3 SOIL, LAND AND THE ENVIRONMENT

Unit 3 looks at soil, land and the environment and how they relate to the challenge of producing healthy food to meet our needs. The first lecture looks at the key topics of food security and self-sufficiency and what they mean in developed and developing countries. The second lecture explores the contribution organic methods can make in reducing global warming.

Skills focus

W Listening

- preparing for a lecture
- predicting lecture content
- making lecture notes
- using different information sources

Speaking

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- reporting research findings
- asking for information
- formulating questions

Key vocabulary

| , | | |
|----------------------|----------------------|------------------|
| access (n and v) | ecomarketing | nutritious |
| adequate | enable | optimum |
| affordability | ensure | potato blight |
| aquarial | famine | principle |
| availability | fluctuation | promote |
| biodiversity | food chain | public relations |
| beetroot | food security | ratio |
| benefit (n and v) | genetic modification | self-sufficiency |
| carbon footprint | global | shortage |
| coherent | greenwash | soil quality |
| commodity | indicators | staple |
| conservation | impact | starvation |
| cost | losses | trend |
| disease | malnutrition | |
| distribution network | necessity | |

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Vocabulary focus

- stress patterns in multi-syllable words
- prefixes

3 SOIL, LAND AND THE ENVIRONMENT

3.1 Vocabulary

| 1 | 3.1 Vocabulary | stress with | nin words • prefixes | | | |
|---|---|---|--|---|---------------------|-------------------------------------|
| A | Discuss these quest | ions. | | | | |
| | 1 What do we m | | | | | |
| | What do we m How do change | | | y? 1 changes in agricu | lture? | |
| в | Study the pictures | on the opposit | te page. | | | |
| | 1 What does eac | h picture show | | | | e alternative |
| | 2 How do social | | | | commod | e climate lity destroy |
| с | Look at the words | in box a. | | | | drought energy estyle nutritious |
| | 1 Underline the | stressed syllabl | e in each word. | | | e sufficient |
| | 2 Which word ha | is the same str | ess pattern as lo | cally? | | |
| | 3 Sort the other | words into gro | oups according to | o their stress patte | rns. | |
| D | Complete each sen | | | | | |
| | 1 Food needs to | | | | | |
| | | | | quantities of fo | | |
| | 3 One way to me products like or | easure food se orn and proces | curity is to look a ssed food import | at the s, like biscuits. | between rav | v agricultural |
| | 4 There's genera food security. | l agreement th | nat | change is one o | f the major fact | ors for |
| | 5 Periods of surp | lus are often f | ollowed by years | s when there is a _ | | |
| | | | | | uch as milk, cer | eals and fresh fruit. |
| | 7 Transport strike | | | | | |
| | 8 | factors could | include new trer | nds in what people | like to eat and | drink. |
| E | Study the words in | box b. Find th | e prefix and try | to work out the m | eaning in each | case. |
| | b deforest | inject inbred | disinfect discolour | self-seeding | endanger enclose | multicrop multi-horned |
| | depopulate decompose | intake | disbud | self-pollinate self-feed | enciose | multinational |
| F | 2 3 Farmers use ma 4 The use of tech | wth of an ani sheep can ha anufactured fe nology has lee | mal usually depe ve up to six horn ertilizers to d to a reduction | nds on the s. the land in jobs and the | of nuti l of | |
| | | | | | | |



General note

Read the *Vocabulary bank* at the end of the Course Book unit. Decide when, if at all, to refer your students to it. The best time is probably at the very end of the lesson or the beginning of the next lesson, as a summary/revision.

Dictionaries will be useful in this lesson.

Lesson aims

- gain a greater understanding of the importance of stress within words and some of the common patterns
- extend knowledge of words which contain prefixes
- gain fluency in the target vocabulary

Introduction

- 1 Revise the vocabulary from the first two units. Check:
 - meaning
 - pronunciation
 - spelling

2 Revise the concepts from Unit 1. Ask students to give a definition of the difference between an ethical and a conventional agribusiness. Write the clearest definition on the board. Then write two columns headed 'ethical' and 'conventional' and ask the students to suggest words or expressions that they associate with one or the other. Give some examples if you need to, e.g., *quality, quantity, fair trade, profit, cost.*

Exercise A

Put students in pairs to discuss the questions. Feed back orally.

Answers

Possible answers:

- 1 *Food security* means protecting the food supply to make sure that people have enough to eat.
- 2 *Self-sufficiency* means being able to support yourself without outside help.
- 3 Agribusinesses must adapt to changes in the demands of the market brought about by the changing lifestyles of their customers.

Exercise B

1 Refer students to the pictures on the opposite page. Ask what students can see in the first picture. Elicit *It's a protest*. Ask which word from box a could be used to say something *more* about the picture. Accept any suggestions which use the word, or a form of the word, *disruption*, e.g., *The protesters are disrupting the business*.

Set the remaining pictures for pairwork. Students should make two statements: First, what they can see and then a further comment about each picture using at least one word from box a. If necessary, they should check the meanings of the words in their dictionaries. Not all the words are relevant. Feed back with the whole class. Accept any reasonable suggestions. Check/correct pronunciation, especially the stress patterns.

2 Set for pairwork. Students should consider how the words they have used in question 1 can affect food security. (For example, if there is a strike, it can affect the food security of a country.) Feed back orally, but do not confirm or correct at this stage.

Answers

Possible answers:

- 1
- 1 This is a strike or protest. Striking or protesting employees may **dis'rupt** deliveries.
- 2 This is a damaged crop. 'Drought has destroyed the crops in this field.
- 3 This is a windfarm. Wind power is an example of al'ternative 'energy.
- 4 These are crops in a field. The 'growth rate of a crop depends on factors such as the weather and soil quality.
- 5 This shows fish and chips and sushi. The decline of the fish and chip shop, and the rising popularity of sushi is an example of the way changing 'lifestyles can affect agribusinesses.
- 6 This is a locust. Swarms of locusts can **destroy** fields of crops in minutes.
- 2 Accept all reasonable suggestions.

Methodology note

From now on, whenever you present a group of words in a box, as here, ask students for the part of speech of each word. This is good practice and also good preparation for changing the form of the word if a different part of speech is required in the associated exercise(s).

Exercise C

Write *locally* on the board. Ask students to say how many syllables there are in the word (there are three). Draw vertical lines to divide the syllables. Then ask students to say where the main stress is and draw a line under the syllable:

| <u>l o</u> | cal | 1 y | |
|------------|-----|-----|--|
|------------|-----|-----|--|

Point out the importance of stressed syllables in words – see *Language note* below.

- 1 Set for pairwork. Tell students to divide the words into syllables first, then to underline the strongest stress. Feed back.
- 2 Ask students to find the word which has the same stress pattern as *locally*. Write it on the board like this:

| <u>l o</u> | cal | 1 y | |
|------------|-----|-----|--|
| <u>e n</u> | e r | gу | |

3 Set for pairwork. Students should match words with the same number of syllables and with main stresses in the same place.

Language note

In English, speakers emphasize the stressed syllable in a multi-syllable word. Sometimes listeners may not even hear the unstressed syllables. Vowels, in any case, often change to schwa or a reduced form in unstressed syllables. Therefore it is essential that students can recognize key words from the stressed syllable alone when they hear them in context. Multi-syllable words may seem to have more than one stressed syllable. This is a secondary stress, e.g. *su*,*staina'bility*. For the present purposes, students should identify only the primary, or strongest, stress in the word.

Stress sometimes moves to fit common patterns when you add a suffix, *e.g.*, '*capable*, *capa'bility*. Other suffixes, such as *~ment* or *~al*, don't affect the stress of the root word, e.g., *em'ploy*, *em'ployment*; '*person*, '*personal*.

Sometimes it is difficult to be sure exactly how a word should be divided into syllables. Use vowel sounds as a guide to the number of syllables. If in doubt, consult a dictionary.

Answers

1 a<u>ffor</u>dable al<u>ter</u>native <u>ba</u>lance <u>cli</u>mate co<u>mmo</u>dity de<u>stroy</u> dis<u>rup</u>tion <u>droug</u>ht <u>energy</u> <u>growth</u> <u>life</u>style nu<u>tri</u>tious <u>shor</u>tage su<u>ffi</u>cient

- 2 energy
- 3 af<u>for</u>dable, al<u>ter</u>native, com<u>mo</u>dity <u>ba</u>lance, <u>cli</u>mate, <u>life</u>style, <u>shor</u>tage dest<u>roy</u> <u>drought</u> <u>growth</u> <u>energy</u> dis<u>rup</u>tion, nu<u>tri</u>tious, su<u>ffi</u>cient

Exercise D

Set for individual work and pairwork checking. Not all the words are needed. Feed back orally.

Answers

- 1 Food needs to be affordable and nutritious.
- 2 The aim is for everyone to have <u>sufficient</u> quantities of food.
- 3 One way to measure food security is to look at the <u>balance</u> between raw agricultural products like corn and processed food imports, like biscuits.
- 4 There's general agreement that <u>climate</u> change is one of the major factors for food security.
- 5 Periods of surplus are often followed by years when there is a <u>shortage</u>.
- 6 We can use the word <u>commodity</u> to describe raw materials such as milk, cereals and fresh fruit.
- 7 Transport strikes often cause <u>disruption</u> to food supplies.
- 8 <u>Lifestyle</u> factors could include new trends in what people like to eat and drink.

Exercise E

Set for pairwork. Students should look at all three words in each group, to find and then deduce the meaning of the prefix. Encourage them to use a phrase as a definition rather than a single-word translation. They need to develop a sense of the broader meaning of the prefix. Feed back, getting the meanings on the board.

Answers

Model answers:

de~ = to remove from, to decrease, to change in the opposite direction

 $in \sim = inside^*$

 $dis \sim =$ to show the opposite or negative

self~ = through or by means of itself or oneself

en~ = to make or cause to become

multi~ = many

*this prefix also means *not* in some cases, e.g., *invalid, inaccurate, indecisive*

Methodology note

While not the case here, with some of these words, it is difficult to work out the base word, e.g., *trinsic* or *intrinsic*. However, you can point out that you can sometimes understand roughly what a word means if you understand the prefix, e.g., *intrinsic* must be something to do with being *in* something, so context will help you to guess the rough meaning.

Exercise F

This is further practice in using words with prefixes. Remind students that they must make sure the form of the word fits into the sentence. Feed back, checking pronunciation and stress patterns.

Answers

- 1 The rate of growth of an animal usually depends on the <u>intake</u> of nutritious foods.
- 2 <u>Multi-horned</u> sheep can have up to six horns.
- 3 Farmers use manufactured fertilizers to <u>enrich</u> the land.
- 4 The use of technology has led to a reduction in jobs and the <u>depopulation</u> of rural areas.
- 5 Modern dairy farms not only employ <u>self-feeding</u> techniques, they use self-milking machines too.
- 6 You can give the drug as a food supplement or you can <u>inject</u> it.

Closure

- 1 Ask students to decide whether the sentences in Exercise F are facts or opinions. Discuss ideas with the whole class.
- 2 If you have not already done so, refer students to the *Vocabulary bank* at the end of Unit 3. Work through some or all of the stress patterns.

Language note

The patterns shown in the *Vocabulary bank* in Unit 3 are productive, i.e., they enable you to make more words or apply the rules accurately to other words. The words with unusual patterns tend to be the more common ones, so if students come across a new multi-syllable word at this level, it is likely to conform to the patterns shown. Native speakers recognize the patterns and will naturally apply them to unusual words, e.g., proper nouns. How, for example, would you pronounce these nonsense words?

felacom bornessity shimafy emtonology scolobility nemponary cagoral andimakinise ortepanimation

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3.2 Listening



Lesson aims

Further practice in:

- planning and preparing for a lecture
- predicting lecture content
- choosing the best form of notes
- making notes

Introduction

Review key vocabulary by:

- using flashcards
- playing the alphabet game in the extra activities section at the end of this unit

Exercise A

Refer students to the handout with Figures 1, 2 and 3. Write the title *Food security* or *Self-sufficiency* on the board.

- 1 Set for individual work and pairwork checking. Feed back, eliciting some ideas.
- 2 Set for pairwork.
- 3 Brainstorm to elicit key words. Allow the class to decide whether a word should be included.

- 4 Elicit some points the four Ps (Plan, Prepare, Predict, Produce). If necessary, refer students to Unit 1 *Skills bank* to review the preparation for a lecture. One way to help the students to make provisional notes is to:
 - brainstorm what they would include
 - organize their topics into a logical sequence

Answers

Answers depend on the students.

Sercise B

1 Tell students they are only going to hear the introduction to the lecture. Ask what information they expect to get from the introduction (i.e., the outline of the lecture).

Give students time to read the choices of topics. Check that they understand the meaning and relevance. Remind them they will only hear the introduction once, as in a lecture. Play Part 1. Allow them to compare answers.

Feed back. Ask them to justify their choice by saying what they heard related to it. Confirm the correct answer.

- 2 Elicit ideas. Confirm or correct.
- 3 Elicit ideas.

Answers

Model answers:

- 1 Food security.
- 2 Food security is important because it involves all aspects of the agribusiness sector and the food chain.
- 3 Since the lecture breaks down into introduction, key question 1, key question 2, additional information and conclusion, headings and bullet points could be used. For example:

Intro

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- bullet 1
- bullet 2

Key question 1

- bullet 1
- bullet 2, etc.

Transcript 🞧 1.11

Part 1

Good morning, everybody. Today, I'm going to look at some related issues. Firstly, I'm going to talk about the key question and main points relating to food security. Then, I'm going to talk about the key question of self-sufficiency and I'll then be giving additional relevant information and trying to draw conclusions. OK. The first thing to say is, food security is not about being safe from stealing or attack. Food security is about having access to safe and nutritious food. The UK government has recently focused on food security and land use because of the global food price rises that took place between 2006 and 2008. Self-sufficiency is one aspect of food security. Self-sufficiency means meeting your own country's food needs without help from other countries. Self-sufficiency and food security are connected to land use. And land use the way we use land to produce the food we need is closely linked to issues such as organic farming and soil quality, which I'll be talking about in the next lecture. Food security is important because it involves all aspects of the agribusiness sector and the food chain. There are two key questions a country like the UK must ask about food security. First, how much food does the UK actually need to produce? Second, what are the factors the UK needs to consider to ensure food security in the future?

Sercise C

Before playing Part 2, refer students to Figure 1. Ask students what they expect to hear. Give them time to read questions 1–4. Tell them to write only brief notes. The main task is to absorb the meaning.

Play Part 2. Give them time to answer questions 1–4. Allow them to compare their answers. Feed back.

Ask them what they expect in the next part of the lecture (question 5). Elicit ideas but do not confirm or correct.

Answers

Model answers:

- 1 How much food does the UK actually need to produce? What are the factors the UK needs to consider to ensure food security in the future?
- 2 Availability, access, affordability.
- 3 A commodity is a substance such as wheat or potatoes sold in very large quantities.
- 4 Improving industrial relations to avoid the threat of strikes; encouraging people to source their food locally to reduce environmental impact; helping developing countries improve productivity to ensure alternative supplies.

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5 Answers depend on the students.

Transcript **1.12** Part 2

OK. The first question is this, how much food does a country like the UK need to produce to be 'secure'? Let's use a *commodity* as an example – that is, a substance sold in very large quantities, such as potatoes. Potatoes were first introduced into the UK in the late 1400s. They've been a staple part of the UK diet ever since. Let's take an example of their importance from history. Ireland in the 1800s was dependent on potatoes for its food security. Most of the population in Ireland used at least some of their land to grow potatoes. But potatoes are susceptible to diseases. Potato blight, one of the worst of the diseases, caused terrible famine in Ireland in the mid-1800s. As a result of the potato blight, a million people died of starvation, and the same number left Ireland. What do we learn from this? Ireland was not food secure. Let's compare this with the UK today. Potatoes are still a staple food. If we take the period 2001-2008, the UK produced roughly 80 per cent of the potatoes it needed. Interestingly, in the same period, the amount of land used to grow potatoes dropped by more than 10 per cent. But the UK had no significant problem with the shortfall. New techniques in disease control and improved strains - types of disease-resistant seed potatoes - increased productivity. At the same time, people had money to spend on alternatives to potatoes, such as pasta and rice. As a result, the UK probably has a higher level of general food security than in the past, although the UK is not selfsufficient in potatoes.

OK, let's look at question two. What are the factors the UK needs to consider to ensure food security in the future? There are three aspects to this question which we need to consider. First there is *availability*, next there is *access* and finally *affordability*. OK, let's start with availability. Availability is about whether there is *enough* nutritious, healthy food, and whether the supply is secure. Access is about getting the food we have to the people who need it. And affordability is about whether the people who need it have enough money to buy the food.

Let's look at availability in more detail. Let's think about potatoes again. If we want to ensure availability without increasing land use, we need to increase productivity. That means, as I've said, using strains that resist disease and deliver higher yields per hectare. And that means, in turn, investing in research and development, the science of farming. It also means investing in training the people involved in farming to ensure we have a skilled workforce. And we need, in the long term, to promote sustainable farming methods that help ensure healthy crops and food today without compromising our ability to meet our needs tomorrow.

So, what about access to supplies of potatoes? Well, the UK, for example, has a good distribution and retail network. The important thing is to think about how to make distribution more sustainable and secure. That includes improving industrial relations to avoid the threat of strikes. It means encouraging people to source their food locally to reduce the carbon footprint. It also means helping developing countries improve productivity to ensure alternative supplies. The more countries that can supply the products we all need, the more food secure all nations and communities become. And these measures will tend to impact on the price or affordability of potatoes.

There is growing consensus that food security isn't about one country's self-sufficiency. It's a *global* issue. Food security in the UK is linked to food security in every other country in the developed, and also in the developing, world. It's all about balance.

Sercise D

Play the first two sentences of Part 3. Ask the first question. Set the second question for individual work and pairwork checking. Play the rest of the recording. Tell students to take notes. Allow students to compare their definitions. Don't, at this stage, confirm the answers.

Answers

Model answers:

- 1 A table is good for comparing, e.g., the approach to food security in developed and developing countries.
- 2 A balance between the amount of food we produce ourselves and the amount we import; between the land we use for agriculture and the land we use for building; between the *benefits* to society of food security and the *cost* to society of food security.

Transcript **1**.13

Part 3

Developing countries have a very different approach compared with the approach in *developed* countries. In developing countries, food security is used to describe the challenges of providing people with sufficient food to eat. And with more than 850 million people in the world classified as living in hunger, food security in developing countries is a critical issue. As we've seen, in the developed world, food security is about choices and finding a balance. And there are several elements which must balance. Firstly, the amount of food we produce ourselves and the amount we import. Secondly, the land we use for agriculture and the land we use for building. We must also think about the balance between the benefits and the cost to society of food security; for example, the risk of climate change and the cost of action to prevent it.

So, we have 'the three As' – availability, access and affordability - and in developed countries we assume that we can choose how we balance these things against the cost to our population. But for the developing world, food security is not about balancing costs and benefits. There are no choices. It is most often about simply finding ways to ensure an adequate supply of nutritious, healthy food, by any possible means. There are no spare resources to help build strategies to deal with emergencies that arise from, for example, the effects of climate change on raw material production. Dealing with climate change is not an option or choice; it's a matter of survival. Choice is, in reality, limited or non-existent. And one reason for this tends to be that developing countries do not receive a fair return or income, in return for the commodities and products they produce, in the current global economy. This means they are not able to invest in modernizing their agriculture and agribusiness sector – in developing a sustainable food economy. In developing nations, indicators of food security therefore tend to be about very simple factors such as the proportion of their populations' income spent on food and on levels of malnutrition and hunger. These are the things that decide if the country's food supply is secure, and if its people will live or die when their economies are hit by any new or unforeseen problem caused by natural cycles or global warming.

Sercise E

Part 4 summarizes key issues in the discussion about food security and defines two critical issues facing all countries. Tell students that this is the last part of the lecture. What do they expect to hear? What are the two critical issues? Play Part 4.

- 1 Students should check what they expected to hear as they listen. After the summary has finished, they should correct and complete their notes. Guide them to the correct answer.
- 2 Elicit ideas. (If you wish, you could ask your students to do some research on this topic themselves. However, it is not essential at this stage. Students are asked to do a separate research task at the end of Lesson 3.3 and feed back on that in Lesson 3.4.)

Answers

Model answers:

- 1 How to reduce the impact of climate change and its impact on food production, and how to make the global economy fairer so developing countries can invest in modernizing their agricultural systems and agribusinesses.
- 2 The research task is to look at why organic principles are important for food security in particular, soil quality.

Transcript 😡 1.14

Part 4

OK, so there is growing consensus that food security means different things depending on where you live, but food security is a global challenge. There is also a growing consensus that there are two issues we all face which are critical for a secure food future. The first concerns the impact of climate change on global food production, and the question is: What can we do to reduce this? The second issue is about the way our global community currently favours the interests of developed countries at the expense of developing ones. And the issue here is how we move towards a fairer global economy so that countries in the developing world receive a fair price for their agricultural products and labour so they can invest in modernizing their agriculture and agribusiness sector.

Right. That's it for today. Next time I want to look at why *organic* principles are important for food security. And, in particular, I want to look at the issue of soil quality and how it relates to the topics we have discussed today. So don't forget to do some research on this topic before you come.

Sercise F

These are sentences about the ideas in the lecture.

Set for pairwork. Say or play the sentences. Give time for students to discuss and then respond. Students must justify their answers.

Answers

| 1 | true | Food prices rose sharply between 2006 and 2008. |
|---|-------|---|
| 2 | false | The Irish potato famine took place in the 1800s. |
| 3 | true | The UK uses less land to grow potatoes now than in 2001. |
| 4 | false | Developing countries see food security very differently to developed countries. |
| 5 | false | More than 850 million people in the world are classified as living in hunger. |
| 6 | false | Self-sufficiency means meeting your own country's food needs without other countries' help. |

Transcript 🞧 1.15

- 1 Food prices rose sharply between 2006 and 2008.
- 2 The Irish potato famine took place in the 1700s.
- 3 The UK uses less land to grow potatoes now than in 2001.
- 4 Developing countries see food security in the same way as developed ones.
- 5 Fewer than 300 million people are classified as living in hunger.
- 6 Self-sufficiency means meeting others' needs as well as your own.

Exercise G

This exercise practises making questions and describing information in a table.

Ask students to think of three questions they could ask about the chart using Wh~ question words such as What ...? Where ...? When ...? Who ...? How many ...? What proportion/percentage ...? etc. Elicit some examples and write these on the board. For example:

- 1 What information does Figure 1 show?
- 2 Which commodity does the UK produce least of?
- 3 What time span does Figure 1 represent?
- 4 Which commodity shows the least fluctuation?
- 5 What proportion of our poultry requirements did the UK produce in 1995?

Put students in pairs to ask each other their questions. Check.

Answers

Possible answers to example questions above:

- 1 the UK's levels of self-sufficiency in food by commodity
- 2 fresh fruit
- 3 1980-2005 (25 years)
- 4 milk
- 5 roughly 92%

Closure

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Ask students to:

- give a definition of principle. A possibility is: A *fundamental or truth; a general truth*.
- discuss whether they think principles are important as part of an agribusiness. See if students think that principles will help us solve problems like global warming or food shortages. If they do, you could ask students to write, in one sentence, the sort of principles they would like to propose that they think would achieve a global consensus.

Note: Students will need their lecture notes from Lesson 3.2 in the next lesson.

3.3 Extending skills

| J.J Exteriori | g skills st | ress within words • usi | ng information | sources • reporting findings |
|---|--|--|--|--|
| A S Listen to so Example: | me stressed syll | ables. Identify the v | vord below i | n each case. Number each word. |
| | i /vai/ You writ | te: | | |
| arable | | control | | increase |
| affordability | | crisis | | malnutrition |
| agriculture | | development | | necessity |
| available | | emigrate | | physical |
| balance | | environment | L | susceptible |
| consensus | | factor | | sustainable |
| B Where is the st 1 Mark the n | | iti-syllable word in E | xercise A? | Internet local radio |
| 2 Practise say | ring each word. | | | (national (newspaper) (national |
| | | e one of the words and say the correct | | Cut Carbon |
| | | right. Imagine you rbon, Buy Local' in s | | local Bily Local na |
| | | st for communicatin | ig with | (handout |
| different d | | | | (mailshots) |
| 2 What criter 3 Are there a | ria would affect any other media | | medium? | (mailshots) |
| 2 What criter | ria would affect | , | medium? | *** |
| 2 What criter 3 Are there a Medium | ria would affect any other media Potential target older people; | you could use? Why? high % of target | medium? | (navilshots) |
| 2 What criter 3 Are there a Medium | ria would affect any other media Potential target older people; business people; | you could use? Why? high % of target group; cost; good | medium? | HADFORD University |
| 2 What criter 3 Are there a Medium | ria would affect any other media Potential target older people; | you could use? Why? high % of target | medium? | HADFORD University Faculty: Agriculture and Agribusiness |
| 2 What criter 3 Are there a Medium | ria would affect iny other media Potential target older people; business people; families; house | you could use? Why? high % of target group: cost; good 'fit with campaign | medium? | HADFORDUniversity Faculty: Agriculture and Agribusiness 1 The Soil Association |
| 2 What criter 3 Are there a Medium local newspaper | ria would affect any other media Potential target older people; business people; families; house parents | you could use? Why? high % of target group: cost; good 'fit with campaign | | HADFORD University Faculty: Agriculture and Agribusiness |
| 2 What criter 3 Are there a Medium local newspaper Before you atto | ria would affect any other media Potential farget okier people; familes; house parents end a lecture, yo | you could use? Why? high % of target group: cost; good 'fit' with campaign message and values | research. | HADFORDUniversity Faculty: Agriculture and Agribusiness 1 The Soil Association |
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| 2 What crite: 3 Are there a Medium local newspaper E Before you attr 1 How could 2 What infor | ria would affect any other media harger older people; business people; familes; house parents end a lecture, you you research th | you could use? Why? high % of target group; cost; good Til' with campaign message and values ou should do some r e lecture topics on t rou record? | research. | HADFORD University Feaculty: Agriculture and Agribusiness 1 The Soil Association 2 European policies on organic farming 3 Organic certification |
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General note

Read the *Skills bank* at the end of the Course Book unit. Decide when, if at all, to refer students to it. The best time is probably at the beginning of this lesson or the end of the next lesson, as a summary/revision.

Lesson aim

This lesson is the first in a series about writing an assignment or giving a presentation based on research. The principal aim of this lesson is to introduce students to sources of information.

Introduction

1 Tell students to ask you questions about the information in the lecture in Lesson 3.2 as if you were the lecturer. Refer them to the *Skills bank* for typical language if you wish.

2 Put students in pairs. Student A must ask Student B about the information in the lecture in Lesson 3.2 to help him/her complete the notes from the lecture. Then they reverse roles. Go round, helping students to identify gaps in their notes and to think of good questions to get the missing information. Refer them to the *Skills bank* if you wish for language they can use in the pairwork.

Pairs then compare notes and decide what other information would be useful and where they could get it from. For example, information from the Internet on the level and sources of imports of commodities might be useful. In the feedback, write a list of research sources on the board, including dictionaries, encyclopedias, specialist reference books (about agriculture, politics, business management) and the Internet.

Point out that dictionaries are good for definitions, although you may need to go to a specialist dictionary for a technical word. Otherwise, try an encyclopedia, because technical words are often defined in entries when they are first used. You could also try Google's 'define' feature, i.e., type *define: principle*. But remember you will get definitions from other disciplines, not just your own, so you need to scan to check the relevant one. (*Principle* has a special legal meaning as well as a more general philosophical or political one.)

When doing an Internet search, it is also important to check spellings – princip*al* has a different meaning to princip*le*, and UK English often uses an 's' where US English uses a 'z', e.g., specialise/specialize.

W Exercise A

Point out the importance of stressed syllables in words – see *Language note* on the next page.

In this exercise, students will hear each word with the stressed syllable emphasized, and the rest of the syllables underspoken.

Play the recording, pausing after the first few to check that students understand the task. Feed back, perhaps playing the recording again for each word before checking. Ideally, mark up an OHT of the words.

Language note

In English, speakers emphasize the stressed syllable in a multi-syllable word. Sometimes listeners may not even hear the unstressed syllables. Vowels, in any case, often change to schwa or a reduced form in unstressed syllables. Therefore it is essential that students can recognize key words from the stressed syllable alone when they hear them in context.

Answers

| necessity | 3 |
|-------------|----|
| development | 7 |
| environment | 1 |
| sustainable | 8 |
| susceptible | 12 |
| control | 10 |
| factor | 17 |
| arable | 2 |
| emigrate | 14 |

| increase | 6 |
|---------------|----|
| agriculture | 18 |
| balance | 9 |
| consensus | 5 |
| physical | 11 |
| affordability | 16 |
| malnutrition | 4 |
| available | 13 |
| crisis | 15 |

Transcript **1**.16

- 1 en'vironment
- 2 'arable
- 3 ne'cessity
- 4 malnu'trition
- 5 con'sensus
- 6 'increase
- 7 de'velopment
- 8 su'stainable
- 9 'balance
- 10 con'trol
- 11 'physical
- 12 su'sceptible
- 13 a'vailable
- 14 'emigrate
- 15 'crisis
- 16 afforda'bility
- 17 'factor
- 18 'agriculture

Exercise B

Erase the words or turn off the OHP. Ask students to guess or remember where the stressed syllable is on each word. Tell them to mark their idea with a light vertical stroke in pencil. Elicit and drill. Refer students to the *Vocabulary bank* at this stage if you wish.

Answers

See transcript for Exercise A.

Exercise C

Set for pair or group work. Go round and assist/correct.

Exercise D

- 1/2 Refer students to the spidergram and the table. Elicit question forms for this discussion such as:
 - Which medium is most ...?

Why do you think ... would choose ...?

Why do businesses tend to use ...?

Where would you go to find prices for ...?

Put students in small groups or pairs to discuss the questions.

Feed back, building up the table in the Answers section on the board. The more reasons students can give, the better.

3 Discuss with the whole class. Accept any reasonable suggestions.

Answers

Model answers:

| Medium | Potential target | Why? |
|-----------------------|---|--|
| local newspaper | older people; business people; families; houseparents | high % of target group; cost; good 'fit' with campaign message and values |
| national newspaper | families; business people | coverage of all, including target groups, campaign profile; very high cost |
| Internet | young people; employed; self-employed | high % of target group; high cost; good 'fit' with campaign message and values |
| local radio | older people; non-management workers; self-employed; families | high % of target group; cost; good 'fit' with campaign message and values; cost |
| national radio | families; business people | raise profile for campaign; target and related interest groups; high cost |
| national TV | younger people; families; business people | high % of target group; high impact; very high cost |
| handouts | families; houseparents | impact from, e.g., volunteers at supermarket; feedback; cost |
| mailshots | families | very good coverage and proven success; cost |

Exercise E

Remind students again about the four Ps. Refer students to the lecture topics and the questions. Make sure they understand that all three questions relate to before, rather than during, the lecture. Work through as a whole class if you wish.

Answers

Model answers:

- 1 Look up key words in a dictionary/encyclopedia/on the Internet. Check pronunciation so you will recognize the words in the lecture.
- 2 Lecture 1: meanings of these key words; information about the history of the Soil Association

Lecture 2: notes on key policies affecting organic agribusiness

Lecture 3: main certificate-awarding organizations; notes on aspects of an agribusiness the certificates cover

Lecture 4: notes of the major commodities; key data on volume of trade

3 Perhaps do a spidergram so that it is easier to brainstorm with fellow students and cover all the possible areas that the lecturer might focus on.

Exercise F

Set for pairwork, giving each member of the pair a different research task. If students have access in class to reference material, allow them to at least start the activity in class. Otherwise, set for homework. Before the feed back to partner stage, refer students to the *Skills bank – Reporting information to other people*.

Closure

Dictate sentences with words from Exercise A in context for students to identify the words again.

3.4 Extending skills



Lesson aims

• ask other people for information

Further practice in:

- choosing the best form of notes
- making notes
- reporting information

Introduction

- 1 Elicit as much information from the lecture in Lesson 3.2 as possible. If necessary, prompt students by reading parts of the transcript and pausing for students to complete in their own words.
- 2 Remind students of the language involved in asking for information from other people – see *Skills bank*. Drill some of the sentences if you wish.

Sercise A

- 1/2 Set for pairwork. Encourage students to ask each other for information.
- 3 Play Part 4 of the lecture from Lesson 3.2 to enable students to check their answers. Feed back.
- 4 Elicit information from the students' research task (Lesson 3.3). Do not confirm or correct at this stage except pronunciation mistakes on key words.

Answers

Model answers:

1 Food security means something different in developed and developing countries. Self-sufficiency and food security aren't the same; there needs to be a balance.

Three factors to consider to ensure food security are access, availability and affordability. Food security is a global issue.

There are two major issues: the impact of climate change and the impact of trading and distribution systems.

2 Organic principles and soil quality.

Transcript 😡 1.14

Part 4

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OK, so there is growing consensus that food security means different things depending on where you live, but food security *is* a global challenge. There is also a growing consensus that there are two issues we all face which are critical for a secure food future. The first concerns the impact of climate change on global food production, and the question is: What can we do to reduce this? The second issue is about the way our global community currently favours the interests of developed countries at the expense of developing ones. And the issue here is how we move towards a fairer global economy so that countries in the developing world receive a fair price for their agricultural products and labour so they can invest in modernizing their agriculture and agribusiness sector.

Right. That's it for today. Next time I want to look at why *organic* principles are important for food security. And, in particular, I want to look at the issue of soil quality and how it relates to the topics we have discussed today. So don't forget to do some research on this topic before you come.

Exercise B

Refer students to the lecture slides. Set for pairwork discussion. Feed back.

Answers

Model answers:

- 1 SWEA aims and objectives page from the company website.
- 2 A press release giving information about a regional green marketing conference being organized by SWEA.
- 3 Answer depends on the students. Suggestions could be 1) the website gives information to prospective clients about the company to encourage them to contact and use SWEA services, and 2) to provide different media with information about an upcoming event and through them, engage potential attendees in the business community.

Sercise C

Set for individual work, then pair or group discussion. Play Part 1 of the lecture.

Methodology note

Don't tell students words they can't remember. It would be quite normal for students not to write down every keyword in a lecture. If they don't remember them all this time, they should at least put the key words they remember in order. They can then listen for the other key words as the text develops.

Answers

Model answers:

- 1 The value of soil quality in assuring the long-term sustainability of an agricultural system, and in ensuring a supply of healthy food.
- 2 The benefits of soil quality in reducing carbon emissions and combating global warming.
- 3 The values could be headings, with bullet points below each heading.

The organizations and their aims/services, etc. could be a spidergram.

The statistics could be a diagram showing the increase in organic land use against reduction in carbon emissions.

(See answers to Exercises D and E in this lesson.)

Transcript **1**.17

Part 1

In the last lecture, we talked about food security. Today, I'd like to look at what we mean by 'organic principles' and 'soil quality' and how these relate to food security. Most people understand the value of soil quality in assuring the long-term sustainability of an agricultural system. Most people also understand its value in ensuring a healthy supply of food for the population. Perhaps a lot of people are *not* aware of the value of soil quality in reducing carbon emissions and combating global warming.

Sercise D

Play Part 2 of the lecture. Students should recognize the rhetorical structure – see Answers section below – and complete in effect a spidergram and a table. When students have done their best individually, put them in pairs or small groups to complete their notes by asking for information from the other student(s).

In the feedback, allow the correct meaning, not just these words.

Answers

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Model answers:



| Heading | Categories | Principles |
|-----------|--|--|
| livestock | beef cattle dairy cattle sheep pigs poultry (eggs) poultry (meat) | suppliers to the agribusiness must be certified you must display labels showing where your organic products were farmed you must ensure that at least 95% of the produce ingredients are organic to label a produce as 'organic' |

Transcript **1**.18

Part 2

Soil quality is closely linked to food production. It is fundamental to a successful agribusiness sector. UN research indicates that more than 3 billion acres of agricultural land – an area larger than China and India put together – has been damaged by human actions in the last 60 years. These include deforestation, creation of industrial-scale farms involving the removal of hedgerows and the overuse of agrochemicals, with the attendant loss of the insects and other organisms that help maintain soil quality. And the average soil erosion rates that is, the amount of soil lost annually – in Europe are estimated to exceed the average rate of soil formation, the amount of soil 'put back'. In other words, we are losing more soil than we are able to create.

The UK government wants to stop this process, and encourage agribusinesses to work to protect and improve soil quality. One of their strategies is to get agribusinesses to sell organic products and to get consumers to buy them. And to avoid people cheating, that means we need products that are certified as organic. What does certification mean in practice, then? A certified product has to be made from raw materials or ingredients grown on organic soil using only organic farming methods. I'll say that again, a certified product must be made from materials or ingredients grown on organic soil and using organic farming methods only. To ensure the process of certification, the government works with a number of organic certification bodies, or 'CBs'. Certification covers five agribusiness sectors. These sectors are livestock, arable, horticulture, food processing and forestry. If we take livestock as an example, then certification includes primary sector agribusinesses in these categories: beef cattle, dairy cattle, pigs, sheep, and poultry for meat and eggs. So, if you are an agribusiness that makes organic products that use eggs, you must make sure your egg supplier is certified. That means that the chickens that lay your eggs are reared on organic land and eat only organic food. They can't eat chicken food made from non-organic cereal, for example. They must have labels showing where they came from if they're organic. And you must ensure that at least 95 per cent of your finished product ingredients are organic. Then you can sell your product as 'organic'.

OK, that's one part of a strategy for sustainability. Now, before I finish, I mentioned that soil has a very important role to play in two other ways.

Sercise E

Ask the initial question and elicit ideas, but do not confirm or correct at this stage.

- 1 Play the first two sentences of Part 3. Feed back.
- 2 Play the rest of Part 3. Give students time to do their own work, then set for pair or group completion.

Answers

Model answers:

- 1 Talking about the importance of soil quality and giving some statistics.
- 2 Describing recent research showing the potential benefits of an organic approach to farming in improving food quality and reducing greenhouse gas emissions – the amount of carbon released into the atmosphere.

Transcript 😡 1.19

Part 3

Yes, soil really has a very important part to play, not only in providing the medium for growing good quality, healthy agriproducts, but also in helping to reduce global warming. The key point is that good organic soil *captures* carbon much more efficiently than soil that has been farmed non-organically. And I want to give you a couple of statistics which I think make the point.

Recent research indicates that if all UK farmland was farmed used organic methods, then something like 3 million more tonnes of carbon would be absorbed by the soil each year. That is the equivalent to taking 1 million cars off the road in the UK. The other statistic I want to quote is that globally, if we switch to organic farming methods, we'll not only improve the quality of the food we produce, but we'll cut more than 10 per cent of our global greenhouse gas emissions.

Exercise F

Set for pairwork. Monitor and assist. Feed back, writing the words on the board as the students correctly identify them. Check pronunciation and stress patterns.

Answers

| 1 | motivate | h encourage someone towards a goal |
|---|----------|---|
| 2 | promote | d give a higher rank; to encourage |
| 3 | persuade | f get somebody to do something by urging them |
| 4 | achieve | b accomplish some purpose |
| 5 | enable | g make possible or authorize |
| 6 | deliver | e give something to an intended recipient |
| 7 | respond | c give an answer |
| 8 | identify | a recognize and name a particular person or thing |

Exercise G

Refer students to Slide 1, which provides a model mission statement.

- 1 Set for individual work or pairwork. Students should write two or three sentences beginning *To* They should use their own ideas. Feed back. Accept any reasonable suggestions. Write a few on the board.
- 2 Set for pairwork. Get one student from each pair to think about what they have to *offer* and the other to think about what they want to *get* from the internship. 'Offer' might include new thinking, enthusiasm, creativity, energy. 'Get' might include experience dealing with real situations, an improved CV, contacts, a reference.
- 3 Put students in different pairs to do the role-play. Remind students of the ways of asking politely for information (refer to *Skills bank* if necessary).

Answers

Answers depend on the students.

Methodology note

End all listening lessons by referring students to the transcript at the back of the Course Book, so they can read the text while the aural memory is still clear. You could set this as standard homework after a listening lesson. You can also get students to highlight key sections and underline key sentences.

Closure

Ask students to list ways that they can use their power as consumers of food and agricultural products to:

a improve the balance between the economies of developed and developing countries;

and

b reduce greenhouse gas emissions and agriculture's potential for causing global warming.

Extra activities

- **1** Work through the *Vocabulary bank* and *Skills bank* if you have not already done so, or as a revision of previous study.
- **2** Use the *Activity bank* (Teacher's Book additional resources section, Resource 3A).
 - A Set the crossword for individual work (including homework) or pairwork.
 Answers



B This game practises pronunciation and meaning recognition. It can only be played in groups in class.

Students must think of one word for each of the categories on the bingo card. Allow them to use any of the vocabulary from this unit. They should write their words on card 1, or copy the bingo grid into their notebooks.

Each student says one of their own words at random once only, concentrating on the pronunciation. The others must identify the category and cross it out on card 2.

The winner is the first student to identify the correct category for all the words. If the teacher keeps a record of which words have been said, he/she can say when a successful card could have been completed. **3** Students can play this alphabet game by themselves or as a group/class. The aim is to think of a word related to agribusiness for each letter of the alphabet. For example:

Student A: agriculture

Student B: agriculture, biodiversity

Student C: agriculture, biodiversity, conservation

Each student adds something for the next letter of the alphabet. They should try to use words from the unit if possible. A student misses a turn if he/she can't remember the items, or add another letter.

4 Tell students to do some Internet research on newspaper coverage of the following topics in the UK and in their own country (how much coverage, positive or negative):

> fair-trade products animal rights genetic modification

Useful websites (at the time of writing):

www.guardian.co.uk;

www.telegraph.co.uk;

www.foe.co.uk

Note that a lot of the information will be in very complex English, but students should be able to record the basic details and report back in the next lesson. ۲

3 SOIL, LAND AND THE ENVIRONMENT

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