

## Will we be eating meat-free burgers?

**Level:** Intermediate (B1–B2)

**Time:** 60–90 minutes

**Business topics:** business start-up, launching a product

**Business language focus:** language associated with starting a new business and promoting its products.

**Activities:** In this lesson, students will:

- read a business article first published in a trusted news source and look at the language necessary to understand and talk about it;
- learn or revise some business phrases;
- discuss aspects of the article in greater depth;
- discuss starting a new business and how to market its product or products.

**Materials:** One copy of the worksheet per student, possible internet access for exercise 7

**Group size:** Suitable for whole class, pair and small group discussion, one-to-one teaching, and online teaching.

**Teaching online:** Ensure that all students (either in a group or in a one-to-one online teaching situation) are sent the worksheet well in advance of the lesson. This will give students time to print out the document if necessary. You may consider having students work through the reading and vocabulary activities prior to the online class and using the majority of online class time for discussion.

**Overview:** This lesson is based on an authentic article from a trusted news source, republished here with its full, original text. The article discusses the development of a meat-free burger.

### Procedure

#### 1. Warmer

Give students time to think about which three activities they would give up and why. There is no single best answer and it is a matter of personal choice. In the context of the lesson, however, you could point out that livestock farming causes 15% of harmful emissions, which is much more than flying at 2%. However, motor vehicles contribute up to one third of all CO2 emissions.

#### 2. Key words and expressions

Students search for words and expressions in the text and write them next to the definitions while noticing how the words are used in context.

**Key:**

- |                      |                          |
|----------------------|--------------------------|
| 1. <i>start-ups</i>  | 8. <i>back</i>           |
| 2. <i>sabbatical</i> | 9. <i>turn down</i>      |
| 3. <i>lobbying</i>   | 10. <i>distribution</i>  |
| 4. <i>trigger</i>    | 11. <i>fundraising</i>   |
| 5. <i>figure out</i> | 12. <i>float</i>         |
| 6. <i>fervour</i>    | 13. <i>plain sailing</i> |
| 7. <i>launch</i>     | 14. <i>eliminate</i>     |

#### 3. Understanding the article

Students work individually to read the article again and decide whether the statements are true or false. Ensure that they correct the false statements too. If you are working with a group, students can compare their answers with other group members before you check them with the group.

**Key:**

1. *True*
2. *True*
3. *False. He has not eaten meat for almost five decades (fifty years).*
4. *True*
5. *False. The company was launched in 2011 and introduced its first burger in 2016.*
6. *True.*
7. *False. It uses soyabeans instead of wheat.*
8. *False. It has raised more than \$475 million.*
9. *False. It was criticised for putting too much salt in its new burger.*
10. *True*

## 4. Business language – phrases

Students work individually to complete the phrases. They then check their answers by looking in the text and seeing the expressions in context as this will help them to see how each phrase is used.

**Key:**

1. *real*
2. *effective*
3. *together*
4. *on*
5. *worth*
6. *production*
7. *end*
8. *profit*

## 5. Business language – two-word phrases

Encourage students to try and complete the exercise without looking in the text. Check that students understand the meaning of *twenty-something* (a person in their twenties) and *venture capitalist* (someone who invests in a new business).

**Key:**

1. *d*
2. *c*
3. *a*
4. *e*
5. *f*
6. *b*

## 6. Discussion

In small groups, students discuss the questions which pick up on and expand on topics and quotes from the article. Hold a short whole-group feedback session and compare and contrast each group's answers and input. If you are delivering an online or one-to-one lesson, give the learner plenty of time to consider his or her responses to each of the discussion questions, including reasons.

## 7. Wider business theme – Start-ups

Ask students to use a search engine to get information about start-up companies that have been successful, as this will give them ideas for their product and how to finance, market and distribute it.

Note that the idea of developing a food product is just a suggestion. Students could choose a different type of product, particularly one they are familiar with or one which is related to the sector they work in.

When students present their ideas to the group, it is useful to make a note of any significant errors in their use of language and then to ask them to correct these after they have finished their presentation.



### One-to-one teaching or online teaching

This task can be adapted so that the student or group of students does the above as homework and then reports back (to you) in the next lesson.