

## LESSON 2: THE FOOD REVOLUTION

## TEACHER NOTES

**Age:** Young adult  
**Level:** Intermediate (B1)  
**Time:** 60 minutes + project  
**Focus:** Listening, vocabulary  
**Materials:** One copy of the worksheet per student, a PC or projector, and an internet connection in the classroom.  
**Overall Aims:** In this lesson, students will:

1. develop an awareness of food revolution in the 21st century
2. recycle vocabulary from Lesson 1 to talk about food
3. be able to hear main ideas and supporting details in videos and audio materials

### LISTENINGACTIVITY1:JAMIE'SFOODREVOLUTION

**Aims:** to activate students' previous knowledge of healthy eating; to raise awareness of food issues; to listen for general ideas in an audio material.

**Approximate time:** 15 mins

#### PROCEDURE:

1. Distribute the worksheet. Get the students to discuss the lead-in question in pairs and elicit their answers.
2. Play the video (2:31) at [www.youtube.com/watch?v=f8CF15HJJ-0](http://www.youtube.com/watch?v=f8CF15HJJ-0) (**Jamie Oliver's Food Revolution US trailer**)\*. The video features both British and American English. You may play the video twice, asking your students to get the overall idea during the first viewing and to answer the questions 1–4 during the second one.  
 \*This video contains an example of swearing. You may want to watch it before deciding if it is acceptable to use with your class.
3. Ask the students to compare their answers with another student before elicitation.
4. Get students to discuss the questions in exercise B in pairs.

#### Possible Answers:

- A.**
1. Statistically, it was the unhealthiest city in the USA.
  2. A celebrated British chef.
  3. To start a healthy food revolution.
  4. People in Huntington did not understand him and were not very supportive.

#### B.

The video does not say so, but Jamie's revolution actually failed in Huntington. Students will find this out in the next activity. For now, accept any answer and ask what evidence they have. This is an important step as considering evidence is essential in critical thinking.

### KEY WORDS

**Aims:** to recycle words from Lesson 1; to discover other forms of these words

**Approximate time:** 15 mins

#### PROCEDURE:

1. Review the key words from Lesson 1.
2. In part 1 of the activity, ask students to complete the blanks in the Jamie Oliver text. Let them compare answers with each other and then check the answers.
3. Before you proceed to part 2, ask them what happened to Jamie's Food Revolution in Huntington (it failed).
4. In part 2, let them work individually or in pairs with a dictionary and complete the chart. Go around the classroom to check the answers.

#### Answers:

1. a. advocate  
 b. local  
 c. cuisine  
 d. unique  
 e. criteria  
 f. apply

#### 2.

VERB	NOUN	ADJECTIVE	ADVERB
localise	location	local	locally
advocate	advocate / advocacy	advocative	—
establish	establishment	established	—
apply	application	applicable	applicably
display	display	—	—

### LISTENINGACTIVITY2:VICTORANANIASOFBODRUM

**Aims:** to move from listening for the general idea towards listening for supporting details in audio material

**Approximate time:** 15 mins

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### PROCEDURE:

1. Get the students to discuss the lead-in questions in pairs or small groups and elicit their answers.
2. Make a link from Jamie's food revolution to organic farming: the Huntington episode may have been a disappointment, but the food revolution is going strong globally. More and more people are starting to understand that food prepared from scratch is better for human health than fast or frozen foods. The next step in the food revolution is going organic – use this to justify playing the story of a pioneer in organic farming.
3. Play the audio and have the students answer the questions. If necessary, play the audio once again.
4. Ask the students to compare their answers with another student and elicit their responses.

### Possible Answers:

1. dentist / ceramic artist
2. because they wanted a simpler, natural lifestyle
3. because he discovered that big city life wasn't for him
4. establishment of the first organic restaurant in Turkey / establishment of the first organic farming magazine in the country / establishment of the Buğday Association for Ecological Living



### Transcript: Victor Ananias

Victor Ananias was born in Zurich, Switzerland in 1971 to a Chilean father who was a dentist and a Turkish mother who was a ceramic artist. When Victor was six years old, his family decided to move to Turkey because they wanted a simpler, natural lifestyle. They chose Bodrum, which used to be a quiet seaside village in those days, and started to grow their own organic fruit and vegetables. They believed that a natural life also meant a healthy life.

During his school years in Bodrum, Victor worked as a florist, then as a waiter and finally as a tourist guide. After school, he went to a nearby city to study English literature at university. However, he soon discovered that the big city life wasn't for him. Like his parents, he also wanted a simple and natural way of life away from the crowds. He left university and for a while went travelling in South America and Europe. During his travels, he worked in vegetarian restaurants and ecological centres. When he returned home to Bodrum, he had made up his mind about what he wanted to do. He offered to help a local farmer in a market sell his products to foreign tourists. In exchange, the farmer agreed to share his market stall so that Victor could have a small space to sell his organic vegetables. So Victor helped the farmer

communicate with tourists in English, and the farmer let him use his stall to sell his produce.

Victor's half-stall in the market was the beginning of something much bigger. First of all, with the money he earned from the stall, Victor established a small restaurant which served dishes prepared from his own produce. This was the first organic restaurant in Turkey, which quickly turned into a meeting point for organic farming advocates. Secondly, it was in this restaurant that the organic farming magazine *Buğday* was born. It included articles about local products, organic farming techniques, eco-villages and vegetarian recipes. The first few issues of the magazine were handwritten and printed on a photocopy machine in the restaurant. Most importantly, though, the success of the restaurant encouraged Victor to establish the Buğday Association for Ecological Living. It is currently Turkey's strongest organisation in organic farming.

Victor was a much loved character among his friends and colleagues. Unfortunately, he passed away unexpectedly at the age of 40. At the time of his death, he was already listed by the international ecology associations as one of the top ecological leaders of the world.

### AFTER YOU LISTEN: AN ORGANIC HOLIDAY

**Aims:** to extend the listening activity; to recycle the key words introduced at the beginning of the lesson

**Approximate time:** 15 mins

### PROCEDURE:

1. Ask students to read the three ads and choose one for their holiday. Tell them to get ready to justify their choice.
2. You may form small groups for students to share their choices and reasons. Alternatively, if you have time, each student may share their own answer with the whole class. If, on the other hand, you are short of time, you may assign this as homework.

### LESSON 2 WORD LIST

Each lesson finishes with a two-column word list. The Key words column includes topical words explicitly taught in the lesson. The other column, Academic words, includes words from Coxhead's Academic Word List that university students frequently encounter in English medium classes (and may already be familiar with). These are peppered in each given lesson and are presented in a list so that

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students can pay attention to them. A short vocabulary exercise follows each word list.

### ACADEMIC VOCABULARY EXERCISES

Answers:

1. chart
2. outcome
3. revolution
4. achieve
5. significant
6. consist of
7. consequently

### PROJECT

 **GLOCALISATION IDEA:** Ask your students to prepare a 2–3 minute talk on the food culture in their city, region or country. If, however, all your students come from the same place and you think the talks may become repetitious, you may use the Food By Country website [www.foodbycountry.com](http://www.foodbycountry.com) to assign each student a different country.

This may be done individually or in groups, inside or outside class, depending on the time available.

### HOMEWORK AND INDEPENDENT LEARNING

A) You may introduce the concept of the Food Waste Revolution by assigning the article 'This new grocery store in Denmark found a brilliant way to profit from a huge waste' from *Business Insider*. The article may be reached at the following link:

<http://uk.businessinsider.com/wefood-denmark-grocery-store-eliminates-food-waste-2016-2>

This article may also be used as a short reading quiz.

Suggested Questions:

1. What is special about WeFood? How is it different from other stores you know?
2. What does WeFood aim to do? How does it work?
3. What are some similarities and differences between WeFood and Daily Table?
4. Why do you think food waste is an important issue?

Possible answers:

1. They sell expired and ugly food at discounted prices.
2. It aims to reduce Denmark's food waste. It has deals with food suppliers and supermarkets to get their expired or ugly/blemished food and sell it to low-income citizens.
3. They both sell food that other stores are planning to throw out. But unlike WeFood, Daily Table doesn't sell any food that is past its expiration date.
4. Food production is a resource-intensive process requiring water, energy, land, labor. When we throw away food, we waste all these resources. Also, while food is being thrown away uneaten, many people are going hungry.

B) You may assign the PBS NewsHour video (2:51) at [www.youtube.com/watch?v=UpVEWdrTu8c](http://www.youtube.com/watch?v=UpVEWdrTu8c) about Edible Education (Alice Waters teaches slow food values in a fast food world). This video may also be used as a short listening quiz.

Suggested Questions:

1. According to Alice Waters, what two problems does fast food cause?
2. What is the message of the fast food culture?
3. What is the aim of her project Edible Schoolyard?
4. What was the best lesson that she learned?

Possible answers:

1. Health problems and digestion of bad values.
2. 'Cooking is not something important.'
3. To bring children into a new relationship with food and agriculture.
4. When children grow and cook their own food, they also want to eat it.

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## WORKSHEET

### JAMIE'S FOOD REVOLUTION

#### LEAD-IN

What do you imagine the north American diet to consist of? Discuss with a partner.

#### LISTENING

**A** Now watch the video and answer the following questions:

1. What was the problem in Huntington?
2. Who is Jamie Oliver?
3. Why did he go to Huntington?
4. Why was he upset?

**B** Do you think Jamie's plan is likely to succeed? What evidence do you have?

#### KEY WORDS

1. Use the following words from Lesson 1 to complete the text.

*cuisine (n, u)*    *advocate (v, tr)*    *apply (v, tr)*    *local (adj)*    *unique (adj)*    *criteria (n, c, pl)*

British chef Jamie Oliver gained popularity in the USA for his campaign against obesity, known as Jamie's Food Revolution. As an (a) \_\_\_\_\_ of fresh and (b) \_\_\_\_\_ food, Jamie was shocked to find that American children were growing up on a diet consisting largely of frozen and fast foods. Indeed, North American (c) \_\_\_\_\_ is based on hamburger, pizza and fried food. Some children that Jamie met didn't even know what a whole tomato looks like because they had only ever seen it sliced on a pizza!

Jamie started his US campaign in Huntington, West Virginia. This city was (d) \_\_\_\_\_ as it was America's unhealthiest city. Jamie started a TV show in Huntington to introduce his food revolution. He went around schools and met their 'kitchen ladies'. He gave them a set of (e) \_\_\_\_\_ for cooking fresh and real foods. His campaign started with big hopes but unfortunately failed in the end because most American children still preferred frozen food and the schools decided that fresh ingredients were expensive. Consequently, they didn't want to (f) \_\_\_\_\_ Jamie's principles anymore and the Food Revolution came to a sad and quiet end.

2. Complete the chart with other forms of the key words. If necessary, use a dictionary.

VERB	NOUN	ADJECTIVE	ADVERB
		local	
advocate			—
establish			—
apply			
display		—	—

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## WORKSHEET

### VICTOR ANANIAS OF BODRUM

#### LEAD-IN

Victor Ananias was a Chilean-Turk who established the Turkish NGO (non-governmental organization) Buğday Association for Supporting Ecological Living in Bodrum, a coastal town in Turkey.

Do you know of any green living or organic food NGOs in your country? Can you name a few? What are their aims?

#### LISTENING

Now let's listen and find out who Victor was, how he came to live in Turkey, and what he was trying to achieve.

1. Victor's father was a Chilean \_\_\_\_\_ and his mother was a Turkish \_\_\_\_\_ .
2. Why did Victor's parents move to Bodrum in Turkey?
3. Why did Victor drop out of university?
4. Write three significant outcomes of Victor's market stall:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

#### AFTER YOU LISTEN: AN ORGANIC HOLIDAY

Imagine you want to go on a short environmentally-friendly holiday. Which of the following options would you choose? Why?

##### A. KOO GUESTHOUSE Kumlinge Island, Finland

An eco-friendly guesthouse on the breathtaking Kumlinge Island in southern Finland. Accommodation in simple log cabins. No TV or Internet. We grow our own organic fruit and vegetables. Meals with the family in the outdoor kitchen. Cycling, hiking, fishing, sailing and kayaking in the Baltic Sea. €50 per person per day, meals included. Guests who arrive without a car receive a 5% discount!

##### B. ESTANCIA DEL SOL Salta, Argentina

An organic farm at the foothills of the Andes in the subtropical Salta region in Argentina. Delicious local food, horse riding, walks in the green Lerma valley, photography, birdwatching – all in a unique setting by the banks of Rio Rosario. Stay in luxury rooms in the farmhouse. All rooms have TV, mini fridge, wi-fi. 100 dollars per person per night, half-board.

##### C. FERNWEH HOTEL Berlin, Germany

An environmentally-friendly designer hotel in Berlin's trendy neighbourhood Prenzlauer Berg. Rooms decorated with modern art and 100% natural materials. Free wi-fi. Vegan cuisine in hotel bistro and vegetarian cookery course with Germany's top chefs. After a busy day in Berlin, relax with aromatherapy in our roof-top spa. €70 per person per day, bed and breakfast.

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WORKSHEET

### LESSON 2 WORD LIST

Key words	Academic words
advocate	achieve
apply	chart
criteria	consequently
cuisine	consist (of)
display	outcome
establish	revolution
local	significant
unique	

In this lesson, you recycled key words from Lesson 1.

You also encountered the academic words on the right. These words are frequent in academic life.

### ACADEMIC VOCABULARY EXERCISES

Use the words below to complete the sentences. Do not change them.

*consequently    outcome    chart    revolution    significant    consist of    achieve*

- The \_\_\_\_\_ in your book shows the amount of food wasted in the first world.
- The \_\_\_\_\_ of Jamie's Food Revolution was that many parents became aware of the relationship between food and obesity.
- The Agricultural \_\_\_\_\_ took place during the 18th and early 19th centuries in Europe.
- Victor Ananias was a Chilean Turk who managed to \_\_\_\_\_ many things in his short life.
- One \_\_\_\_\_ achievement from Victor's life was the establishment of Turkey's first green life association.
- A healthy and balanced diet should \_\_\_\_\_ proteins, carbohydrates, dairy products, fruits and vegetables.
- The risks of having a diet based on fast food alone are now well-known. \_\_\_\_\_, more and more people are starting to demand healthy, organic, slow food.

### PROJECT

Prepare a mini talk on the food culture of your city or country. What are your staple foods? What dishes do you have on special days? What are your mealtime customs?