

Meat, dairy and rice production will bust 1.5C climate target, shows study

Level 3: Advanced – Teacher's notes

Article summary: The article describes how food production impacts the environment and what can be done to change it.

Time: 60 minutes

Skills: Reading, Speaking, Writing

Language focus: Prefixes

Materials needed: One copy of the worksheet per student

1. Warmer

- a. This activity aims to get students to think about what they eat and the impact it has on the environment. As an extension activity, consider asking students to talk about a time when they changed their diet and what happened.

2. Key words

- a. Ask students to do the exercise individually and compare their answers in pairs or small groups. Note that some words may have additional meanings beyond the context in this article.

Key:

- | | |
|-----------------------|-----------------------------|
| 1. <i>emissions</i> | 9. <i>urgency</i> |
| 2. <i>Consumption</i> | 10. <i>equivalent</i> |
| 3. <i>Projected</i> | 11. <i>model</i> |
| 4. <i>dominant</i> | 12. <i>surpasses</i> |
| 5. <i>associated</i> | 13. <i>incompatible</i> |
| 6. <i>sustain</i> | 14. <i>curbs</i> |
| 7. <i>consistent</i> | 15. <i>disproportionate</i> |
| 8. <i>threshold</i> | |

- b. Allow the class to personalise some of the vocabulary they have covered in the previous activity. Encourage students to choose the words they are interested in practising or unsure how to use correctly. Monitor and assist students as you walk around the class. Allow time for feedback, so students can share some of the sentences they have written.

3. Comprehension check

- a. The answers given are only suggested answers, and students may correctly answer the questions in different ways, e.g., in item 1, they may say, 'Emissions from high-methane foods will increase the temperature' or similar.

Key:

1. *emissions from the food system*
2. *meat, dairy, rice*
3. *at least 0.7 degrees Celsius, plus the impact of fossil fuels*
4. *methane*
5. *cutting meat consumption to medically recommended levels, reducing emissions from livestock and their manure, using renewable energy in the food system*
6. *The new study provides estimates of the temperature rises.*
7. *They all have different ways to trap heat and stay in the atmosphere.*
8. *0.2 degrees Celsius*
9. *57 per cent*
10. *one third*

4. Key language

- a. Students could be asked to do this exercise individually, and then compare their answers in pairs. The words used are in the article. One prefix is used twice.

Key:

- | | |
|-----------------|-----------------|
| 1. <i>under</i> | 4. <i>dis</i> |
| 2. <i>in</i> | 5. <i>re</i> |
| 3. <i>pre</i> | 6. <i>under</i> |

- b. Students could be asked to do this exercise individually and then compare their answers in pairs. Remind students that one answer is used twice. As an extension activity, you could ask students to list other words they know with these prefixes.

Key:

- | | |
|-------------|-------------|
| 1. <i>d</i> | 4. <i>c</i> |
| 2. <i>c</i> | 5. <i>b</i> |
| 3. <i>a</i> | |

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5. Discussion

- a. Allow students time to note down their ideas about each statement and encourage them to say why they agree or disagree with each one.

6. In your own words

- a. Students use an internet search engine to find more information about how climate change and food are connected. Ask students to consider some ways they are connected and what changes people or governments can make to alleviate this problem.
- b. Students then present their reports to the class.