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Level 0

A third of the food we produce is wasted

2nd May, 2017

<http://www.breakingnewsenglish.com/1705/170502-food-waste-0.html>

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Please try Levels 1, 2 and 3. They are (a little) harder.

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THE READING

From <http://www.breakingnewsenglish.com/1705/170502-food-waste-0.html>

The world wastes a third of the food it produces. The UK wastes over 7 million tons every year. There are answers to this problem. Schools could teach children about food waste. Supermarkets should stop throwing away vegetables because they are the "wrong" shape. Finally, "sell-by" dates need to change.

It is unacceptable that people are going hungry and food is being wasted. It is bad for the environment because it wastes energy. The food in the ground makes a gas that is bad for the environment. Supermarkets also throw away good vegetables if they are a strange shape. They should sell these vegetables.

Sources: <http://www.bbc.com/news/science-environment-39747327>
<http://www.independent.co.uk/news/uk/home-news/supermarkets-wonky-veg-food-waste-report-mps-report-recycling-food-banks-scandal-a7709601.html>
<http://www.businessgreen.com/bg/news/3009197/mps-call-for-national-food-waste-target>

PHRASE MATCHING

From <http://www.breakingnewsenglish.com/1705/170502-food-waste-0.html>

PARAGRAPH ONE:

- | | |
|--------------------------------|-------------------------|
| 1. The world wastes a third of | a. to this problem |
| 2. over 7 million | b. shape |
| 3. There are answers | c. stop |
| 4. Schools could | d. to change |
| 5. Supermarkets should | e. the food it produces |
| 6. throwing away | f. tons every year |
| 7. they are the "wrong" | g. vegetables |
| 8. dates need | h. teach children |

PARAGRAPH TWO:

- | | |
|---------------------------------------|-------------------------|
| 1. It is unacceptable that people are | a. energy |
| 2. food is being | b. away good vegetables |
| 3. It is bad for | c. wasted |
| 4. it wastes | d. for the environment |
| 5. a gas that is bad | e. going hungry |
| 6. Supermarkets also throw | f. vegetables |
| 7. if they are a strange | g. the environment |
| 8. They should sell these | h. shape |

LISTEN AND FILL IN THE GAPS

From <http://www.breakingnewsenglish.com/1705/170502-food-waste-0.html>

The world (1) _____ of the food it produces.

The UK (2) _____ 7 million tons every year.

There (3) _____ this problem. Schools could

teach children about food waste. Supermarkets

(4) _____ throwing away vegetables because

they (5) _____ shape. Finally, "sell-by" dates

(6) _____.

It is unacceptable that (7) _____ hungry and

food (8) _____. It is bad for the environment

(9) _____ energy. The food in the ground

makes a gas that is (10) _____ environment.

Supermarkets also (11) _____ good vegetables

if they (12) _____ shape. They should sell these

vegetables.

PUT A SLASH (/) WHERE THE SPACES ARE

From <http://www.breakingnewsenglish.com/1705/170502-food-waste-0.html>

The world wastes a third of the food it produces. The UK wastes over 7 million tonnes every year. There are answers to this problem. Schools could teach children about food waste. Supermarkets should stop throwing away vegetables because they are the "wrong" shape. Finally, "sell-by" dates need to change. It is unacceptable that people are going hungry and food is being wasted. It is bad for the environment because it wastes energy. The food in the ground makes a gas that is bad for the environment. Supermarkets also throw away good vegetables if they are a strange shape. They should sell these vegetables.

FOOD WASTE SURVEY

From <http://www.breakingnewsenglish.com/1705/170502-food-waste-4.html>

Write five GOOD questions about food waste in the table. Do this in pairs. Each student must write the questions on his / her own paper. When you have finished, interview other students. Write down their answers.

	STUDENT 1 _____	STUDENT 2 _____	STUDENT 3 _____
Q.1.			
Q.2.			
Q.3.			
Q.4.			
Q.5.			

- Now return to your original partner and share and talk about what you found out. Change partners often.
- Make mini-presentations to other groups on your findings.

WRITE QUESTIONS & ASK YOUR PARTNER(S)

Student A: Do not show these to your speaking partner(s).

a) _____

b) _____

c) _____

d) _____

e) _____

f) _____

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WRITE QUESTIONS & ASK YOUR PARTNER(S)

Student B: Do not show these to your speaking partner(s).

a) _____

b) _____

c) _____

d) _____

e) _____

f) _____

