

I was a champion of fake meat: but I'm not surprised people are losing their taste for it

Level 1: Elementary – Teacher's notes

Article summary: The article discusses protein alternatives and why they fall out of fashion.

Time: 60 minutes

Skills: Reading, Speaking, Writing

Language focus: Making sensory comparisons with *like*

Materials needed: One copy of the worksheet per student

1. Warmer

- a. This activity aims to get students to think about their protein consumption habits. Encourage students to cite examples and give reasons to back up their opinions.

2. Key words

- a. Ask students to do the exercise individually and compare their answers in pairs or small groups. You may wish to remind students that the opposite of *fake* is *real*, and the opposite of *simple* is *difficult*. You may also wish to review the vocabulary of different tastes: *sweet*, *sour*, *salty*, *bitter*, and *savoury* (umami).

Key:

- | | |
|-----------------------|------------------|
| 1. <i>fake</i> | 5. <i>double</i> |
| 2. <i>opportunity</i> | 6. <i>taste</i> |
| 3. <i>vegan</i> | 7. <i>recipe</i> |
| 4. <i>beef</i> | 8. <i>simple</i> |

- b. Before reading the article carefully, students use some of the key words to fill the gaps in the sentences to ensure that they understand and know how the words are used in other contexts. It may be helpful to note some of the differences between *vegetarians* and *vegans*. Vegetarians may eat cheese, drink milk, and use animal products such as honey and leather. Vegans will not eat or use anything that comes from an animal.

Key:

1. *recipe*
2. *vegan*
3. *simple*
4. *opportunity*
5. *taste*
6. *fake*

3. Comprehension check

- a. Students answer the questions using information from the article.

Key (suggested answers):

1. *They aren't interested.*
2. *31 per cent*
3. *that it contributes to global heating*
4. *They are not the solution to problems with farming and climate change.*
5. *They reduced bad cholesterol and body weight.*
6. *They aren't known.*
7. *Meatless Farm, Heck, Nowadays*
8. *real meat*
9. *She doesn't think it tastes very good.*
10. *'Eat food. Not too much. Mostly plants.'*

4. Key language

- a. Students could be asked to do this exercise individually and then compare their answers in pairs. As an extension activity, you could ask students to go back to the text and find the instance of 'tastes like' in the article (paragraph 8).

Key:

1. *looks like*
2. *sounds like*
3. *smells like*
4. *tastes like*
5. *feels like*

- b. Allow the class to practise writing sentences with sensory comparisons as they have just covered. 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.

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5. Discussion

- a. Students discuss the statements related to the article and give their reasons and justifications for each answer, referring to their own experiences wherever possible.

6. In your own words

- a. Ask students to research the fake meat industry.
- b. Students then present their reports to the class. Encourage students to share their gathered information and their opinions about the issue while using a few of the suggested phrases in their presentations.