

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

Level 1: Elementary – Teacher’s notes

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

Time: 60 minutes

Skills: Reading, Speaking, Writing

Language focus: Comparative adjectives

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 what they might change about their diet, particularly meat. As an extension activity, consider asking students to answer the same question about dairy and rice.

2. Key words

- a. Ask students to do the exercise individually and compare their answers in pairs or small groups. Note that the word *study* is used as a noun, and it is similar to ‘research’.

Key:

1. *global warming*
2. *Methane*
3. *increase*
4. *scientist*
5. *study*
6. *decrease*
7. *green*
8. *lower*
9. *safe*

- b. Allow the class to personalise some of the vocabulary they have covered in the previous activity. Encourage students to choose three 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. Students may correctly answer the questions in different ways, e.g., in item 1, they may say, ‘Methane will make the temperature go up’ or similar.

Key:

1. *gases from food*
2. *meat, dairy, rice*
3. *at least 1.5 degrees Celsius*
4. *75%*
5. *eating less meat, helping cows make less gas, using clean energy*
6. *94*
7. *0.7 to 0.9 degrees Celsius*
8. *once*
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 missing words are used in the text.

Key:

- | | |
|------------------|------------------|
| 1. <i>fewer</i> | 5. <i>safe</i> |
| 2. <i>clean</i> | 6. <i>rich</i> |
| 3. <i>hotter</i> | 7. <i>poorer</i> |
| 4. <i>big</i> | |

- b. Students could be asked to do this exercise individually and then compare their answers in pairs. The answers come from the comparative adjectives in task A.

1. *hotter*
2. *poorer*
3. *bigger*
4. *safer*
5. *cleaner*

5. Discussion

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

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

Level 1: Elementary – Teacher's notes

6. In your own words

- a. Have students use an internet search engine to find more information about the gases that increase the earth's temperature. Ask them to find out what they are called and where they come from. As an extension, students could offer suggestions for reducing these gases.
- b. Students then present their reports to the class.