Homework #1 - Write an English self-Introduction of 80 words in the "Leave a Reply" box.

Remember to write your name and student number AND click ‘POST COMMENT’

Homework #2 – Answer these questions from the book:
1. Would you like to eat the food in the photo? Why?
2. What is your favorite food?
3. Which country’s food do you like the most? Why?

Write your answers to the three questions in the ‘Leave a Reply’ section of my homepage.
Homework #3 – Read all pages below from the textbook.
Food

A plate of macarons from a restaurant in New York, U.S.A.

WARM UP

Answer these questions with a partner.

1. Would you like to eat the food in the photo?
2. What is your favorite food?
3. Which country's food do you like most?
LESSON A

LISTENING

A. Label the map. Where do you think the food on the next page comes from? Match the food (1 to 4) to the places.

- Morocco
- Latin America
- Vietnam
- China

B. Listen and check. Were your answers correct?

C. Listen for details. How does each food taste? Guess. Then circle the words you hear.

1. The banh mi sandwiches taste spicy / sweet.
2. The grasshoppers taste crunchy and salty / sweet and spicy.
3. The tea is really salty / refreshing.
4. The ceviche tastes delicious / gross.

D. Talk with a partner. Which one would you like to try?

CONVERSATION

A. Listen to the conversation.

A: What’s your favorite street food?
B: I like banh mi, it’s from Vietnam.
A: What is it?
B: It’s a sandwich made with meat and vegetables.
A: What does it taste like?
B: It’s spicy and yummy.

B. Practice with a partner. Use the words on the right.

C. Practice again. Talk about foods you like.

Plurals

It’s ➔ They’re
What is it? ➔ What are they?
What does it...? ➔ What do they...?
Street Food

1. banh mi sandwiches
2. grasshoppers
3. mint tea
4. ceviche

- meat
- vegetables
- lime
- raw fish

- mint
The Problem with Sugar

Worldwide, children and adults today are eating and drinking more sugar than ever before. One of the main ways people consume sugar is by drinking soda. Some cans of soda contain more than ten cubes of sugar. As the chart shows, many people have one or two cans of soda every day.

Drinking soda is only one way that people consume sugar. Too much sugar is bad for your teeth and can cause other health problems. A recent study shows that eating too much sugar can also be bad for your memory.

The mayor of New York City, Michael Bloomberg, wants to make people drink less soda. He wants to introduce a new law. It says that stores and restaurants in the city can’t sell sodas in a cup larger than 16 ounces (about 0.5 liters). Some people like this law. They think it will make people drink less soda. However, some people disagree. They think people should be able to eat and drink whatever they want.

C. Reading comprehension. Are the statements below true or false?

1. Today, people are consuming less sugar than they used to.  True  False
2. Too much sugar can be bad for your memory.  True  False
3. A new law in New York City says that only sugar-free soda can be sold. True  False
D. Think about it. Here are some other food laws. Some are real and some are fake. Which ones do you think are real? Write real or fake.

<table>
<thead>
<tr>
<th>Country</th>
<th>Law</th>
<th>Real?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canada</td>
<td>Stores can't sell alcohol to a pregnant woman.</td>
<td></td>
</tr>
<tr>
<td>Chile</td>
<td>Fast food restaurants can't sell &quot;kids' meals&quot; with a toy inside.</td>
<td></td>
</tr>
<tr>
<td>Malaysia</td>
<td>Stores can only sell organic vegetables.</td>
<td></td>
</tr>
<tr>
<td>Wales</td>
<td>Vending machines in hospitals can't sell sugary snacks and drinks.</td>
<td></td>
</tr>
</tbody>
</table>

LISTENING

A. Listen for the main idea. Steve and Gina are at school. What are they talking about?
   a. the price of soda  
   b. a new teacher  
   c. new food in the cafeteria

B. Listen for details. Listen to the rest of the conversation. Choose the correct answer.
   1. Which sentence about Gina and Steve's school is correct?
      a. You can buy only healthy soda.
      b. All sodas at the school cost more now.
      c. The school has stopped selling soda completely.
   2. Why is the school doing this?
      a. The school wants students to save money.
      b. The school wants to make more money.
      c. The school wants students to drink less soda.
   3. What does Gina say about France?
      a. There is a tax on soda there.
      b. Soda is healthier there.
      c. Schools can't sell soda there.

DISCUSSION

Saying you agree or disagree. What do you think of the laws at the top of the page? Use the language below to give your opinion.

I think this is a good idea.  
I agree, I think it will make people eat more healthily.  
I disagree, in my opinion, people should eat and drink anything they want.
VIDEO

Slow Food

A traditional food store in Tuscany, Italy

BEFORE YOU WATCH

About the video. Greve is a small city in Italy. It’s in an area that is famous for its local food. The mayors of Greve and three other Italian cities started a group called the Slow Cities League. They are part of the Slow Food movement, which has thousands of members worldwide.

Talk with a partner. Look at the pictures. Discuss these questions.

1. What food can you see in the pictures?
2. What is fast food? Do you eat fast food?
3. The video is called Slow Food. What do you think slow food is?

WHILE YOU WATCH

Watch and check. Check (✓) the expressions that describe life in Greve and the Slow Food movement.

- local ingredients
- making food the traditional way
- moving into the fast lane
- finding the same food everywhere
- taking your time
- respecting the specialness of every food
AFTER YOU WATCH

A. What do you remember? Are the statements below true or false?

<table>
<thead>
<tr>
<th>Statement</th>
<th>True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Slow Food movement started in America.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The goals of the Slow Food movement are about more than food.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Slow Food movement has 100,000 members.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>People in Greve still make cheese by hand these days.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Work with a partner. Choose three special kinds of food from your city or country. Complete the chart.

<table>
<thead>
<tr>
<th>Food</th>
<th>What is it?</th>
</tr>
</thead>
<tbody>
<tr>
<td>takoyaki (from Japan)</td>
<td>balls made from octopus</td>
</tr>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
</tbody>
</table>

C. Join another pair. Compare your charts. Explain why the foods you chose are special.

I think takoyaki is special. It’s a delicious snack made from octopus and flour, with sauce on it. It’s a great snack.