

Plate and planet

Level

Pre-intermediate and above (equivalent to CEF level A2–B1 and above)

Comment

This eLesson discusses how the way of life of indigenous people can help with modern-day problems, in particular the issues of food and the environment. It refers to the Slow Food movement, which is opposed to fast / modern food and the associated farming methods.

How to use the lesson

- 1 At the start of the lesson, show visuals of different indigenous people. Try to include at least some of the people who are referred to in exercise 1, eg the Sami and Maori people. Elicit from students what they know about them, in particular where they come from and what they might eat. Refer to a world map and ask students to show you where they live; this will prepare them for exercise 1. Put the word *indigenous* (adj) on the board and drill it. If students know about other indigenous people, let them inform the class.
- 2 Students work in pairs to match the people to their food. Do not let them read the text, but just use their knowledge and common sense. When they have finished, check the answers as a whole class, without referring to the text.
- 3 Ask students if they can think what these peoples' diets have in common, though they live in very different parts of the world. They complete exercise 2. Take feedback and elicit what a *sustainable* diet really means. Put this on the board.
- 4 If necessary for your group, pre-teach up to four items of vocabulary at this point (see *Glossary*). Let students complete exercise 3. Allow them to discuss answers with a partner before whole class feedback. In feedback, ask what is clever about the term *slow food* (it contrasts with fast food).
- 5 Students work initially independently to complete the comprehension task in exercise 4 and most will need to reread the text more closely here. Stronger students could be challenged to complete the text before checking their answers by rereading.
- 6 Exercise 5 encourages students to work on syntax. For pre-intermediate students, you may need to simplify this. Either a) give the first three words of each sentence or b) give the whole sentence de-jumbled. Students should then circle the strong adjective + noun collocations in each sentence: there is at least one example in each case. Check answers and ask students to record them in their notebooks under the topic heading.
- 7 Exercise 6 is an oral fluency task and can be done in pairs or threes. Allow students to choose one topic and to plan what they are going to say. Students should prepare to talk non-stop for 2–3 minutes, depending on their level. The listener(s) should time them, and not interrupt. However, at the end, they should comment or ask questions.
- 8 If students are motivated by the topic, ask them to select and research an indigenous group from the lesson, or of their choice. They should prepare to give a mini-talk on their chosen people for next lesson. They can use the following headings: *where / diet / language / the people and their environment / other details about their way of life*. Ask them to include up to three visuals too, if appropriate.

Answer key

1

- 1 c
- 2 a
- 3 b

2 They have all lived off their environment for centuries; their diet is sustainable.

3

- 2 c
- 3 c
- 4 a
- 5 b
- 6 a

4

- 1 water
- 2 for many hundreds of years
- 3 respect
- 4 variety
- 5 and also
- 6 and
- 7 important

5 Suggested answers (collocations are underlined)

- 1 Indigenous people live in harmony with their local environment.
- 2 Modern diets are not varied and can cause serious health problems.
- 3 Little respect is shown for nature in modern farming.
- 4 Huge areas of land are taken to grow single crops.
- 5 Small-scale farmers traditionally plant a wide variety of crops.
- 6 Local communities and cultures are often destroyed by industrial farming.
- 7 At the conferences the related issues of food and people were discussed.

Modern diets, modern farming (3) and *single crops* might also be considered weaker collocations.

Related websites

The following websites might be useful, for either yourself or your students.

- <http://www.slowfood.com/>
- <http://www.slowfood.org.uk/Cms/Page/home>
- http://en.wikipedia.org/wiki/Slow_Food
- <http://ipsnews.net/news.asp?idnews=48712>
- <http://www.indigenouspeople.net>