

MS4 level.

Text:

Food Waste.

We throw away one third (1/3) of all bread , fruit and vegetables we buy which makes our streets and cities dirty from garbage. We can all take a simple step to reduce this waste.

Here are my tips to help you reduce food waste and keep our environment clean:

- Plan the meals that your family enjoys most and make a menu plan for the week. Write the ingredients you need fro each meal on a list. Use up your leftovers.
- Write a list from your menu and take it with you to the shop. Don't shop when you are hungry , because you will focus on your hunger and not making good choices.
- Rotate food in your cupboard and fridge when you get home from shopping, put all the new food at the back of the fridge and cupboard .Bring the last week's old items to the front.
- Take a look at what you throw away and be honest with yourself, do you throw half a loaf of bread? then why not freeze it and take out slices as you need them. Don't throw away vegetables that you can cook. This will help you reduce the amount you buy each week .
- Do not throw garbage at any moment, put it in the garbage can using well-closed plastic bags, before garbage trucks pass. This will keep our streets and cities clean from food waste pollution .

Adapted from : "words -essay -on pollution" by Mrs Green

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❖ Exercise 2: Read the text then complete the table.

Pollution		
Causes	Results / Effects	Solution
-Food Waste	- Dirty streets & cities	<ul style="list-style-type: none"> - Reduce food waste . - Plan meals for week . -Write ingredients for each meal -Write shopping . -Use old food. -use up leftovers. - take look at what we throw. - Use well closed plastic bags and never through garbage at any moment. - Put garbage in garbage cans.

Board and marker

❖ The learners are invited to correct the exercise , the teacher reports the corrected task on the board.

❖ **Post -reading:**

- ❖ The teacher invites the learners to discuss the problem adapting it to their local area.
- ❖ The teacher reports the learners suggestions on the board.
- ❖ The learners read the corrected tasks then write down.

Board and marker

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