

CINEMA INSPIRATIONS Lesson Plan

Film title and year of release	Trailers for: Food, Inc (2008) Just Eat It (2014)
Timing(s) of excerpt(s) if relevant	N/A
Link to film summary (e.g. on imdb.com)	Food, Inc http://www.imdb.com/title/tt1286537/?ref=mv_sr_1 Just Eat It http://www.imdb.com/title/tt3597400/?ref=fn_al_tt_2
Global issue(s) (keywords)	food waste, healthy eating, big business, corporate power, consumerism, organic food
Level/age of target learners / context	Level: intermediate Age: older teens and adults Context: food, consumer culture, shopping
Learning objectives	<ul style="list-style-type: none"> ● to raise awareness about the production of cheap food, over-consumption and waste ● to develop extensive listening skills ● to develop oral fluency and reading skills ● to develop dictionary skills
Resources needed	Internet connection Dictionaries (paper-based or online) Worksheets Whistle
Your name/contact (if you wish for this to be public)	Julietta Schoenmann gisig@iatefl.org

TASKS AND PROCEDURES

1) Introduction (10 minutes)

- Tell students that they are going to watch two short trailers for films about food.
- Show stills from the two films and ask students to work in pairs and find **3 ways** in which the pictures might be connected.



- Conduct plenary feedback and accept all suggestions at this stage.

2) Before watching task (10 minutes)

- Ask students the following questions and invite answers from volunteers:
 - Where do you shop for your food? Supermarkets? Small shops? Weekly markets?
 - If you had £10, would you spend it on one good quality food item or many cheaper ones?
 - How much food do you throw away each week? What do you throw away?
- Display the following gist questions:

Food, Inc

- 1) Is modern food production good for us?

Just Eat It

- 1) Are you surprised by how much food supermarkets waste?
 - Show the two trailers and ask students to answer 'yes' or 'no' to each of the questions as they watch.
 - Give students a few minutes to share their answers in pairs, then invite suggestions from the whole class in plenary.

3) While watching task (15 minutes)

- Tell students they are going to watch the trailers again in order to understand the ideas in the films better.
- Hand out the worksheet and ask students to look at **Task A**. Give them time to read the two summaries of the film trailers.
- Play the *Food, Inc* and *Just Eat It* trailers then ask students to discuss their answers in groups of 4.
- Check the answers in plenary.

4) After watching task (10 minutes)

- Tell students they probably heard many news words in the trailers.
- Ask them to look at **Task B** on their worksheet. Suggest they use their dictionaries to find out the meaning of each word or phrase and match it with the correct answer on the table.
- Suggest students work in pairs if they wish in order to help each other.
- Check the answers in plenary.

5) Follow-up task (15 minutes)

- Ask students to make two lines and stand facing each other. Name each line A and B. Tell students in line A to shake hands with their opposite partner in line B.
- Explain that they will discuss some questions about the topics presented in the trailers but they will only have 1 minute for each question (a little like speed-dating!).
- Tell them that when you blow the whistle everyone should start talking to their partner opposite and discuss the first question. When you blow the whistle again everyone should stop talking and the first student in line A should walk to the end of the line. Students in line A should take one step to the left so they are now facing a new partner.
- Display the following questions:
 - 1) Is there a connection between the two films? What do you think is it?
 - 2) What did you think of the people in the films who are trying to change things?
 - 3) Why should you care about what you eat?
 - 4) What can you do to reduce food waste?
- Blow the whistle and tell students they can discuss the first question.

- After 1 minute, blow the whistle and when everyone has a new partner, tell students they can discuss the second question.
- Continue in this way until all the questions have been discussed.
- Ask students to sit down.
- Tell students they can choose one of the questions to discuss as a class
- Encourage a few students to share their views on the chosen question with the rest of the class.

ANSWERS

TASK A

Food, Inc

This film shows that we have dramatically changed our eating habits in the last 100 years. The food industry is powerful and doesn't want us to know how food is produced. Food companies encourage farmers to grow food faster and more cheaply so they can make big profits. It's against the law to criticise the way that our food is produced even though there are dangerous bacteria in what we eat. We are powerless as consumers and have to accept this situation. We have a choice about what we buy. The battle against the tobacco industry is a bad model to follow. We can change the way food is produced, eat better and had more energy. If we demand good food then farmers will deliver it.

Just Eat It

Lots of food is being wasted every day and lots of people are talking about it. 14% of food produced is wasted. But is it still good to eat? People in the film prove that food that is thrown away by the supermarkets is edible. Supermarkets buy all fruit and vegetables from the farmers to sell in their stores. Growers say it's heartbreaking to grow food that is then thrown away. Wasting food is widespread and condoned by the government. The scale of the problem is shocking and the film only shows a small amount of what is actually wasted.

TASK B

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

POSSIBLE ADAPTATIONS

Follow-up task 1: Ask students to work in small groups and plan a campaign they could carry out in their school or community that raises people's awareness about the benefits of organic food.

Follow-up task 2: Ask students to draft an email to their local supermarket questioning their policy on food waste and suggesting a way to avoid throwing so much away.

POSSIBLE EXTENSIONS

After watching task 1: focus on the use of modals in the trailers - probability (might/could) and advice (should/must)

After watching task 2: focus on use of passive forms - food is wasted/meat is produced

IMAGE



Image: <https://pixabay.com/en/grocery-store-market-supermarket-2619380/>

Worksheet
Food and Food Waste

TASK A

Read the following short summaries of the two films.

There are 3 factual mistakes in each summary. Can you underline them?

Food, Inc

This film shows that we have dramatically changed our eating habits in the last 100 years. The food industry is powerful and doesn't want us to know how food is produced. Food companies encourage farmers to grow food faster and more cheaply so they can make big profits. It's against the law to criticise the way that our food is produced even though there are dangerous bacteria in what we eat. We are powerless as consumers and have to accept this situation. We have a choice about what we buy. The battle against the tobacco industry is a bad model to follow. We can change the way food is produced, eat better and have more energy. If we demand good food then farmers will deliver it.

Just Eat It

Lots of food is being wasted every day and lots of people are talking about it. 14% of food produced is wasted. But is it still good to eat? People in the film prove that food that is thrown away by the supermarkets is edible. Supermarkets buy all fruit and vegetables from the farmers to sell in their stores. Growers say it's heartbreaking to grow food that is then thrown away. Wasting food is widespread and condoned by the government. The scale of the problem is shocking and the film only shows a small amount of what is actually wasted.

TASK B

Can you match the words and phrases from the trailers with their meanings?

Words/phrases from the trailers	Meaning
1) an illusion	a) dangerous to health
2) to make sth illegal	b) happy and sad times in one's life
3) to be contaminated with (bacteria)	c) to find sth/so by chance
4) irresponsible (behaviour)	d) to suddenly have good luck
5) wholesome (food)	e) an idea or belief that isn't true
6) to come across (numbers/people)	f) good for you
7) to hit the jackpot	g) not thinking about the results of one's behaviour
8) the highs and lows of sth	h) not allowed by law

