Student Book Audio Script

TR: 30 1 **Listen and read.** See Student Book pp. 44–45.

TR: 31 2 **Learn new words.** **commercial** / Commercial farmers raise crops and then sell them to stores. **conservationist** / A conservationist works to protect plant and animal species. **convenient** / Busy people often look for convenient meals that can be prepared quickly. **diverse** / In a diverse community, you can try foods from many cultures. **globalization** / Globalization helps people to exchange ideas and products across cultures. **harvest** / We harvest the vegetables from the garden as soon as they're ready. **impact** / Every choice you make about food impacts the world around you. **local** / Food from local farms can be fresh and delicious. **packaged** / Cookies and crackers are popular packaged foods. **reflection** / How we dress and what we eat are a reflection of our culture. **taste** / People's taste in foods has changed as new foods become available. **wholesome** / Wholesome foods, such as fruits and vegetables, give our bodies what they need.

TR: 32 5 Over time, the way food gets to our plate has evolved, and so have our attitudes about what we eat. In the past, people worked very hard to grow and prepare meals. But, they were grateful for the food that they had. Now, much of what we eat is produced on an industrial level. Large farms grow only one type of crop. Some of these farms ship this crop all over the world. Others sell their crops to even larger companies, who use them to create packaged foods. When we buy and prepare these foods, we don't feel the strong connection with our dinner entrée like our ancestors did. We may not be growing our own food, but we shouldn't ignore where our food comes from, and what impact it has on people and the environment.

TR: 33 5 **Learn new words.** **attitude** / I changed my attitude about food after learning more about where it comes from. **entrée** / The main part of a meal is the entrée. **grateful** / My friends were grateful for the meal I prepared for them.

TR: 34 **Speaking Strategy** See Student Book p. 30.

TR: 35 7 **S1**: What's wrong, Marta? **S2**: Well, it's my dad's birthday on Sunday. I wanted to cook dinner for him, but I don't know what to make! **S1**: Well, if I were you, I'd start by planning the entrée. Does everyone in your family like pasta? **S2**: Actually, I was thinking I'd serve fish as the entrée. My dad loves fish. But I'm not sure of what type of fish to cook. **S1**: You should think about serving tuna. It's a great source of protein, and everybody likes it. **S2**: Thanks for the idea, but I prefer not to serve tuna. **S1**: Why not? **S2**: Well, you shouldn't eat too much tuna. It's over-fished, and the high demand for tuna is really upsetting the ocean's ecosystem. I am trying to be more responsible about what I eat. **S1**: I see your point. Well then, why don't you try tilapia instead? It isn't threatened, and it can be used to create some delicious dishes, like my favorite, fish tacos. **S2**: Great idea! Thanks for the suggestion!

TR: 36 **Grammar** See Student Book p. 48.

TR: 37 12 Barton Seaver is a food revolutionary. He wants to change how we look at food. When Barton was a child, he learned a lot about food from his parents. They made sure that he tried a variety of foods from many different cultures. If Barton hadn't grown up in a family where food was so important, food might not matter to him as much. Thanks to his childhood, Barton understands the connection between food and culture. In his opinion, if food hadn't been so industrialized, we would still be more closely connected to what we eat. And if we had stayed more connected to our food, we would appreciate it more. Barton wants us to connect with our food, to share it with friends and family, and to make it a part of who we are.

TR: 38 14 You have already learned that Barton Seaver is a food revolutionary. He wants to change the way we eat, especially seafood. According to Barton, if we hadn't overfished popular fishes like tuna and cod, the ocean's ecosystem wouldn't be out of balance. Barton understands that fish is in demand because it's a healthy source of protein. He just wants people to try fish that are lower on the food chain. This would help restore the population of overfished species. Barton is trying to make changes today, but there were other food revolutionaries long before him.

Christopher Columbus is known around the world as an explorer. But, Columbus is also one of the first food revolutionaries. If he hadn't traveled west in search of spices from India, he would have never arrived in the Americas. And if he and other explorers hadn't arrived in the Americas, foods such as tomatoes, potatoes, corn, and cacao would not have been brought back to Europe. Without Columbus's exploration, the modern diet of many cultures would be much different.

Another food revolutionary is French chef Auguste Escoffier. Escoffier wanted to make the process of cooking more standard. He wrote down ingredients and necessary steps for each of his dishes. If Escoffier hadn't done this, we might not have recipes or cookbooks!

TR: 39 15 **Learn new words.** **protein** / Meat, fish, and chicken contain protein that helps our bodies build muscles. **recipe** / It is important to follow the recipe so that your dishes taste good. **restore** / Scientists are working to restore populations of overfished species. **revolutionary** / A food revolutionary changes how people eat. **spice** / Adding spices can help make a dish more flavorful.

TR: 40 18 **Learn new words.** **consistent** / People need a consistent supply of food. **organic** / Organic foods are grown without chemicals. **sustainable** / It's best to choose foods that are produced in a sustainable way. **vertical** / Vertical farms use less space than traditional farms.

TR: 41 19 **While you read.** See Student Book pp. 50–51.

TR: 42 **Grammar** See Student Book p. 54.