

What's new?

Subject: Food
Language: Connecting words: *and*, *but* and *because*
Functions: LB 10 Giving reasons
 LB 11 Making and replying to requests
Pronunciation: Word stress, CD1 (Blue) track 9

1 The BIG question: MUST WE KILL TO EAT?

The theme of this unit is food, in particular vegetarianism, and ***The BIG Question*** is: Must we kill to eat? Is vegetarian food healthy? Is it tasty? Is it better for our environment?

- Tell students that they are going to talk about food. Ask: Is the taste of food the most important thing for you? Or is how healthy the food is?
- Read out ***The BIG Question***. Elicit initial reactions.
- Read through the **FACT** box with students. Make sure students understand what a *vegetarian* is (somebody who doesn't eat meat or fish). Ask students if they think the number of vegetarians is similar in their country. Ask: Is vegetarian food popular here?

2 FOCUS ON...**Words****2 A**

- Look at the pictures with students and check to see that they understand the task. Students work individually or in pairs and add as many words to each list as they can. Ask students to do this in the form of a mind map. They can use the items in the pictures as prompts.
- Ask a student to draw his / her mind map on the board. Elicit other words from students and add them to the mind map or let individual students come to the board and add items themselves.

2 FOCUS ON...Words A Suggested answers

1 Vegetables: lettuce, carrots, onions, tomatoes, mushrooms, cabbage, broccoli, leeks, cucumber, radishes, potatoes

2 Dairy produce: milk, butter, cheese, cream, yoghurt

3 Meat: lamb, beef, pork, chicken, turkey

4 Fish: salmon, plaice, cod, haddock, squid

5 Fruit: oranges, apples, pears, bananas, grapes, pineapple, melon, peaches, plums, apricots

2 B

- Read out the words in the box. Ask students to repeat and check that they can pronounce the words correctly.
- Make two lists on the board. Read out each word in turn again and ask students if the word is positive or negative. Write the words in the correct lists. Explain or elicit the exact meaning of each word. (*bland* = doesn't taste of anything, *delicious* = tastes very good etc).

2 FOCUS ON...Words B**Answers**

Positive: delicious, fantastic, healthy, tasty, mouthwatering

Negative: bland, disgusting, horrible

2 C

- Read out the questions and check that students understand them.
- In pairs, students discuss the questions.
- Students briefly report back to the class.

2 D

- This exercise deals with words from the text (which contains quite a lot of difficult vocabulary). Go through the definitions with the class and check that these are clear.
- Tell students to first try to match the words with their definitions. Then ask them to use their dictionaries to check their answers.
- Check the answers.

2 FOCUS ON...Words D**Answers**

1 b 2 d 3 e 4 h 5 a 6 f 7 c 8 g

2 FOCUS ON...**Ideas**

- Read out the questions and make sure students understand them.

- Students discuss the questions with a partner. Alternatively, they can work in small groups. Give students help with learning the vocabulary and expressing their opinions.
- Ask students to report back to the class.

3 READING**CD 2 (Red) track 6, page 29 SB****Picture / background information**

The photos show sheep in a truck ready to be taken to the slaughterhouse. Many animals die while they are being transported because of overcrowding, or because they get too hot or too cold, or do not have enough water.

www.ciwf.org.uk/

Australia is the largest exporter of live animals (about 4 million sheep a year). There have been many campaigns against shipping live animals to Asia and the Middle East.

www.animalsaustralia.org/

The second photo shows an area that was rainforest and that is now used for cattle. The 'rainforestweb' website says that 5m² of rainforest is destroyed for every quarter pound of hamburger made from rainforest cattle. See:

www.rainforestweb.org/Rainforest_Destruction/Cattle_Ranching/

The information in the Reading article is based on a brochure by the Vegetarian Society UK (www.veg-soc.org/news/2000/21cv/basic-facts.html). See also: www.vegsoc.org/info/goingveg.html www.vegsoc.org/health

Further arguments can be found on the website of the International Vegetarian Union:

www.ivu.org/religion/articles/argument3.html

Statistics and further information:

www.all-creatures.org/articles/ar-anag2003.html

3 A

- Look at the photos and the captions with the class. Explain the captions if necessary. Ask students: How do you feel when you look at the pictures?
- Read out the question. Students then read the text quickly and answer it.

3 B

- Read through the questions with the class and check that they are clear.

- Students read the article again and answer the questions.
- Check the answers.

3 READING B**Answers**

- 1 Vegans don't eat or wear any animal products: they don't eat dairy produce, eggs or honey and they don't wear leather shoes.
- 2 About ten billion.
- 3 They produce lots of methane gas.
- 4 We can use the land to grow vegetables instead of meat.

3 C

- Ask students to find the figures in the text and what they refer to. Make this into a mini-game: Which student can find the answers the fastest?
- Check the answers.

3 READING C**Answers**

- 35: the number of animals per person that die each year for meat in the USA.
 25%: the amount of methane gas livestock produce in the UK.
 114: the amount of beef half a hectare of land can produce.
 100,000: the amount of water it takes to produce 900 litres of water.

3 D

- Discuss the questions with the class.
- When students have expressed their ideas, explain that the text is based on an article by the UK Vegetarian Society so that the aim is obviously to show that it is better not to eat meat. The writer perhaps wants to make readers feel guilty about the cost of eating meat.

4 LANGUAGE: Connecting words *and*, *but* and *because*

- Read through the example sentences with the class.
- Read out the questions in turn. Students answer orally.

4 LANGUAGE**Answers**

A because B and C but

- Refer students to the explanation about connecting words in Workbook Unit 6. They can read the explanation and do the exercises in class or for homework.

5 LISTEN IN CD 1 (Blue) track 8, page 30 SB

Picture / background information

The photo shows some young people enjoying a very large cheeseburger at a fast food restaurant. One in four Americans goes to a fast food restaurant every day and every month more than 90% of the children in the United States eat at McDonald's (www.media-awareness.ca/english/resources/educational/handouts/advertising_marketing/food_facts.cfm). However, most American fast food restaurants also sell salads and fruit juice and there are many new healthier fast food restaurants. See www.usatoday.com/money/industries/food/2002-09-29-fast-food-1acover_x.htm

Arguments against vegetarianism:

www.whyveg.co.uk/argumentsagainst.htm

GM crops:

pbs.org/wgbh/harvest/exist/

The speakers in the listening text are both American.

There has been a lot of debate about the effects of fast food on health and the environment. Eric Schlosser's books *Fast Food Nation* and *Chew on this* and Morgan Spurlock's film *Supersize Me* have been amongst the most influential. See www.supersizeme.com.

5 A

- Look at the photo with the class. Ask them what they can see.
- Discuss question 1 with the class. Make a list of positive and negative ideas on the board. Discuss if fast food is as popular in the students' country as in the USA.
- Read out question 2. Elicit answers from different students. Encourage them to explain what they like about their favourite restaurant or café. Do different students in the class like the same places?

5 B

- Read out the task and the words in the box. First make sure students can pronounce the words

correctly (for example, silent 'r' in *iron* ['aɪrən]; soft 'g' in *genes* [dʒiːnz]).

- Students check the words in their dictionaries.
- Check the meanings of the words with the class. Alternatively, ask them to give you an example sentence using the word: students often find this easier and it shows more clearly that they have understood the meaning.

5 LISTEN IN B

Answers

iron = a metal (chemical symbol: Fe) which you can find in some foods and in our blood.

genetically modified food = food in which scientists have changed the genes

vitamins = you find these in some foods; they are important for a healthy body

cruel = very unkind; causing pain

care about = be interested in / have a good opinion of

genes = they determine what people, plants and animals are like

5 C

- Read out the task.
- Play the CD. Students listen for the general meaning and answer the question.
- Check the answer.

5 LISTEN IN C

Answer

Dan is angry with Ellen because she has decided to become a vegetarian and he thinks this is silly.

5 D

- Read through the sentences with the class and check that students understand them.
- Play the CD. Students listen and tick the arguments Dan mentions.
- Students compare their answers with a partner.
- Check the answers.

5 LISTEN IN D

Answers

1, 4, 5, 9, 10

5 E

- With the class, summarise Dan's arguments for eating meat on the board.
- Brainstorm other ideas and add them to the arguments on the board.

- Ask students briefly what they think of the arguments but do not discuss them in depth as this is done in sections 6 and 7.

5 F

- Discuss the question with the class. Ask students to explain their answers.

6 YOUR TURN TO SPEAK

A Conversation

- Go through the expressions in **LB 10** with the class. Point out or elicit that we use *because* before a clause and *because of* before a noun; *That's why* comes at the beginning of a sentence.
- Check that students understand the questions. As these questions are fairly difficult, give prompts. Ask:

Question 1: Do you think plants can feel? Is killing plants as bad as killing animals?

Question 2: What happens to the land where we keep animals for food? What about water? How can we use land better? (Refer students back to the reading text on page 29 if necessary.)

Question 3: Why do farmers want to grow GM crops? How do scientists change GM foods?

- Students work in pairs and discuss the questions using **LB 10** to help them.
- Discuss the questions briefly with the class.
- To consolidate the language used in this activity, do the exercise in **LB 10** with the class. Students can do the exercise orally in pairs and then report back to the class. Alternatively, ask students to review the phrases in **LB 10** at home and do the exercise in writing for homework.

B Role play

- Ask students to read the last part of the listening script with the class where Dan orders some fast food. Ask: What does Dan order? (a cheeseburger and fries); What does Ellen order? (nothing).
- Read out the task and go through the expressions in **LB 11** with the class. Look at the menu with the class and ask two or three students what they would like to order.
- In pairs, students role play ordering food using the menu. They can swap roles.
- Ask one or two pairs to do their role plays in front of the class.

- To consolidate the language used in this activity, do **LB 11** with the class. Students can complete the exercise individually and then check it by reading it with a partner. Alternatively, ask students to review the phrases in **LB 11** at home and do the exercise in writing for homework.

7 YOUR TOPIC

- Read out the task and the points learners have to prepare to speak about. Students find a partner and decide who is going to present the advantages of eating meat and the advantages of vegetarianism.
- Students make brief notes on each point according to the aspect they have chosen. They can work individually or with the corresponding partner from another pair.
- Students work in pairs and present their arguments to each other. Their partner asks questions.
- Ask one or two pairs to demonstrate their presentations to the class.

8 NUTRITION in English

Page 31 SB

Picture / background information

A study in 2004 showed that junk food (eg sweets, soft drinks, hamburgers, pizza and potato chips) makes up about one third of calories in the American diet.

www.berkeley.edu/news/media/releases/2004/06/01_usdiet.shtml

www.eph.org/a/1279

www.lauralee.com/news/junkfoodintake.htm

www.guardian.co.uk/usa/story/0,12271,1185457,00.html

The Food Guide Pyramid was created by the U.S. Department of Agriculture and the U.S. Department of Health and Human Services and gives guidelines for a healthy diet. The text in this section is adapted from original material about the pyramid (www.nal.usda.gov/fnic/Fpyr/pmap.htm).

The U.S. Department of Agriculture has also developed new diet guidelines which focus on the foods and amounts suitable for individuals. See *MyPyramid* at www.mypyramid.gov/. Students can use this website to calculate what they should eat (according to sex, age and amount of physical exercise). The Food and Nutrition Information Center (www.nal.usda.gov/fnic/) gives further advice on nutrition.

8 A

- Look at the diagram of the Food Guide Pyramid with the class. Ask: Have you seen this or something similar before? Where? What does it show? Discuss if students have seen this diagram in other books or on the backs of food packets, in brochures etc.
- Students read the text and look at the diagram and find words or phrases to match the definitions. Tell them to use the context to help them.
- Students compare their answers with a partner.
- Check the answers.

8 NUTRITION in English A		Answers
1 sparingly	2 serving	3 diet
4 calories	5 weight	6 saturated fat
7 food groups	8 health	

8 B

- Read out the questions. Students read the text again and answer the questions.
- Check the answers.
- Ask: Do you eat foods from all groups? Do you pay attention to a healthy diet? Are you and the people in your family healthy eaters? Discuss with the class.

8 NUTRITION in English B		Answers
1	This group is at the top of the pyramid, the smallest part, because people should only eat small amounts of these foods.	
2	The bread and pasta group is at the bottom because people should eat a large amount of foods from this group.	
3	Because each food group provides different nutrients and we need all the different nutrients for good health.	

8 C

- Read out the question and refer students to the Food Guide Pyramid. Discuss the question with the class.

8 NUTRITION in English C		Answer
A vegetarian diet is a healthy diet if vegetarians follow the rules of the food pyramid. That means they should eat something else from the 'meat' group (beans, eggs or nuts), eat lots of servings from the other four bottom food groups and only small amounts from the fats, oils and sweets group.		

A vegetarian diet isn't a healthy diet if it doesn't include food from all groups or if it includes too many sweets or too much fat.

Optional project: Healthy food

Tell students they are going to hold a healthy food café. Agree on a time (in their next English class, outside lessons etc).

- Students can work individually or with a partner. They should think of a (simple) healthy dish or find a recipe for one (from their family, from a cookbook, or from the internet). Some students could make interesting healthy drinks.
- Students should write a list of the ingredients in English and the amounts of each. Then they should use a calorie counter (on the internet, for example) and calculate the number of calories for each ingredient and then the total number of calories for the dish and per 100g.
- Students prepare their dish at home.
- Each student (or pair of students) should display their dish with the list of ingredients and calories. Students walk round the 'café' and taste the dishes and drinks.
- Discuss the foods with the class. How difficult was it to prepare them? What foods did they like best? You could take a class vote on the best dish and award a small prize to the best cook/s.

9 PORTFOLIO WRITING

- Read the task with the class.
- Remind the class to divide their essay into logical paragraphs: an introduction; a healthy diet; a comparison between a meat and a vegetarian diet; a conclusion.
- Discuss how to write an introduction. Ask: What is important in the first sentences (to explain the topic, get people's attention, give one or two interesting facts or ask a question). Elicit possible opening sentences for the essay.
- Discuss how to write a conclusion. Ask: What is important in a conclusion? (summarising arguments, giving a final opinion). Elicit suitable sentences for writing a conclusion. You could teach the sentence beginnings: *In conclusion ...*, *To sum up ...*, *Finally ...*
- Students write their essays for homework.

- Students swap their essays with another student and read them.
- Check the essays. Read out the best one in class.

10 *Your answer*

- Finish the unit with a final whole class discussion of **The BIG Question**: *Must we kill to eat?* Discuss the questions given and then ask two or three students to give their answer to the main question.
- Refer students to the Workbook Unit 6 activities.

Last word

- After doing the workbook activities, students evaluate their performance in the three areas. Check if any students feel they need extra practice in any area.

WORKBOOK answers

Pages 14–15 WB

1 Language: connecting words *and*, *but* and *because*

1 A

1 because 2 but 3 and 4 but 5 because

1 B

(Example answer)

My boyfriend and I went to a restaurant yesterday **and** (we) had a meal for his birthday. The restaurant was very busy **and** it was very noisy, too. My boyfriend wanted fish **but** there was no fish on the menu. So we had chicken **because** we both like that. It tasted okay **but** it wasn't anything special. The wine was good **but** it was too warm. We waited twenty minutes for the bill **and** then (we) complained. We complained again when we got the bill **because** it was wrong. It wasn't a very good birthday!

1 C

(Individual answers)

2 Use of English

2 A

- 1 My boyfriend eats quickly.
- 2 Fries are *worse* for you than chocolate.
- 3 We're *going* to eat out on Friday.
- 4 There aren't *many* vegetarians in the USA.
- 5 The food *didn't* taste very good.

3 Vocabulary

3 A

1 cheese 2 potatoes 3 fries
4 aubergine 5 oranges 6 bread

3 B

1 963 2 4,335 3 672,000
4 200,450 5 1,500,000

3 C

1 Eight hundred and forty-one
2 Seventy-eight thousand, six hundred and fifteen
3 One hundred and fifty-seven thousand
4 Nine hundred and ninety-nine thousand, nine hundred and eighty-seven
5 Three million, seven hundred and sixty thousand, two hundred and three

3 D

1 diet 2 calories / weight 3 Health
4 fat 5 Nutrients

4 Pronunciation

CD1 (Blue) track 9

4 A 2

Noun

environment
accident
misery
knowledge
geography
economy

Adjective

environmental
accidental
miserable
knowledgeable
geographic
economic

4 A 3

miserable, knowledgeable (the words ending in *-able*)

4 B 2

Verb

produce
increase
decrease
export
research

Noun

produce
increase
decrease
export
research

4 B 3

The stress is on the last syllable of the verbs and the first syllable of the nouns.

5 Portfolio Writing

(Individual answers)