

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

Level 2: Intermediate – 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: Prepositions

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. 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.

Key:

- | | |
|----------------------|-----------------------|
| 1. <i>tackle</i> | 7. <i>complex</i> |
| 2. <i>production</i> | 8. <i>trap</i> |
| 3. <i>target</i> | 9. <i>atmosphere</i> |
| 4. <i>estimate</i> | 10. <i>population</i> |
| 5. <i>rises</i> | 11. <i>increase</i> |
| 6. <i>limit</i> | 12. <i>access</i> |

- b. Allow the class to personalise some of the vocabulary they have covered in the previous activity. Encourage students to choose four 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.

Note: Before students read the article, you may mention that *methane* is a gas with no colour or smell that is used as a fuel, such as natural gas. It is also naturally occurring in nature from animals such as cows.

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. *gases from the food system*
2. *meat, dairy, rice*
3. *at least 0.7 degrees Celsius*
4. *methane*
5. *cutting how much meat people eat, reducing gases from livestock, using clean energy*
6. *The new study estimates how much the temperature rises.*
7. *They 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 phrases used are in the text.

Key:

- | | |
|--------------|--------------|
| 1. <i>in</i> | 5. <i>in</i> |
| 2. <i>by</i> | 6. <i>of</i> |
| 3. <i>of</i> | 7. <i>to</i> |
| 4. <i>in</i> | |

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. Use an internet search engine to find more information about the link between climate change and food. Ask students to consider how they are connected and what changes people or governments can make to fix this problem.
- b. Students could then present their reports to the class.