

## Listening: A balanced diet

### 5.1 Vocabulary for listening Why do we eat?



1



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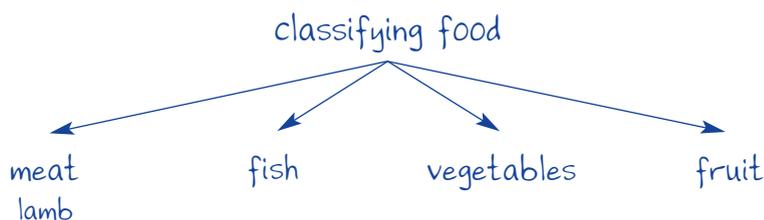
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#### A Reviewing vocabulary

- How many foods can you name from each category in the chart below?
- 🎧 5.1 Listen and write the names of foods in the correct category.



#### B Understanding new vocabulary in context

- 🎧 5.2 Listen and choose the best way to complete each sentence.

##### Part 1

Why do we eat?

We eat because ...

- ..... do we feel hungry?
- ..... from food.
- ..... the body keeps it.
- 1 we are hungry.
- ..... the body needs more energy.
- ..... to do work.
- ..... to operate correctly.

##### Part 2

How does the body keep the energy?

It stores it...

- ..... a healthy diet.
- ..... amount of food.
- 1 as fat.
- ..... kind of food as well.
- ..... our diet.
- ..... the energy in fat.
- ..... the extra energy.

#### C Using new vocabulary

What is your normal diet?

What do you normally eat for breakfast, for lunch and for dinner?

balance (n)  
 basically (adv)  
 carbohydrate (n)  
 chemical (n)  
 dairy product (n)  
 damaged (adj)  
 diet (n)  
 energy (n)  
 exercise (n) [= physical]  
 explorer (n)  
 fat (adj and n)  
 health (n)  
 healthy (adj)  
 hungry (adj)  
 ill (adj)  
 medicine (n)  
 mineral (n)  
 normally (adv)  
 nutrient (n)  
 portion (n)  
 protein (n)  
 pyramid (n)  
 recommend (v)  
 store (v)  
 unhealthy (adj)  
 vegetable (n)  
 vitamin (n)  
 voyage (n)

## 5.2 Listening review (1) Nutrients

### A Reviewing vocabulary

Match the verbs and nouns or adjectives.

1. classify  exercise
2. define  careful
3. feel  energy
4. eat  foods
5. get  a healthy diet
6. take  a word
7. be  food
8. have  hungry



### B Activating ideas

Study the photograph on the opposite page. How many items can you name in one minute?

### C Understanding the organization of a lecture

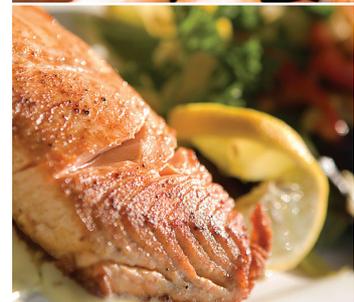
5.3 DVD 10.A Watch the introduction to a lecture from Food Sciences. What is the lecturer going to talk about this week? In what order? Number the points correctly on the right.

	classification of nutrients
	definition of <i>nutrient</i>
	food groups
	energy
	examples of food with each nutrient
	food quantity

### D Understanding a lecture (1)

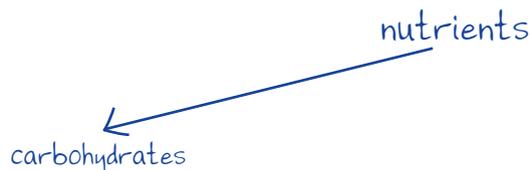
5.4 DVD 10.B Watch the first part of the lecture. Answer the questions.

1. What are nutrients?
  - a.  energy
  - b.  chemicals
  - c.  energy and chemicals
2. What is energy in the human body?
  - a.  the ability to do work
  - b.  electricity
  - c.  many things
3. What happens if you have too much of a particular type of nutrient?
  - a.  nothing
  - b.  you get fat
  - c.  you get ill



### E Understanding a lecture (2)

5.5 DVD 10.C Watch the second part of the lecture. Complete the diagram below.



### F Developing critical thinking

Discuss these questions.

1. Why are the foods on the opposite page arranged in a triangle?
2. How else could you arrange the information to show the same idea?

# The food pyramid

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### 5.3 Listening review (2) Vitamins

#### A Reviewing vocabulary

In this course, you have learnt to recognize a number of fixed expressions.

5.6 Listen and number the expressions in order.

- |                       |                             |
|-----------------------|-----------------------------|
| ..... a long time ago | ..... in the past           |
| ..... after that,     | ..... let's look at         |
| ..... as you know     | ..... so, there are several |
| ..... at that time    | ..... these days            |
| 1 going to talk about | ..... to sum up, then       |
| ..... I've told you   | ..... we have heard about   |
| ..... in my opinion   | ..... what about            |
| ..... in other words  | ..... you can see why       |

#### B Waiting for definitions

In this course, you have learnt to wait for definitions.

5.7 Listen to some more information about nutrition. Match the words and the definitions.

- |                        |                                     |                                                          |
|------------------------|-------------------------------------|----------------------------------------------------------|
| 1. molecule            | <input type="checkbox"/>            | it is essential for healing skin wounds                  |
| 2. solvent             | <input type="checkbox"/>            | it makes collagen                                        |
| 3. dissolving          | <input type="checkbox"/>            | changing from solid to liquid                            |
| 4. enzymes             | <input type="checkbox"/>            | they help the human body to carry out chemical reactions |
| 5. praline hydroloxase | <input checked="" type="checkbox"/> | a compound of different elements                         |
| 6. collagen            | <input type="checkbox"/>            | a liquid                                                 |

#### C Recognizing important words

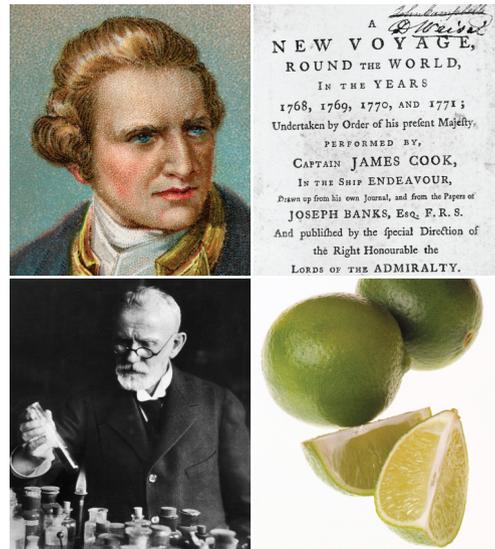
In this course, you have learnt to recognize important words.

5.8 Listen. Complete the notes with the important words from each sentence.

#### D Understanding a sequence

In this course, you have learnt to hear dates in context.

5.9 Listen. Write the correct year in each space.



vitamin C = most important vitamin?

3000 BCE	Deaths from scurvy in Ancient Egypt.
	Deaths from scurvy in Ancient Greece.
	Deaths from scurvy in Ancient Rome.
	American Indians gave medicine to a French explorer.
	James Lind: 'We need lemons on long voyages.'
	James Cook gave lime juice to his sailors.
	Charles King proved the connection between vitamin C and scurvy.

## 5.4 Grammar review (1) Predicting; past and present, positive and negative, singular and plural

### A Predicting the next information

In this course, you have learnt to predict the next information from the structure of the sentence. Study the sentences. What will come next in each case? 5.10 Listen and find the information that comes next.

- |                                   |                                     |                                                      |
|-----------------------------------|-------------------------------------|------------------------------------------------------|
| 1. A festival is                  | <input type="checkbox"/>            | 1949.                                                |
| 2. <i>Celebrate</i> means         | <input type="checkbox"/>            | 14 <sup>th</sup> December 1926.                      |
| 3. I made a hypothesis, then      | <input type="checkbox"/>            | any lakes.                                           |
| 4. There's a mountain range       | <input type="checkbox"/>            | I did an experiment.                                 |
| 5. There aren't                   | <input type="checkbox"/>            | forests and lakes.                                   |
| 6. There is a river in the south. | <input checked="" type="checkbox"/> | a special event in one country or several countries. |
| 7. The first flight took place on | <input type="checkbox"/>            | It is very long.                                     |
| 8. She was born in                | <input type="checkbox"/>            | remember a happy event.                              |
| 9. The area consists of           | <input type="checkbox"/>            | about the history of mass media.                     |
| 10. First, I'm going to talk      | <input type="checkbox"/>            | in the north of the country.                         |

### B Recognizing present and past

In this course, you have learnt to recognize the present and the past in context.

5.11 Listen. Tick in the correct column for each sentence.

	present	past		present	past
1.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	7.	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	8.	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>	9.	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>	10.	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>	11.	<input type="checkbox"/>	<input type="checkbox"/>
6.	<input type="checkbox"/>	<input type="checkbox"/>	12.	<input type="checkbox"/>	<input type="checkbox"/>

### C Recognizing positive and negative

In this course, you have learnt to recognize positive and negative sentences in context.

5.12 Listen. Tick the sentence you hear.

- |                                              |                                     |                                                 |                          |
|----------------------------------------------|-------------------------------------|-------------------------------------------------|--------------------------|
| 1. The human body needs vitamins.            | <input checked="" type="checkbox"/> | The human body doesn't need vitamins.           | <input type="checkbox"/> |
| 2. The human body can make vitamins.         | <input type="checkbox"/>            | The human body can't make vitamins.             | <input type="checkbox"/> |
| 3. It gets them from fruit and vegetables.   | <input type="checkbox"/>            | It doesn't get them from fruit and vegetables.  | <input type="checkbox"/> |
| 4. Cooking can destroy vitamins.             | <input type="checkbox"/>            | Cooking can't destroy vitamins.                 | <input type="checkbox"/> |
| 5. Boiled vegetables have a lot of vitamins. | <input type="checkbox"/>            | Boiled vegetables don't have a lot of vitamins. | <input type="checkbox"/> |
| 6. You should eat raw fruit.                 | <input type="checkbox"/>            | You shouldn't eat raw fruit.                    | <input type="checkbox"/> |
| 7. Washing fruit removes vitamins.           | <input type="checkbox"/>            | Washing fruit doesn't remove vitamins.          | <input type="checkbox"/> |
| 8. Washing fruit removes most germs.         | <input type="checkbox"/>            | Washing fruit doesn't remove germs.             | <input type="checkbox"/> |

### D Recognizing singular and plural subjects

In this course, you have learnt to recognize singular and plural subjects in context.

5.13 Listen. Is the subject of each sentence singular or plural?

- |               |                                     |             |                          |              |                          |           |                          |
|---------------|-------------------------------------|-------------|--------------------------|--------------|--------------------------|-----------|--------------------------|
| 1. fat        | <input checked="" type="checkbox"/> | fats        | <input type="checkbox"/> | 6. festival  | <input type="checkbox"/> | festivals | <input type="checkbox"/> |
| 2. fat        | <input type="checkbox"/>            | fats        | <input type="checkbox"/> | 7. manager   | <input type="checkbox"/> | managers  | <input type="checkbox"/> |
| 3. vitamin    | <input type="checkbox"/>            | vitamins    | <input type="checkbox"/> | 8. bank      | <input type="checkbox"/> | banks     | <input type="checkbox"/> |
| 4. meeting    | <input type="checkbox"/>            | meetings    | <input type="checkbox"/> | 9. river     | <input type="checkbox"/> | rivers    | <input type="checkbox"/> |
| 5. researcher | <input type="checkbox"/>            | researchers | <input type="checkbox"/> | 10. mountain | <input type="checkbox"/> | mountains | <input type="checkbox"/> |

