



Food for thought

Where does your food come from?

How often do you eat fast food?

Do you know what your carbon footprint is?



A Slow food



A1a Three young people from the city see an old farmer in the city. He looks lost. Look at the picture and listen to the three young people talking. Tick the right answer.



- | | probably | maybe | probably not |
|--------------------------------|--------------------------|--------------------------|--------------------------|
| a. Is he lost? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Is he from around here? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Is he from the countryside? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Homestudy
H1

Companion:
Grammar

A1b What else can you say about the people in the drawing? Make two sentences about each person with your partner.

Examples: He must be about sixty years old.
She might be married.
They could be from New York.

Focus on grammar

He **must be** ...
She **may/might/could be** ...
They **can't be** ...



A2a You're going to read an article about slow food. What do you think slow food is? Tick one.

- a. meals that take a long time to prepare
- b. meals you have to eat slowly
- c. meals which are carefully prepared using traditional cooking methods and good quality food produced in the area

Homestudy
H2

A2b Now read the article about slow food and check your answer from A2a.

Slow Food is an international movement founded by C. Petrini in Italy in the 1980s. Petrini was an activist who became very angry about fast food restaurants opening in his country. He wanted to fight against this. Slow Food is a grass-roots organization which now has over 100,000 members in 153 countries who care about good food and the environment.



Slow Food followers believe that large multinational fast food restaurants destroy traditional and regional cuisine by selling the same food all over the world. They also believe that industrial agriculture and factory farms harm the environment because they use too many chemicals to produce food and too much fuel to transport it to the consumer.

Slow food is good, clean and fair. Good food is tasty, fresh, seasonal fruit and vegetables which are locally grown and other regional food specialties like cheese, bread and meat. Clean food is produced in a sustainable way that doesn't harm the environment, our health or mistreat animals. Fair food has a fair price for consumers and fair working conditions for small farmers.

Slow Food followers think that it's important to teach consumers about how and where their food is produced and to support small local farmers. In that way, the environment as well as regional culinary and agricultural traditions will be protected.



Homestudy H3

A3a What did people think about more and more fast food restaurants (burgers, pizza, chicken) opening in the high street of this beautiful university town in the UK? With a partner, look at the picture and make up sentences using the words below.

Farmers	must/mustn't have been	disappointed	because	(your ideas)
Tourists				
People on the tourist board	may/might (not) have been	happy		
Students				
Old people	could/couldn't have been	angry		
Children				
Working mothers	can't have been	afraid		
Other restaurant owners				
Food market owners		excited		
...		sad		
		...		

Companion: Grammar X.X.X

Examples: Old people must have been angry because they liked their local traditions.
Students must have been happy because they could buy cheap meals.

Focus on grammar

They **must/mustn't have been** angry.
They **might/might (not) have been** disappointed.
They **could/couldn't have been** sad.
They **can't have been** happy.



A3b Some people don't like fast food restaurants. Other people enjoy eating there. What do you think? How is it in your country? Discuss with a partner.

A4a In small groups, make a list of local food specialties in your area. Where can you buy these specialties?

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TIP 1 Share knowledge.

A4b With your group, pick a season and prepare a menu for a three-course meal of seasonal, locally grown food from your area.

A4c Hang all the menus on the wall. Walk around, look at all the menus and pick your favourite slow food meal.





B Just food

B1a You're going to read an article about an organization in New York City. Here are seven keywords from the article. Match the keywords with their meanings. What do you think the article is about?

- | | |
|---------------------|--|
| 1. global warming | a. moving products from one place to another |
| 2. food system | b. decisions about what we buy to eat and where we buy it |
| 3. chemicals | c. things like oil, gas and coal that produce energy |
| 4. fuel | d. emissions caused by an organization, a product or an individual |
| 5. transport | e. growing, transporting and selling food |
| 6. food choices | f. things used by some farmers to help plants grow better and faster |
| 7. carbon footprint | g. increase in the earth's temperature |

B1b Read the beginning of the article and check.

These days, we're all thinking about how to save energy and reduce global warming. We turn off the lights when we leave a room, walk or ride our bikes when we can, and use energy-efficient products. Although we're getting better at helping the environment,

we can do more. Some people say that one of the biggest causes of pollution and global warming is our food system! That's hardly surprising when you think about the chemicals and fuel used to produce and transport food all around the world.

An organization called Just Food in New York City is working very hard to teach people how good food choices can reduce their carbon footprint. Just Food thinks that unless we teach people about how their food choices impact the environment, there's no chance to make a real difference.

B2a Divide the class into three groups, A, B and C. Each group reads one of the stories from the Just Food article. Help each other with words you don't know. Decide on seven keywords or phrases for your part of the article and write them on a piece of paper.

Here are three stories about how people in New York City are making food choices to help the environment.

CSA

CSA means Community Supported Agriculture. People who live in the city can pay regional farmers who work outside of the city \$400 at the beginning of the year and get a basket of locally grown fruit, vegetables, eggs, meat, and even flowers delivered every week to their neighbourhood. This helps the environment because the food doesn't travel very far "from farm to plate" which reduces fuel consumption and CO₂ emissions. The local farmers also take care of their land and grow the food in ways which do not harm the land.

Farm School NYC

In some low-income parts of New York City, there aren't many places to buy fresh fruit and vegetables, and the people who live there have no way to go outside the neighbourhood to buy them. Farm School NYC is a new school to teach people about sustainable farming in these parts of the city. People learn how to change ugly, unused pieces of land in the city into green spaces for growing fruit and vegetables. The fruit and vegetables are then sold at neighbourhood farmers' markets. In this way, the city becomes more beautiful and low-income city residents have a chance to get fresh, healthy, locally grown food.

City Chickens

Some people who are interested in city gardening, local food and animal rights are raising chickens in the city! They say that their city chickens are much happier and healthier than the chickens raised on big factory farms. All they need is a small piece of land. Baby chickens don't cost much, just \$2.50 each. And they don't eat much either. When they grow up, they'll give you an egg a day and some compost for the garden. Chickens aren't allowed in every city, but they are in New York City. But only hens, please; roosters are too loud!



B2b Close your books. Use your keywords to practise telling the other people in your group about what you read.

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TIP 2 Give each other feedback and support.

B2c Now form new groups so that the new groups have at least one person from each of the original groups A, B and C. Tell your new group about what you read using only the keywords on your paper to help you. Listen to the others.

B2d Are these good or bad ideas?
With your group, decide and give reasons.
Then tell the whole class.

Examples: I think Farm School NYC is a good idea because it teaches people how to grow food.
Food from CSA is more expensive than food from the neighbourhood farmers' market.
Our neighbours wouldn't be happy if we had chickens in the garden.

Remember

It's a good idea **because** ...
It's **more expensive than** ...
Our neighbours **wouldn't** be happy if we **had** chickens in the garden.

C Responsible coffee

C1a Do you ever drink coffee to go?
When? Where can you buy it?
Discuss with a partner.



C1b Listen to the beginning of a radio interview with a representative of Coffee Castle, an international coffee shop chain. What does Coffee Castle want to reduce? Tick.

- a. its prices b. its number of shops c. its carbon footprint

C1c Listen to the interview. Tick what Coffee Castle wants to do to help the environment.

- | | |
|---|--|
| <input type="checkbox"/> a. buy local coffee | <input type="checkbox"/> f. save water |
| <input type="checkbox"/> b. work with small farmers | <input type="checkbox"/> g. use smaller paper cups |
| <input type="checkbox"/> c. buy fair trade coffee beans | <input type="checkbox"/> h. reduce waste |
| <input type="checkbox"/> d. build shops with recycled materials | <input type="checkbox"/> i. use paper bags instead of plastic bags |
| <input type="checkbox"/> e. build smaller shops | <input type="checkbox"/> j. use LED lights |

C2a Here are five sentences from the interview. First fill in the gaps with the words in the box, then listen again to the end of the interview and check.

unless | in case | although | so (x2)

- _____ we use a lot of paper cups, we're trying to reduce waste.
- ... you can bring your own travel mug and we'll fill it _____ you can take your coffee to go.
- We have travel mugs you can buy in the store _____ you forget yours.
- It's really important, _____ we're working hard on it.
- Global warming won't slow down _____ big companies like ours make some changes.



Homestudy
H5





C2b Match the phrases to make sentences.

- | | |
|---|--|
| 1. Although I ride my bike to work when the weather's nice, ... | a. ... I think I'll bring my umbrella. |
| 2. I'll wear my raincoat so ... | b. ... it rains. |
| 3. I think I'll take my umbrella in case ... | c. ... I drive my car when it rains. |
| 4. I think I'll go to the beach this afternoon unless ... | d. ... it rains. |
| 5. It might rain this afternoon, so ... | e. ... I won't get wet in the rain. |

Focus on grammar

Although the weather wasn't very good, we had a nice weekend.
 We're working hard **so (that)** we can make a difference.
 Take a pullover **in case** it's cold.
 I like fresh food, **so** I shop at the farmers' market.
 We're going camping next weekend **unless** the weather's bad.

C3a Not only coffee shops are trying to reduce their carbon footprint. A lot of other businesses are, too. In groups, think of some businesses that you know about and make a list of things they do to help the environment. You can use the ideas in the box or think of your own.

airlines | hotels | car companies | supermarkets | fast food restaurants | oil companies | ...

C3b In your group, decide which business is the most serious about protecting the environment. Prepare a few sentences about why you chose this business and tell the rest of the class.

C3c Take a class vote. Which business is the most environmentally friendly?

D Talk show

D1a What kind of fast food restaurants do you have in your town?
 Which ones do you like?
 How often do you go there?
 Discuss with a partner.

D1b Big Burger, an international fast food chain, wants to open a new restaurant. Listen to this radio survey. How do the people feel about this? Fill in the table.



Name	Occupation	😊	☹️
Karen	teacher		x
Nick			
Alex			
Ed			





D1c Listen to part of the interview again. What do Karen's and Nick's friends say? Do the friends agree or disagree with Karen and Nick?

	What does he/she say?	Does he/she agree or disagree with the statement before?
Karen's friend		
Nick's friend		

D1d On a piece of paper, write these two sentences and complete them with your own ideas.

I think (that) fast food is ...
I don't think (that) fast food is ...

Homestudy
H7

D1e Walk around the class and read your sentences to each other and say whether you agree or disagree. Use the phrases in the *Focus on spoken English* box. Change partners and repeat. Try to talk to everyone in your class.

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TIP 3 Change partners now and then.

Focus on spoken English

	Agreeing	Disagreeing
I think fast food is great.	– So do I. / Me too.	– I don't.
I don't think fast food is good.	– Neither do I. / Me neither.	– I do.

D2a Imagine that your town is a medium-sized university town, but there aren't enough jobs for the young people in town. Big Burger wants to open a restaurant there. In groups, you are going to role-play a television talk show to discuss the project. Prepare the role-play in two groups. Here are your roles:

Group A wants Big Burger. Members of Group A include: a teenager, a town official, a house husband, a student.

Group B doesn't want Big Burger. Members of Group B include: a housewife with small children, a local farmer, an environmental activist, a doctor.

Before the meeting, Group A and Group B prepare arguments for or against Big Burger. Think about each group member's reasons and make a list of two or three arguments for each group member.

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TIP 4 Do your group planning in English.

Remember

If Big Burger **comes** to our town, there will be jobs for our young people.
 Big Burger **may/might** create a lot of rubbish.
 We want Big Burger to come to our town **so (that)** we can have cheap meals.
 Big Burger doesn't sell healthy food, **so** I don't think it's good for the children.

D2b Now each group member presents his or her arguments to the other group. Do you agree or disagree with the statements?

Remember

I think Big Burger is great because ... So do I. / Me too. / I agree.	I don't think Big Burger will create a lot of rubbish because ... Neither do I. / Me neither. / I agree.
I don't think so. / I disagree.	I disagree.



Exploring my progress

At the end of this unit I can ...

- | | | | |
|---|--------------------------|--------------------------|-----------------------|
| ... say if I think something is probably true, maybe true, or probably not true. (He must be a farmer.) | <input type="checkbox"/> | <input type="checkbox"/> | A1a, A1b, A3a, H1 |
| ... understand the main points of an Internet or magazine article on current events. | <input type="checkbox"/> | <input type="checkbox"/> | A2b, B1b, B2a, H2, H4 |
| ... summarize a short text that I have read with the help of keywords. | <input type="checkbox"/> | <input type="checkbox"/> | B2c |
| ... give my opinions and give reasons for my opinions. (I think it's a good idea because ...) | <input type="checkbox"/> | <input type="checkbox"/> | B2d, D2b |
| ... support my opinions by explaining results. (The neighbours wouldn't be happy if we had chickens.) | <input type="checkbox"/> | <input type="checkbox"/> | B2d |
| ... understand the main points of a radio programme on current events. | <input type="checkbox"/> | <input type="checkbox"/> | C1c, H5 |
| ... agree and disagree with someone. | <input type="checkbox"/> | <input type="checkbox"/> | D2b |



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Exploring learning – working together

A4a TIP 1 Share knowledge

You probably don't know all the English words you'd like to know yet. And neither do the other people in your group. But when you put your heads together, you'll find that you know more words as a group than each individual knows alone. So share your knowledge with your group and learn from the others, too.

B2b TIP 2 Give each other feedback and support

In B2, you read a text with your group, help each other with unknown words, choose keywords together, and practise describing the text using only the keywords before you tell it to someone else. This is a great chance to give and receive positive feedback in your group as well as suggestions for improvement. Sometimes other people notice mistakes that you don't.

D1e TIP 3 Change partners now and then

It's easy to get into the habit of sitting in the same seat next to the same people and working with the same partner every lesson. Try to change where you sit sometimes so you can work with different people in the class. You might learn something new from your new partner.

D2a TIP 4 Do your group planning in English

Make sure that when you are working in groups and planning a role-play or a group project that you try to speak only English with the other group members. It's another chance to use and improve your English.

Working in groups

Working with a partner or in a group during your English lesson is a great opportunity to speak more in class and to learn from your classmates. It gives you a chance to plan and practise what you are going to say before you tell the whole class. And it's a chance to share ideas and give and get feedback. Now that your English is getting better, you can start having some really interesting discussions about current events and topics which are popular in your area.

Learning outside the classroom

Do you follow current events and news topics in newspapers, magazines and on television? Some German-language news websites like Spiegel Online and Deutsche Welle have an international version in English. If you are interested in a particular topic or story, see if you can find an English version of that story on the Internet. You may not understand every word, but if you've already read or heard about the subject in your native language and know something about it, you'll be surprised how much you understand when you read about it in English.

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CD1, 10/15: Brothers Rock USA by Neil Taylor from RSMV004 Director's Cuts Vol 4, Reliable Source Music
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CD2, 1: Every Soap by Oliver Davis from RSM038 Film & TV Style-A-Likes, Reliable Source Music
CD2, 3: American Lives by Watkins/Sheen/Talbot from the CD 361, KPM Music
CD2, 19 (1): Flamenco Guitar by Ashworth/MacGowan from 182, Carlin
CD2, 19 (2): Athens Tonight by John Leach from 182, Carlin
CD2, 19 (3): Skye Boat Song by R Mathieson from 137, Carlin
CD2, 19 (4): Fiesta De La Prima Vera by Steve Carter from BRR32, Bruton Music
CD2, 19 (5): Dance The Silifke Kasik by Roy Henley from SEL5307, Selected Sound
CD2, 19 (6): Kyoto gardens by Kimber/Keliehor from BRCD3, Bruton Music