Food Revolution



EAE Learning objectives for this lesson

Learn and practice new vocabulary about food and sustainability. Review modal verbs and practice them. Test your listening comprehension.

Activity One - ***Food in a Hat***

Take a small piece of paper and write on it your favorite food and your least favorite food. Then your teacher will read out the answers and everyone should guess whose answers they are.

(For individual lessons - tell your teacher what you love and hate food-wise).

What do you have in common as far as your preferences for food go?



Activity Two - ***Class Vote*** - Degrees of importance.
(Or individual opinion).
What do you think should be the most important considerations in food choices today. What are the top three most important points in the list?

1. Low price food.
2. Healthy food.
3. Less food waste.
4. Less food inequality in the world.
5. More organic food on our plates.
6. Less sugar in our food.
7. Less salt in our food.
8. Less processed food.
9. More sustainably sourced food.
10. Reduce our carbon footprint in transporting food.

Now that you have given your personal opinion on the question:

- **Compare your answers.**
- **Answer this question:** What do you think the general public want in France (which of the ten points are most important to most people), and what criteria affect their priorities on this question?



Activity Three - ***Degrees of certainty.***

In the last activity we looked at degrees of importance. Now let's review degrees of certainty (certain, probable or possible), with some modal verbs: **can, could, may, might, shall, should, will and would.**

Possibility:
We use the modals could, might and may to show that something is possible in the future, but not certain:

- They might come to the party later. (= Perhaps/Maybe they will come later.)
- They may come by car. (= Perhaps/ Maybe they will come by car.)
- If we don't hurry we could miss the plane. (= Perhaps/Maybe we will be late)

We use could have, might have and may have to show that something was possible now or at some time in the past:

- It's ten o'clock. They might have gone to bed by now.
- They could have left the house hours ago.



We use the modal can to make general statements about what is possible:

- It can be very hot here in summer. (= It is sometimes very hot in summer)
- You can easily lose your way in the dark. (= People often lose their way in the dark)

We use the modal could as the past tense of can:

- It could be very hot in summer. (= Sometimes it was very hot in summer.)
- You could lose your way in the dark. (= People often lost their way in the dark)

Impossibility:
We use the negative can't or cannot to show that something is impossible:

- That can't be true.
- You cannot be serious.

We use couldn't/could not to talk about the past:

- We knew it could not be true.
- He was obviously joking. He could not be serious.

Probability:
We use the modal must to show we are sure something to be true and we have reasons for our belief:

- It's getting dark. It must be quite late.
- You haven't eaten all day. You must be hungry.

We use must have for the past:

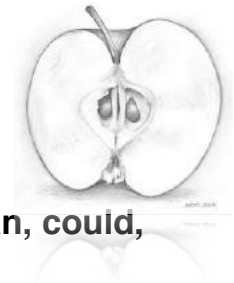
- They hadn't eaten all day. They must have been hungry.
- You look happy. You must have heard the good news.

We use the modal should to suggest that something is true or will be true in the future, and to show you have reasons for your suggestion:

- Ask Jane. She should know.
- It's nearly six o'clock. They should arrive soon.

We use should have to talk about the past:

- It's nearly eleven o'clock. They should have arrived by now.



Source - British Council.

Activity Four - ***Food Revolution***

Read the article about the food revolution and fill the gaps with one of these words **can, could, may, might, shall, should, will and would.**

You …….. have heard of the food revolution. It's a concept which many organisations and institutions are working on. The idea is that the choices we make about our diet …….. be able to make us healthy and …….. also impact more positively on the environment. Global warming …….. mean serious consequences very soon. The changing environment …….. affect how we feed the world. We …….. ignore this. People …….. eat less fast food and less industrially produced food if they knew exactly what was in it and how it affects the environment. We …….. all try to be more responsible in the way we consume food. Various celebrities and government institutions and private organisations have been trying to raise awareness about the issues surrounding what we eat. They …….. be continuing their efforts and we …….. see more new campaigns like the food revolution campaign. We …….. see what the future brings and how this kind of campaign may affect decisions people make about food. It …….. not be very affective for people who don't have much money and who just buy the cheapest food available. We …….. aim to make healthy and sustainable food available for low prices so that everyone …….. have a chance to be healthy and make the world healthier too!

Activity Five - ***Call my Bluff*** - *(Prepare some ideas at home for this activity, before the lesson).*
Discuss with your partner and decide on three statements about food. One false and two true. (for example something strange that you have eaten, something you are allergic to or a strange fact about food). Then tell the rest of the class (or your teacher) what the three statements are and see if they can guess which one is false.

When you guess justify your choice in this way:

The statement (one of the modal verbs) MIGHT, SHOULD, COULD, MAY, CAN, MUST, CANNOT, MIGHT NOT be true because……

Activity Six - ***Q and A*** - *Ask someone in the class one of the following questions. They have to use a modal verb in their answer. Once they have answered they can ask someone else another question.. Try and think of more questions with modal verbs.*

1. What would you be prepared to pay for a healthy and sustainable meal for one person?
2. What could you do to make your next meal more sustainable?
3. What should you stop eating to be more healthy?
4. What can we do to avoid food waste?
5. Where should you buy your food if you want to make better food choices?
6. What legislation do you think the government might introduce to promote healthy eating?

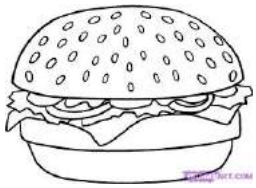
Activity Seven - ***Comprehension - FoodREVOLUTION Day SONG - Jamie Oliver***
Listen to the song and answer the following questions.
So listen actively for the information you need.
https://www.youtube.com/watch?v=5Ug_vplk1jc



1. What does Jamie Oliver say about the two halves of the world?
2. What advice does he give?
3. What do the kids reserve?
4. How can we educate the nation?
5. What should we sign?
6. Can we rely on the government,
7. Who can save our lives?
8. What's wrong with some people?
9. What promise should you make yourself?
10. How many bodies do you get?

Activity Eight - ***Comprehension and Presentation- foodrevolutionday - Jamie Oliver***
Watch the video and answer the questions. Then with your partner ***make your own presentation*** *about another aspect of the food revolution (avoiding waste, sustainability etc..)* http://www.foodrevolutionday.com/#t0s5Dutq4KBBh2TD.97

1. What does Jamie Oliver want to force governments to do?
2. What kills more people than ever before?
3. How many children are obese?
4. Who did diabetes used to affect?
5. Where does the future start ?
6. What should we fight for?
7. What can it help?
8. What should you do?



Activity Nine - **Role Plays** - Act out one of the following situations with a new partner.

A. You are trying to explain about healthy eating to your teenage son but he is addicted to McDo.
B. You are Jamie Oliver and you are talking to Barrack Obama about the Food Revolution.
C. You are an African child from a poor country and you see the Food Revolution website on your mobile phone. You talk to your friend about it.
D. You are the CEO of Mc Donald's and you talk to your assistant about the Food Revolution movement.

