

UNIT 8

Food for thought!

Discuss the title above as a class and say what you think it means.

Which of the four seasons is this painting based on? Discuss your answers as a class.

The artist's name is woven into his jacket. What is his name?

Game

Make a list of the food you can see in the picture. Compare your list with your partner. Who has found the most?

Topic

Food for thought!

Grammar

Using Passive Voice; Uncountable nouns

Reading Skills

Recognising words and expressions which show author's attitude

Reading a text and sequence events in pictures

Listening Skills

Listening for dates and world events

Inferring information from listening text

Writing Skills

Writing a review of a restaurant

Functions

Giving opinion; discussing preferences.

Vocabulary

Food, food sources, socio-economic factors of eating habits

Strategies:

I can think of the relationship between what I already know and new things I learn in English.

If I do not understand something in English, I can ask the other person to slow down or say it again.

I can pay attention to specific parts of the language input or the situation that will help my learning

Lesson 1

AIMS

- To recognise words and expressions which show author's attitude
- To raise awareness about the various factors about the food we eat, where it comes from and how it is produced.

Lead-in

Task 1

Read the text on the painting and find the topic. Is the author's attitude to the painting positive, negative or neutral? Underline the words in the text which support your answer.

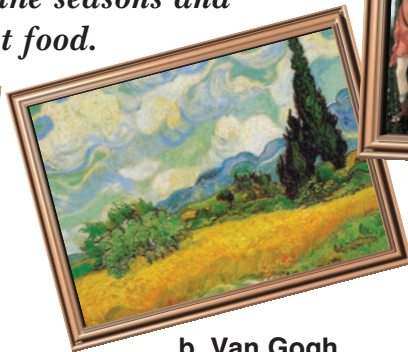
Arcimboldo's portraits of human heads made up of vegetables, fruit and tree roots, were greatly admired by his contemporaries and remain a source of fascination today. It is now being debated by art critics whether these paintings were whimsical or the product of a deranged mind.

Task 2

A. Look at the paintings and say which ones are about the seasons and which are about food.



a. Tsarouhis



b. Van Gogh



c. Botticelli



d. Pissaro

B. Write the nationality of each artist under each painting: French, Italian, Dutch, Greek. Choose the names of each of the paintings and write them above the painting.

Spring

Apple Picking

Wheatfield

Four Seasons

C. Say how you feel about one of these paintings without using like or dislike. Make a one-minute presentation to your class. Your classmates will guess your attitude.

Task 3

Read the statements a-f and guess at the region they refer to. You can ask your Geography teacher to help you.

- Whales are being hunted for their meat and oil.
- Wheat is grown on the prairies.
- Olive oil is produced by the local farmers.
- Seafood is caught by driftnet fishing.
- Coffee beans are left to mature before they are sent to factories.
- Rice is planted in paddy fields.



Food, places, cultures!

Task 4 - Food and culture

A. What kinds of meat can be eaten by people?

- shark horsemeat dog meat lamb



B. Read the text below and then complete the spidergram in TASK 5.

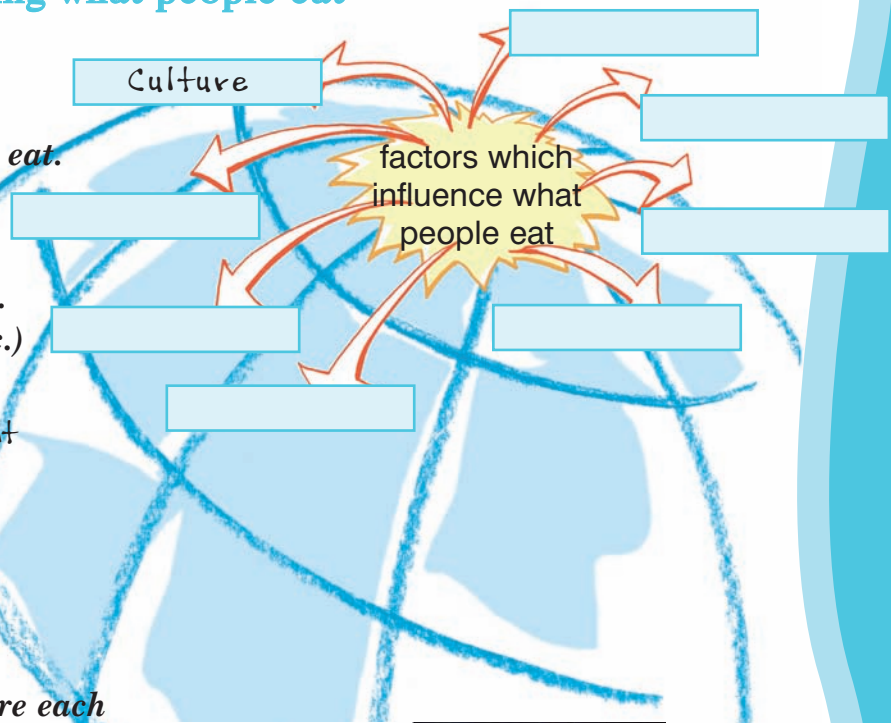
Alligators exist in many parts of the world, but they are unacceptable as food by many people. Likewise, kangaroos, horses, turtles, and dogs are eaten (and are even considered a delicacy) in some cultures, though they are unacceptable food sources in other cultures.

Task 5 - Factors affecting what people eat

A. Work in small groups. Write sentences and say how each factor influences what people eat.

B. What kind of food do Greek people eat that other cultures might find unacceptable? (e.g. *κοκορέτσι, γουρουνόπουλο, etc.*) Write sentences about this.

Example: Muslim people do not eat pork as it is considered unclean.



Reading 1 Task 1

Make a statement about where each of the different products on the right is grown. The Appendix maps can help you.

Task 2

A. Read the following text and underline things that you didn't know about olive oil.



Lesson 1

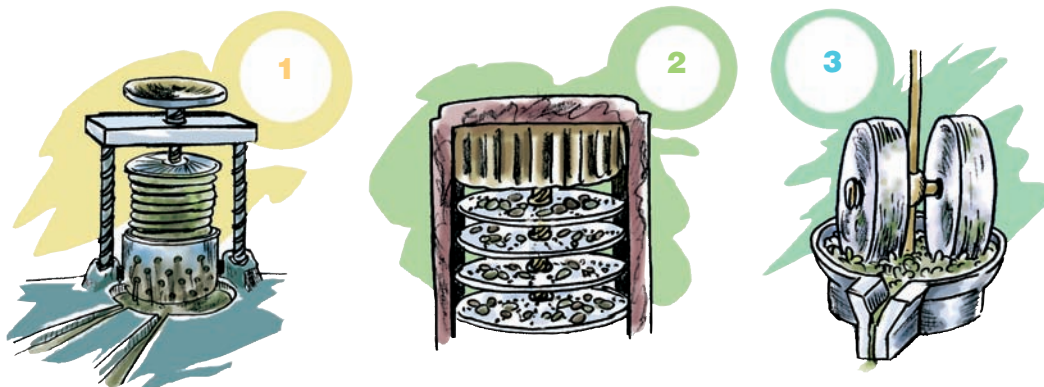


Olive Oil

Olive oil is obtained from the olive tree. It is commonly used in cooking, cosmetics, pharmaceuticals, and soaps and as a fuel for traditional oil lamps. The most traditional way of making olive oil is by grinding olives. First the olives are ground into an olive paste using large millstones. After grinding, the olive paste is spread on disks, which are stacked on top of each other, and then placed into the press. Then, pressure is applied onto the disk to further separate the oil from the paste. To help separation, water is run down the sides of the disks.

Olive oil is considered a healthy oil because of its high content of **monounsaturated** fat. Doctors say that monounsaturated fats in the diet is linked with a lower risk of heart disease. Adapted from: http://www.tuscany-in-abottle.com/about_olive_oil.htm

B. In pairs, put the sketches into the correct sequence according to the information in the text.



Task 3

When companies want people to buy a product they write a slogan or catchy phrase. In small groups, decide which of the following are important in a slogan.

- Attractive
- Long
- Funny
- Interesting
- Informative
- Complicated
- Relevant



Ask your class to evaluate the slogan in the picture. How informative, appealing, interesting, is it?

Look at the site: <http://www.healingdaily.com/detoxification-diet/olive-oil.htm> to get information to help you write a slogan to inform people about the health benefits of olive oil.

Food, places, cultures!



Reading 2

Task 4

A. Skim through the text to find four different uses of sugar. Compare your ideas with your partner's.

- a) _____ b) _____
 c) _____ d) _____

Sugar cane is a grass and the source of 70% of the world's sugar which is extracted from the sweet, juicy stems. Sugar was first found in New Guinea and then taken to South Asia; then with Arab farmers to the Mediterranean. The word 'candy' is derived from the Arabic word qandi, meaning a sweet confection.

Apart from being used in the production of sweets and cakes, it is an important source of ethanol fuel in countries like Brazil today which has large sugar plantations and lots of space to grow sugar. Apart from fuel, it has been used to treat a wide variety of health complaints like coughs. It has also been used externally to treat skin problems, a use that is being supported by science: Ayurvedic medicine, for example. A common folk remedy is to mix fresh stem juice with dry ginger in order to relieve hiccups. Pieces of sugar cane are chewed for their sugary syrup, and are a popular street food in South Asia. This was the original use of sugar cane. Traditional methods are still used to produce characteristic Indian sugars such as gur.

http://www.plantcultures.org/themes/food_landing.html

B. Read the text again and answer the comprehension questions that follow.

- a) What everyday products are made from sugar cane?
 b) Why is the largest amount of ethanol produced in Brazil?
 c) Which phrase in the text means: a great number of?

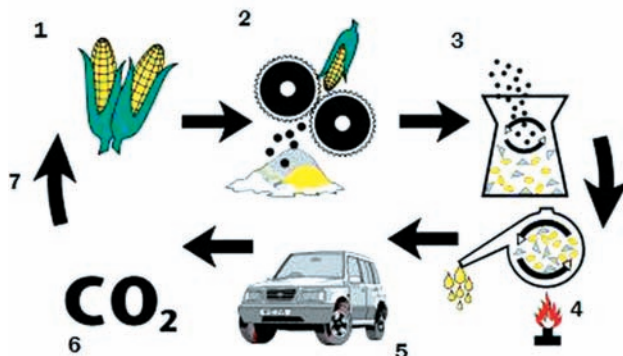
Task 5 - Alternative Sources of Energy

Look at the diagram on the right and the processes a-g below. Can you put the processes in order 1-7?

- a) CO₂ is re-absorbed by the crops
 b) CO₂ is released from the fuel
 c) Crops are collected
 d) Ethanol is used to make alternative fuel
 e) Grains are finely ground
 f) Sugars are distilled to make ethanol
 g) The powder is separated into component sugars

<http://www.eia.doe.gov/kids/energyfacts/sources/renewable/ethanol.html>

THE CARBON CYCLE



Is this kind of fuel better for our environment? Are there any problems caused by the use of this fuel?

Lesson 2

AIMS

- To learn how the Passive Voice is formed and its rules of use
- To listen for dates and world events

Lead-in

Task 1

A. Look at the picture. In which part of the world were the photographs taken? Justify your answer.

B. What is 'σοφράς'? Look at an encyclopaedia or the internet to find out and then draw one.

[Photograph by Earl and Nazima Kowall. Corbis]
<http://www.faqs.org/nutrition/Diab-Em/Eating-Habits.html>

C. Discuss as a class how eating habits are different today from in the past. Say, for example, if families still eat together, if housewives cook traditional food, if meal times have changed, etc.



Cultural Corner

A. Look carefully at the photograph on the right.

Where do you think this picture was taken?

What do you think the man does? Discuss your answers as a class and complete the table below.

Place	
Job	
Name	Beefeater



B. Listen to the short extract about Beefeaters to check your answer.

Grammar

Task 1

Read the description on the right and guess what the product is. What is the original Greek word for this?

It was first discovered thousands of years ago in the Andes Mountains in South America. It has been called by different names in many countries but it is known in France as a 'ground apple'. Today, it is the main ingredient in a very popular snack food that is served in all fast food restaurants around the world.

Task 2

A. Look back at the text and find the parts which mean the same as each of the following statements i-iii. Write them on the line next to each sentence:

- i) people discovered it thousands of years ago.
- ii) people call it by different names.
- iii) all fast food restaurants serve it.

B. With your partner, discuss what differences there are between each of the pairs of sentences above (Active Voice vs. Passive Voice).

C. Find another two sentences in the text and re-write them in the Active Voice to keep the meaning the same.



One man's meat...

Task 3

Re-arrange the words and write them on the line provided to make a correct statement about olive oil in Greece.



Greece is olive oil in produced

Task 4

Which of the two sentences below are in the Passive Voice? How do you know? Discuss your answers.

- i) It is the main ingredient in a popular snack food.
- ii) In a popular snack food, it is used as the main ingredient.



How to form the Passive Voice

Complete the following rules

1. What is the common verb in each of the Passive sentences in Task 1? The verb _____
2. Put a circle around the correct answers of the words in italics:
 - i) In the Passive Voice, **we do not need / need to know** who does the action.
 - ii) The **subject/ object** of the active voice sentence becomes the **object / subject** in the Passive Voice.

Task 5

A. Write a Passive Voice statement in Greek.

.....

B. Discuss as a class how the Greek Passive is different from the Passive in English.



Listening Task 1

Listen and complete the historical line with the food that influenced history in different parts of the world as in the example:

coffee						
curiosity						
AD 800	1099	1662	1762	1789	1829	

Task 2

Listen again. Which of the events had to do with politics, money, human preferences, new tastes, creativity or curiosity? Write in the boxes under the food.

Task 3 - Mini project

In small groups, find out more about the events on the timeline and report back to the class.

Lesson 2



Vocabulary - Idioms

The title of the Unit is 'food for thought'. This is an idiom.

A. Look at the sketches in pairs and guess what the idiom for each might be in Greek.

B. In pairs, match each group of words on the left with a noun on the right. Then match the idiom with a suitable picture.

1. food for
2. have a sweet
3. a piece of
4. cup of
5. bread and
6. a couch
7. spill the
8. as cool as a
9. the spice of
10. apple of his

- a. cucumber
- b. beans
- c. potato
- d. life
- e. tooth
- f. eye
- g. thought
- h. tea
- i. cake
- j. butter



Speaking - Eating habits around the world

Task 1

Look at the spidergrams and add any food that you know which is eaten in these countries.



With your partner, create your own spidergrams for another two European countries. Compare your findings in class.

Task 2 - Mediation

Your English-speaking friend has heard that eating fruit is linked to being healthy. You have read this article. Speak to her on the phone and tell her if the information she has heard is correct.

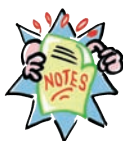
NEWS p 35



Η αυξημένη κατανάλωση φρούτων και λαχανικών έχει συνδεθεί με την πρόληψη πολλών σοβαρών παθολογικών καταστάσεων όπως είναι οι διάφορες μορφές καρκίνου και τα καρδιαγγειακά νοσήματα. Δεν είναι απόλυτα γνωστό πια είναι ακριβώς τα θρεπτικά συστατικά που έχουν σχέση μ' αυτή την ιδιότητα, αλλά πολύ συχνά γίνεται λόγος για τη δράση των αντιοξειδωτικών και την συνεισφορά τους προς αυτή την κατεύθυνση.

Παρόλα αυτά τα αποτελέσματα ερευνών που αφορούν την επίδραση της αυξημένης κατανάλωσης φρούτων και λαχανικών, καθώς επίσης και της λήψης συμπληρωμάτων καθαρών αντιοξειδωτικών, στην συνολική αντιοξειδωτική κατάσταση του οργανισμού είναι συγκεχυμένα.

<http://www.ediet.gr/>



Writing - Reviews

Task 1

Look at the photograph and decide if this would be a nice place to eat in. Why? Why not?

Discuss your ideas with your partner.



Le Pont de la Tour. Understated yet unmistakably luxurious.

Task 2

In pairs, look at the restaurant details and the review below.

How accurate is the review? Discuss with your partner and note the errors.

Restaurant Details	Le Pont de la Tour, London
Address:	The Butlers Wharf Building, 36d Shad Thames, London, SE1 2YE
Tube:	London Bridge
Cuisine:	Regional French with Italian influences
Opening times:	Sun - Fri: 12pm - 3pm 6pm - 11pm Sat: 6pm - 11pm
Average price:	£25 / £40 and over
Dress code:	Smart
Payment options:	cash only
Special offers for students:	2 courses: £20 from a set menu 3 courses £25; includes service



Task 3

A friend from London is visiting your town with her school and has asked you to find some restaurants for them to eat in.



Reviews

Dinner at **Le Pont de la Tour** may be a bit on the pricey side but there's a marvellous view of the Thames with Tower Bridge and the Tower of London in the background. I was surprised when we were given a table in the window with a great view even though we booked the special deal of 3 courses for £25. They also accept credit card so it is ideal for travellers. We had to pay some extra money for service but it was worth it, so I would recommend it very much.

Find information on restaurants you have been to in your area (or search online), and then choose one to write your review for your friend.

Lesson 3

Food Pyramid

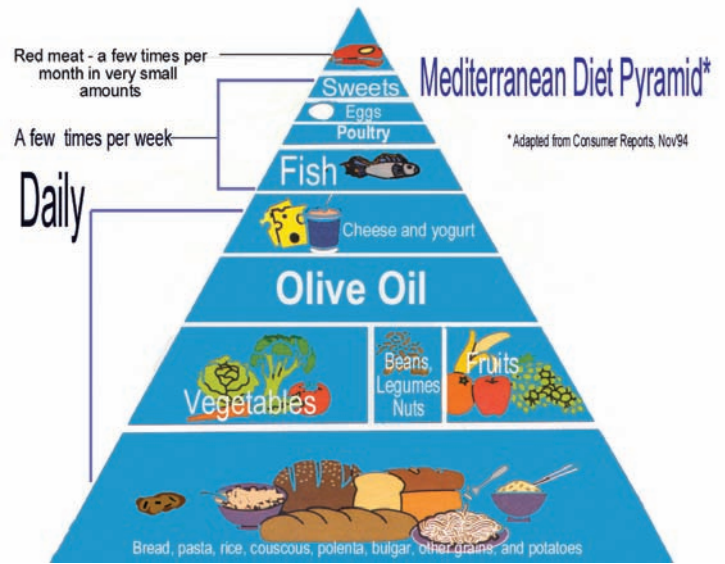
Lead-in - Task 1

Imagine you find yourself in the following situations:

- a) exam period at school.
- b) you are training for a sports event
- c) you want to lose weight as summer is coming

What kind of food would you eat in each case?

Discuss your ideas with your Home Economics teacher and compare her answers with your class in the next lesson.



http://www.geauga.osu.edu/fcs/mediterranean_pyramid.jpg

Task 2a

- A. You are going to listen to an interview of people suffering from anorexia and bulimia. What do these words mean?
- B. Now listen to the recording to check your answers.



Task 2b

Listen to the interview again and write in the percentage numbers beside each food mentioned.

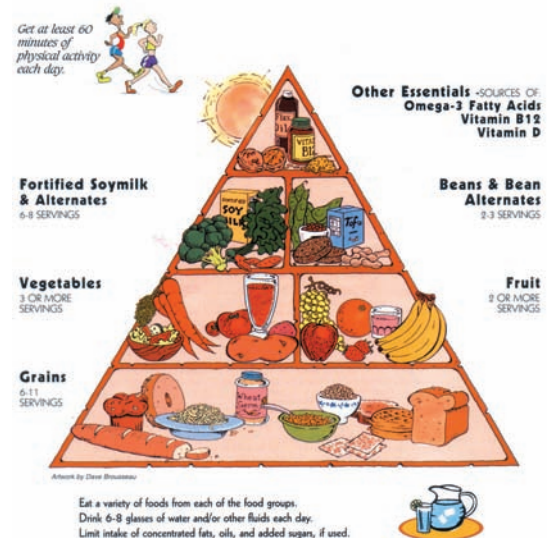
Food stressors		Food supporters	
sugar		water	
caffeine		vegetables	
alcohol		fruit	
chocolate		olive oil	

Task 3 - Project

You have invited your friend from London to come and stay with you for a week. She is your age and an athlete. She does not know anything about eating habits in Greece. You and your partner have to design a menu for her based on the Mediterranean diet.

- Stage 1:** Find information on the internet about traditional food pyramids. With your partner, decide what differences there are between them and the Mediterranean food pyramid.
- Stage 2:** Decide what food you need to prepare for each day. Make a shopping list to shop for the ingredients at the supermarket.
- Stage 3:** Write your menu and send it to your friend, explaining why you have chosen each food on the menu.

VEGAN FOOD GUIDE DAILY PLAN FOR HEALTHY EATING



Self-evaluation

Activity A

Match the words on the left with verbs from the box.

- a) coffee beans
- b) water
- c) olive kernels
- d) fruit
- e) food

ground
processed
ground
roasted
forbidden

___/2.5 points

Activity B

Circle the correct word in each sentence.

- i) The cake smells badly. It is not
a) eatable b) edible c) suitable d) likeable
- ii) My mother is a great and I enjoy all the food she makes.
a) cooker b) waiter c) kitchen d) cook
- iii) The food people eat depends a lot on their
a) agriculture b) temperature c) diet d) culture
- iv) Sugar cane is used as a/an for cars in Brazil.
a) petrol b) oil c) fuel d) grain
- v) In some countries young dogs are considered a
a) delicacy b) disease c) sweet d) source
- vi) It's not a good idea to have a before lunch!
a) diet b) grain c) cereal d) snack



___/3 points

Activity C

Use one of the endings in the box to complete each word in bold.

With the **develop**..... of agriculture, people stopped moving around from place and place and the first **farm**..... appeared about 3500 years ago. As the populations grew the **percent**..... of land used for farming increased but with great **disturb**..... to the countryside.

-ment
-ance
-age
-er

___/4 points

Activity D

Find a word in the box on the right to go with the word on the left

- i) dairy a) grass
- ii) wild b) fuel
- iii) ethanol c) products
- iv) three-course d) health
- v) mental e) meal

___/2.5 points

Self-evaluation

Activity E

Answer the following questions using information from the Unit.

- a) What is happening to whales around the world?

- b) What was a potato first known as?

- c) Where is the word candy derived from?

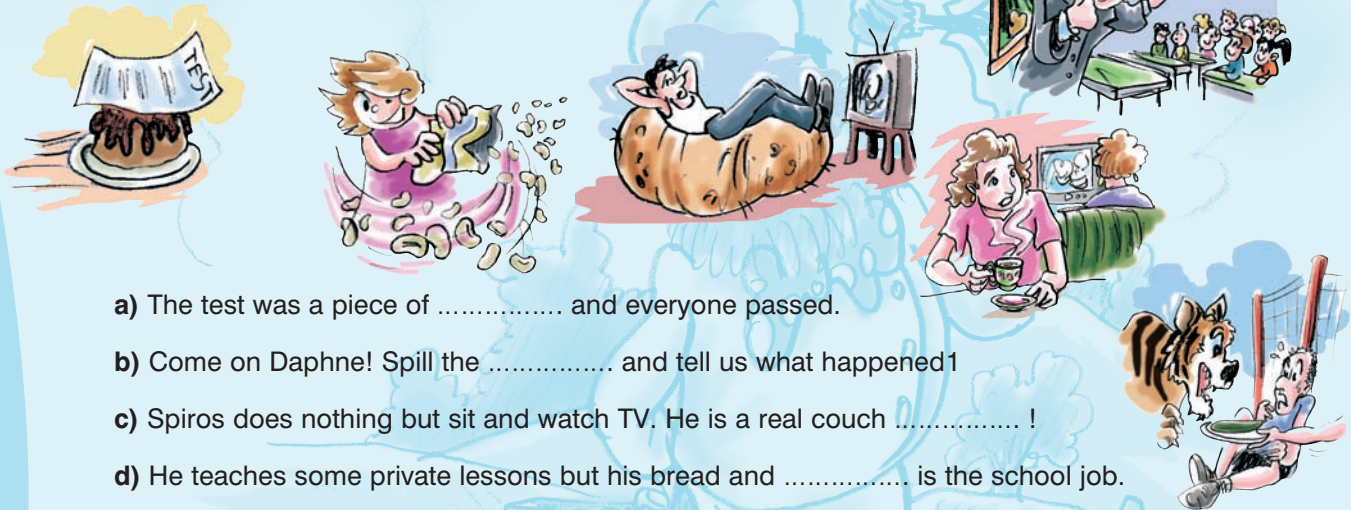
- d) Where is wheat grown in America?

- e) What were used for Archimboldo's heads?

___/5 points

Activity F

Use the sketches in the box to complete the sentences



- a) The test was a piece of and everyone passed.
- b) Come on Daphne! Spill the and tell us what happened!
- c) Spiros does nothing but sit and watch TV. He is a real couch !
- d) He teaches some private lessons but his bread and is the school job.
- e) Maria likes watching TV shows about cooking but they are not my cup of
- f) It was a difficult situation but Paul remained as cool as a

___/3 points

Total ___/20 points

Now tick how well you can do the following:

	With difficulty	Quite well	Easily
✓ I can look at a diagram and understand its meaning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
✓ I can read a review of a restaurant and make a recommendation about it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
✓ I can read a text in Greek and give the gist of it to an English speaking person	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
✓ I can sequence pictures according to information in a text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>