

Food Matters

An Alaskan woman kissing a sockeye salmon that she caught



1. Why do you think this woman is kissing a fish?
2. Why is food important for your health? For your culture? Explain.
3. What are some of your favorite foods? Where do you get these foods?

1 Where does our food come from? Why does it matter? Discuss. Then listen and read. **TR: 30**

What did you eat for breakfast this morning? For dinner last night? You might have mealtime routines that are the same—or almost the same—each day. But did you ever stop and think about the connection you have to food?

In the past, people often grew their own crops and raised their own animals. Once the food was **harvested**, they worked together to get the food to the table. This collaboration helped people to connect with one another, and with the food they prepared.



Harvesting food

Chef and **conservationist** Barton Seaver realized at a young age that food is part of the human experience. As a child, Barton lived in a **diverse** community. Immigrants who lived there brought foods from their cultures with them. Barton's parents cooked with these foods, and Barton was grateful to be able to explore the world right from his kitchen. He learned that food is a **reflection** of culture; it's part of who we are.

Today, this connection between food and people is breaking down. **Globalization** allows food to be shipped anywhere in the world. Since you can buy

Modern industrial farming



according to your **tastes**, there's no need to wait until foods become available. And you don't have to spend hours preparing meals as a family. Foods have been prepared and **packaged** to be more **convenient**. Although they make life easier, these foods are not as **wholesome** as fresh, **local** foods. Packaging and transporting foods also **impacts** the environment.

Barton studies the effects of our food choices on the environment, especially the oceans. He understands that we have preferences about seafood, and that fishermen try to get us what we want. But **commercial** fishing has upset the ocean's ecosystem, and Barton is working to help people change their attitudes about food so that they make better choices.

So, the next time you sit down to a nice entrée of fish and vegetables, think about what you're eating. Are the vegetables from a nearby farm or from across the world? Is the fish on your plate an overfished species? Enjoy your dinner, but don't ignore where it comes from. Remember, your choices count!



2 Learn new words. Listen and repeat. **TR: 31**

3 Work in pairs. Describe what you ate and drank at your last meal. Was it wholesome? Where do you think this meal came from? What impact do you think it had on the environment?

4 Read and write the words from the list. Make any necessary changes.

| | | | | |
|------------|----------|---------------|---------|-----------|
| commercial | diverse | globalization | harvest | impact |
| local | packaged | reflection | taste | wholesome |

According to Barton, food is a _____ of our culture. He should know. Barton grew up in a very _____ community, where he learned about different cultures through food. Barton sees food as a way to connect with people we know and people we don't know. Trying new foods can _____ our relationship with people, and help us understand other cultures. Barton also sees _____ foods as the best choice. Choosing from what's produced nearby makes us try new things, not just buy according to our _____. Although _____ farming and fishing offer a wide variety of foods in the supermarket, Barton wants us to avoid popular, overfished species, and instead try the "catch of the day." We should get creative with what is available to create unique, _____ meals.

5 Learn new words. Listen for these words and then match them to the correct definition. Then, listen and repeat. **TR: 32 and 33**

| attitude | entrée | grateful |
|----------|--------|----------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

1. feeling or opinion
2. main part of a meal
3. thankful

Commercial fishing

6 Choose an activity.

1. **Work independently.** Think about the food produced in your region, and plan an entrée that uses local ingredients. Present your meal idea to the class.
2. **Work in pairs.** Discuss what affects your food choices more: your own tastes or what foods are available to you. Do you make good food choices? Explain.
3. **Work in groups.** Create a survey of food awareness. Work together to write five questions about food. Conduct the survey in class. Then present the results.

SPEAKING STRATEGY TR: 34

Offering advice

You should think about helping us in the community garden.

If I were you, I'd sign up for the school's gardening club.

Why don't you try growing vegetables at home?

Accepting or declining advice

Actually, I was thinking we could work at the school's garden.

Great idea! Thanks for the suggestion!

Thanks for the idea, but I prefer working in my grandfather's garden.

7 Listen. How do the speakers offer and respond to advice? Write the words and phrases you hear. **TR: 35**

8 Read and complete the dialogue.

Natalia: I'm so tired of eating the same old thing.

Alex: _____ eating something different? What foods do you like?

Natalia: Well, I love chicken, bread, rice . . .

Alex: _____, I'd look for dishes from other cultures with those ingredients. Have you tried Indian food?

Natalia: No. _____, but I don't eat spicy foods.

Alex: Not all Indian food is spicy. And many Indian dishes use chicken and rice. Indian bread, called *naan*, is really delicious, too!

Natalia: Really?

Alex: Really! _____ you could come over and try some Indian food at my house. My dad's making it tomorrow night.

Natalia: _____



9 Work in groups. Spin the wheel. Give advice on the topic. Listen as group members respond to your advice.

You should think about trying sardines. They're really good!



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10 Work in pairs. You want to eat more responsibly. Listen and respond to your partner's advice on how to do so.

GRAMMAR TR: 36

Mixed conditionals: Expressing how things would be different

If I **hadn't learned** about overfishing, I **would** still **be eating** tuna.

If you **had learned** about Indian food sooner, you **wouldn't** still **be eating** pizza all the time.

11 Read. Circle the correct answer.

1. If I *had learned / learned* how to cook, I *wouldn't be / wouldn't have been* eating sandwiches all the time.
2. I *wouldn't have been / wouldn't be* eating chips now, if I *had remembered / remembered* to pack my lunch.
3. What *would we call / would we have called* a sandwich today if the Earl of Sandwich *didn't ask / hadn't asked* for his food to be served between two pieces of toast?

12 Listen. Complete the sentences. TR: 37

1. If Barton Seaver hadn't grown up in a family where trying different foods was so important, _____
_____.
2. _____,
we would still be more closely connected to what we eat.
3. If we had stayed more connected to our food, _____
_____.

13 Work in pairs. Talk about what would be different now in these situations.

1. If I had never tried (food), ...
2. If I had (never) learned to cook, ...
3. If I hadn't learned about food awareness, ...

If I had learned to cook when I was younger, I wouldn't be eating so much packaged food.

Yeah, and if I hadn't learned about food awareness, I wouldn't read labels carefully.

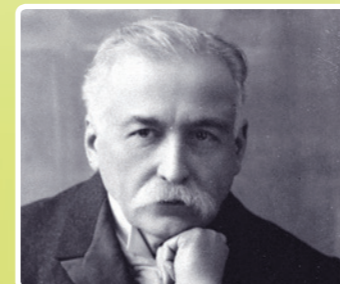
14 Learn new words. Listen and read about food revolutionaries. Then listen and repeat. TR: 38 and 39



Barton Seaver



Christopher Columbus (1451–1506)



Auguste Escoffier (1846–1935)

You have already learned that Barton Seaver is a food **revolutionary**. He wants to change the way we eat, especially seafood. According to Barton, if we hadn't overfished popular fishes like tuna and cod, the ocean's ecosystem wouldn't be out of balance. Barton understands that fish is in demand because it's a healthy source of **protein**. He just wants people to try fish that are lower on the food chain. This would help **restore** the population of overfished species. Barton is trying to make changes today, but there were other food revolutionaries long before him.

Christopher Columbus is known around the world as an explorer. But, Columbus is also one of the first food revolutionaries. If he hadn't traveled west in search of **spices** from India, he would have never arrived in the Americas. And if he and other explorers hadn't arrived in the Americas, foods such as tomatoes, potatoes, corn, and cacao would not have been brought back to Europe. Without Columbus's exploration, the modern diet of many cultures would be much different.

Another food revolutionary is French chef Auguste Escoffier. Escoffier wanted to make the process of cooking more standard. He wrote down ingredients and necessary steps for each of his dishes. If Escoffier hadn't done this, we might not have **recipes** or cookbooks!

15 Work in pairs. Talk about how things would be if it weren't for food revolutionaries. Used mixed conditionals in your discussion, as well as the words from the box.

corn fish potato recipe spice write

16 Work independently. Research another food revolutionary, such as Julia Child, Clarence Birdseye, or Ettore Bioardi. Write about the person you chose. Tell how things would be different if it hadn't been for that person's work. Present your research to the class.

Tomatoes and corn were brought to Europe from the Americas in the 1500s.

17 Before you read, discuss in pairs. Based on what you learned so far and the photo on this page, what do you think the reading is about?

18 Learn new words. Find these words in the reading. What do you think they mean? Think about the context of this unit. Then listen and repeat. **TR: 40**

| | |
|-------------|----------|
| consistent | organic |
| sustainable | vertical |

19 While you read, think about how what you learned so far in this unit relates to the text. **TR: 41**



National Geographic Explorer Caleb Harper and his CityFarm

Grow IT HERE, Eat IT HERE

With 80 percent of the world's population living in cities by the year 2050, we need to consider indoor farming.

What do you think of when you hear the word *farm*? You probably think of a large, open land with lots of different crops growing and animals grazing, right? Well, urban agriculturalist Caleb Harper is working to change how we think about farms.

Over the past few years, Caleb has been researching different forms of vertical farming. He has been working to bring farms into the city. His main focus is on two types of vertical farming: *aeroponics* and *hydroponics*. With aeroponics, a nutrient-filled mist is sprayed on a plant's roots to help them grow without soil. With hydroponics, a plant is grown in nutrient-rich water.

Caleb uses simple computer technologies to monitor his crops. This technology allows him to control climate and provide consistent light, food, temperature, and water. The result is better plant growth and flavor. This consistency also allows his crops to produce food four to five times faster than those of a traditional outdoor farmer.

Caleb's work is important. Right now, we are facing a global food crisis. The world's population is at 7 billion. In 30 years, it will be nearly 9 billion. We will need to produce 70 percent more food to feed these additional people, but there isn't enough farmland.

Even if there were, traditional farming can be harmful to land. Overused soil loses nutrients. Farmers use chemicals to treat their crops. These chemicals get into the ground and run off into bodies of water. The polluted water supply threatens the ecosystem and the health of those living nearby.

Vertical farming systems can help solve these problems. First, farms in urban areas will allow people to harvest fresh produce year-round. There is no need to worry about threats such as droughts or insects, which could ruin a crop. And indoor farms are sustainable. They use less water than a traditional farm, and with aeroponics, 97 percent of fresh water is reused. Vertical farms use less energy because they don't depend on large farming equipment and long transportation systems to carry the food from farm to city. And all of the crops in an indoor farm are grown without pesticides, so they are fresh, healthy, and organic.

So, the next time you hear the word *farm*, don't just think of that large, open land with crops and animals. Think inside the city—it's the future of farming.

20 After you read, work in pairs to answer the questions.

1. Describe Caleb Harper's indoor farm.
2. Why is Caleb's work important?
3. What are *aeroponics* and *hydroponics*?
4. What are two problems with traditional farming?
5. What are three ways that indoor farms are sustainable?

21 Work in groups. Using what you learned in the unit, discuss whether you think Barton Seaver would support Caleb's work. Give examples to support your ideas.

22 Discuss in groups.

1. Vertical farms will help provide food for our growing population. What is another way we can produce more food?
2. Apart from the health and environmental benefits, what other benefits could indoor farming bring to a city?

VIDEO



A plate of chapulines

23 Before you watch, discuss in groups.

1. What is the most unusual food you have ever eaten? Why did you try it? Did you like it?
2. Look at the photo of *chapulines*. This dish is eaten in parts of Mexico. Have you ever tried this dish, or a similar one? Would you try it? Why or why not?

24 Work in pairs. The video presents problems related to food, and how eating insects might solve those problems. Predict a problem and a solution that the video may mention. Write your answers in the space below.

| Problem | Solution |
|---------|----------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

25 Watch scene 3.1. While you watch, check your predictions from Activity 24.



A grasshopper

26 After you watch, read the sentences below. Use the information from the video to decide if each one is true or false.

1. Presently, very few people in the world eat insects. T F
2. Beetles and caterpillars are the insects most commonly eaten by people. T F
3. There are fewer than 200 species of edible insects. T F
4. Insects are a good solution to the increased demand for protein. T F
5. Insects are already being used to produce food for farm animals. T F
6. Eating insects is really harmful for the environment. T F

27 Work in pairs. This video suggests that we try something new, even if it seems unpleasant. Think about a time when you had to try a new dish, even though you didn't want to. Who or what made you try it? Was it what you expected? Explain.



Eating a centipede

28 Choose an activity.

1. **Work independently.** Find out about another unusual food source that people may not want to eat, such as snake meat or snails. Learn about where this food is eaten, who eats it, and how it is prepared. Write a paragraph to summarize what you learned.
2. **Work in pairs.** Make a list of six things that people would consider unpleasant to eat, such as insects, worms, or certain animal parts. Survey ten people to find out which of these things they are most likely to try, and which they wouldn't try. Present your survey results to the class.
3. **Work in groups.** Prepare a radio commercial to convince listeners to try eating insects. In your commercial, explain at least three benefits of eating insects.

GRAMMAR TR: 42

Double comparatives: Describing outcomes

The more people there are in the world, **the more** food we need to produce.

The less our food travels, **the less** it impacts the environment.

The more we choose wholesome foods, **the healthier** we are.

The less we eat processed foods, **the better**.

29 Complete the sentences with comparative phrases.

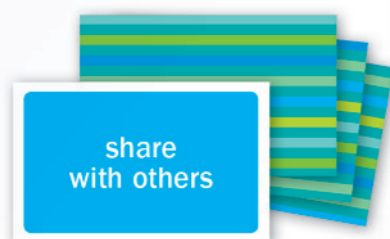
1. The more new foods we try, _____.
2. The less time we spend cooking, _____.
3. The more we know about food, _____.
4. The less we waste food, _____.
5. The more indoor farms there are, _____.
6. The higher the population, _____.
7. The less we use chemicals, _____.
8. The more seafood we demand, _____.

30 Work in pairs. Discuss two ways that food choices impact the environment. Use comparative sentences in your discussion.

The more we ship food across the world, the more we impact the environment.

That's right! And the more we buy from local farms, the less we impact the environment.

31 Work in groups. Take a card. Use a comparative sentence to comment on the topic. Then, discuss the comment. Each group member should agree or disagree with the comment.



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WRITING

When you write a review, you combine facts and opinions to describe a place (such as a hotel or a restaurant) or a thing (such as a book, a song, or a movie). Use the following words to show your attitude when writing a review:

actually clearly honestly more/most importantly (un)fortunately

32 Read the model. Work in pairs to identify the facts, and the author's opinions about the restaurant. What words does the writer use when showing his/her attitude about the restaurant? Underline the words.

If you are looking for a great meal, you should really go to Jozsa's Restaurant. The more I eat there, the better it gets. I'm not the only one who thinks that Jozsa's has the best food in town: the restaurant has actually won many awards for its excellent dishes, such as roasted chicken with potatoes and beef with noodles. The fish entrées are all delicious as well. Everything at this restaurant is worth a try. And don't forget to save room for dessert. Honestly, the chocolate cake is the best you'll ever have!

Clearly the chef at this restaurant uses fresh ingredients. There is a large garden behind the restaurant where they grow vegetables and herbs that are used in the dishes. Nothing on the menu is made with packaged foods. For this reason, I feel like Jozsa's is a great choice for a wholesome meal if you can't cook at home.

Fortunately, Jozsa's is open every night from 5:00 to 11:00, and for lunch on the weekends. The restaurant is very busy, so you will want to make a reservation. The service is fantastic every time! The workers are friendly, and more importantly, they always have the food on your table quickly. The inside and outside of the restaurant are both great places to eat. If it's cold outside, try to get a seat next to the fireplace. In nice weather, you can enjoy your dinner in the garden.

Every time my family has something to celebrate, we choose Jozsa's. If you haven't tried Jozsa's yet, you don't know what you're missing!

33 Work in pairs. Does this review convince you to try this restaurant? Why or why not?

34 Write. Write a review of your favorite restaurant. Give both facts and opinions of the food, the service, and the surroundings.





Know Your Food

“Take some time to educate yourself about the right decisions—and make a difference in the health of the planet.”

—Barton Seaver

National Geographic Explorer, Chef/Conservationist

1. **Watch scene 3.2.**

2. How much do you know about the food that you eat each day? Why is it important to be informed about food choices?

3. What steps can you take to learn more about the food you eat? Name at least two things you can do to be better informed.

Make an Impact

A Create a sustainable lunch menu.

- List food groups that you would include on a lunch menu.
- Research sustainable options for each of these food groups.
- Create a lunch menu for a week that includes wholesome foods that don't negatively impact the environment.

B Profile a well-known chef.

- Research a chef who works to create sustainable dishes.
- Write a biography of the chef, including information on how he or she connects with food. Include one of the chef's recipes in your profile.
- Present your research to the class.

C Plan and host a cooking show.

- Research sustainable, wholesome meals. Choose a dish to feature on your show.
- Choose ingredients for your dish. Describe the ingredients that you chose and why they are good choices.
- Using the ingredients, demonstrate how to prepare the dish. Explain the process.

