

StartUp 4
Reading

Unit10 – Lesson4
Page120



Have your Ss look at the picture. Convey the meaning and try to elicit the word. Then practice the pronunciation chorally and individually.

Teach the form of the word. Then ask some concept checking questions.



PEEL


Have your Ss look at the picture. Convey the meaning and try to elicit the word. Then practice the pronunciation chorally and individually.

Teach the form of the word. Then ask some concept checking questions.



SCRAP

Have your Ss look at the picture. Convey the meaning and try to elicit the word. Then practice the pronunciation chorally and individually.



Teach the form of the word. Then ask some concept checking questions.



SUSTAINABILITY

Have your Ss look at the picture. Convey the meaning and try to elicit the word. Then practice the pronunciation chorally and individually.



Teach the form of the word. Then ask some concept checking questions.



LANDFILL



Have your Ss look at the picture. Convey the meaning and try to elicit the word. Then practice the pronunciation chorally and individually.

Teach the form of the word. Then ask some concept checking questions.



COMPOST


Have your Ss look at the picture. Convey the meaning and try to elicit the word. Then practice the pronunciation chorally and individually.

Teach the form of the word. Then ask some concept checking questions.



TRANSPORT


Have your Ss look at the picture. Convey the meaning and try to elicit the word. Then practice the pronunciation chorally and individually.

Teach the form of the word. Then ask some concept checking questions.



PROFIT


Have your Ss look at the picture. Convey the meaning and try to elicit the word. Then practice the pronunciation chorally and individually.


Teach the form of the word. Then ask some concept checking questions.
PERSPECTIVE
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COMPLETE THE SENTENCES WITH THE CORRECT WORDS.

transport	peel	perspective	sustainability
scrap	compost	profit	landfill

1. Using renewable resources like wind and solar power helps achieve the goal of _____ .
2. Lucia's co-workers say that she has an unusual _____ because she always "thinks outside the box."
3. They were so hungry that there wasn't a _____ of food left after they had finished dinner.
4. When Yoka Mia started her own business she didn't see a _____ for a few months. It was a difficult time.
5. After the storm the employer provided _____ for all of the workers to get home safely.
6. Members of the community garden collected old food and used it to make _____.
7. The chef didn't _____ the potatoes before baking them, he left the skins on.
8. Tons of waste go into the local _____ every month.

Have your students make sentences about each picture using the words they have learned. Focus on accuracy.

A PREVIEW Read the title and look at the image. How big a problem is food waste?





LISTEN TO THE AUDIO CAREFULLY.

10-19

What does McQuillan want readers to understand? Circle the correct answer.

a. Peeling fruit and vegetables creates a lot of waste.
b. It's sometimes hard to change your perspective.
c. All food should be treated as food, not waste.

REDUCING WASTE



Do you peel potatoes, carrots, and peaches before you eat them? A lot of people do. But those scraps are food—food that goes to waste. A third of food produced for human use is wasted every year. The United Nations says if we could reduce waste by just 25 percent, world hunger would disappear. The biggest losses are in fresh food, especially fruits and vegetables. One company in New York wants to change this.

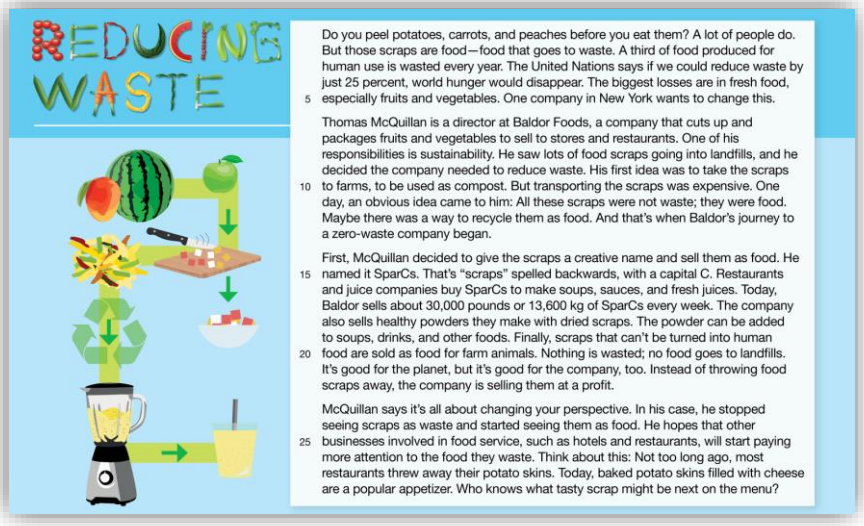
Thomas McQuillan is a director at Baldor Foods, a company that cuts up and packages fruits and vegetables to sell to stores and restaurants. One of his responsibilities is sustainability. He saw lots of food scraps going into landfills, and he decided the company needed to reduce waste. His first idea was to take the scraps to farms, to be used as compost. But transporting the scraps was expensive. One day, an obvious idea came to him: All these scraps were not waste; they were food. Maybe there was a way to recycle them as food. And that's when Baldor's journey to a zero-waste company began.

First, McQuillan decided to give the scraps a creative name and sell them as food. He named it SparCs. That's "scraps" spelled backwards, with a capital C. Restaurants and juice companies buy SparCs to make soups, sauces, and fresh juices. Today, Baldor sells about 30,000 pounds or 13,600 kg of SparCs every week. The company also sells healthy powders they make with dried scraps. The powder can be added to soups, drinks, and other foods. Finally, scraps that can't be turned into human food are sold as food for farm animals. Nothing is wasted; no food goes to landfills. It's good for the planet, but it's good for the company, too. Instead of throwing food scraps away, the company is selling them at a profit.

McQuillan says it's all about changing your perspective. In his case, he stopped seeing scraps as waste and started seeing them as food. He hopes that other businesses involved in food service, such as hotels and restaurants, will start paying more attention to the food they waste. Think about this: Not too long ago, most restaurants threw away their potato skins. Today, baked potato skins filled with cheese are a popular appetizer. Who knows what tasty scrap might be next on the menu?

B What are Baldor's strategies for turning food waste into profit? Check (✓) all the correct answers.

- ☐ 1. Use food scraps to feed hungry people.
- ☐ 2. Send food scraps to landfills.
- ☐ 3. Use food scraps as compost.
- ☐ 4. Package food scraps with a new name to be used as food.
- ☐ 5. Make a healthy powder from food scraps.
- ☐ 6. Use scraps to feed animals.



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Have Ss identify the correct meaning. Go over the answer as a class.



C FOCUS ON LANGUAGE Reread lines 1–3 in the article. Think about the phrase *goes to waste*. Circle the correct answer.

The expression *goes to waste* means ___.

a. it is not used and therefore thrown away
b. it is unnecessary and therefore thrown away
c. it is damaged and therefore thrown away

READING SKILL Make inferences

Sometimes writers don't directly say what they mean. In this case, you can make an inference by looking at the text and using your own general knowledge to figure out what is not directly said.

D **Read the Reading Skill. Then read the sentences below. Circle the correct answers.**

"One of McQuillan's responsibilities is sustainability."

1. What do you think is important to McQuillan?
   a. protecting the environment b. ending world hunger c. making food healthy

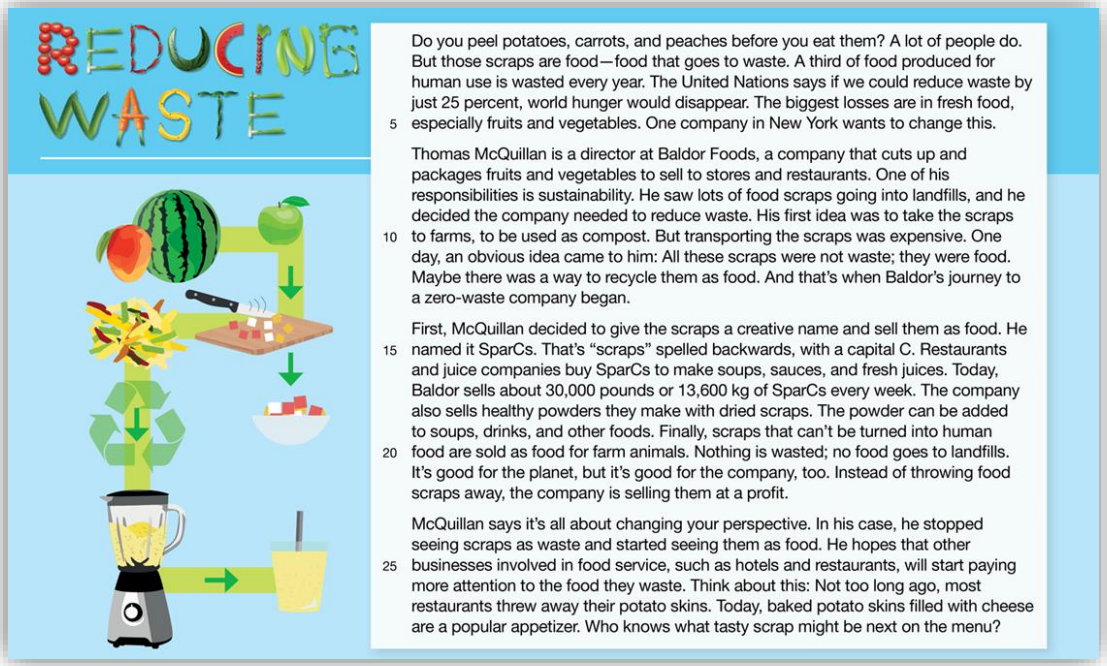
"First, McQuillan decided to give the scraps a creative name and sell them as food."

2. Why do you think McQuillan decided to give scraps a creative name?
   a. to make people want to buy it b. to show his creativity c. to describe what it is

"Not too long ago, most restaurants threw away their potato skins. Today, baked potato skins filled with cheese are a popular appetizer."

3. Why does McQuillan talk about baked potato skins?
   a. He believes sale of SparCs will increase.
   b. He wants more people to eat baked potato skins.
   c. He believes it's possible to find new uses for food that was once thrown away.

WHAT WAS THE ARTICLE ABOUT? RETELL THE MOST IMPORTANT IDEAS. USE YOUR OWN WORDS.



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Have your Ss tell the summary of the text in breakout rooms.



What else can businesses do to reduce food waste?

Have your Ss answer the questions in the breakout rooms.

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READ THE SCRIPT AND UNDERLINE ANY NEW WORDS YOU DO NOT KNOW.

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AS HOMEWORK USE A DICTIONARY TO LOOK UP THE WORDS AND LEARN THEM.