

7 Ethical choices

UNIT AT A GLANCE

THEME: Ethics

VOCABULARY: Ethical food choices

LISTENING: Sustainable chef

SPEAKING: Talking about ethical choices, Predicting future habits

GRAMMAR: *will* for predictions

PRONUNCIATION: Intonation in questions with options, *will*

READING: *Leather from a lab*

TED TALK: *Leather and meat without killing animals*. In this TED Talk, Andras Forgacs talks about how he uses to 3D printing technology to produce leather and meat.

PRESENTATION SKILLS: Creating effective slides

WRITING: Predicting the future of food

WARM UP

- Books open. Draw students' attention to the unit title, the photo and the caption on page 73. In class, ask students to say how many cups of coffee they usually drink per day. Then, check the meaning of *ethical* (describing something which fits with our ideas about what the right thing to do is) and ask students to say if they think about whether the coffee they buy is ethical.
- Put students into pairs or small groups (three to four students) to discuss the questions.
- **Question 1.** Direct students to the photo of coffee beans drying in the sun, ask them to spend a minute looking closely at it while thinking about and saying what they think makes the production of this coffee 'ethical'. They can then think in more general terms about how coffee can be 'ethical'. If students are unsure, you could tell them that the ethics of a product is usually determined by its impact on the physical environment and on people and whether the steps in its production are legal and conform with corporate rules and regulations.
- **Question 2.** Tell students to think about the advantages and disadvantages of producing food ethically and what the effects of doing, or not doing, this are. They can then give their opinions on how important it is to produce food ethically and reasons for their views.
- **Question 3.** Bring in students' own experiences and ask them to talk about what influences their buying choices. Ask: *How important to them is the product's price, quality, reputation and whether or not it's ethically produced?* Have students think of some examples of ethical products that they buy or have bought and what stops them from buying more ethical products.

7.1 It's better for the environment

VOCABULARY Ethical food choices

1

- ▶7.1 Ask students to read the words or expressions in the box and look up the meaning of any that they don't know. Then, have them read the sentences, identify the key words and use these to complete the sentences. Look at an example in class and elicit or explain that the key words in sentence 1 (*grown naturally ... without ... any special chemicals*) tell us that the missing word is *Organic*.
- Have students compare their answers in pairs before playing the recording so they can check them. Tell students that these are key words for the topic of ethical food choices, so they should note their meanings and/or translations for future use.

Answers

- 1 Organic 2 free-range 3 Genetically modified
4 Fair-trade 5 locally-produced 6 Sustainable

Pronunciation Intonation in questions with options

2a

- ▶7.2 Check the meaning of *intonation* (the rise and fall of your voice when you're speaking). Tell students it's important to use the right intonation when speaking English because it helps you to communicate your message clearly.
- Ask students to read the question and notice the direction that the arrows go in on the words *vegetarian* and *meat*. Then, play the recording and ask students to notice what the speaker does with their voice when they say these two words. Elicit that the intonation goes up on the word for the first option – *vegetarian* – and down on the word for the second option – *meat*.

2b

- ▶ 7.3 Ask students to read and listen to the speaker saying the questions and mark the intonation in the questions with up and down arrows.
- Check answers to ensure that students have marked the intonation correctly and then put them into pairs to practise asking the questions using the correct intonation and giving answers which are true for them. Monitor students and give them feedback on their intonation when they've finished.

Answers

- Do you usually buy organic or non-organic fruit?
- Is it easy or difficult to find fair-trade foods where you live?
- Is genetically modified food a good idea or a bad idea?
- Do you think it's important or not important to buy free-range eggs?

Intonation in questions with options

In questions with options, the intonation rises on the first option and then falls on the second, and this difference in intonation draws the listener's attention to the fact that two different options are being given. Ask students to think about and say whether the same intonation pattern is used in their first language. When they're doing Exercise 8, at the end of this section, students can again practise using intonation in questions with options by asking their partner about the things they buy more often, e.g. *Do you buy farmed fish or wild fish more often?*

TEACHING TIP

LISTENING Sustainable chef

3

- ▶ 7.4 Direct students to the title of this section and review the meaning of *sustainable* (describing something that you can continue to use, usually natural resources, for a long period of time). Then, direct them to the Identifying main ideas in fast speech box and tell them they're going to listen to an example of fast speech. Ask students to listen out for the key words that the speaker says more slowly so they can understand his main message.
- Tell students that they're going to listen to Barton Seaver, the 'sustainable chef', who's a chef and environmentalist, talking about his experiences.
- Optional step.** Ask students to speculate about how someone could combine the roles of chef and environmentalist, and what the link between the two could be, e.g. cooking with ethically produced food which doesn't harm the environment.
- Play the recording and ask students to listen out for what Seaver did in Africa and tick the correct option. Check answers in class.

Transcript

One of the things I really love about cooking is that it's such a universal experience. Food is how the vast majority of us interact with our resources.

I worked as a fisherman in Africa, off the coast of Essaouira, and the sardine fishermen were out there, and until this point, seafood had just been delivered as if by magic. But here, in this village, in this ages-old tradition, here is men and women who are casting nets into the sea in hopes of catching dinner – not dollars. Environmentalism, at its root, is a human concern. Environmentalism is so often thought of as this distant idea – this whale that we need to save in some distant ocean far away. But dinner is full-contact environmentalism.

Answer

b

4

- ▶ 7.4 Tell students they're going to listen out for the specific words that Seaver uses in three of the statements he makes.
- Ask students to read the sentences and speculate about what the missing word in each sentence could be before playing the recording. Then have students listen and complete the sentences. Students can then compare their answers in pairs before you check answers in class.

Answers

1 Food 2 distant 3 dinner

5

- Students are now going to read the statements from Exercise 4 again and think about what exactly Seaver means by them or what they would mean in reality. Put students into pairs to explain their interpretations of the statements to each other, bringing in examples from everyday life, where appropriate.
- Conduct whole-class feedback on students' ideas.

SPEAKING Talking about ethical choices

6

- ▶ 7.5 Ask students to read the conversation through once before they listen to it. Tell students to ignore the word choices on the right for the moment as they will focus on those in Exercise 7.
- Check answers and elicit that the woman didn't want to eat food that is grown using chemicals because she'd heard it's not very good for you. Check the meaning of *necessarily* (in negative sentences: in every case) in the conversation.

Answer

She didn't want to eat food that is grown using chemicals.

Extra activity

Your views on organic food

Either in pairs or in class, ask students to discuss:

- whether they agree with the woman in the conversation in Exercise 6, who thinks you should eat organic food because other foods contain chemicals which are bad for you, and why / why not?
- whether they agree that organic foods aren't always more expensive than non-organic foods, bringing in examples from their own shopping experiences.

7

- Model the conversation that students have just listened to aloud with a student. Elicit or explain that *fair enough* is an expression that native speakers of British English often use to show that they understand something or how someone feels. Then, have them work in pairs to practise the conversation together. Make sure they alternate between A and B roles.
- Have students practise the conversation again using the words on the right instead of the words in bold in the conversation.

Sensitivity when talking about buying choices

Keep in mind that the aim of this section, and the subsequent material that students will look at in this unit, isn't to tell students that they must make ethical buying choices. Instead, the aim is for them to learn and activate vocabulary for ethical choices because this issue is becoming more and more relevant in 21st-century life. Try to ensure that students don't judge each other because they don't eat organic food, for example, and remind them that their primary aim in this course is to improve their language skills.

TEACHING TIP

8 21st CENTURY OUTCOMES

Demonstrate knowledge and understanding of the environment and the circumstances and conditions affecting it, particularly as relates to air, climate, land, food, energy, water and ecosystems

- Put students into pairs. Elicit adverbs of frequency that they can use in their discussions and write them up on the board, e.g. *always, often, sometimes, occasionally, rarely* and *never*.
- Have students discuss which type of food they buy more often and why. In order to fulfil the 21st CENTURY OUTCOMES, students should show that they're aware of the effect their buying choices have on the environment and make suggestions for how they could change their buying choices in order to reduce this impact.
- Circulate and monitor students while they're talking to each other and give them feedback when they've finished.

▶ Set Workbook pages 52 and 53 for homework.

▶ Photocopiable communicative activity 7.1. Go to page 175 for further practice of ethical food choices vocabulary and talking about ethical choices. The teaching notes are on page 193.

7.2 What does the future hold?

GRAMMAR *will* for predictions

1

- ▶ 7.6 Check the meaning of *prediction* (a statement of what someone thinks will happen in the future) and tell students that *will* is the word that's most often used in predictions.
 - Direct students to the infographic and check the meaning of *consumption* (the amount that someone eats) and ask them to look closely at the bar chart to identify the two countries with the biggest increase in meat consumption. Then, put students into pairs to compare their answers and say why they think meat consumption increased the most in these countries.
 - Conduct whole-class feedback.
 - Optional step.** If students' home country isn't included in the infographic, ask them to discuss how much of an increase in meat consumption they would expect there to be in their country and why.

Answers

China and South Korea

Possible answer: People in these countries have recently become richer and, therefore, can afford to buy more meat.

2

- ▶ 7.7 Ask students to read the sentences before they listen and check the meaning of *to decrease* (to go down or become less / the opposite of *increase*) and *population* (the number of people living in one place). You could also elicit or explain that the words *increase* and *decrease* can be used as both verbs (as in sentence 2) and nouns (as in sentences 1 and 3).
 - Play the recording. Ask students to listen out for what the speaker says about demand for meat and population size and circle the correct options. Then, ask students to compare answers in pairs before checking answers in class.
 - Optional step.** Ask students if they found any of the information in the infographic or the recording surprising or interesting and, if so, what information that was. Students could share this either in pairs or in class.

Transcript

Interviewer: Thank you for talking to us. So, we know that today, people around the world are eating more meat than ever before. Do you think this trend will continue in the future?

Expert: Yes, I do. We can be pretty sure about this. First of all, the world's population is increasing. Every day, there are around 228,000 more people on the planet! So, by 2050, we think that the population of the world will increase by about 35 per cent. And, of course, the demand for meat will increase as the population increases. But also, in developing countries, people are becoming richer. By 2050, many more people will be able to buy meat regularly. We think there will be a 100 per cent increase in demand for meat from developing countries.

So when you take the two together – the global population growth and the increased demand from developing countries – it means that, in the next 30 years, there will be a huge rise in the number of people demanding meat. The big question is, however, will we be able to produce enough meat for the increased demand? In my opinion, it won't be easy.

Answers

1 35% 2 increasing 3 100%

3

- Students are now going to look at some examples of predictions with *will* or *won't* and also see how to use verbs and prepositions for describing trends. First, have students complete the first two sentences with the information from Exercise 2 and check answers in class. They can then re-read the sentences they've completed and write the answers to the questions. Check the meaning of *contracted form* (short form / a form where two words become one) and remind students that native speakers of English usually use these when they're speaking and also in informal written communication. Model and drill the pronunciation of *won't* /wəʊnt/ as students may find this challenging.
- Students can check their answers and overall understanding of *will* for predictions by turning to the Grammar summary on page 146.
- If you feel that students need more controlled practice before continuing, they could do the exercises in the Grammar summary. Otherwise, you could continue on to Exercise 4 in the unit and set the Grammar summary exercises for homework.

Answers

1 35 2 increase, 100
a things you imagine happening in the future
b the infinitive without *to*
c won't

Answers to Grammar summary exercises

1

1 will produce 2 will destroy 3 won't change
4 will change 5 won't be 6 'll see

2

2 I imagine I'll meet some nice new people in the village
3 I'm not going to work so much
4 I fear I won't have any grandchildren for many years
5 I'm going to learn to grow my own vegetables
6 I hope I'll stay healthy

4

- ▶7.7 Ask students to read the sentences and identify whether they're statements about what's happening now or predictions about the future. They can then use this information to choose the correct option in each sentence.
- Students can compare their answers in pairs before you check answers in class.

Answers

1 are eating 2 will continue 3 are 4 will be able to
5 will be 6 won't be

5

- Elicit the sentences from Exercise 4 which students identified as being predictions about the future. Then, elicit that these sentences all contain either *will* or *won't*.

Answers

4, 5, 6

LANGUAGE FOCUS Discussing the future

6

- ▶7.8 Ask students to read the Language focus box and notice how and where the adverbs *definitely* and *probably* are used in the example sentences. Also, draw their attention to the use of *by* and *in* to say when you predict that something will happen in the future and also the difference in how you use them: *by* means *up until this point in the future* and is followed by a date or year and *in* means *after this period of time has passed* and is followed by a time period.
- Students can check overall understanding of the language focus by turning to the Grammar summary on page 147.
- If you feel that students need more controlled practice before continuing, they could do the exercises in the Grammar summary. Otherwise, you could continue on to Exercise 7 in the unit and set the Grammar summary exercises for homework.

Answers to Grammar summary exercises

1

- will people live
- Will food be cheaper
- How will we travel / How will transport change / How will the way we travel change
- Will people be healthier / How will people's health change
- Will people live longer / Will we live longer

2

- We will definitely find cures for some diseases.
- People will probably live on other planets.
- Robots probably won't organize our lives.
- Driverless cars will probably be normal.
- Phones definitely won't look like they do now.
- There will definitely be technology that we can't predict!

7

- Students are now going to practise forming predictions. Tell students to focus on getting the correct word order in the sentences and refer them back to the examples in the Language focus box to help them if they need to.
- Have students compare their answers in pairs before checking answers in class.

Answers

- The UN says we will need to double our food production.
- People definitely won't be able to eat meat so frequently.
- We will probably start to use more insects in cooking.
- Restaurants will definitely offer more and better vegetarian options.
- Being a vegan probably won't be an unusual life choice.
- New technology might allow us to grow food in the desert.

8

- ▶ 7.9 Ask students to read the text, which contains predictions about climate change, identify the three mistakes with the use of *will* and *won't* and correct them. Students can refer back to the examples in the Language focus box if they need to.
- Play the recording again so they can listen and check their answers.

Answers

First paragraph: others ~~won't~~ probably **won't** do so well
Second paragraph: They **will** probably decline by up to two per cent
Third paragraph: Other crops that **will** be definitely **be** under threat

Pronunciation *will*

9a

- ▶ 7.10 Play the recording and ask students to listen and notice the different ways that *will* is pronounced. You could make this easier by telling students that they will hear *will* being pronounced in two different ways.
- Conduct whole-class feedback.

Transcript

- It'll be hotter and drier in some places.*
- We'll need to save water.*
- Wet places will get wetter.*
- Some plants will grow well.*
- Will the weather change?*
- Yes, I'm sure it will.*

Answer

Will is pronounced more strongly in sentences 5 and 6 than in sentences 1–4.

9b

- ▶ 7.10 Direct students to the audioscript of the recording they've just listened to. Tell them to read the sentences and notice the difference between sentences 5 and 6 and the first four sentences. They can then think about how this difference influences how strongly *will* would be pronounced. Conduct feedback and establish that *will* is pronounced more strongly in questions and short answers to show either that you're questioning something or to stress that the response is positive or negative.
- Then, play the recording again and have students listen and repeat the sentences with the stronger emphasis on *will* in sentences 5 and 6.

SPEAKING Predicting future habits

10 21st CENTURY OUTCOMES

Demonstrate knowledge and understanding of society's impact on the natural world (e.g. population growth, population development, resource consumption rate, etc.)

- Put students into pairs. Check the meaning of *habit* (something that people do regularly). Ask them to think of five things that could change or stay the same in people's eating habits in the future and then write questions with *will* or *won't* for each one to ask their partner if he/she thinks these things will happen. In order to fulfil the 21st CENTURY OUTCOMES, they should be able to demonstrate their understanding of society's current impact on the natural world and its possible future consequences.
- Monitor students as they're writing their questions, offering assistance or feedback as appropriate.

Answers

Students' own answers.

11

- Students take it in turns to ask and answer the questions they wrote in Exercise 10. Tell students to use *definitely*, *probably* or *might* to say how likely they think the things they're being asked about are. Clarify that we use *might* to say we think something is possible, but there's only a small chance that it will happen.
- Give students feedback on how successfully they asked and answered the questions about predictions.

▶ Set Workbook pages 54 and 55 for homework.

▶ Photocopiable communicative activity 7.2. Go to page 176 for further practice of *will* for future predictions and ethical food choices vocabulary. The teaching notes are on page 193.

7.3 A kinder way

READING Leather from a lab

1

- Put students into pairs to discuss which leather products they own.
- **Optional step.** Students show each other any leather products they have on or with them and say what they're called in English, e.g. *wallet*, *boots*, *belt*, etc.

2

- **Optional step.** Before students start to read the first paragraph of the article, ask them to work in pairs and use *will* to predict what they think the problem with leather is.
- Ask students to read the first paragraph and focus on identifying the problem with leather. Check answers in class.
- **Optional step.** Ask students whether they're surprised that so many animals are killed to make leather products and whether knowing this fact will influence their buying habits in future.

Answer

Over a billion animals are killed every year to make leather products.

Understanding details

3

- ▶7.11 Tell students that they're now going to read the whole article and focus on understanding some of the details. Have them read the sentences and elicit what the meaning of *biofabrication* could be. Tell students that *bio* is short for *biological* and *fabrication* is the process of making something.

- Students then read the whole article and find information about the issues mentioned in the sentences and decide whether they're true, false or if the information is not given. Point out the glossary at the bottom of the text and tell students to refer to it as they read or to look at the words and definitions before they start reading.
- Ask students to compare their answers in pairs before you check answers in class.

Answers

1 T 2 NG 3 T 4 F 5 T

Understanding process

4

- Tell students that they're now going to look at the steps in the process of creating biofabricated leather in more detail. Ask students to read the eight steps and number them in the order that they happen. Students could either number the steps from memory, use the diagram to help them or re-read the first paragraph of the text.
- Students can check their answers in pairs before checking answers in class.

Answers

a 2 b 6 c 5 d 3 e 1 f 4 g 7 h 8

Extra activity

Describing processes

Here are some activities which students could do to give them some more practice with describing processes:

1. Have students rewrite the process they looked at in Exercise 4 as a paragraph, adding in any extra details they can remember from reading the article. Remind students to use the present simple and words to introduce the steps of a process, e.g. *first*, *then*, *after that*, *finally*, and ask students to use them.
2. Put students into pairs. Ask them to choose a process they know well from their work, studies or everyday life, but which they think their partner will also know something about. Have them write five sentences describing five different steps in the process on strips of paper or cards – one sentence on each. Students then mix up their strips of paper or cards and give them to a partner who has to read the sentences and put the steps back in the correct order.
3. Put students into pairs. Ask them to choose a process they know well from their work, studies or everyday life, but which they think their partner will not be familiar with, and draw a diagram or picture showing the different steps in that process. Students then take it in turns to use their diagram or picture to describe the process. Encourage students to ask their partner questions about the process.

Understanding vocabulary

5

- Ask students to read the sentences. They can then look back at the words in bold in the article and use these to complete them. If students are unsure about the meaning of any of the items in bold, they may find it helpful to look at how the words are used in context in the article.
- Check answers in class. Elicit and explain that *lab* is a common short form of *laboratory*. Model and drill the pronunciation of *layer* /'leɪə(r)/ and *efficient* /ɪ'fɪj(ə)nt/ as students may find these challenging.

Answers

1 d 2 c 3 a 4 e 5 b

6

- Put students into pairs to discuss the questions. Tell them to use the contracted form /'d/ when giving their answers and also to give reasons for their answers.
- Conduct whole-class feedback on students' opinions and the reasons for them.

▶ Set Workbook pages 56 and 57 for homework.

7.4 Leather and meat without killing animals

TED TALKS

1

- Tell students that they're now going to watch a TED Talk by Andras Forgacs, whose support for the biofabrication of leather they read about in 7.3.
- Have students read the summary of the talk and match the words in bold with their synonyms. If students are unsure about which words to match with which items, encourage them to use deduction or simply have a guess.
- Students can compare their answers in pairs before you check answers in class. Draw students' attention to the pronunciation of *tissues* /'tɪʃu:z/, *slaughter* /'slɔ:tə(r)/ and *humane* /hju:'meɪn/ as they may find these challenging.

Answers

1 living things 2 brain 3 kill 4 kind and gentle

2

- Check the meaning of *slide* (a 'page' of a presentation) and ask students to look carefully at the slide from Forgacs' presentation and think about what he uses it to say. Ask students to use the language for predictions about future trends that they learned in 7.2 to write or, in pairs, say the sentence they think Forgacs will say while showing this slide.

Suggested answer

In 2012, there were 7 billion people and 60 billion land animals. In 2050, it is predicted that there will be 10 billion people and 100 billion land animals.

3

- ▶ 7.12 Tell students that they're now going to watch Part 1 of Forgacs' talk, in which he explains why he's concerned about having so many animals on the planet. Check the meaning of *concerned* (worried / having a bad feeling about something) and ask students to read the four options.
- Play the recording and ask students to listen out for the key words in the options and tick the ones they hear. Make sure students are aware that Forgacs mentions more than one option.
- Check answers in class.

Transcript

I'm convinced that in 30 years, when we look back on today and on how we raise and slaughter billions of animals to make our hamburgers and our handbags, we'll see this as being wasteful and indeed crazy. Did you know that today we maintain a global herd of 60 billion animals to provide our meat, dairy, eggs and leather goods? And over the next few decades, as the world's population expands to ten billion, this will need to nearly double to 100 billion animals.

But maintaining this herd takes a major toll on our planet. Animals are not just raw materials. They're living beings, and already our livestock is one of the largest users of land, fresh water, and one of the biggest producers of greenhouse gases, which drive climate change. On top of this, when you get so many animals so close together, it creates a breeding ground for disease and opportunities for harm and abuse. Clearly, we cannot continue on this path which puts the environment, public health and food security at risk. There is another way, ...

Answers

a, b, d

4

- ▶ 7.13 Students are now going to watch Part 2 of the talk, in which he talks about why biofabricating leather is a good idea. Ask students to read the options and predict the ones that Forgacs will mention.
- Then, play Part 2 of the talk and ask students to listen for the reasons Forgacs gives for leather being a good place to begin for biofabrication.

- Students can compare their answers in pairs before checking answers in class.

Transcript

There is another way, because essentially, animal products are just collections of tissues, and right now we breed and raise highly complex animals only to create products that are made of relatively simple tissues. What if, instead of starting with a complex and sentient animal, we started with what the tissues are made of, the basic unit of life, the cell? This is biofabrication, where cells themselves can be used to grow biological products like tissues and organs.

[...] And we should begin by reimagining leather. I emphasize leather because it is so widely used. It is beautiful, and it has long been a part of our history. Growing leather is also technically simpler than growing other animal products like meat. It mainly uses one cell type, and it is largely two-dimensional.

Answers

a, b, d, e

5

- ▶7.14 Tell students they're now going to watch Part 3 of the talk, in which Forgacs talks about the benefits of biofabricated leather. Ask students to read the first and second halves of the notes before they watch, and check the meaning of *scar* (a mark left on the skin where it's been cut or burnt).
- Play the recording and ask students to listen out for Forgacs saying the ideas in the first half of the sentences and match them with the second half.
- Students can check their answers in pairs before you check answers in class.

Transcript

And so I'm very excited to show you, for the first time, the first batch of our cultured leather, fresh from the lab. This is real, genuine leather, without the animal sacrifice. It can have all the characteristics of leather because it is made of the same cells, and better yet, there is no hair to remove, no scars or insect's bites, and no waste. This leather can be grown in the shape of a wallet, a handbag or a car seat. It is not limited to the irregular shape of a cow or an alligator.

And because we make this material, we grow this leather from the ground up, we can control its properties in very interesting ways. This piece of leather is a mere seven tissue layers thick, and as you can see, it is nearly transparent. And this leather is 21 layers thick and quite opaque. You don't have that kind of fine control with conventional leather.

[...] We can design new materials, new products and new facilities. We need to move past just killing animals as a resource to something more civilized and evolved. Perhaps we are ready for something literally and figuratively more cultured. Thank you.

Answers

1 c 2 e 3 d 4 a 5 b

TEACHING TIP

Paraphrasing

Draw students' attention to the fact that the notes they matched in Exercise 5 *paraphrase* (to say the same thing in different words) what Forgacs said, rather than using his exact words, and this is a good strategy to use when you're summarizing what someone has said or written. Ask students to compare the notes from Exercise 5 with the words in the transcript of Part 3 of the talk which they paraphrase, so they can see how different and simpler words are used to say the same thing. For example, the first note says: *It's just like normal leather because it is made from the same cells* and this paraphrases Forgacs, who said: *It can have all the characteristics of leather because it is made of the same cells*. The simpler and shorter *It's just like* replaces *It can have all the characteristics of*. Ask students to either read the transcript of Part 1 or 2 of the talk and make notes which paraphrase its contents or, for an extra challenge, re-watch Part 1 or 2 and make notes that paraphrase what they hear.

CRITICAL THINKING

6

- Tell students that the critical thinking skill they'll be using in this activity is the ability to use what they know about certain groups of people to deduce what their opinions about a specific topic would be.
- Give students some time to think about whether the three groups would support biofabrication and why or why not, and then put them into pairs to discuss their views. Conduct whole-class feedback.

VOCABULARY IN CONTEXT

7

- ▶7.15 Play the clips from the TED Talk. When each multiple-choice question appears, pause the clip so that students can choose the correct definition. Discourage the more confident students from always giving the answer by asking students to raise their hand if they think they know.

Transcript and subtitles

1 I'm **convinced** that in 30 years, when we look back on today and on how we raise and slaughter billions of animals to make our hamburgers and our handbags, we'll see this as being wasteful and indeed crazy

If you are **convinced** about something, you feel _____ about it.

- a happy
- b sure
- c sad

2 Did you know that today we maintain a global herd of 60 billion animals to provide our meat, dairy, eggs and leather goods?

What are **goods**?

- a objects we make to sell
- b interesting objects
- c high quality objects

3 Animals are not just **raw materials**. They're living beings ...

Which is an example of a **raw material**?

- a wood
- b leather
- c a handbag

4 **On top of this**, when you get so many animals so close together, it creates a breeding ground for disease...

What does **on top of this** mean?

- a in addition
- b however
- c in other words

5 We can design new materials, new products and new facilities.

Which is an example of **facilities**?

- a some easy exercises
- b your legs and arms
- c modern buildings with good equipment

Answers

1 b 2 a 3 a 4 a 5 c

8

- Students are now going to use two of the terms they looked at in Exercise 7 – *convinced* and *facilities* – to talk about what they think will happen in the future and about the place where they work or study.

- Put students into pairs and ask them to say their own answers to the questions, giving as much detail as they can. Remind students to use language for making predictions and saying how likely they think it is that something will happen in the future, e.g. *definitely*, *probably*, *might*, from 7.2 when answering question 1. Circulate and monitor students' discussions and give them feedback when they've finished.

PRESENTATION SKILLS Creating effective slides

9

- ▶ 7.16 Ask students to read the information about how to create effective slides and check the meaning of *plain* (simple or basic). Tell students that although presentations are more than just slides, they're the messages you communicate when you use them; having effective slides makes it easier for the audience to understand those messages and can make them more interested in the subject that's being presented.

- Tell students that the slide they will see in the clip is the one they looked at and discussed in Exercise 2. Then, play the recording and ask students to notice whether Forgacs has done the things in the box when creating the slide they can see here.

- Students compare their ideas about how effective the slide is in pairs before you conduct whole-class feedback.

- **Optional step.** Play the first ten seconds of the clip and ask students to notice what Forgacs says to get the audience's attention and think about why this is effective. Then, elicit that he starts by asking *Did you know ... ?* and then saying a fact that people may not know. This gets the audience's attention because he's directly engaging with them by asking them a question and he's giving them some information which he expects to be new to them.

Answers

Students' own answers.

10

- ▶ 7.17 Students are now going to see another one of Forgacs' slides and use what they've learned about what makes an effective slide. Play the clip and ask students to make notes on how effective the different elements mentioned in the Presentation skills box are, i.e. background, text, colours and graphics or images.

- **Optional step.** For an extra challenge, students could do this without referring back to the Presentation skills box and see how much they can remember.

- Students can discuss and compare their ideas in pairs again before you conduct whole-class feedback.

Answers

Students' own answers.

▶ Set Workbook page 58 for homework.

7.5 Looking ahead

COMMUNICATE Arguing for and against

1 21st CENTURY OUTCOMES

Use a wide range of idea-creation techniques (such as brainstorming)

- Put students into groups of four or five and ask them to read the information and instructions. Check the meaning of *perception* (a way of seeing something). Ask students to read the ideas in the box and then work together to brainstorm as many arguments for and against opening a biofabrication lab in their town/city as they can. They should think of at least five for each side. In order to fulfil the 21st CENTURY OUTCOMES, students should be able to use brainstorming to generate as many ideas for arguments as they can think of.
- Tell students to make notes rather than writing complete sentences and encourage them to consider any factors that are specific to the place where they live, e.g. what they think the public perception of a biofabrication lab would be there.
- Monitor students while they're brainstorming and offer assistance or feedback where appropriate.

2

- Divide each of the groups from Exercise 1 into two pairs or a pair and a group of three and have them decide which pair/group will be for and which will be against the biofabrication lab. Have each pair or group decide which three or four arguments from Exercise 1 are the strongest and then work together to prepare a slide for each argument that they can present in Exercise 3.
- If students have access to computers during their lesson, they could use them to create the slides. Otherwise, they could create the slides as a self-study task or, if this isn't possible either, draw what they want to have on their slides on pieces of paper. Encourage students to refer back to the advice on creating effective slides in the Presentation skills box on page 81 to help them.

3

- The pairs or groups (A and B) take it in turns to present their arguments to each other, using the slides they've created. As in a typical debate, one side will present one argument and then the other pair/group will present one of theirs. Direct students to the Acknowledging a point box and tell them to make notes on the key points the other pair/group make and then use one of the phrases in the box to *acknowledge* (say that you've listened to it) each point and then make one of their own.

- Monitor students' debates and give them feedback on how clearly and accurately they presented their arguments when they've finished.
- **Optional step.** When both sides have presented all of their arguments, ask them to discuss which side they think won the debate.

Extra activity

Peer feedback on slides

After students have finished their debate, ask them to look more closely at the slides that the other pair/group created. They can then give each other feedback on how effective their slides are, referring back to the points in the Presentation skills box and giving reasons for their opinions. They can also make suggestions for how the slides could be improved.

WRITING Predicting the future of food

4

- Check the meaning of *optimistic* (a feeling that good things will happen in the future) and *pessimistic* (a feeling that bad things will happen in the future) and ask students to consider what their opinion on the future of food is.
- Ask students to read the example text and then write their own with at least three predictions about the future of food which support their optimistic/pessimistic view of it.
- **Optional step.** Stronger students can also expand their texts by giving reasons to support their predictions.
- Circulate and monitor while students are writing, offering assistance and feedback where appropriate.

Answers

Students' own answers.

- ▶ Set Workbook page 59 for homework.