

UNIT 7

HEALTH SCIENCES

LEARNING OBJECTIVES

Watch and listen

Watch and understand a video about ultra-processed food.

Listening skills

Take unstructured notes as you listen; identify persuasive appeals.

Critical thinking

Understand motivation.

Grammar

Establish cohesion with *so* and *such*.

Speaking skill

Use inclusive language.

Speaking task

Participate in a community meeting about a local health controversy.



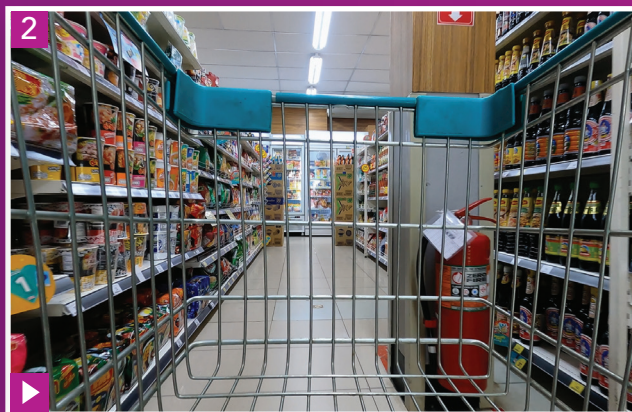


UNLOCK YOUR KNOWLEDGE

Work with a partner. Discuss the questions.

- 1 Look at the picture. How popular would you say this kind of meal is in your country? What impacts can such meals have on people's health and on the environment?
- 2 Are you aware of any new products that are being developed and which have the potential to make people healthier?
- 3 In what ways might the place where a person is born affect their health throughout their life?

WATCH AND LISTEN



ACTIVATING YOUR KNOWLEDGE

PREPARING TO WATCH

- 1 Work with a partner to put these foods and drinks into the correct group. Then add one more to each group.

tap water a microwave ready meal apple juice
a tin of tomatoes plant-based cheese a tomato olive oil

natural	processed	ultra-processed
<i>an apple</i>		<i>a packet of chocolate biscuits</i>

PREDICTING CONTENT USING VISUALS

- 2 You are going to watch a video about ultra-processed food. Before you watch, look at the photos from the video. Tell your partner two facts and two opinions that you think the film might contain.

GLOSSARY

mechanization (n) the process of introducing machines to do a job which used to be done by hand

additive (n) a substance which is added to food in a factory, e.g. to change its appearance or make it last longer


processed (adj) having had chemical or industrial treatment, e.g. to change its appearance or make it last longer

dietary fibre (n) a substance in food which helps digestion

texture (n) what something feels like when it is touched, e.g. soft, etc.

affordable (adj) not too expensive

WHILE WATCHING

- 3  Watch the video. Work with a partner and discuss whether your ideas in Exercise 2 were mentioned. Having watched the video, do you still think your facts and opinions are correct?

UNDERSTANDING MAIN IDEAS



4 ▶ Watch again and complete the notes. Write one to four words in each gap.

Ultra-processed food

- from the 1930s, the mechanization of food and use of additives enabled food to be ⁽¹⁾_____.
- many foods and ingredients (including flour and olive oil) are processed to some extent.
- ultra-processed food (UPF) tends to be low-priced, easy and ⁽²⁾_____, but it isn't natural food.
- the manufacturing process and additives improve the ⁽³⁾_____ of food when ultra-processing it; it then has lots of salt, fat and sugar.
- UPF affects health, e.g. by increasing people's ⁽⁴⁾_____ and causing heart conditions.
- many foods that are marketed as being healthy are, in fact, ultra-processed, e.g. many plant-based foods are high in ⁽⁵⁾_____ and saturated fat.
- more research into the impact of UPF on our bodies is needed.
- it is preferable to eat fresh produce, provided that it is ⁽⁶⁾_____, rather than UPF.

DISCUSSION

5 Work in a small group. Read the research question below. Then think of two further research questions which could improve our understanding of the effects of ultra-processed food.

Can ultra-processed foods become addictive, and, if so, are there any particular ingredients that make them addictive?

6 Swap your questions with another group and try to answer their questions.

UNDERSTANDING DETAIL

LISTENING

LISTENING 1

PREPARING TO LISTEN

USING YOUR KNOWLEDGE

1 You are going to listen to a talk about lab-grown meat. Before you listen, work with a partner and decide if you think the following statements (1–6) are true or false. Give reasons for your answers.

- 1 Meat and fish are higher in protein than most other foods.
- 2 One tenth of all food grown on earth is fed to farm animals.
- 3 Britain's National Health Service recommends that people who eat 70g of red or processed meat each day increase this to at least 90g.
- 4 About 80 billion land animals are slaughtered each year for human consumption.
- 5 Antibiotics fed to animals are known to be harmful when consumed by humans.
- 6 Research from Oxford University says that a 90% reduction in beef consumption in western countries is needed to reduce climate change.

2 Work in small groups and discuss the questions.

- 1 What reasons are there for having concerns about eating meat?
- 2 What are your own views on the question of eating meat, and to what extent is your behaviour consistent with your views?

3 Work with a partner. When you think about the future of meat, how likely and how desirable do you think scenarios 1–6 are? Write the number in the appropriate place on the matrix.

- 1 higher taxes on meat to reduce consumption
 - 2 new plant-based meat alternatives
 - 3 greater popularity of cultivated¹ meat
 - 4 government campaigns to encourage veganism
 - 5 improved welfare for animals on farms
 - 6 more efficient farming so animals reach full size more quickly
- ¹cultivated meat = meat grown in a lab from a few animal cells

	likely ←	→ less likely
desirable ↑		
↓ less desirable		

- 4 Read the definitions. Use the correct forms of the words in bold to complete the questions below. Then answer the questions with a partner.

correlation (n) a connection between two or more things
economy of scale (n) the benefit of having a lower cost when more of something is produced
infectious (adj) able to be passed from one person or animal to another, spreading infection or disease
hygiene (n) keeping yourself and your environment clean
incidence (n) the rate at which something happens
livestock (n) farm animals
obesity (n) being extremely fat in an unhealthy way
humane (adj) kind towards those who are suffering

- 1 Should toilets and washing areas in public places advise people about personal _____, or should individuals decide for themselves whether to wash their hands?
- 2 In order to benefit from an _____, it could be argued that it's more efficient for a country to have a small number of large hospitals, rather than a large number of small ones. Why might this be true, and to what extent do you agree?
- 3 Do you think overeating is the only factor contributing to the high levels of _____ worldwide?
- 4 Do you think that by avoiding crowded places such as buses and trains, you can reduce your chances of catching _____ diseases, and, if so, is this worth doing?
- 5 It could be argued that anybody who eats meat should be prepared to see for themselves the process by which _____ are turned into food. How far do you agree, and why?
- 6 How do you explain the _____ that has been suggested between a full moon and an increase in crime rates?
- 7 Some people argue that it is not _____ to keep animals locked up in zoos. What's your opinion?
- 8 What do you think might explain the increasing _____ of mental health problems worldwide?

WHILE LISTENING

Taking unstructured notes as you listen

Taking notes in ordered lists, outlines and tables can be effective, but it is not always possible to know in advance how a lecture or presentation will be organized. Even if speakers provide an outline, they may not follow it exactly.

For the listener taking notes, sometimes a looser organization is necessary and even preferable. When taking notes, some students leave empty spaces on the page between sections, so that they can add more notes in later. Looking again at these unstructured notes later allows you to see connections and relationships that you might not have recognized otherwise. Once you understand these connections, you can organize your notes into tables or ideas maps.

TAKING NOTES ON MAIN IDEAS AND DETAIL



- 5 7.1 Listen to the talk and make unstructured notes. Do not try to organize your notes yet. Leave spaces to add details later.
- 6 7.1 Review your notes. Underline the parts that you think may be main ideas. Circle any parts that you are not sure of and want to listen to again. Then listen to the talk again and add to your notes.
- 7 Use your notes from Exercise 6 to complete the ideas map.

cultivated meat

reasons to give up meat:

- (1) _____
 (2) _____

cultivated meat – definition:

- (3) _____

benefits and drawbacks of cultivated meat

cost of producing meat:

the world's first lab-grown burger: ⁽⁷⁾ _____

growing popularity of lab-grown meat: ⁽⁸⁾ _____

impact on health and environment:


	<i>traditional meat</i>	<i>cultivated meat</i>
<i>impact on human health</i>	(9) _____	(10) _____
	(11) _____	(12) _____
<i>environmental impact</i>	(13) _____	(14) _____
	(15) _____	(16) _____

future considerations

- (17) _____ ? (18) _____ ?

- 8 Using your notes from Exercise 7, write a summary of the lecturer's comments about one of the advantages or drawbacks of cultivated meat. Then work with a partner. Read your summaries to each other and give feedback.

POST-LISTENING

- 9  7.2 Use your ideas from the 'Impact on health and environment' table in Exercise 7 to create a separate and more detailed table about the advantages and drawbacks of cultivated meat. Add supporting details, examples, statistics or references. Then listen to that part of the presentation again to check your ideas.




PRONUNCIATION FOR LISTENING

Contrastive stress

Contrastive stress is the extra stress or emphasis that is placed on words to show contrast or difference. Listening for contrastive stress can help you understand when a speaker is comparing or contrasting ideas.

*While we **may feel less** than enthusiastic about meat production, we carry on eating it because we **enjoy its taste**.*


- 10  7.3 Listen to the sentences and write the contrasting information.

- 1 how long a farm animal takes to grow: *months*
how long cultivated meat takes to grow: *weeks*
- 2 where animal cells grow for regular meat:

where animal cells grow for cultivated meat:

- 3 people's feelings with regard to meat production:

people's feelings with regard to eating meat:

- 11  7.4 Listen to the sentences and make a note of what is being contrasted and the contrasting information in each sentence.

- 1 *two different kinds of cultivated meat which may be popular in the future*

2 _____

3 _____



DISCUSSION

- 12** Work in small groups. Remember the questions the lecturer ended the talk with and discuss your answers, using your notes and your own ideas.

LANGUAGE DEVELOPMENT

ESTABLISHING COHESION WITH SO AND SUCH

GRAMMAR

Cohesion refers to the use of grammatical structures and words to make links within a text. There are many ways to establish cohesion. One way is to use the words *so* and *such* to link new information with ideas that came earlier in a text or conversation.

So

So is often used to avoid repeating a phrase. It is used with *be* or a modal or auxiliary verb, often *do*.

*While we may feel uneasy about eating meat, many of us continue to **do so** anyway.*

(Many of us continue to eat meat.)

*Many people who give up meat feel that by **doing so**, they are helping to improve animal welfare.*

(By giving up meat, they are helping to improve animal welfare.)

Such

Such can also be used to refer to previous information. It usually has the meaning 'like the one(s) just mentioned'.

*Cells need the right temperature and humidity to grow. **Such conditions** are provided inside a steel tank.*

(Conditions like the ones just mentioned are provided.)

*Although plant-based alternatives to meat are becoming more popular, critics say there are **no such** substitutes which can match the taste of real meat.*

(Meat substitutes like the ones just mentioned can't match the taste.)

1 Rewrite the ideas using *so* or *such* for cohesion.

- 1 I'm thinking about becoming a vegan. Several of my friends are thinking of going vegan as well.

I'm thinking about going vegan, and so are several of my friends.

- 2 Humans used to have to hunt for food. But these days, there's no need to hunt.

- 3 Many junk foods like chocolate bars are highly processed. Many foods traditionally seen as being healthy, such as cereals and yoghurts, are highly processed too.

- 4 I support increasing taxes on sugary foods and drinks, because measures like this have the potential to reduce the incidence of diet-based health problems such as obesity.

- 5 Everybody is advised to eat at least five portions of fruit and vegetables each day. But these kinds of recommendations are not always followed.
- 2 Work with a partner. Discuss the extent to which the sentences in Exercise 1 reflect your own views and behaviour.
- 3 Work with a partner. Think of one human behaviour which affects or is affected by health (e.g. sleep patterns, diet, life expectancy, etc.). Then write three new sentences about the topic with *so* or *such* to show cohesion.

ADJECTIVES OF STRONG DISAPPROVAL

The English language is rich in synonyms, especially when it comes to emotions.

Adjectives expressing how a person feels

Many of these adjectives are the past participle forms of verbs. They often appear as passives with a *by* phrase.

aghast appalled dismayed horrified outraged shocked

Other people are dismayed at the effect that livestock farming is having on the environment.

Adjectives describing a situation or activity

These adjectives have similar meanings to the adjectives above.

appalling atrocious deplorable dreadful outrageous shocking

Cultivated meat looks, smells and tastes like real meat, but without the appalling practices of factory farming.

Use a dictionary to help you understand some of the subtle differences between them.

- 4 Choose the correct adjective to complete each sentence.
- 1 We were *shocked* / *shocking* at the amount of taxpayers' money politicians were permitted to spend on travel.
 - 2 The rooms were dirty and the service was *aghast* / *atrocious*. I'll never go to that hotel again!
 - 3 The inspectors were *appalled* / *appalling* at the filthy kitchen.
 - 4 It was *outraged* / *outrageous* that the situation had been going on for so long.
 - 5 The doctors were *dismayed* / *dreadful* that the medicine had suddenly stopped working.
 - 6 After moving furniture, he had *dreadful* / *horrified* backache.
 - 7 When she told me the full story, I was *aghast* / *deplorable*. How could an employer be allowed to treat its employees in such a way?

- 5 Write three statements that express strong disapproval of something that you have read or heard about recently in the news. Read them with a partner and discuss whether you agree with each other's reactions. Did you both use the correct adjectives and the correct forms?

LISTENING 2

PREPARING TO LISTEN

- 1 You are going to listen to a moderated community meeting about water quality. Work with a partner. Answer the questions.
- 1 What do the photographs show?
 - 2 What do you know about the safety of your drinking water?
 - 3 What health problems can unsafe drinking water cause?



- 2 Read the sentences and choose the best definition for the words in bold.
- 1 Exposure to some drugs can **compromise** your immune system and lead to chronic illness.
 - a harm
 - b decrease
 - c elevate
 - 2 Doctors found a high **concentration** of dangerous chemicals in the patient's blood.
 - a damage
 - b amount
 - c increase
 - 3 It was clear from the student's poor performance on the test that he had made **minimal** effort to prepare for it.
 - a very small
 - b no
 - c initial, in the beginning
 - 4 Lead has some useful **properties** – it doesn't rust and has a low melting point – but it can also be poisonous.
 - a functions
 - b characteristics
 - c ingredients

5 Toxic chemicals from the nearby gold mine have **contaminated** the town's drinking water.

- a poisoned
- b filtered
- c improved

6 The police **intervened** to protect the wider public.


- a asked for assistance
- b shouted or spoke in a loud voice
- c became involved in a situation to stop it from getting worse

3  **7.5** Listen to the moderator's introduction. Circle the people you expect to hear speak.

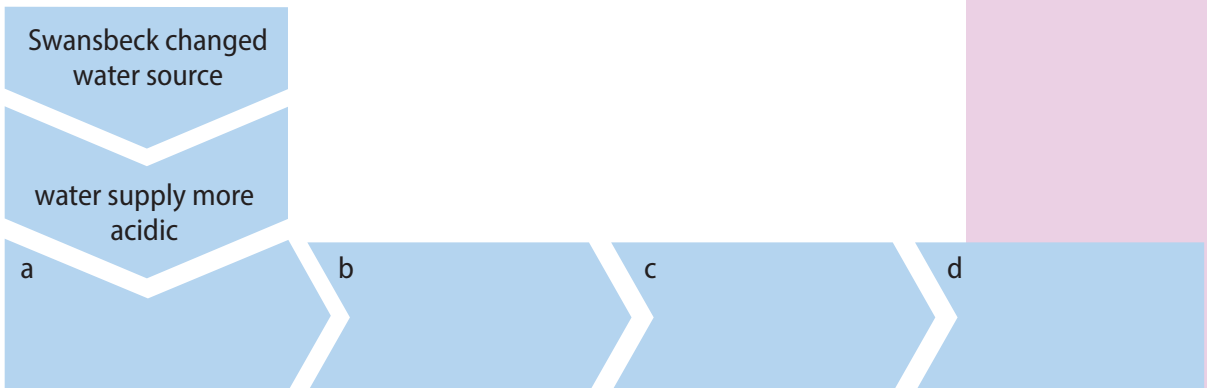
- a a doctor in Swansbeck
- b the mayor of Swansbeck
- c an environmentalist
- d a public relations person from local government
- e one or more residents of Swansbeck
- f a teacher from one of Swansbeck's schools




WHILE LISTENING

4  **7.6** Listen to the community meeting. Check your predictions in Exercise 3. Then complete the cause-and-effect chain (a–d) below with the items in the box.

behavioural and cognitive problems damaged pipes
contaminated water lead poisoning



5  **7.6** Listen again. What evidence is presented during the panel discussion for each of the items in the cause-and-effect chain in Exercise 4?

- a _____
- b _____
- c _____
- d _____

LISTENING FOR
MAIN IDEAS



LISTENING FOR
DETAIL

Identifying persuasive appeals

When speakers are trying to persuade listeners, they may use different kinds of appeals to make their case. They consider the people in their audience and think about what is important to them.

Appeal for trust

Speakers may try to show that they are trustworthy. They – or somebody else – may cite their credentials (e.g. their education or their job history). They may talk about their experience and expertise or give other reasons why the audience should trust their judgment and accept their point of view.

I have been a government inspector for 25 years ...

Appeal to emotion

Emotions are powerful motivators. Speakers may try to shock, frighten or worry their listeners. They may try to make them feel guilty, happy, angry or sad. They may flatter their audience. They may illustrate their point with stories in order to evoke emotions. Or they may use strong words and expressions to demonstrate how important the issue is.

It's completely unacceptable that ...

We cannot allow such shocking conditions to continue.


Appeal to logic

To prove that what the speaker is saying is logical and reasonable, speakers may cite statistics, research and established facts. They may use assertive language to convince their listeners.

You must see that ...

It's obvious that ...



6  7.6 Listen again, this time for appeals. Take notes in the table below. Use the Audio script on pages 259–260 to help you.

- What appeals are used?
- What type of appeals are they?
- Who made each appeal (scientist, private citizen, etc.)?

appeal for trust	
appeal to emotion	
appeal to logic	

POST-LISTENING

7 Review your notes in Exercise 6. Discuss the questions with a partner.

- 1 Which kinds of appeals were typical for the different speakers?
- 2 Why do you think they chose that type of appeal?
- 3 Were any strong emotional words used? What were they? Why do you think the speaker used them?
- 4 Which types of appeals do you think were most effective?

DISCUSSION

8 Work in small groups. Use ideas from the video, Listening 1 and Listening 2 to answer the questions.

- 1 Do you think a situation like the one in Swansbeck could happen in your city? Why / Why not?
- 2 It could be argued that having chemicals in our food and in our water are an inevitable result of scientific progress and that we should simply accept it. What would your response be?

9 Plan and write a 250-word essay: Should businesses be held responsible for the impact they have on people's health? Why / Why not? Use *so* and *such*.

Introduction: State if you are arguing that businesses should or shouldn't be held responsible.

Main paragraphs: Give reasons in support of your position. You could consider effects of: products sold by companies, company practices on employees, environmental impact, etc.

Conclusion: Restate your position and summarize your main argument in support of it.

SPEAKING

CRITICAL THINKING

At the end of this unit, you are going to do the speaking task below.

Participate in a meeting in which you discuss whether a fast-food restaurant should open at a local commercial complex. You will each take on the role of somebody involved with and/or affected by this decision.

SKILLS

Understanding motivation

Controversial issues can often provoke emotional responses because the stakes are high. If you want to understand a person's point of view, it is useful to understand their motivation – what they want and what makes them behave as they do. Understanding the motivation of all parties in a situation can help you anticipate and challenge others' points of view. It may also help you to persuade others to adopt your position.



ANALYZE

1 Study the facts and figures and read the article about a country on page 161. Then work in small groups and answer the questions.

- 1 How favourable is the market for fast-food restaurants? What approximate level of growth between 2008 and 2023 is shown in Figure 1?
- 2 What kinds of economic and societal changes may have occurred during this period?
- 3 How might the increase in fast-food consumption have affected the population's diet? Their health?
- 4 What do the diseases in Figure 2 have in common?
- 5 Did the rate of obesity for adults rise or fall between 2008 and 2023? For children? What might the difference between the two figures mean for the future health of the population?



UNDERSTAND


2  **7.7** Listen to part of a radio programme from the country in Exercise 1. Take notes on the reason(s) each caller took part in the radio programme. Compare your notes with a partner.



Figure 1: Growth of Fast Food

	2008	2023
number of fast-food restaurants	423	708
number of fast-food meals per week	0–2	4–6

Figure 2: Death rate (per 100,000 people)

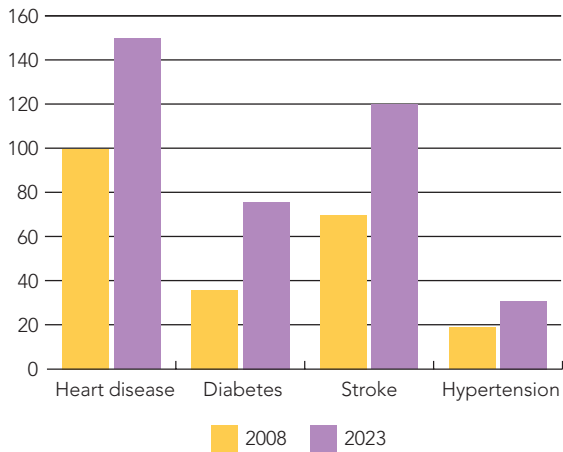
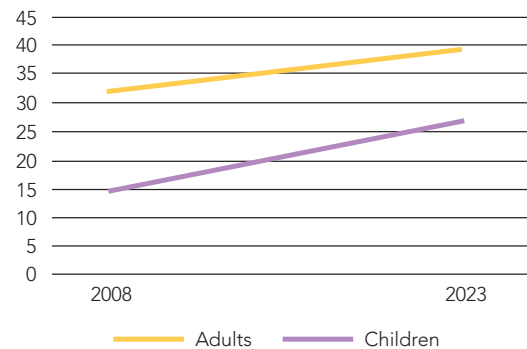


Figure 3: Percentage of the population considered obese



Chronic diseases on the rise

There was a time when we were worried about diseases like tuberculosis, cholera and polio. Happily, those days are in the past. However, chronic diseases like heart disease, stroke, diabetes and kidney disease, which were once mostly Western problems, have replaced them as the most serious threats to public health. These are so-called ‘lifestyle’ diseases because they have emerged as we have adopted many aspects of Western lifestyle.

Two specific changes in lifestyle go a long way towards explaining our current health crisis. A generation ago, most people in the country were engaged in physical labour, either in their jobs or in their homes. Today, we spend our days at desks in offices and we hire others to perform physical tasks. We walk as little as possible; instead, we drive everywhere. As a result, we get very little exercise. But this issue is overshadowed by a bigger problem – diet. Traditionally, we had a very healthy diet: primarily grains, fruits and vegetables. Furthermore, the quantity of food we ate was restricted; quite simply, people did not always have extra food. But our diets, like our jobs, have changed with increasing prosperity. We eat much more fat, salt and sugar than in the past, and a lot of it comes

in the form of fast food. Fast food is fine as a treat once in a while, but that is not what is happening. In a recent survey in Mexico, almost 50 percent of the respondents said they ate fast food between one and three times a week. In Kuwait, fast-food restaurants are so busy they have established call centres to handle the volume of orders. The manager of one call centre said that about 15 percent of his customers order four times a week or more. Both at home in the US and globally, McDonalds has seen year-on-year impressive growth of 8.8 percent in the past 12 months.

What happens with these changes? More than 30 percent of the population in countries such as the UAE and Qatar is obese, a condition that can lead to an alarming number of chronic health problems. Increasingly, the leading causes of death are heart disease, stroke and diabetes. The list of countries with the 20 highest rates of diabetes in the world includes Kuwait, Saudi Arabia, Qatar, Malaysia, Egypt, Mexico and Pakistan. One recent study projected that 13 percent of the world’s population will have diabetes by 2050. And the picture for coronary heart diseases is just as depressing. Many people are wondering if our prosperity is killing us.



APPLY

3 Work with a partner. Using information from the radio programme, the text and the graphs, complete the table for how each group would be affected by FryKing, a fast-food restaurant, opening at a local commercial complex.

	What concerns might they have?	What do they want the outcome to be?
manager/owner of the complex		
business owners near the location		
owner of FryKing		
children		
high-school students		
local parents		



EVALUATE

4 Your classroom will become the meeting room at a local commercial complex. Work as a class. Assign roles for your meeting. Make sure there are roughly equal numbers of people 'for' and 'against' the FryKing.

- the complex manager
- a parent of a student at the tutoring centre
- an owner of a business that might benefit from FryKing's presence
- an owner whose business might be hurt by FryKing's presence
- the owner of the tutoring centre
- a student who goes to the tutoring centre
- a parent who brings her child to the play area in the complex
- a local doctor



5 Work individually. Based on Exercise 3, construct a position statement for the person you are representing.

Against:

- Your position statement should say who you are and how you, your family or your business would be affected. Consider using adjectives of strong emotion. Include information about health considerations.

For:

- Your position statement should say who you are and how you, your family or your business would be affected. Use your imagination to provide details about the person you are representing. Consider using adjectives of strong emotion.

Complex manager:

- Consider how you will respond to both sides. Think about how you could resolve their differences by offering a compromise.

6 Prepare your talking points for the meeting.

- Rewrite your position statement in note form so you do not have to read it.
- Consider the motivation of other participants. Which of them do you think might challenge or object to your position? How would you reply to them?
- Consider what kinds of appeals will be the most effective forms of persuasion. Will you appeal for trust, to emotion or to logic?
- Make notes on what you want to happen and how you will respond to opposing suggestions and compromises.

PREPARATION FOR SPEAKING

INCLUSIVE LANGUAGE

SKILLS

When speakers want to persuade others, they often try to include listeners in the perspective they are taking. They may use the pronouns *we*, *us*, *our* and *everybody*. Using inclusive language can make people more willing to listen to your argument.

If **we** want to prevent this from happening in the future, we need to know what happened.

Perhaps he can answer **our** questions.

Fast food is poisoning **our** young people.

Now **everybody** eats burgers and fried fish. **Everybody** I know is on medication.

They may suggest that they are just like their listeners.

Like all of you, I want to know why ...

They may address their listeners directly.

So, what do **you** think? What kind of life do they have to look forward to?

1 Work with a partner. Rewrite the sentences below with more inclusive language.

1 The testing procedures are unsuitable, and the laboratory has done nothing to improve them.

Like all of you, I'm concerned that the testing procedures are unsuitable. So what I'd like to know is this: what can we do to get the laboratory to improve them?

2 Why hasn't there been any public discussion of these important issues?

3 The food at fast-food restaurants is not part of a healthy diet, so people should stop going to them so often.

4 I don't think it is a good idea to have these kinds of businesses near children's schools.

5 This factory is a threat to public health and should close down.

2 Review the statement that you prepared in Critical thinking, Exercise 5 on page 163. Rewrite it to make it more inclusive. Then write one more sentence that contains inclusive language and add it to your statement.

PRONUNCIATION FOR SPEAKING

Emphasis for emotional appeal

Speakers often emphasize words that carry strong emotions, or words that they hope will resonate with their audience and generate sympathy for the argument that they are attempting to make.

It is **utterly unreasonable** to expect local residents to bathe in bottled water.

You **must understand** that the council is doing **everything within its power** to resolve the situation.

3 7.8 Listen to the excerpts from Listening 2. Write the missing words you hear. Why do you think these words are emphasized?

- 1 Lead is _____ toxic – to the nervous system, to the reproductive system, but most of all, it affects _____ development.
- 2 And the most _____ part is that the damage is _____.
- 3 My kids got _____ rashes and _____ stomach pains.
- 4 The council is _____ sorry for the problems this has caused your family.
- 5 You need to understand that _____ level of lead in the blood is considered safe.
- 6 What I found was _____, I would say, even _____.

4 Work with a partner. Take turns reading the sentences aloud. Emphasize the words that show emotion. Did you both emphasize the same words?

- 1 This situation is unacceptable.
- 2 I've never seen such appalling conditions.
- 3 We simply cannot stand by and watch this happen any longer.
- 4 It's obvious that the council has done nothing to address these problems.
- 5 Every resident of this community has been affected.
- 6 I want you to know that the council is taking this problem very seriously.



SPEAKING TASK

Participate in a meeting in which you discuss whether a fast-food restaurant should open at a local commercial complex. You will each take on the role of somebody involved with and/or affected by this decision.

PREPARE

- 1 Review your talking points from Critical thinking, Exercise 6 on page 163 and the challenges that you anticipate.
- 2 Refer to the Task checklist as you prepare for your discussion.

TASK CHECKLIST	✓
Make a statement which clearly expresses your position.	
Use adjectives of strong emotion where appropriate.	
Use contrastive stress where appropriate.	
Anticipate the motivation and objections of other parties.	
Use inclusive language to gain support for your points.	
Make or respond to demands as appropriate for your role.	

PRACTISE

- 3 Practise delivering your position statements in small groups. Give the other students feedback. Consider the feedback your group gives you. Make any necessary changes to your notes.
- 4 Consider the advice in the box below.

- Identify yourself. Say your name and what role you have in the situation.
- Do not speak too quickly. Speak clearly and with emotion.
- Refer to your talking points and notes, but keep your head up and speak directly to the audience or to the members of the panel.
- Listen to what others say and respond when appropriate.

DISCUSS

- 5 Hold your meeting. Your teacher will be the moderator. He or she will begin by stating the purpose of the meeting and calling on people to introduce themselves, make contributions and ask questions.

OBJECTIVES REVIEW

- 1 Check your learning objectives for this unit. Write 3, 2 or 1 for each objective.

3 = very well 2 = well 1 = not so well

I can ...

watch and understand a video about ultra-processed food. _____

make unstructured notes as I listen. _____

identify persuasive appeals. _____

understand motivation. _____

establish cohesion with *so* and *such*. _____

use inclusive language. _____

participate in a community meeting about a local health controversy. _____

- 2 Use the *Unlock* Digital Workbook for more practice with this unit's learning objectives.



WORDLIST

aghast (adj)	dismayed (adj)	livestock (n)
appalled (adj)	dreadful (adj)	minimal (adj)
appalling (adj)	economy of scale	obesity (n)
atrocious (adj)	(n phr)	outraged (adj)
compromise (v)	horrified (adj)	outrageous (adj)
concentration	humane (adj)	property (n)
(n)	hygiene (n)	shocked (adj)
contaminate (v)	incidence (n)	shocking (adj)
correlation (n)	infectious (adj)	
deplorable (adj)	intervene (v)	

= high-frequency words in the Cambridge Academic Corpus