

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

Level 3: Advanced – 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: Prefixes

Materials needed: One copy of the worksheet per student

1. Warmer

- a. This activity aims to get students thinking about their protein-consumption habits and how they feel about 'fake meat'. 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.

Key:

- | | |
|----------------------------------|----------------------------|
| 1. <i>faux</i> | 8. <i>pitfall</i> |
| 2. <i>ultra-processed</i> | 9. <i>implication</i> |
| 3. <i>regulated</i> | 10. <i>ominous</i> |
| 4. <i>genetically engineered</i> | 11. <i>collective</i> |
| 5. <i>vegan</i> | 12. <i>flavour profile</i> |
| 6. <i>carnivorous</i> | 13. <i>texture</i> |
| 7. <i>nutritional</i> | 14. <i>eliminate</i> |
| | 15. <i>cultivated</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 that the opposite of *processed* food is *raw* food.

Key:

1. *flavour profile*
2. *ultra-processed*
3. *vegan*
4. *genetically engineered*
5. *textures*
6. *eliminate*
7. *carnivorous*
8. *implications*
9. *collective*
10. *nutritional*

3. Comprehension check

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

Key (suggested answers):

1. *because they were seen as one way to fight the climate emergency*
2. *31 per cent*
3. *climate scientists telling us that eating less meat is part of fighting climate change*
4. *because it is ultra-processed, poorly studied, and under-regulated*
5. *because they could help climate change and still have the taste of meat*
6. *reduced bad cholesterol (LDL) and lower body weight*
7. *the cost-of-living crisis*
8. *She doesn't think it is very tasty or appealing.*
9. *He said they were about sustainable agriculture, feeding everyone, and protecting the planet and its inhabitants.*
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. The prefixes are all used in the article. As an extension activity, you could ask students to go back to the text and find where they appear.

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Key:

1. *pro-*
2. *under-*
3. *anti-*
4. *hyper-, ultra-*

- b. Students could be asked to do this exercise individually and then compare their answers in pairs. Remind students that more than one answer is possible for two of the items.

Key:

1. *underestimate*
2. *hypersensitive / ultrasensitive*
3. *ultrasound*
4. *antibacterial*
5. *under-resourced*
6. *underactive / proactive / hyperactive*
7. *hyperventilate*

- c. Allow the class to practise writing sentences using the new words with the prefixes 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.

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 faux meat industry.
- b. Students then present their reports to the class. Encourage students to share the information they've gathered and their opinions about the issue. Encourage students to use the given phrases in their presentations when stating facts and their opinions.