

WE ARE WHAT WE Eat

1 FOCUS ON THE TOPIC

1. What kind of food can you buy in this store?
2. What information can you find on the signs?
3. How do you choose your food?

GO TO [MyEnglishLab](#) TO CHECK WHAT YOU KNOW.

VOCABULARY

- 1 Read the post by a farmer in Vermont who writes a weekly blog for his customers. Try to understand the boldfaced words without looking them up in a dictionary.

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Farm News

May 15, 2013

Hello everyone. Thomas O'Neill here again. It's a difficult year for farming. Last month, I wrote about the weather problems. Last week, I told you about the annoying **weeds** that grow everywhere. This week's problem starts with the **insects**. You name them, we have them. They eat the leaves and the fruit of many of my plants.

You all know that I grow wheat and other **grains**, right? Well, last year, insects ate half of my wheat. It's a big problem. This year, Wallace Simpson, one of my workers, wants to kill them with "Insect-Be-Gone." I am not going to **approve** "Insect-Be-Gone" to be used on my farm. I don't like to use any chemicals. I'm afraid that if the insects all die, the birds (that eat the insects) might not have enough food. If the bird **population** goes down, animals that eat the birds will have problems. Killing all the wheat-eating insects might break the **food chain**. One little change (killing all the wheat-eating insects) could create other larger changes down the chain.

Some of my neighbors are excited about a new GMO¹ wheat that scientists just created. It has extra vitamins, and insects won't eat it. It's a special kind of wheat that **resists** the insects. I understand the **benefits** of this wheat, but I'm worried about the problems it might cause. Nature is very **complex**. If you change something here, many things may change there. I am definitely not going to try the GMO wheat.



Wheat field

¹ **GMO: genetically modified organism**, a plant or animal made by scientists for a special purpose



I know. I know. I won't use chemicals or GMO wheat. Simpson thinks I'm old-fashioned. But I tell him, "Simpson, farmers need to take care of the **environment**. If you use things that are not natural on the farm, there will be problems with the animals, plants, and water all around us."

I might just have to be OK with the insects getting half my wheat.

—Posted by O'Neill at 7:58 A.M.

2 Match the words on the left with the definitions on the right.

- | | |
|----------------------------|---|
| <u> h </u> 1. resist | a. to say it is OK; to allow people to do it |
| <u> </u> 2. weed | b. very small animal, for example an ant or a bee |
| <u> </u> 3. benefit | c. not simple |
| <u> </u> 4. complex | d. positive result |
| <u> </u> 5. insect | e. natural world; area around us |
| <u> </u> 6. population | f. group of plants and animals that rely on each other for food; for example, large birds eat snakes, snakes eat rabbits, rabbits eat grass |
| <u> </u> 7. environment | g. plant grown for food, for example, rice, wheat and barley |
| <u> </u> 8. approve | h. to fight against; to not get harmed by |
| <u> </u> 9. food chain | i. the number of members of a group |
| <u> </u> 10. grain | j. wild plant that people don't want in their farms or gardens |

 [GO TO MyEnglishLab FOR MORE VOCABULARY PRACTICE.](#)

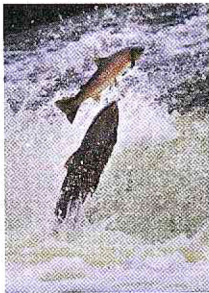
PREVIEW

Read the title of the article and look at the photos. How can a fish be “new”? Why is it different from other fish? Check (✓) three statements that you think are true about the “new fish” in the article.

- ___ a. It eats more than other fish.
- ___ b. It grows faster than other fish.
- ___ c. It is made by scientists.
- ___ d. It was just discovered.
- ___ e. It tastes better than other fish.

Now read the article.

A NEW FISH IN TOWN



Atlantic salmon swimming upstream

1 A new kind of salmon might arrive at your market soon. Why is this fish special? AquAdvantage salmon grows twice as fast as other salmon because it is a GMO, or a genetically modified organism.

2 GMOs are plants or animals that contain DNA¹ from other types of plants or animals. Scientists put DNA from two other types of fish into the DNA of a regular salmon. The result is an AquAdvantage salmon that becomes full-grown in 18 months, instead of three years. AquAdvantage salmon tastes and looks just like regular salmon. For salmon farmers, the **benefits** are clear: They

can sell their fish more quickly. And for a hungry world **population**, more salmon means cheaper salmon and better health for many people.

3 If the U.S. government **approves** AquAdvantage salmon, it will be the first GMO fish in U.S. supermarkets. But Americans have been eating GMO vegetables and



Scientist examining DNA model

¹DNA: genes in all living things

grains for almost 20 years. Around 85% of the corn, and 93% of soybeans² in the United States are GMO. Corn and soybeans are very important in the U.S. for both animals and people. Lots of food like cereal, crackers, and chips contain corn and soy.

- 4 Each GMO is created for a different reason. Some GMOs **resist insects** or dry weather; some last longer in supermarkets; some have more vitamins; still others, like the salmon, grow faster.
- 5 But not everyone is happy about GMO foods. Many countries, such as Peru, Ireland, Japan, Egypt, and Switzerland do not allow farmers to grow GMOs at all. Other countries including Australia, New Zealand, China, Saudi Arabia, Thailand, India, Chile, and South Africa require “contains GMO” labels for these foods. These countries worry that GMOs are bad for people’s health and for the **environment**.
- 6 Although GMOs are very common in the U.S., many people think that they create more problems than they solve. GMO



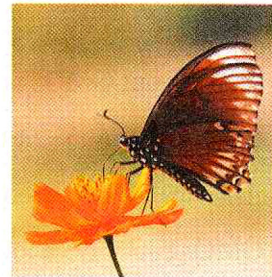
GMO corn in the United States

²soybeans: beans that are used to make tofu

³herbicides: chemicals that kill plants

corn is an example of a GMO that solved one problem but is creating two more. To understand this example, one needs to know a little bit about GMO corn and farming: Most corn farmers use herbicides³ to kill **weeds**. GMO corn resists herbicides. Before GMO corn, farmers could only use a little bit of herbicide because too much killed the corn, too. With GMO corn, farmers can use more herbicides, and this makes it easier to kill the weeds. It is clear why farmers thought GMO corn was such a good idea in 1990 when the U.S. government approved it. Farmers were able to grow more corn with less work.

- 7 But because farmers are using more herbicides in GMO corn-growing areas, today we see two new problems. The first



A butterfly feeding on a flower

problem is that butterflies are disappearing. The butterfly population is 80% lower in these areas than it was 20 years ago. Herbicides kill a wild plant called milkweed, and butterflies need milkweed to live. So the GMO corn is changing the whole **food chain** in these areas. The second problem in GMO corn-growing areas is that many weeds now resist herbicides. Weeds that herbicides cannot kill are called superweeds. Before GMO corn, there was

(continued on next page)

one superweed. Now there are 22, so corn farmers have new problems to face. This example shows how **complex** the benefits and problems of GMOs can be.

- 8 The AquAdvantage company tells us that the new fish will not create any problems for the environment. But can we believe them? Monsanto, the company that created

GMO corn, did not predict any problems from GMO corn 20 years ago either. The world's population is almost ten billion, and those people need to eat. Will GMO foods like AquAdvantage salmon help us feed the world? Or will they create more problems than they solve?

MAIN IDEAS

- 1 Look again at the Preview on page 110. How did your predictions help you understand the article?
- 2 Each statement tells the main idea of a paragraph in "A New Fish in Town." Read a statement, then write the correct paragraph number next to it.

	Paragraph
a. Rules about GMOs are different in different countries.	_____
b. GMO salmon might be available soon in the United States.	_____
c. Americans have been eating GMO vegetables and grains for a long time.	_____
d. GMOs can solve a lot of problems, but we don't know if they will create more problems in the future.	_____
e. GMO corn has created two problems for the environment.	_____
f. GMOs are created to solve many different problems.	_____
g. GMOs contain DNA from other species. They have many benefits.	_____
h. GMO corn is an example of a GMO with both benefits and problems.	_____

- 3 Check (✓) the statement that best describes the main idea of the whole article.

- _____ a. AquAdvantage salmon might solve many of the world's problems.
- _____ b. Most of the world does not allow GMOs, but the United States allows many GMO fruits, vegetables, grains, and now meats.
- _____ c. GMOs, including the new AquAdvantage salmon, have a lot of benefits, but they also create problems that we cannot predict.

DETAILS

Read each statement. Decide if it is true or false. Write **T** (true) or **F** (false) next to it. Compare your answers with a partner's.

- ___ 1. It is now illegal to farm, sell, and eat the GMO AquAdvantage salmon in the United States.
- ___ 2. GMO salmon grows much faster than regular salmon.
- ___ 3. AquAdvantage salmon is the first GMO in the United States.
- ___ 4. All GMO grains and vegetables grow faster than non-GMO grains and vegetables.
- ___ 5. Some countries do not allow GMOs.
- ___ 6. Farmers who grow GMO corn use more herbicides than they did before they had GMO corn.
- ___ 7. In areas where GMO corn is grown, there are fewer butterflies than there were 20 years ago.
- ___ 8. Superweeds are very difficult to kill.
- ___ 9. The AquAdvantage salmon company is worried about environmental problems that the new fish might create.

MAKE INFERENCES

INFERRING FACTS

An **inference** is an educated guess about something that is not directly stated in the text. Sometimes it is possible for readers to **infer facts** from a text even when these facts are not directly stated.

Look at the example and read the explanation.

- “And for a hungry world population, more salmon means cheaper salmon and better health for many people.” (*paragraph 2*)

Which fact can you infer from this text?

- a. AquAdvantage fish are healthier to eat than other fish.
- b. Salmon is a very healthy food.

(The correct answer is **b**.)

If salmon is cheaper, more people will be able to buy and eat it. The text says this will result in better health for many people. So we can **infer** that salmon is a healthy food.


READ

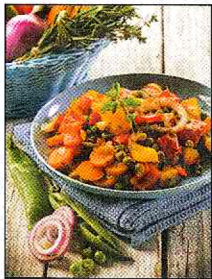
- 1 Look at the boldfaced words in the reading and think about the questions.
 1. Which words do you know the meaning of?
 2. Can you use any of the words in a sentence?
- 2 TravelingTipsForYou is a website that posts tips for travelers to various countries. Read this page to help travelers to the United States understand all the food choices in that country.

TRAVELING TIPS FOR YOU

Making Sense of the American Diet

- 1 Hamburgers and french fries are known all over the world as “typical American food.” But when you travel in the United States, you will see that Americans choose many different kinds of **diets**. As a matter of fact, many Americans spend a lot of time thinking very hard about how and what they eat. They think that the traditional American diet is bad for their health and bad for the environment. As a result, you will see many labels and descriptions of food that might seem confusing. Here is a short guide to help you understand some of the choices:


- 2 **ORGANIC** foods are grown with no pesticides¹ or herbicides. There are also no GMOs in organic food. People who choose organic foods think they are better for their health and for the environment.
- 3 **VEGETARIAN** food contains no meat. People choose a vegetarian diet for a number of reasons. Some believe that eating meat is not good for their health. Others have environmental reasons. They believe eating plants is better for the environment. Cows and other “meat” animals at the top of the food chain need lots of food, water, and energy. Carrots, beans, and potatoes, on the lower end of the food chain, need much less. Still others believe that people should not eat animals for **ethical** reasons. They believe that humans should not kill animals for any reason.



¹ **pesticides:** chemicals that kill insects

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- 4 **VEGAN** foods contain nothing at all from animals: no meat, no milk, no eggs, no honey, and no butter, for example. Reasons for eating a vegan diet are very similar to reasons for eating a vegetarian diet. But vegan eaters don't think that humans should use animals for food at all.
- 5 **LOCAL** food is grown less than 100 miles from you. Local food is usually very fresh. And buying it helps nearby farms and other businesses. People who eat local food also care about the environment. They don't want to eat food that must travel far by trucks, boats, and planes because it uses too much gasoline. This causes more pollution.
- 6 **LOW-FAT** foods have very little fat (for example, butter or oil) in them. People who are trying to lose weight, or people who have heart disease² often eat low-fat diets. Many Americans have heart disease or are overweight, so low-fat diets and foods are very common in the U.S.
- 7 **GLUTEN-FREE** foods contain no gluten. Gluten³ is in wheat and many other grains. People with a gluten-free diet are usually **allergic** to gluten. They might get very bad stomachaches if they eat it.

²**heart disease:** sickness of the heart that can lead to heart attacks or other heart problems

³**gluten:** a protein in grains, especially wheat, that helps make bread rise

COMPREHENSION

Match the description of a person on the left with a type of diet on the right.

- | | |
|--|---------------------|
| 1. Someone who doesn't want to eat animals, but who likes milk, eats _____. | a. organic food |
| 2. Someone who doesn't want to eat animals or anything made by animals eats _____. | b. vegetarian food |
| 3. Someone who wants to lose weight eats _____. | c. vegan food |
| 4. Someone who doesn't want to eat GMOs and pesticides eats _____. | d. local food |
| 5. Someone who wants to support farmers in nearby areas eats _____. | e. low-fat food |
| 6. Someone who is allergic to wheat eats _____. | f. gluten-free food |

READING SKILL

- 1 Look at paragraph 4 of Reading Two again. What are the foods that are not allowed in a vegan diet? Underline the words.

SCANNING FOR INFORMATION

Sometimes a reader may look for a specific piece of information within the text. This is called **scanning**. To scan a text is to quickly move your eyes over the words until you find the information you are looking for.

For example:

If you want to find the foods that are not allowed in the vegan diet, you are not going to read every word of the paragraph about vegan foods. Instead, you will quickly move your eyes over the words until you find the names of foods that are not allowed.

- “**VEGAN** foods contain nothing at all from animals: no meat, no milk, no eggs, no honey, and no butter, for example. Reasons for eating a vegan diet are very similar to reasons for eating a vegetarian diet. But vegan eaters don’t think that humans should use animals for food at all.” (*paragraph 4*)

Scanning this paragraph allowed you to quickly find the information you were looking for “no meat, no milk, no eggs, no honey, and no butter.”

- 2 Work with a partner to answer the questions below about Reading Two.

1. Scan paragraph 2 for this information: What two items make food non-organic?
2. Scan paragraph 5 for this information: To be local, food must be grown within how many miles?
3. Scan paragraph 6 for this information: Who are the people who eat low-fat foods?

 [GO TO MyEnglishLab FOR MORE SKILL PRACTICE.](#)

CONNECT THE READINGS

STEP 1: Organize

Read the list of statements based on Readings One (R1) and Two (R2). Then complete the chart with the appropriate statements to give reasons for eating each type of food.

- a. Food grown without pesticides and herbicides does not harm the food chain.
- b. Food grown without pesticides and herbicides is better for your body.
- c. It’s fresher and tastes better.
- d. It uses less gasoline.

(continued on next page)

- e. Americans have a lot of heart disease and are often overweight.
- f. People who have allergies get sick if they eat gluten.
- g. Farmers can grow more on less land.
- h. People should not kill animals.
- ~~i. Many people in the world are hungry and do not have enough food.~~
- j. Meat is not good for our health.
- k. It helps local businesses and farms.
- l. Food that is lower on the food chain uses less water, land, and energy.

TYPE OF FOOD	REASON IT IS GOOD FOR THE ENVIRONMENT	REASON IT IS GOOD FOR HEALTH	OTHER REASONS IT IS GOOD TO GROW OR EAT
1. GMO	X	<u> i </u>	_____
2. ORGANIC	_____	_____	X
3. VEGETARIAN / VEGAN	_____	_____	_____
4. LOW-FAT	X	_____	X
5. LOCAL	_____	X	_____, _____
6. GLUTEN-FREE	X	_____	X

STEP 2: Synthesize

Complete the conversation in an online chat room. Use ideas from the two readings and the chart in Step 1. Then give your opinion.

Max Carter

Hello friends! I have been reading a lot about new technologies for creating GMOs. GMOs are really good for farmers and for the world. With GMOs, farmers can _____.

GMOs also _____.

Please click [here](#) to write to the U.S. government to ask them to approve more GMOs today!



Kaia Simms

I completely disagree, Max! I think everybody should eat an organic diet. Organic food doesn't have _____ . GMOs are bad for the environment. They _____



Jacob Lee

Yes. Farmers need GMO grains because they need to feed them to the animals they raise for meat. But I think eating meat is unnecessary. A vegan diet is better for the environment and for your health!

For example, _____

[your name]

[your opinion]

 [GO TO MyEnglishLab TO CHECK WHAT YOU LEARNED.](#)

3 FOCUS ON WRITING

VOCABULARY

REVIEW

Complete each sentence with the correct word from the box.

allergic	diet	grains	resist
approve	environment	insects	weeds
benefits	ethical	population	
complex	food chain		

1. In our restaurant, the chef controls everything. She needs to approve every plate that goes to the customers. If she sees just one piece of lettuce out of place, the plate goes back.
2. I've lost weight, I spend less money on food, and I have more energy. There are lots of _____ to going on a vegetarian diet.
3. If Betsy eats peanuts, she has trouble breathing and needs to go to the hospital immediately. She is _____ to peanuts.
4. Jenny is a vegetarian. Her reasons are _____. She actually thinks it is OK to eat animals, but she thinks that most farms in the United States give animals too many chemicals and medicines.
5. Something is eating the tomatoes in my garden! I am not sure if it is birds or _____.
6. If you eat well and exercise, your body will _____ a lot of sicknesses.
7. When the ship sank, gasoline and oil filled the lake. We couldn't swim there for a long time because the _____ was destroyed.
8. I can't keep the _____ away. They are growing faster than my vegetables. I guess I'll have to start using some herbicides to help.
9. Lions, bears, and humans all eat other animals. But nothing eats them. They are at the top of the _____.

10. In many cities, small birds are disappearing. Some say it's because the cat _____ is getting bigger.
11. I believe people need to be kind to animals while they are alive, even if we eat them later. It is our _____ responsibility.
12. I love this bread. It's made from seven different _____.
13. Today I ate a little ice cream, but that was very unusual. In general, I eat a low-fat _____.

EXPAND

- 1 Complete the chart with the correct word forms. Use a dictionary if necessary. An **X** indicates that there is no form in that category.

	NOUN	VERB	ADJECTIVE	ADVERB
1.	allergy	X	<i>allergic</i>	X
2.		approve	approving	approvingly
3.	environment	X		environmentally
4.	ethics	X		
5.		resist		X

- 2 Complete the sentences using the correct form of the words. Choose from the forms in parentheses.

- Tobias is a man with strong _____.
(ethics / ethical)
- Neven is _____ to honey.
(allergy / allergic)
- When Amy finished playing her piano concert, her mother smiled _____.
(approve / approvingly)
- Some people think that if you eat oranges you will _____ colds and flu.
(resistant / resist)
- The National Park Service is an _____ organization.
(environment / environmental)
- Some insects have _____ to pesticides.
(resistance / resist)
- Most children ask their parents for _____ before going over to a friend's house.
(approval / approve)

CREATE

Helen and Jeremy are asking the concierge at their hotel for ideas about where to go for dinner. Complete the conversation. Use words from the box.

approved	complex	environment	grains	population
benefit	diet	ethical	organic	resist

Where Shall We Go to Dinner?

HELEN: Hello! We are looking for a place to eat dinner. There will be four of us. Can you recommend a good restaurant?

CONCIERGE: Earl's Barbecue is the best place in town, and it is just one block away.

JEREMY: Barbecue? That sounds great!

HELEN: We can't go to a meat restaurant because Shayla _____
_____.

CONCIERGE: Oh well, in that case try Italian Colors. They have lots of pasta and several vegetarian dishes.

JEREMY: A pasta restaurant is not good for my mom because _____
_____.

HELEN: And I prefer _____
_____.

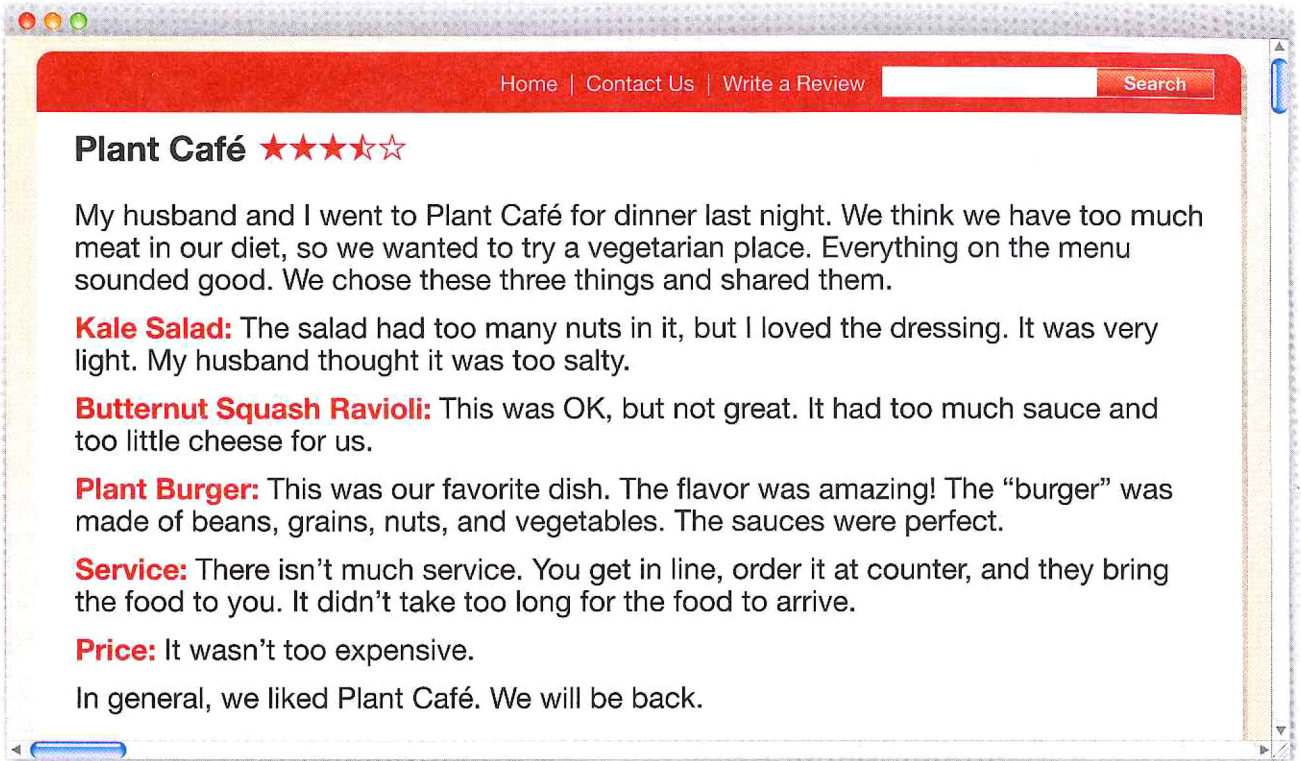
CONCIERGE: Wow! _____
_____.

JEREMY: _____.

GO TO MyEnglishLab FOR MORE VOCABULARY PRACTICE.

GRAMMAR

- 1 Read the online restaurant review of an all organic / vegetarian / local food restaurant in Brooklyn, New York. Underline the sentences with **too**.



The screenshot shows a web browser window with a red header. The header contains navigation links: "Home | Contact Us | Write a Review" and a search bar with the text "Search". Below the header, the title "Plant Café" is followed by five red stars. The main content of the review is as follows:

My husband and I went to Plant Café for dinner last night. We think we have too much meat in our diet, so we wanted to try a vegetarian place. Everything on the menu sounded good. We chose these three things and shared them.

Kale Salad: The salad had too many nuts in it, but I loved the dressing. It was very light. My husband thought it was too salty.

Butternut Squash Ravioli: This was OK, but not great. It had too much sauce and too little cheese for us.

Plant Burger: This was our favorite dish. The flavor was amazing! The "burger" was made of beans, grains, nuts, and vegetables. The sauces were perfect.

Service: There isn't much service. You get in line, order it at counter, and they bring the food to you. It didn't take too long for the food to arrive.

Price: It wasn't too expensive.

In general, we liked Plant Café. We will be back.

- 2 Read again the sentences that you underlined in the review. Then read each statement. Decide if it is true or false. Write **T** (true) or **F** (false) next to it.

- ___ 1. The writer usually eats meat.
- ___ 2. The writer's husband didn't like the taste of the salad dressing.
- ___ 3. The writer loved the ravioli.
- ___ 4. The writer had to wait a long time for her food.
- ___ 5. The food costs a lot at this restaurant.

TOO MUCH / TOO MANY / TOO + ADJECTIVE

Too many and *too much* mean “more than the right amount.” These words usually have a negative meaning. Use *too many* before plural count nouns. Use *too much* before non-count nouns.

Too few is the opposite of *too many*.

Too little is the opposite of *too much*.

Both *too few* and *too little* mean “not enough.” These words usually have a negative meaning. Use *too few* with count nouns. Use *too little* with non-count nouns.

Use *too + adjective* to say that something has a negative result.

plural count noun

There are *too many* nuts. (I don't like it.)

non-count noun

There is *too much* sauce. (I don't like it.)

plural count noun

There are *too few* waiters. (Service is slow.)

non-count noun

There is *too little* cheese. (I don't like it.)

It's *too expensive*. (I can't buy it.)

It's *too salty*. (I can't eat it.)

3 Complete the sentences with *too many*, *too much*, or *too*.

1. The food at Neetcha Thai Restaurant had too many peanuts on it. I'll never go back because I am allergic to peanuts.
2. I ate there last week, and I couldn't eat the soup because it had _____ pepper.
3. Most strawberries from California have _____ pesticides on them. I buy organic strawberries.
4. Eating healthy is _____ difficult for me. I just eat food that is cheap and easy!
5. The pasta was _____ salty. I almost couldn't eat it.
6. You put _____ milk in the coffee. I only wanted a little bit.
7. Jennifer eats _____ sugar. That's why her teeth are bad.
8. I think that my boss drinks _____ coffee. He is always very nervous.
9. The food at Flavors of India is _____ spicy for me. I can't eat it.
10. The dinner was delicious, but I can't finish everything on my plate. I took _____ food.

4 Finish the sentences using **too many**, **too much** or **too** and the words in parentheses. Add a sentence to each item about the negative result.

1. Pier 23 Café had (people) too many people. There was no table for us, so we left.

2. The prices at La Ferme Restaurant are (high) _____.

3. Most Americans eat (junk food) _____.

4. I ate (cookies) _____.

5. Vegan people think that most of us eat (meat) _____.

■■■■■■■■■■ GO TO MyEnglishLab FOR MORE GRAMMAR PRACTICE AND TO CHECK WHAT YOU LEARNED.

FINAL WRITING TASK

In this unit, you read about new ways of growing foods and new types of diet.

Now you are going to **write a paragraph about your diet**. Describe your diet with a general statement. Then give some examples of the types of food you eat and tell why you choose this diet. Explain the health, environmental, ethical, or other reasons. Explain any problems with this diet. Use the vocabulary and grammar from the unit.*

* For Alternative Writing Topics, see page 131. These topics can be used in place of the writing topic for this unit or as homework. The alternative topics relate to the theme of the unit but may not target the same grammar or rhetorical structures taught in the unit.

PREPARE TO WRITE: Using an e-Chart

An **e-chart** can help you organize your writing. Write the topic on the single line on the left and use the three lines for the details.

1 Look at the model e-chart.

Topic: the type of diet you have	Detail 1: examples of the foods in this diet
<i>No-cooking diet</i>	Detail 2: the reason the author chooses this diet
	Detail 3: problems with this diet
	<i>cereal, candy bars, packaged food, restaurant food</i>
	<i>I am a bad cook, and I don't have time.</i>
	<i>Restaurant food and packaged food are not healthy.</i>

2 Create an e-chart for your diet.

WRITE: Giving Reasons

When you explain your choices, you **give reasons**. You must answer the question: *Why?*

1 Read each paragraph. Then answer the questions.

I have a “no-cooking” diet. This means I only eat food that I don’t have to cook. At home, I eat a lot of cereal and snacks like crackers and chips. Sometimes I eat fruit, too. I eat at restaurants often. There is no good reason for my diet. It’s mostly because I am a terrible cook, and I have very little time to cook because I am going to school and working. My diet is not very healthy. It is very high-fat, high-salt, and high-sugar. I am going to try to learn to cook some simple dishes this summer when my sister comes to visit. Then maybe I can have a “simple cooking” diet. It will be healthier!

1. What kind of diet does this author have? _____
2. Underline the sentences that explain *why* she chooses this diet. What words or phrases in these sentences tell you that the author is giving her reasons? _____

I have a mostly Chinese diet. It includes lots of vegetables, some spices and sauces, a little meat, lots of rice, and green tea. I follow this diet mostly because I am used to it. My mom is Chinese, and she is a good cook, so I learned to cook from her. I also think that a Chinese diet is healthy and good for the environment because it has lots of vegetables and not too much meat. It has lots of vitamins, and it is low on the food chain. But I also like ice cream, and that is not part of the Chinese diet. My mom always tells me ice cream is very bad for me, but I eat it about once a week because it is just so delicious!

1. What kind of diet does this author have? _____
2. Underline the sentences that explain *why* she is on this diet. What words or phrases in these sentences tell you that the author is giving her reasons? _____

2 Now use your e-chart to write the first draft of your paragraph.

REVISE: Expressing Contrasting Ideas

In a paragraph that explains the reasons for a choice, the author also often gives the reader information about a **contrasting idea**. Use words such as **but** or **however** to let the reader know you are introducing a contrasting idea.

1 Read the paragraph. Then answer the questions.

I eat only vegetarian food. This means I eat no chicken, fish, beef, or pork. I think it's better for my health to eat only fruits and vegetables. I also have ethical reasons. I think it's bad to kill other animals so that I can live. I want to eat vegetarian all the time for the reasons above, but sometimes it's too difficult. Traveling to other countries or eating at my friend's house are two times when it's very hard to be vegetarian. How can I say no to a meal someone has made for me?

1. What kind of diet does this author have?
2. Double underline the sentences that show the difficulties in staying on this diet.
3. What word tells you that the author is changing from giving reasons to explaining the problems?

2 Read the paragraph and decide where the contrasting word **however** belongs. Insert a comma after **however** if it starts a sentence.

I am trying to eat a low-junk food diet. _____ I eat carrots or apples when I want a snack. _____ For lunch, I have just a simple salad. _____ I'm doing this because I have very bad eating habits, and I know that junk food is bad for my health. _____ I know that all of those foods are very high-sugar, high-salt, and high-fat. _____ I ate no junk food for one whole week last month. _____ I felt much healthier, and I lost three pounds! _____ I still love the taste of things like potato chips, pizza, chocolate, and french fries. I think about them all the time! It is really difficult not to eat those things.

- 3** Now go back to the first draft of your paragraph and use contrasting words to introduce the problems with your diet. Make sure you use the correct punctuation.

 **GO TO** MyEnglishLab **FOR MORE SKILL PRACTICE.**

EDIT: Writing the Final Draft

Go to MyEnglishLab and write the final draft of your paragraph. Carefully edit it for grammatical and mechanical errors such as spelling, capitalization, and punctuation. Make sure you use some of the vocabulary and grammar from the unit. Use the checklist to help you write your final draft. Then submit your paragraph to your teacher.

FINAL DRAFT CHECKLIST

- Does your paragraph describe the kind of diet you eat?
- Does it explain why you choose to eat that way and some of the difficulties with the diet?
- Do you give good reasons for choosing this diet?
- Do you use contrasting words to introduce the problems with this diet?
- Do you use correct punctuation?
- Do the supporting sentences give explanations?
- Do you use *too much* / *too many* or *too* + adjective correctly?
- Do you use new vocabulary that you learned in this unit?

UNIT PROJECT

You are going to *create a shopping guide for your town* to help shoppers find the food they want. Research some local shops to find out what kinds of food they sell. Follow these steps:

STEP 1: As a class, develop a survey of items you are interested in buying at grocery stores. The survey will look like a checklist:

Name of store: _____

Address: _____

Supermarket checklist:

- ___ Organic meats
- ___ Local meats
- ___ Fruits and vegetables
- ___ Organic fruits and vegetables
- ___ Local fruits and vegetables
- ___ Bread
- ___ Gluten-free bread
- ___ (your ideas)
- ___ (your ideas)

STEP 2: With a partner, choose a local supermarket or food store. Make sure that each pair in the class chooses a different store.

STEP 3: Visit the store's website or the actual store. Check off the items that the store carries. (You might also write down some prices.)

STEP 4: Compare your findings with what your classmates found. Create a shopper's guide with all the information from your research in one place. You might create a page for each store, or a large chart listing each store and type of food, for example:

	ORGANIC MEATS	LOCAL MEATS	FRESH FRUITS AND VEGETABLES	ORGANIC FRUITS AND VEGETABLES	LOCAL FRUITS AND VEGETABLES	BREAD	GLUTEN-FREE BREAD
SHOP #1							
SHOP #2							
SHOP #3							
SHOP #4							
SHOP #5							

ALTERNATIVE WRITING TOPICS

Write about one of the topics. Use the vocabulary and grammar from the unit.

1. Is it possible to be a locavore (a person who eats only local food—within 100 miles) in your town? Write a paragraph describing what a locavore can eat in your town and if you think it's a good idea for people to eat this way.
2. Is GMO food legal in your country? Is it legal to sell it without "GMO" labels? Research online the relationship your country has to GMO foods today and in the past 20 years. Write a short paragraph describing what you learned.
3. For some people on special diets, traveling can be difficult. But for most people, discovering new foods is one of the pleasures of travel. In one paragraph, describe a new food experience you had while visiting a new place. Where were you? What was the food, and how was it prepared? How did you choose this food? What was special about it? Would you recommend this food to others?

GO TO MyEnglishLab **TO WRITE ABOUT ONE OF THE ALTERNATIVE TOPICS, WATCH A VIDEO ABOUT A FOOD COMPANY, AND TAKE THE UNIT 5 ACHIEVEMENT TEST.**