

'It really is possible to be zero waste': the restaurant with no bin

Level 3: Advanced

Article summary: This article outlines one Mexico City restaurant's efforts to produce 'zero waste' and describes how it works in partnership with local farmers.

Time: 60 minutes

Skills: Reading, Speaking, Writing

Language focus: Phrasal verbs

Materials needed: One copy of the worksheet per student

1. Warmer

- a. This activity aims to get students thinking about restaurant food. It also challenges students to think about ways that restaurants are trying to reduce the amount of food waste they produce.

2. Key words

- a. Ask students to work individually or in pairs to match the words to the definitions. Then have them find and highlight the words in the first column in the article. Allow a few minutes for students to check answers in pairs or groups before checking answers with the whole class.

Key:

- | | |
|--------------|--------------|
| 1. <i>l</i> | 11. <i>i</i> |
| 2. <i>c</i> | 12. <i>o</i> |
| 3. <i>r</i> | 13. <i>k</i> |
| 4. <i>n</i> | 14. <i>s</i> |
| 5. <i>g</i> | 15. <i>b</i> |
| 6. <i>a</i> | 16. <i>q</i> |
| 7. <i>e</i> | 17. <i>t</i> |
| 8. <i>f</i> | 18. <i>j</i> |
| 9. <i>h</i> | 19. <i>p</i> |
| 10. <i>d</i> | 20. <i>m</i> |

- b. Ask students to work individually or in pairs to complete the sentences using words from the previous activity in the correct form. To extend the activity, ask students to tell you what types of food can be composted in their area, e.g. fruit and vegetable peels, eggshells, teabags, etc. Encourage students to talk about what they personally do to avoid having too much food waste, e.g. by using leftovers to create other meals.

Key:

1. *The pass*
2. *irrigated*
3. *groundbreaking*
4. *upcycle*
5. *ethos*
6. *decomposes*
7. *malnourished*
8. *remnant*
9. *fermentation*
10. *emit*
11. *hunched over*
12. *just*
13. *migratory birds*
14. *regenerative*
15. *negligence*
16. *porcelain*
17. *depleting*
18. *composted*
19. *symbiotic relationship*
20. *landfill*

3. Comprehension check

- a. Students can work individually or in pairs to do this activity. Encourage students to highlight the section of the article where they found the answers to the questions.

Key:

- | | |
|-------------|-------------|
| 1. <i>b</i> | 5. <i>b</i> |
| 2. <i>c</i> | 6. <i>a</i> |
| 3. <i>b</i> | 7. <i>a</i> |
| 4. <i>a</i> | 8. <i>c</i> |

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4. Key language

- a. Students work individually to match the expressions in bold in the article with the definitions.

Key:

1. *goes one step further*
2. *a fraction of*
3. *In my eyes*
4. *a continuing dialogue*
5. *a big reach*
6. *a new wave of*

- b. Ask students to work individually or in pairs to complete the sentences with the phrases from the previous activity in the correct form. To extend the activity, ask students to work in pairs to write example sentences of their own using the phrases.

Key:

1. *a big reach*
2. *In my eyes*
3. *goes one step further*
4. *A new wave of*
5. *a fraction of*
6. *a continuing dialogue*

5. Discussion

- a. Students discuss the questions in pairs or groups. Ask them to justify their opinions, referring to their own experiences whenever possible.

6. In your own words

- a. The aim of this task is to get students to work together to create a proposal for a sustainable restaurant concept. Remind students to discuss the questions (and to make notes of what they discussed) before they begin putting the details of their proposals together.
- b. Students can share their proposals with the class. You may want to ask students to vote on the restaurant that they think would be most likely to succeed and to give reasons.