

# Lenguas Adicionales Inglés

# 5°

Formación General del Ciclo Orientado

## What can we do to stop food waste?

Actividades para estudiantes

Serie PROFUNDIZACIÓN • **NES**



Buenos Aires Ciudad



Vamos Buenos Aires

**JEFE DE GOBIERNO**

Horacio Rodríguez Larreta

**MINISTRA DE EDUCACIÓN E INNOVACIÓN**

María Soledad Acuña

**SUBSECRETARIO DE PLANEAMIENTO EDUCATIVO, CIENCIA Y TECNOLOGÍA**

Diego Javier Meiriño

**DIRECTORA GENERAL DE PLANEAMIENTO EDUCATIVO**

María Constanza Ortiz

**SUBSECRETARIO DE CIUDAD INTELIGENTE Y TECNOLOGÍA EDUCATIVA**

Santiago Andrés

**DIRECTORA GENERAL DE EDUCACIÓN DIGITAL**

Mercedes Werner

**GERENTE OPERATIVO DE TECNOLOGÍA E INNOVACIÓN EDUCATIVA**

Roberto Tassi

**SUBSECRETARIA DE COORDINACIÓN PEDAGÓGICA Y EQUIDAD EDUCATIVA**

Andrea Fernanda Bruzos Bouchet

**SUBSECRETARIO DE CARRERA DOCENTE Y FORMACIÓN TÉCNICA PROFESIONAL**

Jorge Javier Tarulla

**SUBSECRETARIO DE GESTIÓN ECONÓMICO FINANCIERA Y ADMINISTRACIÓN DE RECURSOS**

Sebastián Tomaghelli

Subsecretaría de Planeamiento Educativo, Ciencia y Tecnología (SSPECT)

Dirección General de Planeamiento Educativo (DGPLEDU)  
Gerencia Operativa de Lenguas en la Educación (GOLE)

Especialistas: Laura Sebastiano (coordinación), Martha Crespo  
Colaboración y gestión: María José Fittipaldi

Subsecretaría de Ciudad Inteligente y Tecnología Educativa (SSCITE)  
Dirección General de Educación Digital (DGED)  
Gerencia Operativa de Tecnología e Innovación Educativa (INTEC)  
Roberto Tassi

Especialistas de Educación Digital: Julia Campos (coordinación), Josefina Gutiérrez

Equipo Editorial de Materiales Digitales (DGPLEDU)  
Coordinación editorial de Contenidos Digitales: Silvia Saucedo  
Colaboración y gestión de Contenidos Digitales: Manuela Luzzani Ovide

Edición y corrección: Vanina Barbeito  
Corrección de estilo: Ana Premuzic  
Diseño gráfico y desarrollo digital: Patricia Peralta  
Asistente editorial: Leticia Lobato

Este material contiene las actividades para estudiantes presentes en *Lenguas Adicionales. Inglés. What can we do to stop food waste?* 5.º año. ISBN 978-987-673-501-8

Se autoriza la reproducción y difusión de este material para fines educativos u otros fines no comerciales, siempre que se especifique claramente la fuente.  
Se prohíbe la reproducción de este material para reventa u otros fines comerciales.

Las denominaciones empleadas en este material y la forma en que aparecen presentados los datos que contiene no implican, de parte del Ministerio de Educación e Innovación del Gobierno de la Ciudad Autónoma de Buenos Aires, juicio alguno sobre la condición jurídica o nivel de desarrollo de los países, territorios, ciudades o zonas, o de sus autoridades, ni respecto de la delimitación de sus fronteras o límites.

Fecha de consulta de imágenes, videos, textos y otros recursos digitales disponibles en Internet: 15 de julio de 2019.

© Gobierno de la Ciudad Autónoma de Buenos Aires / Ministerio de Educación e Innovación / Subsecretaría de Planeamiento Educativo, Ciencia y Tecnología.  
Dirección General de Planeamiento Educativo / Gerencia Operativa de Lenguas en la Educación, 2019.  
Holmberg 2548/96 2.º piso–C1430DOV–Ciudad Autónoma de Buenos Aires.

© Copyright © 2019 Adobe Systems Software. Todos los derechos reservados.  
Adobe, el logo de Adobe, Acrobat y el logo de Acrobat son marcas registradas de Adobe Systems Incorporated.

## ¿Cómo se navegan los textos de esta serie?

Los materiales de la serie Profundización de la NES cuentan con elementos interactivos que permiten la lectura hipertextual y optimizan la navegación.



Adobe Reader Copyright © 2019.  
Todos los derechos reservados.

Para visualizar correctamente la interactividad se sugiere bajar el programa [Adobe Acrobat Reader](#) que constituye el estándar gratuito para ver e imprimir documentos PDF.

### Pie de página

[Volver a vista anterior](#)

Al clicar regresa a la última página vista.



Ícono que permite imprimir.



Folio, con flechas interactivas que llevan a la página anterior y a la página posterior.

### Itinerario de actividades

**Actividad 1**

**La heladera de la gente de Brixton**

Organizador interactivo que presenta la secuencia completa de actividades.

### Notas al final

<sup>1</sup> Símbolo que indica una nota. Al clicar se direcciona al listado final de notas.

#### Notas

<sup>1</sup> Ejemplo de nota al final.

### Actividades

**Activity 1** The Brixton People's Fridge.

- a. Associations: What does this photo make you think of? What ideas does the term "The People's Fridge" trigger? If the fridge, which is called The People's Fridge, had food magnets, how would they read? If you feel ready, share your ideas off hand (without preparation). If

### Íconos y enlaces

El color azul y el subrayado indican un [vínculo](#) a un sitio/página web o a una actividad o anexo interno del documento.

## Itinerary of activities



### Activity 1

**The Brixton People's Fridge**



### Activity 2

**Too Good to Go**



### Activity 3

**Reducing food waste at school**



### Activity 4

**Starting a Food Revolution in School with Jamie Oliver**



### Activity 5

**Final task**



## Activity 1 The Brixton People's Fridge



Fridge.

- a. Associations: What does this photo make you think of? What ideas does the term “The People’s Fridge” trigger? If the fridge, which is called The People’s Fridge, had food magnets, how would they read? If you feel ready, share your ideas off hand (without preparation). If you do not, first think, then write and finally read your productions out loud. You can then use [Padlet](#) or [VoiceThread](#) to post your fridge magnets. If you wish, to clearly visualize your views while you hold the discussion, you can make use of [Mentimeter](#). To design your magnets a tool such as [Gimp](#) might come in useful. You can find a [tutorial on Padlet](#), a [tutorial on Voicethread](#) and a [tutorial on Gimp](#) on the Virtual Campus of Digital Education.
- b. Listening for gist. Watch this video entitled [“The People’s Fridge”](#) and circle the correct option according to what you hear.

- The Brixton People's Fridge is a **neighbourhood / community fridge** where **food traders / food manufacturers** can put **eligible / edible** surplus food.
- Those **in need / in the area** can take the food **for free / for a nominal fee**.
- This initiative was originally born **in Brixton / in Germany, Spain and India**.
- The Brixton People's Fridge is about connecting people and combating **indifference / food waste**.
- There is **little / a lot of** support regarding maintaining fridge, circulating the food and making sure the food is fresh and suitable for people to eat.
- The ad encourages people to **become members of the Impact Hub / donate money to the Brixton People's Fridge**.

c. If you feel ready, listen again (from 0:24 to the end) and fill up the gaps in these sentences.

- Tackling food waste in the borough is about joining up the people who need good food, but maybe can't \_\_\_\_\_ it with the shops restaurants, cafes who have good food at the end of the day to be \_\_\_\_\_.
- The Brixton People's Fridge is all about \_\_\_\_\_, about \_\_\_\_\_ food waste so your pledge will go towards making that a reality. When we smash our \_\_\_\_\_, we'll be helping other people who \_\_\_\_\_ up fridges elsewhere, too.
- We have a great range of \_\_\_\_\_: from an invite to a launch party, badges, fridge \_\_\_\_\_ and an exclusive \_\_\_\_\_ with the Brixton People's Fridge.
- So \_\_\_\_\_ as much as you can afford to Brixton People's Fridge. And together we'll make it \_\_\_\_\_.

## Activity 2 Too Good to Go

### Part 1. Brainstorming



- a. Reverse brainstorming. Think of what we do that results in food waste. Then think of possible solutions to fight food waste. You can make use of a tool called [Mentimeter](#) to exchange your views on the topic by answering questions or responding to surveys to clearly visualize your ideas.

### Part 2. Vocabulary: Food-related words

- b. Work out these riddles. You will find some useful definitions below them.

What is it?

- It's [tender](#) or [tough](#); it's rare, medium or well-done.
- They are fresh or frozen, they are [crisp](#) and [raw](#). They are sometimes organic. They can be boiled, roasted and sauteed, too.
- It's ripe or rotten, it can be canned or tinned, it can be dried or candied, it can be tropical. It is whitish inside and [prickly](#) on the outside. It is difficult to peel.
- They can be fried, scrambled, hard or soft boiled, fresh or rotten, they can be beaten, too.
- It can be lost or spoilt. It can be given to you. It can be poor or small, huge or ravenous.
- It can be filling or heavy, light or simple. Nutritionists say it is the most important meal of our day for our brain.
- It can be full-cream, low or no fat, semi-skimmed, fresh or off.
- It can be stale or freshly baked. Some people love it with butter.
- They can be fried, boiled, mashed, roasted, peeled, or baked in their skins or jackets.

*Ravenous: wanting something very much or wanting a lot of something. (Source: [Cambridge Dictionary](#)).*

*Semi-skimmed: used to describe milk from which some of the cream has been removed. (Source: [Cambridge Dictionary](#)).*

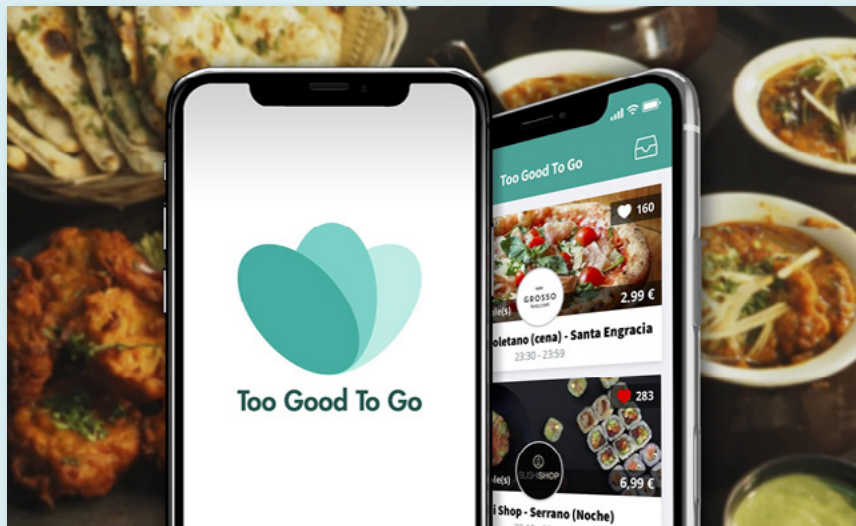
- c. Think of a riddle. In pairs write food-related riddles for your classmates to guess. You can post them on [Padlet](#) or the platform your teacher has chosen. In your productions, try to use the adjectives in the riddles above.



## Part 3. Reading: Too Good To Go

## Copenhagen-based app Too Good To Go raises a further €6 million to eliminate food waste

By Mary Loritz - February 8, 2019



Too good to go app.

Too Good To Go is Europe's leading app for fighting food waste. The free app connects customers to restaurants and stores that have unsold, **surplus** food, and counts 12 million users across nine countries, along with 20,000 partners including retailers, hotels and restaurants such as Carrefour, Accor and YO! Sushi.

The app was launched in 2016 in Copenhagen. It has just **hit** the 10 million meal milestone – the number of perfectly **edible** meals its users have saved from the bin. This means the app has saved the equivalent of 10,000 tonnes of food, and 20,000 of CO<sub>2</sub> emissions from wasted food production – a leading cause of climate change.

**In tandem with** this milestone, Too Good To Go has announced a financing round of €6 million from existing investors to accelerate its mission to eliminate food waste globally, bringing total investment in the startup to €16 million.

With the new funding, CEO and co-founder Mette Lykke plans to open in four new markets in 2019, projecting that the app will save a total of 100 million meals from being wasted by end of 2020.

In France, Too Good To Go is petitioning to change date labelling from “Best before” to “Best before, not bad after” to reduce food waste at home. To date, 60k people have signed the petition with public support from supermarket chain, Carrefour.

“Too Good To Go has a unique opportunity to tackle a very serious environmental issue with a smart business model,” said Lykke. “Across the value chain and across borders, the issue of food waste is complex and hard to fix. By creating a new market for surplus food, we ensure more food gets eaten, making businesses and consumers winners in the process.

“The reality is that it’s standard practice for food businesses to throw away perfectly edible food. We give them the flexibility to offer up anything that’s still good to eat and sell it to consumers through the app at a discounted price. It’s a win for retailers, because they reduce waste, acquire customers and increase revenue, it’s a win for consumers who get great food for a reduced price, and it’s obviously a win for the environment which is our main motivation.”

Source: Loritz, M. (February 8, 2019). [Copenhagen-based app Too Good To Go raises a further €6 million to eliminate food waste](#). *EU-Startups*.

- d. Decide if the statements are true or false according to what you have read. If they are false, make them true. Be ready to account for your answers.
- This app is Danish.
  - Too Good to Go links customers with food suppliers and food distributors.
  - This service is available for a minimal fee.
  - Its founder has ambitious goals for the app to reach the whole European continent.
  - The necessary funds to take the app to the next level will come from the founder’s pocket.
  - To combat food waste the French are trying to modify food labelling.
  - Only individuals and small businesses have supported this initiative in France.
  - Thanks to the app, consumers have access to food for free.
  - Thanks to the app, food shop owners and food manufacturers get to expand their businesses.
  - The app does not only combat food waste but also helps prevent global warming.
- e. Match these definitions with the words in bold in the text. Complete the blanks below with the word being defined. (Source of the definitions: [Cambridge Dictionary](#)).

\_\_\_\_\_ means to succeed in reaching or achieving something.

\_\_\_\_\_ means two people, teams, etc., working together to achieve a result.

\_\_\_\_\_ means (an amount that is) more than is needed.  
 \_\_\_\_\_ means suitable or safe for eating.

### Useful information



If you are interested in getting more information about the app, visit [Too Good To Go](#).

### Grammar spot

Have a look at these sentences:

- Perfectly edible meals are saved from the bin.
- The app was launched in 2016.

Is the subject the doer of the action?

What does this construction emphasize?

- On the web page of the British Council, there is a [short video about passive voice](#). You can also find some [theory and practice activities](#) on this site.
- In groups think of this question: What can be done at school to help stop or reduce food waste? Post the suggestions you have come up with on [Padlet](#), [VoiceThread](#), [Mentimeter](#) or the platform your teacher has chosen.

### Activity 3 Reducing food waste at school

- a. Before you start reading the text, look at the question posed by the headline of the article you are going to read and discuss how you would answer it. If you wish, you can post your opinions on [VoiceThread](#).

## Reducing food waste at school, what can teachers and students do to help?



Luxembourg dumpster.

Schools can play an important role in the fight against food waste; it only takes a bit of imagination and a better understanding of the issue, its causes, and possible solutions.

Students everywhere are packing their backpacks and finishing their summer essays: It's time to get back to school! So, why not take this opportunity to do something impactful both for the environment and for the community?

On average at schools in Europe about  $\frac{1}{4}$  of a child's plate is wasted. A study in England showed that over a school year of 40 weeks, 55,408 tons of food were wasted in primary schools alone. The situation is not better in the US, where food waste makes up 51.3%-63% of the trash in school cafeterias, making it the biggest percentage of any material in the trash.

But what can schools do? Here are a few ideas for both teachers and students to help them reduce food waste while also spreading awareness and helping their community.



### For teachers

Teach children that food is perfectly good to eat even if it is close to its expiration date. Tell them about the different types of labels and what they mean.

Create longer lunch periods. For students buying lunch, there's often not enough time to actually finish what's on their tray after queuing to get their meal and finding a seat.

Use the different subjects in school to help teach students about food waste: math to create graphs about the school's food waste; science to study how food rots in landfills, and to learn about the cycle of seeds from plants to compost.

Organise a food donation/food bank bin to donate unopened food to people in situations of social vulnerability. This is also a great way to teach children to give back to their community.

### For students

Lunch portions are often too big and children end up throwing away what they cannot eat. Let your teachers know how much food you are able to eat before being served and bring a tupperware to take leftovers home.

Bruised fruit is perfectly good to eat, just cut the bruise and eat the rest!

Make posters about food waste with your art teacher and hang them in the cafeteria. Did you know that you can make homemade fabric dyes from beets, carrots, red cabbage, onion skins, citrus peels, and spinach?

Ask your teachers to teach you how to compost using leftovers from the school cafeteria.

Source: [Reducing food waste at school, what can teachers and students do to help?](#) (2018) *Food for Soul*. (Adapted version).

b. Find evidence in the text to account for the following statements:

- It is the beginning of the school term.
- The amount of food waste in school cafeterias is quite alarming in the UK.
- The situation is even worse in the USA.

- c. Trace and highlight examples of passive voice in the text.

a. You are going to watch a video entitled “Starting a Food Revolution in School” with Jamie Oliver. Using the words in the word cloud speculate about what it may be about. If you do not know the meanings of the words you can make use of online dictionaries such as [Cambridge Dictionary](#) or [Wordreference](#). You can post your predictions on the mural [Padlet](#) or on [VoiceThread](#).



- b.** First think how you would match the stems and ends of these sentences. Then check your predictions against the video related to Jamie Oliver's Food Revolution.

1. Jamie Oliver asks viewers to support ...
2. He intends to inspire families to cook again and...
3. He wants to start a food revolution...
4. Food is simple, it is just raw ingredients,
5. Every child has the human right to be taught about food:
6. And they should be shown at school because...

- a. ... he profoundly believes in.
- b. ... where it comes from, and how it affects their bodies.
- c. ... a sustainable food movement to educate children about food.
- d. ... it is at the frontline in the fight against obesity.
- e. ... but it is the most powerful killer on the planet.
- f. ... to empower people everywhere to fight obesity.

c. Watch the video [“Starting a Food Revolution in School”](#) and check the predictions you made in the previous exercise. (Listen from the beginning to 1:12).

d. Decide whether the statements are true or false. Be ready to make the false statements true and to account for your answers using the information you heard in the video. (Listen from 1:13 to the end).

- At Charlton Mannor Primary School Timothy Baker developed the idea further.
- In the past children were given the right kind of food at school.
- The curriculum was already crowded so there was no room to introduce another subject.
- Food was put at the heart of the school. In this way, both the mind and the stomach are fed.
- Charlton Mannor Primary School is a private school.
- 80% of the students at Charlton Mannor Primary School come from middle-class families.
- They had a lot of contact with the countryside and knew a lot about food growing.
- They started growing vegetables, keeping bees and raising chickens.
- Children are taught to compost, too.
- Vegetables cannot be grown all year round at the community gardens.
- Twelve or thirteen years ago this kind of curriculum was not readily accepted.
- At that time obesity had already reached epidemic proportions.
- By implementing this programme, they have been able to increase students' concentration levels and reduce discipline problems.
- Children now appreciate eating healthy food.
- The programme can contribute to helping children live longer.

## Useful information



If you are interested in getting more information about Jamie Oliver and his food revolution, you can read *Food Revolution initiatives around the world* on his website ([Jamie Oliver Limited](#)).

## Activity 5 Final task

- a. Get in groups to think of the message you want to convey in your video regarding how we can modify our eating habits to stop food waste and how we can help the needed get access to fresh food before it goes to waste. You can then post your awareness-raising spot on the chosen digital mural [Padlet](#) or [VoiceThread](#). To help you get inspired you could see the ad "[Too Good To Go Crowdfunding Video](#)" on Vimeo.
- b. You could script your spot to successfully make the point you want to transmit with it. Submit it to your classmates and teacher to get feedback on it so that you can improve it further. Make a point of using passive voice at least twice when you write your script.

## Digital resources



To edit your video you can make use of any of these tools: [Cinelerra](#), [Openshot](#) or [ManyCam](#) (this tool has an augmented reality feature). A [tutorial on ManyCam](#), a [tutorial on Openshot](#), and a [tutorial on Cinelerra](#) are available on the Virtual Campus of Digital Education.

If you don't want to be the protagonists in your video, you can add images, create your own illustrations or do an animated video to put across the message you want to convey. If you decide on the latter option, or if you would like to implement the stop motion technique, you could make use of [MonkeyJam](#). If you would rather produce a whiteboard video, you can make use of [PowToon](#). You can find a [tutorial on MonkeyJam](#) and a [tutorial on PowToon](#) on the Virtual Campus of Digital Education.

You might need a [monolingual dictionary](#) or a [bilingual one](#) to look up the words or expressions you have difficulty understanding.



Whichever technique you choose to use, it is good to bear these steps in mind:

- Pick the technique you would like to use.
- Write the script.
- Choose and look for all the resources and elements you need (actors, objects, computer programmes, scenography, backgrounds, etc.).
- Shoot your videos or photos.
- Keep all your files in the same folder.
- Make sure the photos and videos you have selected are of the correct weight to be able to have them worked on with the video editor or chosen programme.
- As for photos, it's best that they don't exceed 600 kb. Bigger images can be reduced simultaneously by using [Gimp](#). You can check the video tutorial "[Gimp: How to reduce the weight of an image](#)" on the Virtual Campus of Digital Education.
- Begin the edition of the video with the selected technique.

## Images

- Page 6. Fridge. Martha Crespo. Flickr. <https://flic.kr/p/2gstnja>
- Page 8. Healthy Eating. 2happy. Stockvault. <https://bit.ly/2JWvmEM>
- Page 9. Too good to go app Fuente: Too Good To Go. [www.toogoodtogo.es](http://www.toogoodtogo.es)
- Page 12. Luxembourg dumpster. OpenIDUser2. Wikipedia. <https://bit.ly/2Z8PvOb>



**Vamos Buenos Aires**