

Vegetarianism

Topic

Vegetarianism and eating habits

Aims

- To develop reading and note taking skills.
- To develop speaking and persuasive discussion skills.
- To raise awareness of some of the reasons for vegetarianism.

Age/level

Teenagers and adults
CEFR level B1 and above

Time

90 minutes

Materials

1. worksheet (one per learner)
2. reading text (one per learner)

Introduction

This lesson raises learners' awareness of some of the reasons for vegetarianism and helps them develop their reading and speaking skills.

In the lesson, learners first think about their own eating habits before discussing their initial thoughts and ideas related to vegetarianism. Then they do a jigsaw reading task with an article about vegetarianism, with each learner reading a different section and making notes before regrouping to share what they learned. Next they plan arguments for and participate in a role play, before exploring vegetarian recipes as part of a mini-project.

Procedure

Task 1: Eating habits (10 minutes)	<ul style="list-style-type: none"> • Give the learners a copy of the worksheet. Ask them write down everything they ate yesterday <p>Note: There may be some sensitivity among learners regarding food and diet. If you feel this activity is not suitable, you could adapt it by asking them to:</p> <ul style="list-style-type: none"> – write a list of the food they would eat in an imaginary ideal day – write a list of everything they think a person from a particular country or region would eat (this could lead on to a later activity around stereotypes) – write a list of the food that a specific sportsperson might eat in a day, or a famous celebrity in the students' country. <ul style="list-style-type: none"> • Ask them to underline anything that they had more than once, and identify the healthy and unhealthy food. • Ask your learners to compare their answers with a partner.
Task 2: Going veggie (10–15 minutes)	<ul style="list-style-type: none"> • Put the learners into small groups and ask them to discuss the questions on the worksheet. Monitor while they discuss. • Regroup the learners so that they are with students from at least two other groups. Ask them to share what they talked about. • Conduct feedback briefly as a whole class. When getting answers for the first question, you can tell them that in terms of diet, the definitions from the Vegetarian Society are: <ul style="list-style-type: none"> – Vegetarians don't eat meat, fish or seafood, nor do they eat any products or by-products of slaughter, such as gelatine or animal fat. They also don't eat any foods which have been made using processing aids from slaughter, such as rennet. – Vegans, in addition, do not eat eggs, dairy products or honey.
Task 3: Reading (20 minutes)	<ul style="list-style-type: none"> • Divide the class into four groups. Ask each group to read one of the sections of the reading text and then work together to make notes about the main points. You can give them the whole reading text, but folded so that only their section is visible (this allows them to have a full copy of the text for their later reference) or you can cut the text into sections. • Now regroup the learners into groups of four, so that there is one learner who read section A, one who read section B, one who read section C and one who read section D sitting together. Ask them to use their notes to tell the other learners the main points of their section. • When they have finished, ask them to discuss the questions on the worksheet.

Task 4: Role play (15–20 minutes)	<ul style="list-style-type: none"> • Divide the class in half. Half the class will be A and half the class will be B. Tell learners that A and B are friends. As need to try to persuade their friend to become vegetarian. Bs need to try to persuade their friend to become a meat-eater. Let As work together in small groups to plan their arguments, and let Bs work together in small groups to plan theirs. You might like to revise language for persuasion and presenting arguments first. • When learners are ready, match one A with one B. Remind learners that they are friends and are trying to persuade each other because they care about each other. Monitor discreetly as learners have their discussions. • When they have finished, ask the pairs for feedback. Who was successful in persuading their friend? Who, As or Bs, found it more difficult? Why do they think that was?
Task 6: Recipes (20+ minutes)	<ul style="list-style-type: none"> • Ask learners to work individually and order the recipe. They can compare their order with a partner before checking answers as a class. Would they like to try this recipe? <ul style="list-style-type: none"> – Answers: <i>b, d, a, f, c, e</i> • As a mini-project, learners could find a vegetarian recipe that they would like to try. They could: <ul style="list-style-type: none"> – work in pairs on their own or class devices (if available) and look online to choose a recipe. BBC Good Food and the Vegetarian Society websites are good places to start: https://www.bbcgoodfood.com/recipes/category/vegetarian https://www.vegsoc.org/recipes/ – work at home to find a recipe and even try it out! • Then they can either present their recipe to the class or a smaller group, or make a poster showing the ingredients and the method. If they made the recipe at home, they could also include photos and a review of the final product! • Learners can then decide which recipes they think sound the easiest, the tastiest, etc.
Extra activities	<ul style="list-style-type: none"> • <i>Teens going veggie</i> https://learnenglishteens.britishcouncil.org/skills/listening/advanced-c1-listening/teens-going-veggie • <i>Veganism</i> https://learnenglish.britishcouncil.org/general-english/magazine/veganism

Sources used for reading text:

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