

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

Level 2: Intermediate – 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: Subordinating clauses with *while*

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 and consider 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>protein</i> | 7. <i>nutritional</i> |
| 2. <i>alternative</i> | 8. <i>environmental</i> |
| 3. <i>vital</i> | 9. <i>recipe</i> |
| 4. <i>conventional</i> | 10. <i>sustainable</i> |
| 5. <i>ultra-processed</i> | 11. <i>strategy</i> |
| 6. <i>vegan</i> | 12. <i>lifestyle</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. <i>recipe</i> | 5. <i>protein</i> |
| 2. <i>ultra-processed</i> | 6. <i>nutritional</i> |
| 3. <i>vegan</i> | 7. <i>sustainable</i> |
| 4. <i>lifestyle</i> | 8. <i>strategy</i> |

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. *that they are contributing to global heating and that eating less beef, pork, and chicken is vital to the solution*
4. *because it is ultra-processed, poorly studied and under-regulated*
5. *reduced bad cholesterol and lower body weight*
6. *real meat*
7. *the cost of living crisis*
8. *She doesn't think it is very tasty or appealing.*
9. *1,000 scientists signed the Dublin Declaration to protect meat in our society.*
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 all the subordinating clauses with *while* in the article.

Key (suggested answers):

1. *While people want food to be easy to make, they still want it to taste good.*
2. *One company cut prices while another reduced the number of products sold.*
3. *While fake meat is ultra-processed, its immediate effects are not worrying.*
4. *A pack of two 'fake' burgers costs 4 pounds at Tesco, while a pack of four 'real' burgers costs the same amount.*
5. *Finding sustainable ways to raise cows, pigs, and chickens is important while we eat more plants, too.*
6. *While the future for fake meat looks uncertain, it may not be gone forever.*

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- b. Allow the class to practise writing complex sentences with subordinating clauses using *while*, like the ones 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.