Sam leaves now, he
can/might catch the last train.



Question 4



(feel
stressed /
beat faster)



If you feel stressed, your
heart will beat faster.



Question 5



(do regular
exercise /
not be fat)



If your cat does regular
exercise, it will not be fat .



Question 6



(forget to
bring a pencil
/ borrow one
of mine)



If you forget to bring a pencil ,
you can borrow one of mine .



Question 7



(the weather / get
cold / I /
put on my coat)



If the weather gets cold _____,
I will put on my coat _____.

A Match the beginning of each sentence in A with its end in B.

A

- 1 I will phone you
- 2 If you wash the dishes,
- 3 You will make Grandma very happy
- 4 If it doesn't stop raining,
- 5 John won't be tired
- 6 The baby won't sleep

B

- 6 a if you make so much noise.
- 4 b we won't be able to play basketball.
- 1 c if I arrive before you.
- 3 d if you visit her today.
- 5 e if he goes to bed soon.
- 2 f I will dry them.

B Circle the correct words.

- 1 Andrew will water the garden if he **comes** / will come home.
- 2 We will buy our tickets if we will have / **have** enough money.
- 3 We will be late for the show unless you **hurry** / will hurry.

- 4 I **will take** / take an umbrella if it rains.
- 5 If it **is** / will be a nice day tomorrow, we will go for a bike ride.
- 6 He won't cross the road unless he will see / **sees** the green light.

First Conditional practice

1. If my aunt **comes** (come) to visit this Christmas, she **will give** (give) us a present.
2. If it **snows** (snow) tonight, we **will make** (make) a snowman tomorrow.
3. If you **bring** (bring) the sandwiches for the picnic next week, I **will bring** (bring) the drinks.
4. If he **talks** (talk) too long, his parents **won't let** (not let) him use the phone.
5. He **will turn** (turn) on the heater if it **gets** (get) too cold.

- Zero conditional (general truth / personal truth (habit) / scientific facts)

if-clause	main clause
simple present	simple present

- First conditional (likely to happen; future events)

if-clause	main clause
simple present	will + inf.

Zero and first conditional practice

1. When Robert and I **meet** (meet), we usually **eat** (eat) lunch together. **Type 0**
2. If we **go** (go) to London this summer, we **will visit** (visit) my friend George. **Type 1**
3. If a car **runs** (run) out of petrol, it **stops** (stop) moving. **Type 0**
4. My brother **will drive** (drive) us to the cinema tonight if we **ask** (ask) him nicely. **Type 1**
5. If you **cross** (cross) the international date line, the time **changes** (change). **Type 0**

Zero and first conditional practice

6. Uncle Tim **will phone** (phone) us if he **wants**
(want) to come with us to the church this Saturday. Type 1
7. Jenny **will not eat** (not eat) supper **tonight** if she
..... **eats** (eat) all that ice cream. Type 1
8. If she **does** (do) well in her exams next week,
my sister **will go** (go) to university. Type 1
9. Wood **doesn't burn** (not burn) if there **is**
(be) no air. Type 0

1 Look at the examples in the Grammar box and answer the questions.

First conditional

*If we **protect** the bees, farming **will continue** to be our greatest success story.*

*If we **keep** losing bees, we **may** soon **have** difficulty growing food.*

*If farmers **continue** using chemicals, the bee population **will continue** to fall.*

*Bees **will return** only when we **stop** using dangerous chemicals.*

- 1 Which clause gives us the result of a possible action, the *if* clause or the other clause? **The other clause**
- 2 Are the actions in the result clauses possible or not? **possible**
- 3 What tense is used for the *if* or *when* clause? **present simple**
- 4 What tense is used in the result clause? **will + infinitive (future simple)**
- 5 Which is more certain, *if* or *when*? **when**

2 Put the phrases (a–d) in the best place to complete the text.

The Balyolu – Turkey's Honey Road

If you go walking in the countryside near the Turkish city of Kars, (1) **d**
– or several. For centuries, the local people have raised bees for the honey
they make. And you'll certainly have a chance to taste some if (2) **a** .
If you taste carefully, (3) **c** as you move along the trail. But watch out!
If (4) **b** , you could ruin your trip with a stomach ache!

- a** you walk the Honey Road
- b** you eat too much honey
- c** you may notice the changing flavours in the honey
- ~~**d**~~ you might meet a beekeeper*

beekeeper *a person who takes care of bees and gathers their honey*

3 Choose the best words to complete the article.

Saving food traditions for the future

The Honey Road was the idea of National Geographic Explorer Catherine Jaffee. Why is honey important to her? All over the world, young people are moving from rural areas to cities. If they (1) *leave* / *will leave* their villages, they (2) *didn't* / *won't* continue to learn about their own local food and food traditions – like beekeeping. She believes that if we (3) *don't* / *will* keep traditions like beekeeping alive, (4) *we* / *we may* lose them forever – and lose part of who we are. Thanks to efforts like this, (5) *will* / *when* future generations look back, (6) *they will* / *they* thank us for keeping foods and traditions alive.

4 Choose *if* or *when* to complete the exchanges.

1 A: Are you coming to Kars next month?

B: Yes. **When** / *If* I get there, I'll call you.

2 A: It may rain tomorrow.

B: *When* / **If** it rains, the bees won't be active.

3 A: We have one more hour to work on our project today.

B: *When* / **If** we work quickly, we may finish it.

4 A: I have an appointment with Mr Sato tomorrow.

B: **When** / *If* you see him, say hello for me.

5 A: I might go shopping this afternoon. I'd like to get some ice cream for this evening.

B: Well, **if** / *when* you go, could you get some honey for me?

7D The global food waste scandal

“The best thing to do with food is to eat and enjoy it, and to stop wasting it.”

TRISTRAM STUART



AUTHENTIC LISTENING SKILLS

Prediction

Sometimes you can use what you already know about a topic to predict what a speaker might say. This can help you understand more of what you hear.

1 Read the Authentic listening skills box. Based on the title of the talk and the quote above, what do you think Tristram Stuart is likely to talk about? Tick (✓) the topics you think he may discuss.

✓ Hunger isn't a big problem in rich countries.


Cooking is a useful skill.

Fast food often isn't very tasty.

✓ The biggest problem isn't too little food, but too much.

✓ We need to stop wasting food.

We can save money by eating less.

2 Listen to an extract from the talk and check your answers to Exercise 1.  **45**

WATCH

3 Watch Part 1 of the talk. Choose the correct option to complete each sentence. ▶ 7.1

1 People started trying to create a food surplus _____ years ago.

a 1,200

b 12,000

c 120,000

2 Now, our agriculture cuts too many trees, uses too much _____ and pollutes the air.

a space

b gas

c water

3 Tristram found some packets of biscuits in the rubbish behind a _____.

a supermarket

b restaurant

c house

- 4** Watch Part 2 of the talk. Write the correct numbers to complete the pie chart. ▶ 7.2

Food use and waste



5 Watch Part 3 of the talk. Answer the questions.  **7.3**

- 1** Tristram shows a picture of thrown away packaged food. Where was it thrown away? **at a supermarket**
- 2** How many slices of bread did the factory throw away each day? **13,000**
- 3** The farmer had to throw away the spinach crop because something was growing with it. What was it?
grass

6 Watch Part 4 of the talk. Choose the correct option to complete each sentence. ▶ 7.4

- 1** Tristram says we need to tell *friends and neighbours / corporations and governments* to stop food waste.
- 2** He says we should store lettuce in *the fridge / a vase of water*.
- 3** Tristram *fed 'waste' food to / collected 'waste' food from* 5,000 people.