

# UNIT 3

Cultural Studies

**VOCABULARY**  
**PRONUNCIATION**  
**LISTENING**  
**GRAMMAR**  
**NOTE TAKING**  
**SPEAKING**

▶ prefixes and suffixes  
▶ stressed syllables  
▶ listening for reasons  
▶ verbs + gerunds or infinitives  
▶ taking notes on an interview  
▶ review: giving opinions



## UNIT QUESTION

# How do you choose your food?

**A** Discuss these questions with your classmates.

1. Circle the adjectives that describe food. Compare with a partner.

active	spicy	dangerous	sour
delicious	close	healthy	difficult
fresh	important	salty	sweet

2. Describe your favorite food. Where do you shop for food?

3. Look at the photos. Where do these people get their food?





**B** Listen to *The Q Classroom* online. Then answer these questions.

1. What did the students say about the foods they like?
2. Which student likes spicy food? Who doesn't eat sugar?
3. What foods do you like? For example, do you like spicy food? Why or why not?



ONLINE

**C** Go online to watch the video about a family's food choices. Then check your comprehension.



**grind** (v.) to break something into very small pieces or a powder

**inviting** (v.) asking someone to come to an event or a place

**locavore** (n.) a person who eats only food grown or made near home

VIDEO VOCABULARY



ONLINE

**D** Go to the Online Discussion Board to discuss the Unit Question with your classmates.





## LISTENING | Lifestyles and Food Choices

UNIT  
OBJECTIVE

You are going to listen to a reporter interview people in a supermarket. Think about how you choose your food.

## PREVIEW THE LISTENING

**A. VOCABULARY** Here are some words from the listening. Read the definitions. Then complete the sentences below.

- avoid** (*verb*) 🐾 to try not to do something  
**flavor** (*noun*) 🐾 the taste of food, like salty or sweet  
**ingredient** (*noun*) one of the things that are used to make food  
**nutritious** (*adjective*) good for you  
**organic** (*adjective*) natural; organic food has only natural ingredients  
**social** (*adjective*) 🐾 likes to be with other people  
**vegetarian** (*noun*) a person who does not eat meat

🐾 Oxford 2000 keywords



ingredients

- I put tomato sauce, garlic, cheese, and onions in my pasta.  
It has a lot of \_\_\_\_\_.
- Fruits are \_\_\_\_\_. For example, oranges have vitamin C.
- Rob is a \_\_\_\_\_ person. He spends a lot of time with his friends.
- Amanda and Matt \_\_\_\_\_ food with a lot of fat. For example, they don't eat French fries or cheeseburgers.
- Lemons are sour, but oranges have a sweet \_\_\_\_\_.
- Sam doesn't eat chicken or beef. He's a \_\_\_\_\_.
- John buys his food at a health-food store. He eats only \_\_\_\_\_ food.

Artificial means not natural or real. Some food has artificial ingredients. These are made by people.

**B. Answer the questions. Then compare with a partner.**

1. What is an example of a food with a strong flavor? \_\_\_\_\_
2. Are you a vegetarian or do you eat meat? \_\_\_\_\_
3. How often do you eat organic food? \_\_\_\_\_
4. Do you avoid food with artificial ingredients? \_\_\_\_\_  
Why or why not? \_\_\_\_\_
5. Name three foods that are very nutritious. \_\_\_\_\_  
\_\_\_\_\_



ONLINE

**C. Go online for more practice with the vocabulary.**



- D. PREVIEW** You are going to listen to a reporter interview four people. She asks, "How do you choose your food?" She learns about the way the people live.



What questions do you think about when you choose your food?  
Check (✓) the questions.

- |                                                                |                                                       |
|----------------------------------------------------------------|-------------------------------------------------------|
| 1. <input type="checkbox"/> Is it good for me?                 | 5. <input type="checkbox"/> Does it taste good?       |
| 2. <input type="checkbox"/> Does it have a lot of sugar in it? | 6. <input type="checkbox"/> How much does it cost?    |
| 3. <input type="checkbox"/> Does it have a lot of fat in it?   | 7. <input type="checkbox"/> Is it easy to get or use? |
| 4. <input type="checkbox"/> Is it organic?                     | 8. <input type="checkbox"/> Does it have meat in it?  |



## WORK WITH THE LISTENING

- A.** Listen to the four conversations. Write *T* (true) or *F* (false) for each sentence. Correct the false statements.

\_\_\_ 1. Carlos eats all foods.

\_\_\_\_\_

\_\_\_ 2. Mika likes to make dinner for her friends.

\_\_\_\_\_

\_\_\_ 3. Matt eats a lot of fresh fruits and vegetables.

\_\_\_\_\_

\_\_\_ 4. Matt is 61 years old.

\_\_\_\_\_

\_\_\_ 5. Sarah likes to cook at home.

\_\_\_\_\_

\_\_\_ 6. Sarah is a busy student.

\_\_\_\_\_

- B.** Look at the chart. Then listen again. Check (✓) the correct information about each person.



I'm very careful about food.

Carlos	Mika	Matt	Sarah	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a. is a vegetarian.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b. eats only organic food.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c. likes to taste new flavors.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	d. thinks meat is bad for you.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	e. doesn't have a kitchen.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	f. avoids food with a lot of fat and salt.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	g. chooses food that is easy to get or use.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	h. eats nutritious food, like fish.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	i. is 71 years old.

**C. Write answers to the questions.**

1. Which two speakers are the most similar? How?

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2. Which two speakers are the most different? How?

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3. Which speaker is most similar to you? How?

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4. Which speaker is most different from you? How?

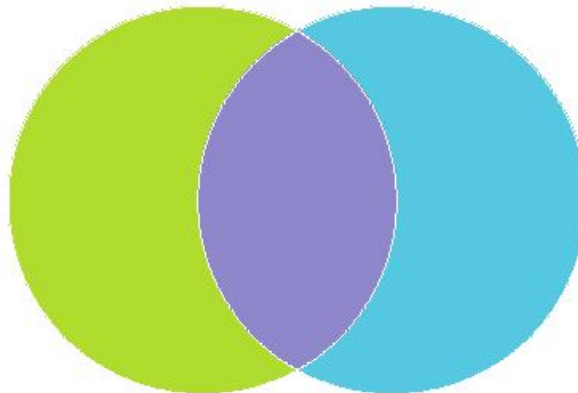
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5. Think about the unit video and the listening. How are Maggie Arroyos and Mika similar?

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**D. Complete the Venn diagram. Show how you and the speaker from question 3 in Activity C are similar and different.**

Speaker: \_\_\_\_\_ You



**E. Who is more careful about food choices? Number the people from 1 (most careful) to 4 (least careful). Talk with a partner. Compare and explain your answers.**

\_\_\_ Carlos

\_\_\_ Matt

\_\_\_ Mika

\_\_\_ Sarah





ONLINE

F. Go online to listen to *Breakfast in Different Countries* and check your comprehension.

## Building Vocabulary

## Prefixes and suffixes

A **prefix** comes at the beginning of a word. It changes the meaning of the word. A **suffix** comes at the end of a word. It often changes the part of speech. Learners' dictionaries usually give definitions for prefixes and suffixes. Other dictionaries often list them at the back.

The prefixes *non-* and *un-* mean "not." The suffix *-free* means "without," and it changes a noun (*sugar*) into an adjective (*sugar-free*). Look at the definitions.

### Prefix

#### non-

not: **nonfiction** (= writing that is about real people, events) • a **nonstop** flight

### Suffix

#### -free

(in adjectives) not containing the (usually bad) thing mentioned: **sugar-free** cola • **fat-free** yogurt • a **smoke-free** environment • a **tax-free** savings account

### Prefix

#### un-

not; the opposite of: **unhappy** • **untrue** (= not true) • **unlock** • **undress** (= to take clothes off)

All dictionary entries are from the *Oxford Basic American Dictionary for learners of English* © Oxford University Press 2011.

A. Read the sentences. Complete each sentence with a word in the box.

nondairy	salt-free	unfriendly	unsafe
nonfat	sugar-free	unhealthy	unusual

- ☐ 1. I worry about foods with a lot of fat. I drink only \_\_\_\_\_ milk.
- ☐ 2. I eat a lot of junk food, like chips, cookies, and cake. I never exercise. I'm often sick. I'm very \_\_\_\_\_.
- ☐ 3. She doesn't talk to anyone. She's very \_\_\_\_\_.



I'm allergic to food with milk.



artificial ingredients

- ☐ 4. I'm allergic to food with milk, cheese, or butter. I eat only \_\_\_\_\_ food.
- ☐ 5. I don't eat food with a lot of salt in it. Salt is bad for my health. I try to eat \_\_\_\_\_ food.
- ☐ 6. I only eat organic food. I think food with artificial ingredients is \_\_\_\_\_.
- ☐ 7. I avoid food and drinks with sugar. I try to have only \_\_\_\_\_ food and drinks.
- ☐ 8. I like to try \_\_\_\_\_ foods. I don't like to eat the same kind of food every day.

**B.** Check (✓) the items in Activity A that are true for you. Then compare your answers with a partner.

**C.** Find three words with *non-*, *un-*, or *-free* in the dictionary. Write three true sentences about your life with those words.



ONLINE

**D.** Go online for more practice with prefixes and suffixes.

## Pronunciation

## Stressed syllables

In words with two or more syllables, you usually **stress one syllable**. You say the syllable with more energy. In these words, the bold syllables are stressed.



or • **gan** • ic

veg • **e** • tar • i • an

un • **friend** • ly



**A.** Listen to the words. Circle the stressed syllables. Then practice with a partner.

1. de • li • cious

6. su • gar • free

2. al • ler • gic

7. gar • den

3. un • health • y

8. din • ner

4. ed • u • ca • tion

9. non • dai • ry

5. in • gre • di • ent

10. com • mu • ni • ty



- B. Listen to the sentences. Circle the stressed syllables in words with two or more syllables.**

1. In my opinion, artificial ingredients are unsafe.
2. He doesn't eat chicken or beef.
3. He wants to lose weight, so he's on a diet.
4. This soup has an unusual flavor.
5. Are these cookies sugar-free?
6. She grows organic tomatoes in her garden.

- C. Listen again. Underline the stressed words in the sentences.**

- D. Go online for more practice with stressed syllables.**



ONLINE

**For Success**

We usually don't stress words like pronouns, prepositions, and articles. See the Pronunciation box on page 31 for more information.

**Listening Skill**

**Listening for reasons**

Speakers use reasons to explain their actions. In conversations, speakers often use **why** to ask for reasons. They use **because** to give reasons.



A: **Why** do you eat sugar-free food?

A: **Why** don't you eat fast food?

B: **Because** sugar is bad for your teeth.

B: **Because** it has artificial ingredients in it.

Listen for these two key words—*why* and *because*—to understand reasons.



- A. Read the sentences. Then listen to the conversations. Circle the answer to each question.**

1. Why does John buy only organic apples?
  - a. Because they are cheap.
  - b. Because they're good for him.
  - c. Because he likes the flavor.
  - d. Because they're sweet.
2. Why does Amanda avoid fattening foods?
  - a. Because she doesn't like them.
  - b. Because she wants to lose weight.
  - c. Because they're bad for her health.
  - d. Because she's allergic.
3. Why does James want to go out for dinner?
  - a. Because his friend is a terrible cook.
  - b. Because he is a terrible cook.
  - c. Because it's cheap.
  - d. Because he doesn't have any food at home.



fattening foods

4. Kay's Kitchen is Anna's favorite restaurant. Why?
- Because it's near her house.
  - Because their food is delicious.
  - Because their food is cheap.
  - Because it's organic.

**B. Are you similar to John, Amanda, James, or Anna? Tell your classmates.**

*I think I'm similar to John. We both like organic food.*



ONLINE

**C. Go online for more practice with listening for reasons.**



## SAY WHAT YOU THINK

**A. Answer these questions.**

FOOD SURVEY

1. Do you eat meat? Why or why not?  
.....
2. Do you eat fast food? Why or why not?  
.....
3. Do you eat organic food? Why or why not?  
.....
4. Do you eat food with artificial ingredients? Why or why not?  
.....
5. What kind of food do you usually eat? Why do you choose it?  
.....
6. What's your favorite food? Why?  
.....
7. What kinds of food do you avoid? Why?  
.....
8. What do you usually eat for breakfast?  
.....





### For Success

You can use *Why don't you...?* or *Why doesn't he / she...?* to ask why someone doesn't do something.

**B. Discuss your answers with a partner.**

*A: Do you eat meat?*

*B: Yes, I do.*

*A: Why?*

*B: Because it's delicious and I like the flavor.*





At the end of this unit, you are going to design a survey about food and interview a classmate.

## Grammar

### Verbs + gerunds or infinitives

- Gerunds and infinitives are usually words for activities.
  - A gerund is a **base verb** + **-ing**: *eating, cooking, baking*.
  - An infinitive is **to** + a **base verb**: *to eat, to cook, to bake*.

- Verbs + gerunds** You can use gerunds after these verbs.

subject	verb	gerund
We	enjoy	cooking.
I	avoid	buying fast food.

- Verbs + infinitives** You can use infinitives after these verbs.

subject	verb	infinitive
He	tries	to eat only organic food.
We	need	to make dinner.
They	want	to eat only healthy food.

- Verbs + gerunds or infinitives** You can use gerunds or infinitives after these verbs.

subject	verb	gerund or infinitive
He	likes	to eat at home. eating at home.
We	hate	to shop at Bob's Market. shopping at Bob's Market.
They	love	to go out to dinner. going out to dinner.
I	can't stand	to cook. cooking.



**A. Listen to the sentences. What do you hear? Circle the gerund or infinitive.**

- |                             |                        |
|-----------------------------|------------------------|
| 1. <u>to cook</u> / cooking | 6. to avoid / avoiding |
| 2. to eat / eating          | 7. to cook / cooking   |
| 3. to shop / shopping       | 8. to eat / eating     |
| 4. to buy / buying          | 9. to eat / eating     |
| 5. to eat / eating          | 10. to go / going      |

**B. Complete the conversation with the correct infinitive or gerund forms. In some sentences, both a gerund and an infinitive are correct.**

Mary: Sun-Hee, I have to make dinner for my husband's parents on Friday night. I'm so nervous. Can you help me?

Sun-Hee: Sure, I love \_\_\_\_\_<sub>1</sub> (cook). What kinds of food do they like \_\_\_\_\_<sub>2</sub> (eat)?

Mary: Well, my mother-in-law enjoys \_\_\_\_\_<sub>3</sub> (try) new things, but my father-in-law avoids \_\_\_\_\_<sub>4</sub> (eat) a lot of different things. For example, he's allergic to dairy foods, and he tries \_\_\_\_\_<sub>5</sub> (avoid) foods with a lot of salt.

Sun-Hee: What do they like?

Mary: Um, they like chicken and fish. And they like vegetables.

Sun-Hee: All right. I have a great recipe for roast chicken and vegetables. It's spicy, but it's not very salty.

Mary: That sounds perfect! Thanks so much. I try \_\_\_\_\_<sub>6</sub> (cook), but I'm not very good in the kitchen.

Sun-Hee: No problem. What time do you want \_\_\_\_\_<sub>7</sub> (start)?

Mary: How about 3:00?

Sun-Hee: Great! I'll see you then!



spicy



- C. Complete the sentences with information about food. Use a verb + infinitive or gerund in each sentence. Share your ideas with a partner.

avoid	buy	drink	feel	go	have	make
bake	cook	eat	find	grow	listen	tell

- I want to grow a garden at home.
- I need \_\_\_\_\_
- I try \_\_\_\_\_
- I like \_\_\_\_\_
- I love \_\_\_\_\_
- I hate \_\_\_\_\_



ONLINE

- D. Go online for more practice with verbs + gerunds or infinitives.  
E. Go online for the grammar expansion.

## Unit Assignment

### Design a survey and interview a classmate

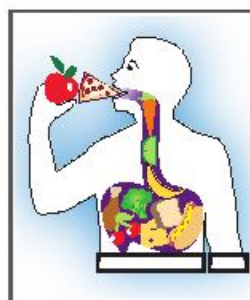
#### UNIT OBJECTIVE

In this assignment, you are going to design a survey and interview a classmate about his or her food choices. Think about the Unit Question, "How do you choose your food?" Use the listening, the unit video, and your work in this unit. Look at the Self-Assessment checklist on page 50.

## CONSIDER THE IDEAS

- 1 Listen to the interview. Match the questions to the student's answers.

- What's your favorite food? \_\_\_\_ a. Because I'm allergic to them.
- Do you think organic food is good for you? \_\_\_\_ b. Nonfat yogurt.
- Why do you avoid strawberries? \_\_\_\_ c. I don't know.
- What do you usually eat for breakfast? \_\_\_\_ d. Because it fills me up and gives me energy.
- Why do you choose nonfat yogurt? \_\_\_\_ e. Pizza.



It fills me up.

## PREPARE AND SPEAK

- A. FIND IDEAS** Work with a partner. Write ten interview questions.
- Write questions about food likes, dislikes, choices, and opinions.
  - Include questions with gerunds and infinitives.
- B. ORGANIZE IDEAS** Work with your partner and prepare your survey.
1. Look at your ten questions from Activity A. Circle your four best questions. Include at least one opinion question.
  2. Write your questions. Leave room for answers and follow-up questions.

### Note-taking Skill

### Taking notes on an interview

Before you interview someone, write your interview questions on a piece of paper. Leave room below each question for notes and follow-up answers. Don't write complete sentences for the answers. Write only the most important words.

Read this sample from an interview.

**Q:** What are your favorite foods?

**A:** Well, I like pizza a lot. I also really like teriyaki chicken. Cherries are my favorite fruit.

**Q:** What foods do you eat every day?

**A:** Let's see. I eat yogurt every morning for breakfast. I also have rice with my dinner every day. Sometimes I have rice at lunchtime, too.

Look at the sample notes below. Notice the note-taker left room for notes about the speaker's answers and wrote only the most important words.

*Q: What are your favorite foods?*

*A: pizza, teriyaki chicken, cherries*

*Q: What foods do you eat every day?*

*A: yogurt, rice*



ONLINE

- C. Go online for more practice with taking notes on an interview.**



## Skill Review Giving opinions

### For Success

When you want more information, you can ask a **follow-up question**. For example:  
*Why is it your favorite?*  
*Why not?*

When you are answering an interviewer's questions, remember to use the phrases *In my opinion*, and *I think that* to give your opinion. Review the Speaking Skill box in Unit 2 on page 32.

### D. **SPEAK** Follow these steps. Look at the Self-Assessment checklist below before you begin.

1. Each partner works individually. Use the questions to interview another student in your class. Take notes on his or her answers.
2. Look over your notes. Are they clear? Make changes and add words to make your notes clearer.
3. Work with your partner. Check your notes. Did you write your partner's answers correctly?
4. Compare your answers with your partner's answers. How are the answers the same or different? Share your ideas with the class.

### Critical Thinking

Activity C asks you to tell the class about your answers. You have to **summarize** the information. This shows you understand the ideas.



ONLINE

Go online for your alternate Unit Assignment.

## CHECK AND REFLECT

### A. **CHECK** Think about the Unit Assignment as you complete the Self-Assessment checklist.

SELF-ASSESSMENT		
Yes	No	
<input type="checkbox"/>	<input type="checkbox"/>	Our interview questions were clear.
<input type="checkbox"/>	<input type="checkbox"/>	I used vocabulary from this unit.
<input type="checkbox"/>	<input type="checkbox"/>	I used gerunds and infinitives correctly.
<input type="checkbox"/>	<input type="checkbox"/>	I gave reasons for my opinions when answering questions.



ONLINE

### B. **REFLECT** Go to the Online Discussion Board to discuss these questions.

1. What is something new you learned in this unit?
2. Think about the Unit Question—How do you choose your food? Is your answer different now than when you started this unit? If yes, how is it different? Why?

Circle the words you have learned in this unit.

**Nouns**

flavor  
ingredient  
vegetarian

**Adjectives**

nondairy  
nonfat  
nutritious  
organic  
salt-free  
social  
sugar-free  
unfriendly

unhealthy  
unsafe  
unusual



**Verbs**

avoid  
bake  
buy  
cook  
drink  
eat  
enjoy  
feel  
find  
go

grow  
hate  
have  
like  
listen  
love  
make  
need  
(can't) stand  
start  
tell  
try  
want

**Conjunction**

because

 Oxford 2000 keywords  
 Academic Word List

Check (✓) the skills you learned. If you need more work on a skill, refer to the page(s) in parentheses.

<b>VOCABULARY</b>	<input type="checkbox"/> I can use prefixes and suffixes. (p. 42)
<b>PRONUNCIATION</b>	<input type="checkbox"/> I can recognize stressed syllables. (p. 43)
<b>LISTENING</b>	<input type="checkbox"/> I can listen for reasons. (p. 44)
<b>GRAMMAR</b>	<input type="checkbox"/> I can use gerunds and infinitives correctly. (p. 46)
<b>NOTE TAKING</b>	<input type="checkbox"/> I can take notes during an interview. (p. 49)
<b>SPEAKING</b>	<input type="checkbox"/> I can give an opinion. (p. 50)
<b>UNIT OBJECTIVE</b>	<input type="checkbox"/> I can use information and ideas to design a survey and interview a classmate.