

Will we be eating meat-free burgers?

Level: Advanced (C1–C2)

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 collocations;
- practise word formation
- learn or revise a set of phrasal verbs
- 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 them 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. *sabbatical*
2. *lobbying*
3. *fervour*
4. *launch*
5. *back*
6. *distribution*
7. *fundraising*
8. *float*
9. *lure*
10. *plain sailing*
11. *acknowledge*
12. *eliminate*

3. Understanding the article

Students work individually to read the article again and answer the questions. 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. *By reducing the carbon emissions generated by the meat industry.*
2. *Offering consumers tasty alternative proteins.*
3. *To make plant-based meat from a molecular level.*
4. *“Heme”, an iron-containing protein molecule present in plants and animals.*
5. *Because he wants to make the world a better place and he is not doing it to get rich.*
6. *He told them he was going to make them “insanely rich”.*
7. *it contained too much salt.*
8. *By 2035.*

4. Business language – collocations

Students work individually to match the verbs and nouns or noun 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. e
2. g
3. b
4. h
5. d
6. c
7. a
8. f

5. Business language – word building

Encourage students to try and complete the exercise without looking in the text. Point out that #2, 5 and 8 are nouns that indicate the person doing the action.

Key:

1. *consumption*
2. *consumer*
3. *replacement*
4. *distribution*
5. *investor*
6. *regulation*
7. *recovery*
8. *campaigner*

6. Business language – phrasal verbs

Students should be able to do this activity through a process of elimination, beginning with the verbs they may already know or are able to work out. If not, encourage them to find the verbs in the text and use the context to help them with the meaning,

Key:

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

7. 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.

8. Wider business theme – Start-ups: developing a product

Ask students to use a search engine to get information about new environmentally-friendly products, as this will give them ideas for their product and how to finance, market and distribute it. Make sure they read the instructions carefully and include reference to all five points they are asked to consider when presenting their ideas.

If possible, the product or products they focus on should be beneficial to the environment in a similar way to the meat-free idea presented in the article they have just read.

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.