

Unit 6 Human diet

Anthropology: Nutrition

Listening skills: Using visual information to help with listening; using visual clues to predict

Speaking skills: Referring to visual support; moving to a new topic

1 SPEAKING

a What do you think is a 'healthy' diet? Do you follow a healthy diet? Give yourself a score from 0 (= not healthy) to 10 (= very healthy).

b Think about our earliest ancestors (about 500,000 years ago). Which of these foods do you think they ate or drank, and which only came later? Give reasons for your choices.

meat rice dairy products (milk, cheese, eggs)
wild leaves and roots fish and shellfish
vegetables fruit bread

2 LISTENING

a Skills focus Using visual clues to predict what you will hear

You are going to hear a lecture about the evolution of the human diet. Here are some of the slides from the lecture (not in order). What do they show?

A ____



B ____



C ____

- Alternative diets**
- Vegan diet
 - Atkins diet
 - 'Stone age' diet

D ____



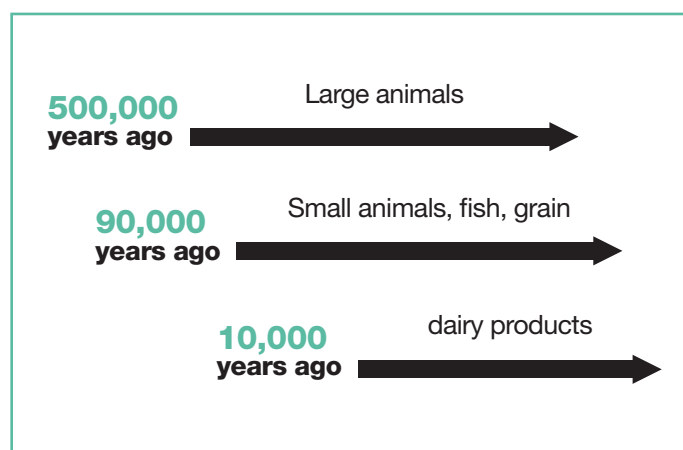
b Listen to the first part of the lecture. Number the slides in the correct order (1–4).

c Listen again and answer the questions.

- What period in time is the lecturer talking about?
 - the whole history of the human race
 - early pre-history
- If you follow a 'Stone Age' diet, what kind of food do you eat?
 - the kind of food people ate 500,000 years ago
 - only uncooked food
- Why are shellfish and fruit 'low cost' food?
 - they're cheap to buy
 - you can get them without much effort
- Why are grains and small birds 'high cost' food?
 - you need energy to get them
 - you don't often see them

d Look at the slides from the second part of the lecture. Answer the questions.

- What do they show about human diet and technology at different periods?
- What do you think the lecturer will say?



e **6.2** Listen and answer the questions.

- 1 Did she say what you expected? Did she say anything you didn't expect?
- 2 Which slides from 2a did she show again? Why?

f **CRITICAL THINKING**

ASSESSING THE VALUE OF RESEARCH

Discuss the questions.

- 1 After listening to the lecture, what do you know that you didn't know before?
- 2 Do you think this knowledge is useful? Why / Why not?
- 3 The lecture talks about archaeological research. Is it worth spending money on this kind of research?

3 LANGUAGE FOCUS Referring to visuals

a The speaker used the expressions in bold below to refer to her slides. Add one word in each gap. Is more than one answer possible in any of the sentences?

- 1 But **if we** ¹_____ **at this we can see** a different and in fact more important way to categorise the food we eat.
- 2 ... compared with the benefit and the value that we get from them, **like the ones we can** ²_____ **here** ...
- 3 **This table** ³_____ three main changes that took place in our diet in early human prehistory,
- 4 They used very basic technology to do this, **as** ⁴_____ **here**.
- 5 ... **as you can** ⁵_____, this happened about 60,000 years ago.
- 6 ... they developed the kind of technology **which you can** ⁶_____ **here**.
- 7 And finally, we come to the third big transition which we saw earlier – **here it** ⁷_____ **again** ...

b **6.3** Listen and check.

c Answer these questions about the expressions.

- 1 To join ideas, the speaker uses:
 - as • if • like • which
 Which words does she use before ... ?
 - a a clause (subject + verb)
 - b a pronoun or noun
 - c a past participle
- 2 Which of these words does she use to refer to the slides? Why?
 - this • that • here • there

d What could you say in a presentation to refer to ... ?

- 1 a chart which shows that 80% of people in the world eat meat
- 2 a map which shows that early humans moved from Africa to the Middle East
- 3 a picture showing a group of hunters killing a mammoth with spears
- 4 the map in 2 again – this time you want to show how far north people travelled.

Practise saying your sentences aloud.

STUDY SKILLS: USING PRESENTATION SLIDES

Here are some Do's and Don'ts for using presentation slides. Which are Do's and which are Don'ts?

- use simple pictures
- give a lot of detailed information
- use long sentences
- use lists with bullet points

Think of some other Do's and Don'ts. Make a list.

4 PRONUNCIATION

Giving extra information

a **6.4** Listen to these phrases in the lecture and answer the questions.

- ... or rather the pre-history I should say ...
- ... such as these ...
- ... like shellfish, for example ...
- ... for milk and cheese and so on ...

- 1 Do they give ... ?
 - a the main information in the sentence
 - b extra information
- 2 How does the speaker say them?
 - a she strongly emphasises the words
 - b she says them faster and more quietly than the rest of the sentence
 - c she says them in a higher voice
 - d her voice goes down at the end of the phrase
 - e she pauses before and after the phrase

b Which parts of these sentences give extra information? Practise saying them.

- 1 Most Stone Age men – or men and women, I should say – knew how to hunt animals.
- 2 Our early ancestors probably ate a lot of protein, from meat and fish and so on, but not much fat.
- 3 About 10,000 years ago, people started using animals – horses, sheep and dogs, for example – and they also planted corn.

5 SPEAKING

a Work in pairs or small groups. Choose one of the topics below or another topic you know about.

- a healthy diet you know about
- some typical dishes from your country or region
- how eating habits have changed in your country or region

b Prepare a short presentation using slides.

- 1 Plan roughly what you will say about your topic.
- 2 Think of three or four slides to illustrate your presentation. They could include:
 - bullet points or lists • photos
 - simple drawings • simple charts or tables
- 3 Practise your presentation using expressions in 3a.

c Choose one person from each group to give your presentation.