



Anglais - B1

The hidden side of the hamburger

Somo Raia

Iles de Paix est une organisation non gouvernementale de coopération au développement active en Afrique et en Amérique latine, ainsi qu'en Belgique. Une association sœur est quant à elle active au Luxembourg. Iles de Paix aspire à un monde permettant à chacun de vivre dans la dignité et de développer ses potentialités, un monde solidaire qui promeut l'accès de tous aux droits humains dans un environnement préservé.

Iles de Paix soutient, en Afrique et en Amérique latine, des familles vulnérables vivant en zone rurale, pour la réalisation des projets dont elles sont porteuses et qui sont orientés vers une agriculture familiale durable et une alimentation responsable. En Belgique, Iles de Paix mène des actions d'Éducation à la Citoyenneté Mondiale et Solidaire, qui visent à informer, sensibiliser et mobiliser les citoyens en faveur de ces populations rurales défavorisées. C'est dans ce cadre qu'Iles de Paix est notamment présente dans le monde scolaire.

La collection **Somo Raia**, qui signifie « leçon citoyenne » en swahili, vise à mettre à disposition des enseignants des supports de cours leur permettant d'aborder des notions de citoyenneté dans le cadre de leur programme de cours. Chaque fiche de cette collection permet, en une ou plusieurs périodes, de traiter une thématique prévue dans les programmes scolaires et dans les socles de compétences, tout en y ajoutant une dimension de citoyenneté mondiale et solidaire.

THE HIDDEN SIDE OF THE HAMBURGER

Ce dossier est destiné aux enseignants et aux élèves du niveau d'enseignement de langue moderne anglais B1 du Cadre européen commun de référence pour les langues. Il s'intègre dans le cours d'anglais, en adéquation avec les programmes de tous les réseaux d'enseignement en Fédération Wallonie-Bruxelles.

Son objectif est que chaque étudiant puisse maîtriser les champs lexicaux de la vie quotidienne, de l'alimentation, de l'environnement et des transports, en exprimant son avis et donnant des conseils. Cette découverte se fait via le biais d'une série d'activités qui permettent d'exercer la lecture (en lisant et répondant à un quiz de culture générale sur l'alimentation écoresponsable, en réalisant des exercices lexicaux sur la thématique, en parcourant une enquête et en évaluant de la sorte sa propre consommation écoresponsable, en analysant un témoignage d'une personne partageant sa propre expérience sur le sujet), l'audition (comprendre une vidéo sur la face cachée du hamburger afin de répondre à un vrai ou faux), l'expression écrite (en partageant sa propre expérience personnelle sur le thème et en réagissant à un témoignage d'une autre personne en exprimant son avis et donnant des conseils) et l'expression orale (en prenant part à un débat en petit comité sur le sujet en mobilisant les connaissances, le lexique et les fonctions langagières acquis lors de la séquence.).

Une partie de ce dossier, destinée aux enseignants, permet de prolonger vos recherches grâce à certaines informations et documents complémentaires.

Nos projets en Afrique et en Amérique latine, nous ont donné envie d'aborder cette thématique dans le cadre de l'Éducation à la Citoyenneté Mondiale et Solidaire. Nous sommes persuadés que tout engagement solidaire est fondé sur la prise de conscience d'une problématique ainsi que sur la compréhension des solutions possibles.



B1



Anglais



Alimentation durable et responsable



300 minutes



Extrait des Socles de compétences

Anglais

Ecouter pour (s')informer et/ou (faire) agir
Lire pour (s')informer et/ou (faire) agir
Ecrire pour (s')informer et/ou (faire) agir
Parler en interaction pour (s')informer et/ou (faire) agir

Éducation à la philosophie et à la citoyenneté

5. Se décentrer par la discussion
5.2. Élargir sa perspective
6. S'ouvrir à la pluralité des cultures
6.3 Reconnaître la diversité des cultures

Proposition méthodologique

- A. **Introduction: Quiz about sustainable food** —————▶ **30 min.**
- B. **Vocabulary: The hidden side of the hamburger**
 - Kahoot —————▶ **25 min.**
 - Fill in the vocabulary list —————▶ **10 min.**
 - Vocabulary exercise 1 + Vocabulary exercise 2 —————▶ **20 min.**
- C. **Listening: The hidden side of the hamburger** —————▶ **45 min.**
- D. **Reading: What kind of responsible consumer are you?** —————▶ **30 min.**
- E. **Language needs: How to express your opinion and give some advice**
 - Brainstorming —————▶ **10 min.**
 - Fill in the vocabulary list —————▶ **10 min.**
- F. **Writing: Sustainable eating**
 - Sharing experience —————▶ **40 min.**
 - Reading + Expressing opinion/Giving advice —————▶ **50 min.**
- G. **Speaking: Final task - Debate (preparation + group presentation)** —————▶ **30 min.**
≡ **300 min.**
(6 heures de cours)



The hidden side of the hamburger

• DOSSIER À PHOTOCOPIER •
POUR LES ÉLÈVES



THE HIDDEN SIDE OF THE HAMBURGER



Voyager plus facilement, faire de nouvelles rencontres, ouvrir son esprit à d'autres cultures, développer ses capacités cognitives, la concentration ou la patience... Les avantages à apprendre une langue étrangère sont nombreux. Pouvoir parler plusieurs langues renforce par ailleurs la compréhension de notre monde de plus en plus globalisé et des nombreuses cultures qui le façonnent.

Et cette séquence de cours aborde justement un sujet lié à la mondialisation... Avec l'augmentation de l'import et de l'export de produits issus de l'agriculture, des producteurs à travers le monde sont amenés à devoir se spécialiser dans des cultures produites à moindre coût et au travers de techniques agricoles néfastes pour l'environnement et la santé. Ce qui en retour entraîne des conséquences climatiques dangereuses pour les agriculteurs et les consommateurs de par le monde.

"The hidden side of the hamburger" est une séquence de cours qui permet de mieux comprendre ce phénomène, tout en renforçant les compétences linguistiques des élèves.



Let's see what you know about the topic... Answer the following questions about sustainable food. Each question only has one correct answer ! You can use the vocabulary list if need be.

1. How much food waste is there in the world?
 - +/- 70%
 - +/- 50%
 - +/- 30%
 - +/- 10%
2. What kind of food do we waste the most?
 - Fruit & vegetables
 - Dairy products
 - Sweets
 - Meat
3. Which of the following contributes most to food waste?
 - The agriculture industry
 - The processing and packaging industry
 - The distribution and retail
 - Consumers
4. Does waste have an impact on our climate?
 - Yes
 - No
5. The large amount of plastic waste accumulated in our oceans is called:
 - The fifth continent
 - The sixth continent
 - The seventh continent
 - The eighth continent
6. How much of the world's water is fresh (drinkable) water ?
 - 3%
 - 23%
 - 53%
 - 83%
7. Which of the following suggestions, would you call eco-friendly?
 - Eating fast food
 - Cooking leftovers
 - Buying over-packaged products
 - Eating strawberries and tomatoes in winter
8. What is responsible eating?
 - A consumption mode that ignores the wellbeing of workers within the food system
 - A consumption mode that respects the environment, is beneficial to the economy, meets the criteria of sustainable development and is good for your health
 - A consumption mode that accelerates global warming
9. What is the most environmentally friendly distribution channel?
 - Long-circuit
 - Short-circuit



10. According to you, most consumers choose a product based on:

- The price, the quality and the presentation
- The production location and conditions
- The amount of packaging

11. Which option has the least energy impact?

- A paper bag
- A reusable cloth bag
- A plastic bag
- A reusable plastic bag

12. Amongst the following options, which was the most sustainable company in 2016?

- Coca Cola
- Adidas
- BMW
- Apple

13. In terms of environmental impact, what is the equivalent of eating 500 grams of Californian beef?

- Eating 500 grams of almonds
- Showering for a whole year
- Flushing the toilet for a whole day
- Watching TV for a whole week

14. What are ways to eat more sustainably?

- Lower meat consumption
- Waste less food
- Shop locally
- All options are correct

15. The best way to reduce the impact of one's diet on biodiversity is to:

- Apologize to a green plant before each meal
- Shout very loudly "it's a scandal", then roll into a ball and cry
- Achieve at least one of the solutions in question 14



Vocabulary list

| ENGLISH | FRENCH | DEFINITION / SYNONYM |
|--------------------------------|--|--|
| Sustainable | Durable | Using techniques that protect the environment, public health, human communities and animal welfare |
| Waste (toujours au sg.) | 1. Gaspillage 2. Déchets, ordures | Something left over |
| To waste | Gaspiller | To use inefficiently |
| A vegetable | Un légume | A plant that is usually eaten |
| A dairy product | Un produit laitier | Relating to milk, cream, butter, cheese, etc. |
| A sweet | Un bonbon | A candy |
| Meat | La viande | Animal flesh |
| Processing | La préparation | Preparation, treatment |
| A packaging | Un emballage | A box or wrapping in which a product is offered for sale |
| Retail | La vente | Sale to public |
| A consumer | Un consommateur | A customer, a buyer |
| To be covered with | Être recouvert par | To spread over, to take up |
| Drinkable | Potable | Safe to drink |
| Eco-friendly | Écologique, respectueux de l'environnement | Environmentally safe |
| To cook | Cuisiner | Prepare food by heat |
| Leftovers | Des restes | Food remaining |
| An over-packaged product | Un produit trop emballé | Too much packaging |
| A strawberry | Une fraise | A fleshy red fruit |
| Responsible | Responsable | +/- = Sustainable |
| A consumption mode | Un mode de consommation | A way of consuming things |
| To take something into account | Tenir compte de quelque chose | To consider, to take into consideration |
| Environment | L'environnement | All external factors (like air, water, minerals, organisms) surrounding and affecting an organism |
| To be beneficial for | Être avantageux pour | To be positive for |
| To meet the criteria of | Répondre aux critères de | To match, to fit, to correspond to/with |
| Health | La santé | The general condition of the body or mind |



| | | |
|------------------------|-------------------------------|---|
| To increase | Augmenter | >< To reduce |
| Global warming | Le réchauffement climatique | An increase in the average temperature of Earth's atmosphere |
| A distribution channel | Un circuit de distribution | A retailer |
| According to you | Selon toi | For you |
| An amount of | Une quantité de | A quantity of |
| The most | Le plus | >< The least |
| More | Plus | >< Less |
| The least | Le moins | >< The most |
| Less | Moins | >< More |
| Reusable | Réutilisable | That can be used again |
| A cloth bag | Un sac en tissu | A bag made of fabric |
| A company | Une entreprise | A number of persons united for business |
| The carbon footprint | L'empreinte carbon | The environmental impact |
| Beef | Du boeuf | The flesh of a cow, steer, or bull raised and killed for meat |
| An almond | Un amande | A nutlike fruit |
| To shower | Prendre une douche | To bathe in sprayed water |
| Whole | Entier | Entire, total |
| To flush the toilet | Tirer la chasse des toilettes | To drain toilet waste |
| A way | Une façon | A manner |
| Sustainably | Durablement | > Sustainable |
| To lower | Diminuer | = To reduce |
| To reduce | Diminuer | >< To increase = To lower |
| A diet | Un régime | The way one eats |
| Biodiversity | La biodiversité | Variety of species |
| To apologise | Présenter ses excuses | To say sorry |
| A meal | Un repas | A time/occasion for eating |
| To shout | Crier | To talk loudly |
| Loudly | Fort | At high volume, with intensity |
| To roll into a ball | Se rouler en boule | To curl up, to go into a fetal position |
| To cry | Pleurer | To shed tears, to weep |
| To achieve | Réaliser | To accomplish |
| At least | Au moins | At the minimum |



B

VOCABULARY

The hidden side of the hamburger

Before watching the video *The hidden side of the hamburger*, let's have a look at the important vocabulary for this lesson. Switch on your smartphone/computer/tablet and take part in a vocabulary game on Kahoot. Here is the link to play Kahoot: www.kahoot.it



Take a look at the following vocabulary list. Fill it in with the French translation of the English words.

| ENGLISH WORD | FRENCH TRANSLATION | DEFINITION / SYNONYM |
|----------------------------------|--------------------|---|
| A vegetable (Previously seen) | Un légume | Food: plant |
| Health (Previously seen) | La santé | State of body or mind |
| Starving | | Having no food |
| To starve | | To have no food |
| A share | | A portion |
| Rotten | | Decayed |
| To rot | | To decay |
| Meat (Previously seen) | La viande | Food: animal flesh |
| A butcher | | A person who prepares meat |
| A cow | Une vache | A domesticated bovine animal kept for milk/meat |
| To graze | Brouter | To eat grass |
| A farm | | A place where farmers grow crops and rear animals |
| Grass | | A plant that is eaten by cows and other animals |
| A grassland | Une prairie | Pasture |
| A barn | Une grange | A farm building |
| To feed | Nourrir | To give food to somebody or an animal |
| A seed | Une graine | Of a plant, fruit or vegetable |



| | | |
|----------------------------------|-----------------------------------|--|
| A soya bean | Un germe de soja | A seed that comes from the soy-bean plant |
| Huge | | Extremely large |
| A field | | Agriculture: land |
| A boat | | A ship |
| Polluting | | Contaminating |
| To pollute | | To contaminate |
| An engine | | A motor |
| To release | Libérer | To emit |
| Gas | | Chemical vapor |
| Climate change | Changement climatique | A change in the average conditions (temperature and rainfall) in a region over a long period of time |
| A plane | | An aircraft, an airplane |
| In order to | | With the purpose of |
| To grow | Cultiver | To cultivate |
| To need | Avoir besoin de | To require, to find something/somebody necessary |
| To cut down | Abattre | Trees: to fell |
| A rainforest | Une forêt tropicale | An ancient forest rich in biodiversity, found in tropical areas |
| Vital | | Essential |
| A species | | Animal, plant: variety |
| An endangered species | Une espèce en voie de disparition | An animal or plant becoming extinct |
| A shield | | A thing or person that protects |
| To destroy | | To demolish |
| To protect from | | To defend from |
| To depend on | | To live off |
| Global warming (Previously seen) | Le réchauffement climatique | An increase in the overall temperatures of the Earth's atmosphere |
| To disrupt | Perturber | To cause disorder |
| As a result | | Consequently |
| To accelerate | | To hasten |
| As well as | | Along with |
| Deforestation | | The destruction of trees |
| To provide | Fournir | To supply |
| To choose | | To select |
| Carefully | Avec soin | Wisely |



• Vocabulary exercise 1 •

Read the French words in the box and the sentences below. Translate the French words into English, then put them into the right sentences. Don't forget to write the nouns/verbs in their correct form.

légumes - brouter - grange - avec soin - réchauffement climatique - cultiver - abattre

- > Being a responsible consumer means to choose the products you intend to buy.
- > Nowadays, most cows grow up in big but some of them still in grasslands.
- > trees, also called deforestation, contributes to
- > Do you your own or do you buy them in the supermarket?

• Vocabulary exercise 2 •

Translate the following sentences into English

1. Certains agriculteurs utilisent des graines, comme le soja, pour nourrir leurs vaches.
.....
2. La forêt tropicale est essentielle pour les espèces en voie de disparition.
.....
3. Les moteurs des bateaux et avions libèrent des gaz qui perturbent le climat.
.....





LISTENING

The hidden side of the hamburger

Watch the following video attentively. Then, read the statements in the following table and write whether they are “true” or “false”. Don’t forget to justify your answer with information from the video in case it is false.¹



| STATEMENTS | TRUE/FALSE | JUSTIFICATION |
|--|---------------|---------------|
| The meat you find in hamburgers always comes from cows that live in grasslands. | True False | |
| To feed their cows, some farmers use soya beans that come from Brazil. | True False | |
| Transporting soya beans doesn't affect nor disrupts the climate. | True False | |
| Trees in the Amazon rainforest are cut down in order to grow soya. | True False | |
| The Amazon rainforest plays a minor role in our environment. | True False | |
| One consequence of global warming is less rain, which is a good thing. | True False | |
| Eliminating meat from your diet is the only solution to the environmental problems discussed in the video. | True False | |

¹ https://www.youtube.com/watch?v=f5K8Fr75dCU&list=PLd7LAHZLvqX_JVCM4NOdU_HLrFCdTklkd&index=21



What is a sustainable consumer?

Let's see what a sustainable consumer is... Take the following test to find out!
Try to choose only one correct answer for each question and circle its symbol.
Use the vocabulary list on the next page if need be.

1. A sustainable consumer most often does their shopping:

- ◆ At the market or in a small shop in his village
- ▲ In an organic shop
- ★ On the Internet
- In a supermarket

2. To do their shopping, a sustainable consumer most often travels:

- ▲ On foot
- By public transport
- ◆ By bike
- ★ By car

3. To choose a product, a sustainable consumer pays attention to:

- ★ The brand
- ◆ Packaging (environmentally friendly or not)
- The price only
- ▲ The place of production (local or not)

4. A sustainable consumer chooses products with little or no packaging:

- ▲ Always
- ◆ Often
- Rarely
- ★ Never

5. A sustainable consumer eats red meat:

- ★ At every meal
- Once a day
- ◆ Once a week
- ▲ Never

6. A sustainable consumer eats a vegetarian meal:

- ◆ Once a week
- ★ Never
- ▲ At least once a day
- Once or twice a month



7. A sustainable consumer mainly buys their fruit and vegetables:

- At the market
- ▲ In organic shops
- ★ In a supermarket
- ◆ From local producers

8. A sustainable consumer eats seasonal fruit and vegetables:

- ◆ Most of the time
- ▲ Always
- Rarely
- ★ Never

9. For meals at home, a sustainable consumer eats ready-made meals (frozen, canned, etc.):

- Once a week
- ★ Several times a week
- ◆ 2 or 3 times a month
- ▲ Never

10. A sustainable consumer drinks bottled water:

- ◆ Rarely
- ★ Always
- ▲ Never
- Often

LET'S CHECK THE RESULTS!

If you have a majority of ▲/ ◆ answers : You understand the notion of sustainable consumption and what being a responsible consumer is.

If you have a mix of ▲/ ◆/ ●/ ★ answers : This behavior is not always exemplary in terms of respect for the environment and has a clear impact on it. There is room for improvement...

If you have a majority of ★/ ● answers : These choices have a negative impact on the planet. Change is not impossible! Redo the previous exercises to learn more of what can be done to protect our Earth.



Vocabulary list

| ENGLISH WORD | FRENCH TRANSLATION | DEFINITION / SYNONYM |
|---------------------|-------------------------------|--|
| The kind of | Le genre de | The type of |
| Most often | Le plus souvent | Usually |
| An organic shop | Un magasin biologique | A place where we can buy food from farming without chemicals |
| On foot | À pied | Walking |
| By public transport | Avec les transports en commun | Ex.: Bus, tram, underground |
| To pay attention to | Faire attention à | To concentrate on |
| Only | Seulement | Simply, exclusively |
| The brand | La marque | Ex.: Nike, Adidas, Vans |
| Once a day | Une fois par jour | A single time per day |
| Twice a week | Deux fois par semaine | Two times per week |
| Mainly | Principalement | Principally |
| A local producer | Un producteur local | A person who makes something and doesn't live far from your home |
| Seasonal | De saison | Relating to the seasons of the year |
| Most of the time | La plupart du temps | Usually |
| A ready-made meal | Un plat préparé | Food made in advance for sale |
| Frozen | Surgelé | Preserved in freezer |
| Canned | En conserve | Preserved in a can or a jar |
| Several | Plusieurs | Some, a few, different |
| Bottled | En bouteille | Served or sold in a bottle |
| To check | Vérifier | Inspect, verify, examine |
| An answer | Une réponse | >< A question |
| Congratulations ! | Félicitations ! | Well done, good job ! |
| To spread | Partager | To share |
| A tip | Un conseil | Advice, help |
| Around | Autour de | All over, everywhere |
| Exemplary | Exemplaire | Ideal, model |
| To optimise | Optimiser | To make as perfect as possible |
| To find out | Découvrir | To discover, to learn about |



E

LANGUAGE NEEDS

How to express your opinion and give some advice

Do you know how to express your opinion and to give some advice in English?
If so, which phrases do you know? Write them down around the speech bubble.

**EXPRESS
YOUR
OPINION &
GIVE
SOME
ADVICE**



Now, take a look at the following table and translate it from English to French.

| EXPRESSING OPINION | |
|--|--|
| In my opinion | |
| In my view | |
| As far as I'm concerned | |
| As far as I know | |
| As I see it | |
| From my point of view | |
| Personally speaking, I believe | |
| I strongly believe that | |
| I honestly think that | |
| As for me | |
| If you ask me | |
| If I'm not mistaken | |
| I might be wrong but | |
| What I mean is | |
| I have no opinion on this matter | |
| GIVING ADVICE | |
| If I <u>were</u> you, I would + INF without "to" | |
| You'd better + INF without "to" | |
| You should + INF without "to" | |
| If you take my advice, you'll + INF without "to" | |
| My advice would be to + INF | |
| It might be a good idea to + INF | |
| I advise you to + INF | |
| Have you thought about + Verb in ING? | |
| How about + Verb in ING? | |

Here is the link to the Quizlet Vocabulary and Language Needs list:

https://quizlet.com/_7056g5?x=ljqt&i=1g6dsq



Now that you know more about sustainable eating, it's time to share your own experience. Write a text in English of about 100 words on the subject. You can base your text on the following questions:

Waste

- > Do you waste much? (Food, water,...)
- > What kind of products do you waste the most?
- > ...

Eating

- > What do you most often eat and drink?
- > Do you eat meat/Are you a vegetarian/Do you have specific food habits?
- > ...

Shopping

- > In what kind of shops do you usually do your shopping?
- > What criteria do you pay attention to when you buy a product/takeaway?
- > What kind of bag do you usually use?
- > Do you buy products with much packaging?
- > Do you buy things through long circuit or short circuit products?
- > ...

Use the vocabulary related to the topic and the expressions learned in the << Expressing Opinion >> table

Written text

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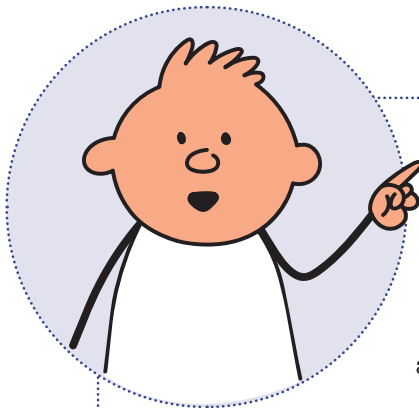
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Hi!

My name's Oscar and I'm 15 years old. I lived in the UK for nearly 13 years but my family and I have recently moved to Belgium for my father's work. I'm not fluent in French yet, I still need to make some progress, but I'm a fast learner and I hope to become bilingual soon!

Today, I'm going to write about my daily routine regarding food and shopping in order to **assess** the impact it has on the environment.

First of all, I'll deal with the food I usually eat. Since my parents get home late from work, we never cook dinner. We often eat out at a restaurant or order takeaways, but we always have too much food which often goes to waste. I eat a hot meal for lunch three times a week at school: on Mondays, Thursdays and Fridays (I never eat at the canteen on Tuesdays because it's fish and I hate that... except for fish sticks, of course!). The school cook always offers dishes that most students like: fries and burgers (I love meat! I eat some at least twice a week), pizza, pasta... but he always cooks with fresh ingredients and vegetables that come from our school's vegetable garden. Well, I must confess that I usually try to **get rid of** my vegetables because I really don't like that... and there's always someone to pass them to! Regarding breakfast, my parents insist that I have a varied and healthy meal: one dairy product (that comes directly from the farm), sugar-free cereals and fresh juice that is made from the apples we grow in our garden. It helps me get enough energy until lunch. Nevertheless, my mother never forgets to **slip** snacks in my school bag as well as a piece of fruit (which I usually throw away because I am generally full with the snacks).

In the second part of my text, I'll talk about our shopping habits. My mother is the one who usually **goes on errands**. We are lucky to have a big supermarket at the end of our street, it's very practical! This shop offers a large variety of products from all over the world: from Mexican avocados to Japanese sushi, you can find everything you **are looking for**! Moreover, the shop itself is really pleasant: there's always good music, the products look tasty and their packaging is well-designed. Sometimes, we don't necessarily need a product but its packaging is so **attractive** that it ends up in our **cart**! One last advantage is that, contrary to other shops, they don't **charge** plastic bags (which saves us money!).

I know that my daily routine may need some improvement, but I hope that it doesn't have a major impact on the environment. What do you think of it? Don't be afraid to share your opinion with me. I'm looking forward to hearing from you!

Oscar

To assess = évaluer
To get rid of = se débarrasser de
To slip in = glisser dans
To go on errands = faire les courses
To look for = chercher
Attractive = attirant
Cart = chariot
To charge = faire payer



Contexte >

Ton école souhaite proposer un nouveau menu pour le repas de midi du vendredi : un hamburger avec des frites. Afin de recenser des avis éclairés concernant ce nouveau plat, le directeur de l'école invite les étudiants à débattre de ce sujet, en petit comité, lors d'une réunion de concertation durant le cours de langue.

Rôles des intervenants :

1. **Deux élèves en faveur du projet :** Ils trouvent que c'est une bonne idée et donnent des arguments afin de défendre le projet.
2. **Deux élèves en défaveur du projet :** Ils trouvent que c'est une mauvaise idée et donnent des arguments contre la réalisation du projet.

Tâche >

Discutez ensemble des avantages et des inconvénients de ce projet à la lumière des connaissances apprises sur l'alimentation écoresponsable. Tentez de trouver un terrain d'entente au moment de la décision finale. Gardez en mémoire que le projet peut être adapté suivant les conditions émises par les différents partis.

Afin de préparer au mieux ton rôle d'intervenant, tu es invité à noter tes idées sous-forme de mots-clés dans le tableau ci-dessous. Dans un premier temps, réfléchis aux arguments que tu pourrais avancer lors du débat. Dans un second temps, joins-toi au second intervenant du même rôle afin de mettre en commun vos différentes idées et enrichir vos propos.

| EXAMPLES OF ARGUMENTS | |
|-----------------------|------|
| PROS | CONS |
| | |



Tâche d'écoute >

Durant les différents débats, les élèves observateurs (ceux qui ne participent pas au débat) sont amenés à compléter une fiche d'écoute (voir ci-dessous) concernant la présentation orale des élèves acteurs. Cette fiche sert à identifier les divers arguments utilisés par les élèves durant leur débat.

Pour chacune des interactions orales, le professeur attribuera à chaque élève observateur un élève acteur qu'il écoutera attentivement durant tout le débat (idéalement un élève acteur ayant le même rôle que l'élève observateur). L'élève observateur veillera à compléter la fiche de manière précise avec les informations que l'élève acteur présentera. La fiche complétée sera ensuite rendue au professeur à la fin du débat.

► Nom de l'étudiant à observer :

ARGUMENTS AVANCÉS





APPENDIX

Tapescript (Activity C. Listening : The hidden side of the hamburger)

- Oscar's dad > Oscar

- **Well Oscar, eat up your vegetables!**
- > But I don't like them...
- **Come on ! Vegetables are good for your health.**
- > But I really don't like that. I prefer hamburgers!
- **Think of the starving kids who would like to change places with you.**
- > Well, I would like to give them my share! Shall we send it to them?
- **You know that's impossible !**
- > It would be all rotten by the time it got there, ugh!
- **(laughter) Yes, that's for sure!**
- > But how could eating vegetables rather than a hamburger get them food, over there?
- **Let me explain... It's a long story... Where does your burger, your meat, come from?**
- > From the butcher's, of course!
- **Yes, but before arriving at the butcher's, what was it like?**
- > Before the butcher's? It was a cow and it grazed on a farm!
- **Some cows still graze in grasslands, yes. But most of them, those that will become hamburgers, grow up in big barns. They don't eat grass.**
- > What do they eat then?
- **To feed the cow, which will later become the hamburger that you'll eat, we use seeds. For example, soya beans, which come from far away.**
- > And where does this soya come from?
- **It comes from Brazil. It is grown in huge fields. That's a dual problem.**
- > What are the two problems regarding the Brazilian soya that feeds the cow that then becomes the hamburger I eat?
- **The first problem is that we use large boats to transport the Brazilian soya that feeds the cow that then becomes the hamburger you eat... and that can be very polluting.**
- > Oh, that's not cool... Oh yes! I learned at school that the engines release gases that cause climate change. It's true for cars and planes.
- **And that's also true for boats that transport Brazilian soya.**
- > And the cows too! They release anti-climate gases.



- **(laughter) Yes, you're right... But let's go back to the soya.**
- > What is the second problem with the Brazilian soya that feeds the cow that will later become the hamburger I eat?
- **The second problem is that in order to grow it, we grow huge fields in Brazil. And to do so, we need space. So, we cut trees from the Amazon rainforest down to gain the necessary space.**
- > Hmm, that's not cool either. Because the Amazon rainforest is vital for endangered animal species.
- **Endangered animal species are a serious problem. But there is more: the Amazon rainforest is the Earth's best shield against gases that cause climate change.**
- > So... In order to eat my hamburger, we need a cow that feeds on Brazilian soya... And to grow that soya, we destroy the Amazon rainforest which protects us from climate change...?
- **That's right !**
- > And... How bad is this?
- **Well, for some people, it is really bad. For example... Many African people depend on agriculture. They grow in their fields the food that they eat. Global warming disrupts the climate in Africa. As a result, it doesn't rain enough anymore. So the grains and the vegetables don't grow well there... And the people don't get enough food.**
- > So... People don't have enough food because of climate change, which is accelerated by gases released by boats as well as deforestation. All this to provide soya to cows which will become the hamburgers that I want to eat?
- **That's right...**
- > Then, I'll stop eating hamburgers!
- **(Laughter) No no, you wouldn't have to go this far. But you need to eat less meat and to choose it carefully: it needs to come from a cow that could graze on good grass from our fields, here.**
- > Oh yes, because with this cow, no need for soya! So, no boats and no destroyed Amazon rainforest either. No climate change, and so the African people can comfortably grow the food they need in order to feed their families.
- **That's it! Come on, eat your vegetables, it's good for your health.**
- > For mine and others'!





**Debra :
Getting to know
each other**

• DOSSIER COMPLÉMENTAIRE •
ENSEIGNANT

Let's see what you know about the topic... Answer the following questions about sustainable food. Each question only has one correct answer ! You can use the vocabulary list if need be.

1. How much food waste is there in the world?

- +/- 70%
- +/- 50%
- +/- 30%
- +/- 10%

An estimated 1.3 billion tons of food, or roughly 30 percent of global production, is lost or wasted annually.

2. What kind of food do we waste the most?

- Fruit & vegetables
- Dairy products
- Sweets
- Meat

Global food waste per year is roughly 30 per cent for cereals, 40-50 per cent for fruit and vegetables, 20 per cent for oilseeds, meat and dairy plus 30 per cent for fish.

3. Which of the following contributes most to food waste?

- The agriculture industry
- The processing and packaging industry
- The distribution and retail
- Consumers

Agriculture is responsible for the greatest amount (33%) of total food wastage volumes.

4. Does waste have an impact on our climate?

- Yes
- No

Most of waste ends up in landfills. When organic waste decomposes, carbon dioxide and methane gases are created. Both carbon dioxide and methane are greenhouse gases, which contribute to climate change.

5. The large amount of plastic waste accumulated in our oceans is called:

- The fifth continent
- The sixth continent
- The seventh continent
- The eighth continent

We commonly talk about a plastic continent. This seventh continent gets its name from the patches of plastic pollution that are as vast in size as continents. The largest area is located in the North Pacific and is nearly 6 times the size of France : about 3.4 million km².



6. How much of the world's water is fresh (drinkable) water ?

- 3%
- 23%
- 53%
- 83%

Water covers about 71% of the earth's surface. 97% of the earth's water is found in the oceans (too salty for drinking, growing crops, and most industrial uses). The 3 remaining percent are fresh water, 2.5% of which are unavailable to us because they are either locked up in glaciers, polar ice caps, atmosphere, and soil; highly polluted; or lie too far underneath the earth's surface to be extracted at an affordable cost.

7. Which of the following suggestions, would you call eco-friendly?

- Eating fast food
- Cooking leftovers
- Buying over-packaged products
- Eating strawberries and tomatoes in winter

8. What is responsible eating?

- A consumption mode that ignores the wellbeing of workers within the food system
- A consumption mode that respects the environment, is beneficial to the economy, meets the criteria of sustainable development and is good for your health
- A consumption mode that accelerates global warming

9. What is the most environmentally friendly distribution channel?

- Long-circuit
- Short-circuit

A short distribution channel is selling (agricultural) products through direct sales by the producer to the consumer or through indirect sales involving no more than one intermediary between the farmer and the consumer. A long distribution circuit relies on an additional step: a wholesaler or a central purchasing office. This means there are at least two intermediaries between the producer and the end consumer.

10. According to you, most consumers choose a product based on:

- The price, the quality and the presentation
- The production location and conditions
- The amount of packaging

11. Which option has the least energy impact?

- A paper bag
- A reusable cloth bag
- A plastic bag
- A reusable plastic bag

Paper bags are biodegradable and easy to recycle or compost. But producing them in quantity requires a lot of water, fuel and cut-down trees. And they usually aren't made from recycled material, because new paper has longer, stronger fibers. Cloth bags are typically made from cotton, a particularly pesticide-intensive and water-guzzling crop. Reusable bags made from nonwoven polypropylene plastic are also common, and they're actually less carbon-intensive to produce.



12. Amongst the following options, which was the most sustainable company in 2016?

- Coca Cola
- Adidas
- BMW
- Apple

BMW company earned particularly high marks for "efficient use of water, energy, and lack of waste," as well as its "responsible approach to paying taxes, large innovation investments, low employee turnover, and low CEO-to-average-worker pay ratio."

13. In terms of environmental impact, what is the equivalent of eating 500 grams of Californian beef?

- Eating 500 grams of almonds
- Showering for a whole year
- Flushing the toilet for a whole day
- Watching TV for a whole week

Time Magazine reported that raising animals for food is responsible for 30% of the world's fresh water consumption. 100 grams of beef requires 2000 litres of water to produce, roughly the equivalent to two entire months of showering. Generally, more water is wasted every day through the meat we eat than through the things we do at home. A shorter shower isn't going to cut it. To truly save water, we need to look at how much meat we eat each day.

14. What are ways to eat more sustainably?

- Lower meat consumption
- Waste less food
- Shop locally
- All options are correct

Sustainability means meeting our own needs without compromising the ability of future generations to meet their own needs. Eating less meat helps to significantly lower personal greenhouse gas emissions. Food waste has a big impact on climate, water, land and biodiversity. Buying locally helps reduce the distance and transport of food. By cutting down on these kilometres, you are reducing the environmental impact of your food.

15. The best way to reduce the impact of one's diet on biodiversity is to:

- Apologize to a green plant before each meal
- Shout very loudly "it's a scandal", then roll into a ball and cry
- Achieve at least one of the solutions in question 14



Vocabulary list

| ENGLISH | FRENCH | DEFINITION / SYNONYM |
|--------------------------------|--|--|
| Sustainable | Durable | Using techniques that protect the environment, public health, human communities and animal welfare |
| Waste (toujours au sg.) | 1. Gaspillage 2. Déchets, ordures | Something left over |
| To waste | Gaspiller | To use inefficiently |
| A vegetable | Un légume | A plant that is usually eaten |
| A dairy product | Un produit laitier | Relating to milk, cream, butter, cheese, etc. |
| A sweet | Un bonbon | A candy |
| Meat | La viande | Animal flesh |
| Processing | La préparation | Preparation, treatment |
| A packaging | Un emballage | A box or wrapping in which a product is offered for sale |
| Retail | La vente | Sale to public |
| A consumer | Un consommateur | A customer, a buyer |
| To be covered with | Être recouvert par | To spread over, to take up |
| Drinkable | Potable | Safe to drink |
| Eco-friendly | Écologique, respectueux de l'environnement | Environmentally safe |
| To cook | Cuisiner | Prepare food by heat |
| Leftovers | Des restes | Food remaining |
| An over-packaged product | Un produit trop emballé | Too much packaging |
| A strawberry | Une fraise | A fleshy red fruit |
| Responsible | Responsable | +/- = Sustainable |
| A consumption mode | Un mode de consommation | A way of consuming things |
| To take something into account | Tenir compte de quelque chose | To consider, to take into consideration |
| Environment | L'environnement | All external factors (like air, water, minerals, organisms) surrounding and affecting an organism |
| To be beneficial for | Être avantageux pour | To be positive for |
| To meet the criteria of | Répondre aux critères de | To match, to fit, to correspond to/with |
| Health | La santé | The general condition of the body or mind |



| | | |
|------------------------|-------------------------------|---|
| To increase | Augmenter | >< To reduce |
| Global warming | Le réchauffement climatique | An increase in the average temperature of Earth's atmosphere |
| A distribution channel | Un circuit de distribution | A retailer |
| According to you | Selon toi | For you |
| An amount of | Une quantité de | A quantity of |
| The most | Le plus | >< The least |
| More | Plus | >< Less |
| The least | Le moins | >< The most |
| Less | Moins | >< More |
| Reusable | Réutilisable | That can be used again |
| A cloth bag | Un sac en tissu | A bag made of fabric |
| A company | Une entreprise | A number of persons united for business |
| The carbon footprint | L'empreinte carbon | The environmental impact |
| Beef | Du boeuf | The flesh of a cow, steer, or bull raised and killed for meat |
| An almond | Un amande | A nutlike fruit |
| To shower | Prendre une douche | To bathe in sprayed water |
| Whole | Entier | Entire, total |
| To flush the toilet | Tirer la chasse des toilettes | To drain toilet waste |
| A way | Une façon | A manner |
| Sustainably | Durablement | > Sustainable |
| To lower | Diminuer | = To reduce |
| To reduce | Diminuer | >< To increase = To lower |
| A diet | Un régime | The way one eats |
| Biodiversity | La biodiversité | Variety of species |
| To apologise | Présenter ses excuses | To say sorry |
| A meal | Un repas | A time/occasion for eating |
| To shout | Crier | To talk loudly |
| Loudly | Fort | At high volume, with intensity |
| To roll into a ball | Se rouler en boule | To curl up, to go into a fetal position |
| To cry | Pleurer | To shed tears, to weep |
| To achieve | Réaliser | To accomplish |
| At least | Au moins | At the minimum |



B

VOCABULARY

The hidden side of the hamburger

Before watching the video *The hidden side of the hamburger*, let's have a look at the important vocabulary for this lesson. Switch on your smartphone/computer/tablet and take part in a vocabulary game on Kahoot. Here is the link to play Kahoot: www.kahoot.it



How to play Kahoot ?

Click on the link or scan the QR code.

If you have a **Kahoot account**, log in. If you don't have **any Kahoot account**, sign up for free.

Once you are logged in/signed up, click on **"Play"**.

Then, choose a way to play: click on **"Teach"** to play a live game together with your students.

Select **"Classic"** mode.

Ask your students to go to **www.kahoot.it** and share the **code** with them.

YOU'RE READY TO PLAY!



Take a look at the following vocabulary list. Fill it in with the French translation of the English words.

| ENGLISH WORD | FRENCH TRANSLATION | DEFINITION / SYNONYM |
|----------------------------------|--------------------|---|
| A vegetable (Previously seen) | Un légume | Food: plant |
| Health (Previously seen) | La santé | State of body or mind |
| Starving | Affamé | Having no food |
| To starve | Mourir de faim | To have no food |
| A share | Une part | A portion |
| Rotten | Pourri | Decayed |
| To rot | Pourrir | To decay |
| Meat (Previously seen) | La viande | Food: animal flesh |
| A butcher | Un boucher | A person who prepares meat |
| A cow | Une vache | A domesticated bovine animal kept for milk/meat |
| To graze | Brouter | To eat grass |
| A farm | Une ferme | A place where farmers grow crops and rear animals |
| Grass | L'herbe | A plant that is eaten by cows and other animals |
| A grassland | Une prairie | Pasture |
| A barn | Une grange | A farm building |
| To feed | Nourrir | To give food to somebody or an animal |
| A seed | Une graine | Of a plant, fruit or vegetable |
| A soya bean | Un germe de soja | A seed that comes from the soy-bean plant |
| Huge | Immense | Extremely large |
| A field | Un champ | Agriculture: land |
| A boat | Un bateau | A ship |
| Polluting | Polluant | Contaminating |
| To pollute | Polluer | To contaminate |
| An engine | Un moteur | A motor |
| To release | Libérer | To emit |



| | | |
|----------------------------------|-----------------------------------|--|
| Gas | Gaz | Chemical vapor |
| Climate change | Changement climatique | A change in the average conditions (temperature and rainfall) in a region over a long period of time |
| A plane | Un avion | An aircraft, an airplane |
| In order to | Afin de | With the purpose of |
| To grow | Cultiver | To cultivate |
| To need | Avoir besoin de | To require, to find something/ somebody necessary |
| To cut down | Abattre | Trees: to fell |
| A rainforest | Une forêt tropicale | An ancient forest rich in biodiversity, found in tropical areas |
| Vital | Essentiel | Essential |
| A species | Une espèce | Animal, plant: variety |
| An endangered species | Une espèce en voie de disparition | An animal or plant becoming extinct |
| A shield | Un bouclier | A thing or person that protects |
| To destroy | Détruire | To demolish |
| To protect from | Protéger de | To defend from |
| To depend on | Dépendre de | To live off |
| Global warming (Previously seen) | Le réchauffement climatique | An increase in the overall temperatures of the Earth's atmosphere |
| To disrupt | Perturber | To cause disorder |
| As a result | Par conséquent | Consequently |
| To accelerate | Favoriser | To hasten |
| As well as | Ainsi que | Along with |
| Deforestation | Déforestation | The destruction of trees |
| To provide | Fournir | To supply |
| To choose | Choisir | To select |
| Carefully | Avec soin | Wisely |



• Vocabulary exercise 1 •

Read the French words in the box and the sentences below. Translate the French words into English, then put them into the right sentences. Don't forget to write the nouns/verbs in their correct form.

légumes - brouter - grange - avec soin - réchauffement climatique - cultiver - abattre

- > Being a responsible consumer means to carefully choose the products you intend to buy.
- > Nowadays, most cows grow up in big barns but some of them still graze in grasslands.
- > Cutting down trees, also called deforestation, contributes to global warming
- > Do you grow your own vegetables or do you buy them in the supermarket?

• Vocabulary exercise 2 •

Translate the following sentences into English

1. Certains agriculteurs utilisent des graines, comme le soja, pour nourrir leurs vaches.
Some farmers use seeds, like soya, to feed their cows.
.....
2. La forêt tropicale est essentielle pour les espèces en voie de disparition.
The rainforest is vital for endangered species.
.....
3. Les moteurs des bateaux et avions libèrent des gaz qui perturbent le climat.
The engines of boats and planes release gases that disrupt the climate.
.....



C

LISTENING

The hidden side of the hamburger

Watch the following video attentively. Then, read the statements in the following table and write whether they are “true” or “false”. Don’t forget to justify your answer with information from the video in case it is false.¹



| STATEMENTS | TRUE/FALSE | JUSTIFICATION |
|--|------------|---|
| The meat you find in hamburgers always comes from cows that live in grasslands. | False | Most cows grow up in big barns and don't eat grass from grasslands. |
| To feed their cows, some farmers use soya beans that come from Brazil. | True | |
| Transporting soya beans doesn't affect nor disrupts the climate. | False | To transport soya beans, we need big boats. Their engines release gases that cause climate change. |
| Trees in the Amazon rainforest are cut down in order to grow soya. | True | |
| The Amazon rainforest plays a minor role in our environment. | False | The Amazon rainforest is vital for many endangered animal species and is one of the Earth's best shields against gases that cause climate change. |
| One consequence of global warming is less rain, which is a good thing. | False | For some people, it is very bad. (African) Farmers, for instance, depend on agriculture: if it doesn't rain regularly, they can't grow enough food. |
| Eliminating meat from your diet is the only solution to the environmental problems discussed in the video. | False | It is not necessary to stop eating meat, but it is important to eat less of it and choose it carefully. |

¹ https://www.youtube.com/watch?v=f5K8Fr75dCU&list=PLd7LAHZLvqX_JVCM4NOdU_HLrFCdTklkd&index=21



What is a sustainable consumer?

Let's see what a sustainable consumer is... Take the following test to find out!
Try to choose only one correct answer for each question and circle its symbol.
Use the vocabulary list on the next page if need be.

1. A sustainable consumer most often does their shopping:

- ◆ At the market or in a small shop in his village
- ▲ In an organic shop
- ★ On the Internet
- In a supermarket

2. To do their shopping, a sustainable consumer most often travels:

- ▲ On foot
- By public transport
- ◆ By bike
- ★ By car

3. To choose a product, a sustainable consumer pays attention to:

- ★ The brand
- ◆ Packaging (environmentally friendly or not)
- The price only
- ▲ The place of production (local or not)

4. A sustainable consumer chooses products with little or no packaging:

- ▲ Always
- ◆ Often
- Rarely
- ★ Never

5. A sustainable consumer eats red meat:

- ★ At every meal
- Once a day
- ◆ Once a week
- ▲ Never

6. A sustainable consumer eats a vegetarian meal:

- ◆ Once a week
- ★ Never
- ▲ At least once a day
- Once or twice a month



7. A sustainable consumer mainly buys their fruit and vegetables:

- At the market
- ▲ In organic shops
- ★ In a supermarket
- ◆ From local producers

8. A sustainable consumer eats seasonal fruit and vegetables:

- ◆ Most of the time
- ▲ Always
- Rarely
- ★ Never

9. For meals at home, a sustainable consumer eats ready-made meals (frozen, canned, etc.):

- Once a week
- ★ Several times a week
- ◆ 2 or 3 times a month
- ▲ Never

10. A sustainable consumer drinks bottled water:

- ◆ Rarely
- ★ Always
- ▲ Never
- Often

LET'S CHECK THE RESULTS!

If you have a majority of ▲/ ◆ answers : You understand the notion of sustainable consumption and what being a responsible consumer is.

If you have a mix of ▲/ ◆/ ●/ ★ answers : This behavior is not always exemplary in terms of respect for the environment and has a clear impact on it. There is room for improvement...

If you have a majority of ★/ ● answers : These choices have a negative impact on the planet. Change is not impossible! Redo the previous exercises to learn more of what can be done to protect our Earth.



Vocabulary list

| ENGLISH WORD | FRENCH TRANSLATION | DEFINITION / SYNONYM |
|---------------------|-------------------------------|--|
| The kind of | Le genre de | The type of |
| Most often | Le plus souvent | Usually |
| An organic shop | Un magasin biologique | A place where we can buy food from farming without chemicals |
| On foot | À pied | Walking |
| By public transport | Avec les transports en commun | Ex.: Bus, tram, underground |
| To pay attention to | Faire attention à | To concentrate on |
| Only | Seulement | Simply, exclusively |
| The brand | La marque | Ex.: Nike, Adidas, Vans |
| Once a day | Une fois par jour | A single time per day |
| Twice a week | Deux fois par semaine | Two times per week |
| Mainly | Principalement | Principally |
| A local producer | Un producteur local | A person who makes something and doesn't live far from your home |
| Seasonal | De saison | Relating to the seasons of the year |
| Most of the time | La plupart du temps | Usually |
| A ready-made meal | Un plat préparé | Food made in advance for sale |
| Frozen | Surgelé | Preserved in freezer |
| Canned | En conserve | Preserved in a can or a jar |
| Several | Plusieurs | Some, a few, different |
| Bottled | En bouteille | Served or sold in a bottle |
| To check | Vérifier | Inspect, verify, examine |
| An answer | Une réponse | >> A question |
| Congratulations ! | Félicitations ! | Well done, good job ! |
| To spread | Partager | To share |
| A tip | Un conseil | Advice, help |
| Around | Autour de | All over, everywhere |
| Exemplary | Exemplaire | Ideal, model |
| To optimise | Optimiser | To make as perfect as possible |
| To find out | Découvrir | To discover, to learn about |



E

LANGUAGE NEEDS

How to express your opinion and give some advice

Do you know how to express your opinion and to give some advice in English?
If so, which phrases do you know? Write them down around the speech bubble.

**EXPRESS
YOUR
OPINION &
GIVE
SOME
ADVICE**



Now, take a look at the following table and translate it from English to French.

| EXPRESSING OPINION | |
|--|--|
| In my opinion | À mon avis |
| In my view | À mon avis |
| As far as I'm concerned | En ce qui me concerne |
| As far as I know | À ma connaissance |
| As I see it | Comme je le vois |
| From my point of view | De mon point de vue |
| Personally speaking, I believe | Personnellement, je crois |
| I strongly believe that | Je crois fortement que |
| I honestly think that | Je pense honnêtement que |
| As for me | Quant à moi |
| If you ask me | Si tu veux mon avis |
| If I'm not mistaken | Si je ne me trompe pas |
| I might be wrong but | Il se pourrait que j'aie tort mais |
| What I mean is | Ce que je veux dire est |
| I have no opinion on this matter | Je n'ai pas d'avis à ce sujet |
| GIVING ADVICE | |
| If I <u>were</u> you, I would + INF without "to" | Si j'étais toi, je + CONDITIONNEL |
| You'd better + INF without "to" | Tu ferais mieux de + INF |
| You should + INF without "to" | Tu devrais + INF |
| If you take my advice, you'll + INF without "to" | Si tu suis mes conseils, tu + FUTUR |
| My advice would be to + INF | Mon avis serait de + INF |
| It might be a good idea to + INF | Cela pourrait être une bonne idée de + INF |
| I advise you to + INF | Je te conseille de + INF |
| Have you thought about + Verb in ING? | As-tu pensé à + INF ? |
| How about + Verb in ING? | Et si tu + IMPARFAIT ? |

Here is the link to the Quizlet Vocabulary and Language Needs list:

https://quizlet.com/_7056g5?x=ljqt&i=lg6dsq





WRITING

Sustainable eating

Now that you know more about sustainable eating, it's time to share your own experience. Write a text in English of about 100 words on the subject. You can base your text on the following questions:

Waste

- > Do you waste much? (Food, water,...)
- > What kind of products do you waste the most?
- > ...

Eating

- > What do you most often eat and drink?
- > Do you eat meat/Are you a vegetarian/Do you have specific food habits?
- > ...

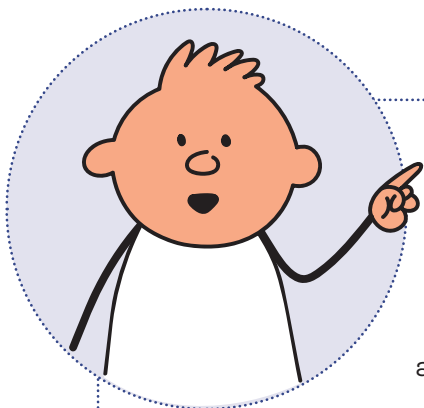
Shopping

- > In what kind of shops do you usually do your shopping?
- > What criteria do you pay attention to when you buy a product/takeaway?
- > What kind of bag do you usually use?
- > Do you buy products with much packaging?
- > Do you buy things through long circuit or short circuit products?
- > ...

Use the vocabulary related to the topic and the expressions learned in the << Expressing Opinion >> table

Written text





Hi!

My name's Oscar and I'm 15 years old. I lived in the UK for nearly 13 years but my family and I have recently moved to Belgium for my father's work. I'm not fluent in French yet, I still need to make some progress, but I'm a fast learner and I hope to become bilingual soon!

Today, I'm going to write about my daily routine regarding food and shopping in order to **assess** the impact it has on the environment.

First of all, I'll deal with the food I usually eat. Since my parents get home late from work, we never cook dinner. We often eat out at a restaurant or order takeaways, but we always have too much food which often goes to waste. I eat a hot meal for lunch three times a week at school: on Mondays, Thursdays and Fridays (I never eat at the canteen on Tuesdays because it's fish and I hate that... except for fish sticks, of course!). The school cook always offers dishes that most students like: fries and burgers (I love meat! I eat some at least twice a week), pizza, pasta... but he always cooks with fresh ingredients and vegetables that come from our school's vegetable garden. Well, I must confess that I usually try to **get rid of** my vegetables because I really don't like that... and there's always someone to pass them to! Regarding breakfast, my parents insist that I have a varied and healthy meal: one dairy product (that comes directly from the farm), sugar-free cereals and fresh juice that is made from the apples we grow in our garden. It helps me get enough energy until lunch. Nevertheless, my mother never forgets to **slip** snacks in my school bag as well as a piece of fruit (which I usually throw away because I am generally full with the snacks).

In the second part of my text, I'll talk about our shopping habits. My mother is the one who usually **goes on errands**. We are lucky to have a big supermarket at the end of our street, it's very practical! This shop offers a large variety of products from all over the world: from Mexican avocados to Japanese sushi, you can find everything you **are looking for**! Moreover, the shop itself is really pleasant: there's always good music, the products look tasty and their packaging is well-designed. Sometimes, we don't necessarily need a product but its packaging is so **attractive** that it ends up in our **cart**! One last advantage is that, contrary to other shops, they don't **charge** plastic bags (which saves us money!).

I know that my daily routine may need some improvement, but I hope that it doesn't have a major impact on the environment. What do you think of it? Don't be afraid to share your opinion with me. I'm looking forward to hearing from you!

Oscar

To assess = évaluer
To get rid of = se débarrasser de
To slip in = glisser dans
To go on errands = faire les courses
To look for = chercher
Attractive = attirant
Cart = chariot
To charge = faire payer



Contexte >

Ton école souhaite proposer un nouveau menu pour le repas de midi du vendredi : un hamburger avec des frites. Afin de recenser des avis éclairés concernant ce nouveau plat, le directeur de l'école invite les étudiants à débattre de ce sujet, en petit comité, lors d'une réunion de concertation durant le cours de langue.

Rôles des intervenants :

1. **Deux élèves en faveur du projet :** Ils trouvent que c'est une bonne idée et donnent des arguments afin de défendre le projet.
2. **Deux élèves en défaveur du projet :** Ils trouvent que c'est une mauvaise idée et donnent des arguments contre la réalisation du projet.

Tâche >

Discutez ensemble des avantages et des inconvénients de ce projet à la lumière des connaissances apprises sur l'alimentation écoresponsable. Tentez de trouver un terrain d'entente au moment de la décision finale. Gardez en mémoire que le projet peut être adapté suivant les conditions émises par les différents partis.

Afin de préparer au mieux ton rôle d'intervenant, tu es invité à noter tes idées sous-forme de mots-clés dans le tableau ci-dessous. Dans un premier temps, réfléchis aux arguments que tu pourrais avancer lors du débat. Dans un second temps, joins-toi au second intervenant du même rôle afin de mettre en commun vos différentes idées et enrichir vos propos.

| EXAMPLES OF ARGUMENTS | |
|---|--|
| PROS | CONS |
| <ul style="list-style-type: none"> > Offering different menus allows children to get a wider variety of food > Fast food is cheaper than other meals > It tastes good > The majority of children like this meal > ... | <ul style="list-style-type: none"> > It is unhealthy (at school, children should be offered healthy meals) > It contains more fat than children should consume in one meal > It isn't an appropriate meal for children suffering from diseases (diabetes, heart problems ...) > The production of meat has a large impact on the environment > ... |



Tâche d'écoute >

Durant les différents débats, les élèves observateurs (ceux qui ne participent pas au débat) sont amenés à compléter une fiche d'écoute (voir ci-dessous) concernant la présentation orale des élèves acteurs. Cette fiche sert à identifier les divers arguments utilisés par les élèves durant leur débat.

Pour chacune des interactions orales, le professeur attribuera à chaque élève observateur un élève acteur qu'il écoutera attentivement durant tout le débat (idéalement un élève acteur ayant le même rôle que l'élève observateur). L'élève observateur veillera à compléter la fiche de manière précise avec les informations que l'élève acteur présentera. La fiche complétée sera ensuite rendue au professeur à la fin du débat.

► Nom de l'étudiant à observer :

ARGUMENTS AVANCÉS





APPENDIX

Tapescript (Activity C. Listening : The hidden side of the hamburger)

- Oscar's dad > Oscar

- **Well Oscar, eat up your vegetables!**
- > But I don't like them...
- **Come on ! Vegetables are good for your health.**
- > But I really don't like that. I prefer hamburgers!
- **Think of the starving kids who would like to change places with you.**
- > Well, I would like to give them my share! Shall we send it to them?
- **You know that's impossible !**
- > It would be all rotten by the time it got there, ugh!
- **(laughter) Yes, that's for sure!**
- > But how could eating vegetables rather than a hamburger get them food, over there?
- **Let me explain... It's a long story... Where does your burger, your meat, come from?**
- > From the butcher's, of course!
- **Yes, but before arriving at the butcher's, what was it like?**
- > Before the butcher's? It was a cow and it grazed on a farm!
- **Some cows still graze in grasslands, yes. But most of them, those that will become hamburgers, grow up in big barns. They don't eat grass.**
- > What do they eat then?
- **To feed the cow, which will later become the hamburger that you'll eat, we use seeds. For example, soya beans, which come from far away.**
- > And where does this soya come from?
- **It comes from Brazil. It is grown in huge fields. That's a dual problem.**
- > What are the two problems regarding the Brazilian soya that feeds the cow that then becomes the hamburger I eat?
- **The first problem is that we use large boats to transport the Brazilian soya that feeds the cow that then becomes the hamburger you eat... and that can be very polluting.**
- > Oh, that's not cool... Oh yes! I learned at school that the engines release gases that cause climate change. It's true for cars and planes.
- **And that's also true for boats that transport Brazilian soya.**
- > And the cows too! They release anti-climate gases.



- **(laughter) Yes, you're right... But let's go back to the soya.**
- > What is the second problem with the Brazilian soya that feeds the cow that will later become the hamburger I eat?
- **The second problem is that in order to grow it, we grow huge fields in Brazil. And to do so, we need space. So, we cut trees from the Amazon rainforest down to gain the necessary space.**
- > Hmm, that's not cool either. Because the Amazon rainforest is vital for endangered animal species.
- **Endangered animal species are a serious problem. But there is more: the Amazon rainforest is the Earth's best shield against gases that cause climate change.**
- > So... In order to eat my hamburger, we need a cow that feeds on Brazilian soya... And to grow that soya, we destroy the Amazon rainforest which protects us from climate change...?
- **That's right !**
- > And... How bad is this?
- **Well, for some people, it is really bad. For example... Many African people depend on agriculture. They grow in their fields the food that they eat. Global warming disrupts the climate in Africa. As a result, it doesn't rain enough anymore. So the grains and the vegetables don't grow well there... And the people don't get enough food.**
- > So... People don't have enough food because of climate change, which is accelerated by gases released by boats as well as deforestation. All this to provide soya to cows which will become the hamburgers that I want to eat?
- **That's right...**
- > Then, I'll stop eating hamburgers!
- **(Laughter) No no, you wouldn't have to go this far. But you need to eat less meat and to choose it carefully: it needs to come from a cow that could graze on good grass from our fields, here.**
- > Oh yes, because with this cow, no need for soya! So, no boats and no destroyed Amazon rainforest either. No climate change, and so the African people can comfortably grow the food they need in order to feed their families.
- **That's it! Come on, eat your vegetables, it's good for your health.**
- > For mine and others'!





• DOSSIER DE DOCUMENTATION •

Le droit à l'alimentation est un droit humain.

La Déclaration Universelle des Droits de l'Homme de 1948 proclame que « Toute personne a droit à un niveau de vie suffisant pour assurer sa santé, son bien-être et ceux de sa famille, notamment pour l'alimentation, l'habillement, le logement, les soins médicaux ainsi que pour les services sociaux nécessaires ». Ainsi, les Etats reconnaissent le droit fondamental qu'a toute personne d'être à l'abri de la faim.

Dans les faits, cela signifie que si ce droit est respecté, la sécurité alimentaire et nutritionnelle serait assurée à partir du moment où chaque être humain aurait un accès permanent à une nourriture saine dont la quantité consommée et la qualité sont suffisantes pour satisfaire ses besoins énergétiques¹. Pour assurer la sécurité alimentaire d'une population, il est important de prendre en compte quatre dimensions de l'alimentation : la disponibilité, l'accessibilité, la stabilité et l'utilisation des aliments.

Au-delà du droit à l'alimentation, un autre concept international complémentaire destiné à renforcer la sécurité alimentaire mondiale a été développé par Via Campesina² : la souveraineté alimentaire. Celle-ci vise à laisser les populations et les Etats définir leurs propres systèmes alimentaires et agricoles, de telle manière à ce qu'ils garantissent l'accès à une alimentation de qualité et des revenus décents pour les producteurs et productrices. Cette notion est une réaction au libre échange des denrées alimentaires : l'alimentation n'est pas juste une marchandise, elle est un droit et c'est aux populations de définir démocratiquement la façon dont ils la produisent et consomment.

Le concept de souveraineté alimentaire est complémentaire au droit de sécurité

alimentaire mais il s'agit bel et bien de notions différentes. La sécurité alimentaire concerne la disponibilité des aliments, l'accès des populations à ceux-ci, leur utilisation et la stabilité d'approvisionnement. La souveraineté alimentaire, en revanche, englobe les conditions sociales et environnementales de production des aliments en défendant les petits et moyens paysans face aux difficultés d'accès à la terre, en promouvant l'agriculture vivrière, la résilience et l'autonomie des producteurs.

En pratique pourtant, ces droits et concepts ne sont pas atteints au sein du système agro-industriel dominant...

Un problème systémique

En effet, alors que le modèle agro-alimentaire actuel pousse à la productivité intensive, aujourd'hui, il y a environ 2 milliards de personnes qui n'ont pas accès à une alimentation de qualité, tandis que l'obésité augmente sur tous les continents et touche aujourd'hui 650 millions de personnes. Et alors que notre planète possède toutes les ressources pour pouvoir produire de la nourriture pour chacun d'entre nous, plus de 800 millions de personnes souffrent encore de la faim (FAO, 2022).

Or, 50% des personnes qui souffrent de la faim sont des agriculteurs et des agricultrices, 20% sont des familles de paysans sans terre (qui vivent également de l'agriculture mais souffrent d'un manque d'accès à la terre) et 10% sont des pêcheurs, chasseurs et des

¹ Selon le Comité de la Sécurité Alimentaire mondiale.

² Un réseau international militant pour le respect des petites et moyennes structures paysannes.



éleveurs pastoraux. Cela fait une proportion de 80% de personnes sous-alimentées qui sont directement liées au secteur de la production alimentaire. Il existe donc un paradoxe concernant la faim : la majorité des personnes en souffrant sont celles qui sont à la base de l'alimentation, celles qui produisent à manger. Pourquoi ?

Au cours du 20^e siècle, la manière dont nous produisons nos aliments s'est transformée. Dans un contexte d'après-guerre, l'urgence de nourrir une population marquée par les pénuries alimentaires et les tickets de rationnement se fait sentir. Le manque de main d'œuvre agricole pousse les Etats au développement d'une agriculture productiviste qui privilégie le haut rendement à l'aide d'intrants (semences améliorées, engrais et pesticides de synthèse), la spécialisation de monocultures sur des grandes surfaces, l'utilisation de machines, etc. C'est ce qu'on appelle la révolution verte. Ce modèle a permis une augmentation sans précédent de la productivité dans de nombreuses régions du monde. Si ce modèle d'agriculture est encore dominant dans le système alimentaire actuel, il semble aujourd'hui davantage porté par une logique de profit économique que par l'objectif de nourrir le monde.

Soumis à cette logique productiviste cherchant absolument à augmenter le rendement agricole, les producteurs et productrices de chaque pays sont poussés à se spécialiser dans des cultures « idéalement adaptées » et liées à leurs spécificités climatiques et géographiques, mais également à d'autres niveaux comme l'accès aux technologies, la présence de main d'œuvre adaptée, etc. Cela permet de produire à moindre coût, ce qui est très intéressant dans un marché dominé par la libre circulation des produits, où être le plus compétitif est primordial pour écouler sa production. Les systèmes de production étant subsidiés de manières très différentes d'une région à l'autre du monde, cela crée un avantage substantiel pour les plus soutenus et met en danger l'autonomie et la souveraineté alimentaire des autres pays. L'apport financier obtenu via des

subsidés permet d'exporter à bas coûts sur le marché mondial, ce qui impacte les prix sur les marchés locaux partout dans le monde et les tire vers le bas, au détriment des revenus des producteurs locaux.

Ce système alimentaire mondialisé, uniformisé et financiarisé est de plus en plus critiqué au vu de ses impacts négatifs tant sur la planète que sur les individus. En effet, l'utilisation de produits phytosanitaires à outrance pollue le sol, l'air ainsi que l'eau. Cela déstabilise des écosystèmes entiers. Les grandes surfaces agricoles spécialisées en une culture unique épuisent les sols, réduisent la biodiversité et surtout, mettent à mal les petites exploitations familiales, pourtant plus résilientes et respectueuses de l'environnement.

Malgré les politiques encourageant des productions plus intensives, il est de plus en plus évident que l'avenir du système agricole ne réside pas dans cette logique, mais plutôt dans des dynamiques de productions durables et résilientes. C'est pourquoi Iles de Paix vise, au travers de sa mission, à soutenir l'émergence de systèmes alimentaires durables, à renforcer la souveraineté alimentaire des populations et à sensibiliser le public belge aux thématiques qui y sont reliées.





La face cachée du hamburger

L'exemple concret de la production de viande de bœuf met en lumière d'autres obstacles auxquels doivent faire face les acteurs du secteur agricole à travers le monde. En effet, au cours des vingt dernières années, la Belgique a considérablement augmenté ses taux d'importation de soja à des fins d'alimentation animale (l'Union Européenne est le deuxième importateur mondial de soja). Cette légumineuse représente l'une des cultures les plus importantes au monde. Ce n'est pas étonnant, car la culture de soja présente différents avantages : une période de croissance rapide, une forte valeur nutritionnelle, une production adaptable à différentes conditions environnementales, son prix peu élevé et son apport imbattable en protéines. De solides liens commerciaux ont donc été établis autour de cette culture entre les différents continents afin d'en solidifier le commerce. Aujourd'hui, si un éleveur belge souhaite rester en concurrence sur le marché mondial, il est inévitablement amené à inclure du soja importé dans l'alimentation de son élevage bovin.

Dans la vidéo, on parle de soja brésilien. Nous avons pris cet exemple car le Brésil et l'Argentine sont parmi les plus gros producteurs (et exportateurs) mondiaux de

soja. Leur production de cette légumineuse a quadruplé depuis le début des années 2000. Ceci a entraîné une hausse d'accaparement de terres, de transformation de territoires en champs de soja. Les taux de déforestation et de dégradations d'écosystèmes naturels ont également augmenté. De plus, 95% du soja qui est cultivé dans ces pays est génétiquement modifié. Il nécessite une utilisation importante d'herbicides, d'insecticides et de pesticides chimiques et, par conséquent, entraîne une perte de biodiversité. Le développement de l'industrie du soja entraîne donc une conversion d'écosystèmes naturels en larges monocultures qui détruisent la biodiversité et dépendent d'intrants chimiques.

Parmi les conséquences désastreuses qui découlent notamment de la déforestation (perte de biodiversité, raréfaction d'eau potable, diminution de sols sains, déclin de la pollinisation), on retrouve un lien direct avec les changements climatiques. Les forêts sont des puits d'absorption de gaz à effets de serre (GES), tels que le dioxyde de carbone (CO_2). Elles permettent de réguler leur présence dans l'atmosphère et de limiter le réchauffement climatique de notre planète. En définitive, la déforestation, l'agriculture et les autres utilisations de terres sont responsables d'environ 21% des émissions mondiales de GES produits par l'Homme (IPCC, 2022). A cela s'ajoutent les émissions de GES dues aux transports de produits agricoles d'un continent à l'autre dans le schéma du commerce international, mais aussi les émissions dues aux ruminants, au fumier, aux engrais azotés, aux machines, à la transformation, etc.

Les changements climatiques ne connaissent cependant pas de frontières et affectent particulièrement les populations plus précarisées comme les agricultrices et agriculteurs familiaux du Sud. Or, si elles ont très peu participé à émettre des GES dans l'atmosphère, elles sont pourtant touchées de plein fouet : les crises alimentaires, causées par la pauvreté, sont aggravées par les événements climatiques extrêmes que l'on observe à l'heure actuelle (par exemple : les inondations et sécheresses). Le secteur agricole étant très exposé, un risque important



pèse sur les avancées dans la lutte contre la sous-nutrition. Les pénuries alimentaires, entraînées par les changements climatiques, ont des répercussions fortes au niveau des consommateurs, avec de fortes hausses des prix des aliments, tout comme au niveau des producteurs, qui font face à des pertes de revenus.

Au-delà des conséquences de l'élevage intensif de bétail sur les changements climatiques, la thématique de la viande peut également ouvrir la porte sur d'autres problèmes complexes : élevage intensif, utilisation de l'eau, répartition des calories produites, etc. Et si la transition vers une alimentation plus riche en protéines végétales (et moins riche en protéines animales) est intéressante, les ruminants nourris à l'herbe représentent tout de même un intérêt pour l'agroécologie. Ils permettent, entre autres, la valorisation de terres non cultivées et la fertilisation organique des sols. Ils peuvent donc représenter une opportunité en agroécologie, si leur élevage se fait de manière moins intensive, plus respectueuse de l'environnement au sein duquel il a lieu et si la consommation de leur viande est plus localisée.



Et Iles de Paix dans tout ça ?

Les dérèglements climatiques impactent ainsi les systèmes alimentaires, l'agriculture et ses travailleurs de par le monde, et particulièrement les agriculteurs et agricultrices du Sud. Le problème de la faim est exacerbé au sein des communautés où les pratiques agricoles sont très dépendantes des précipitations et sensibles aux températures élevées et aux sécheresses sévères. Cette thématique nous la connaissons bien car toutes les communautés soutenues dans leurs projets par Iles de Paix, en Afrique et en Amérique latine, font partie de ces populations directement concernées.

Pour réduire l'impact sur les populations les plus vulnérables, une attention particulière doit donc être apportée à leur adaptation aux changements climatiques en cours. En renforçant leur résilience, leur capacité à résister aux chocs, les agriculteurs peuvent anticiper et limiter les effets des variations climatiques sur les systèmes agricoles et s'y adapter au mieux. Les programmes de coopération internationale doivent permettre de renforcer cette résilience. Pour ce faire, Iles de Paix soutient les systèmes agroécologiques diversifiés, qui ont prouvé toute leur pertinence. Si l'agroécologie est une science, elle est également un ensemble de pratiques et un mouvement social. Résolument moderne, elle s'appuie à la fois sur l'expertise scientifique et les savoirs traditionnels paysans. Ses impacts sont multiples : amélioration de la sécurité alimentaire, atténuation et adaptation aux changements climatiques, lutte contre la perte de biodiversité et contre la désertification, rentabilité financière, résilience face aux changements climatiques, etc. L'agroécologie se caractérise par des processus écologiques et par une utilisation régénérative des ressources naturelles et des écosystèmes. Elle favorise des systèmes alimentaires socialement équitables dans lesquels les personnes peuvent exercer un choix quant aux aliments qu'elles consomment et à la manière dont ceux-ci sont produits.

En harmonie avec la mission d'Iles de Paix, l'agroécologie se profile donc comme une solution globale qui, par le renforcement de l'autonomie alimentaire, met au premier plan



certaines causes fondamentales de la faim et de la malnutrition : les inégalités de pouvoir et d'accès aux ressources.

Les citoyens et citoyennes ont aussi le pouvoir d'influencer le fonctionnement des systèmes agricoles et de soutenir la transition. En tant que consommateurs et consommatrices, ils peuvent s'informer sur les mécanismes du système agro-alimentaire ; privilégier certains types d'aliments locaux et de saison, les systèmes de productions durables et de circuits courts, le commerce équitable rémunérant correctement le travail des producteurs ; manifester leurs opinions, interpeller les décideurs. Autant de pistes d'action qu'Iles de Paix œuvre à mettre en place, en Belgique et ailleurs.



Chez Iles de Paix, nous mettons toute notre énergie à soutenir des systèmes alimentaires qui respectent la planète et puissent nourrir les humains aujourd'hui et demain.

Dans notre mission générale de recherche et d'expérimentation de modèles de développement alternatifs, nous nous concentrons sur la promotion de systèmes durables de production, de commercialisation et de consommation de la nourriture :

- > Qui garantissent à tous le droit à l'alimentation ;
- > Et sans compromettre les bases économiques, sociales et environnementales nécessaires à la sécurité alimentaire et nutritionnelle des générations futures.

Ce choix se justifie compte tenu des enjeux importants qu'il englobe au niveau local (en particulier pour les familles rurales du Sud qu'Iles de Paix appuie) et au niveau global (sécurité alimentaire et résilience face au changement climatique).





Bibliographie

Vous pouvez trouver ci-dessous des liens vers certains documents qui ont servi à l'élaboration de cette fiche ou qui pourraient vous en apprendre plus sur le sujet.

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