**Teachers’ notes Level B1.1**

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| A pile of nuts  Description automatically generated with medium confidence**Lesson outcomes**By the end of the lesson students will have: * discussed the differences between vegetarianism and veganism.
* talked about what they usually eat every day.
* watched a video about veganism and the environment.
* understood the advantages of eating less meat.
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| **Materials**https://learnenglishteens.britishcouncil.org/study-break/video-zone/being-vegan-more-environmentally-friendlyHandout for studentsAppendicesPPTAll images taken from Pixabay.com |

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|  | **Procedure** | **Materials** |
| **10****minutes****5 minutes** | **Activity 1:** Vegetarianism and veganism* Ask students: a) who is vegetarian, b) who is vegan and c) who eats meat and fish.
* What do they think are the differences between vegetarianism and veganism and write up some of their ideas.
* Why do people become vegetarian or even vegan?
* Ask them why veganism is better for the environment.

Allow time for those in the group who are already vegetarian or vegan, to testify to the advantages.**Activity 2 :** Vocabulary* Elicit vocabulary they will hear on the video. Ask about pollution, about the types of pollution and what causes it.

*Air, water, noise, soil, light. Pollution can cause* ***permanent damage*** *to the environment and the animal world.* ***Forest clearance*** *can increase air pollution, traffic and factories produce* ***high carbon******emissions*** *and even**intensive breeding of animals,* ***livestock,*** *can result in a lot of greenhouse gas emissions. All this can compromise our* ***wellbeing****, so we are encouraged to* ***swap*** *our meat for* ***beans*** *and chicken for* ***chickpeas.*** | **PPT** |
| **5 minutes****15 minutes****20 minutes** |  **Activity 3:** Consolidation* Give out a short matching exercise with the target vocabulary. Appendix 1.
* Students work in pairs and go through it with the teacher or check the answers in the Appendix.

**Activity 4:** Is veganism more environmentally friendly?* Students watch the video:

<https://learnenglishteens.britishcouncil.org/study-break/video-zone> /being-vegan-more-environmentally-friendly* Is veganism more environmentally friendly? Why, according to the video?

*Raising livestock, cattle, sheep, pigs and chickens, creates considerable carbon dioxide emissions, greenhouse gases, and uses a lot of water.** What other reasons does Ruby suggest for giving up meat?

*For health reasons and it’s better for the animals (animal welfare).***Activity 5:** How much less meat should we eat?* Ask students to watch the video again.
* Tell them to listen for the figures:
* How much less beef, pork and chicken should we eat?

*Beef 75% less, pork 90% less, eggs 50% fewer.** What can we substitute for meat?

*Beans and chickpeas** What exactly do vegans NOT eat that vegetarians do?

*Cheese, milk, yoghurt, butter, eggs and even honey.** Do the students agree with Ruby’s argument?

Why/Why not?* In pairs, complete the gap-fill, Appendix 2 and check the answers in the transcript.
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| **5 minutes** | **Reflection*** Do the students and their families who are already vegetarian or even vegan, already usually eat beans and chickpeas at home?
* Does anyone disagree with the views on the video? Why?
* How will students try to change to an environmentally friendly diet in the future?
* Ask them to share some vegan recipes. (See the ppt slide 5).
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**Students’ handout**

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| **A pile of nuts  Description automatically generated with medium confidenceLesson Outcomes** By the end of the lesson you will have: * discussed the differences between vegetarianism and veganism.
* talked about what you usually eat every day.
* watched a video about veganism and the environment.
* understood the advantages of eating less meat.
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**Activity 1:** Vegetarianism and veganism

* Who is vegetarian? Who is vegan? Who eats meat and fish?
* What do you think are the differences between vegetarianism and veganism?
* Why do people become vegetarian or even vegan?
* Why veganism is better for the environment?
* What other advantages are there for becoming vegetarian or vegan?.

**Activity 2 :** Vocabulary

* What do you know about pollution, about the types of pollution and what causes it?
* Think about air pollution, water, soil, noise, light.

 **Activity 3:** Consolidation

* Do the short matching exercise, Appendix 1.
* Work in pairs.
* Go through it with the teacher or check the answers in the Appendix.

**Activity 4:** Is veganism more environmentally friendly?

* Watch the video:

<https://learnenglishteens.britishcouncil.org/study-break/video-zone> /being-vegan-more-environmentally-friendly

* Is veganism more environmentally friendly? Why according to the video?

*Raising livestock, cattle, sheep, pigs and chickens, creates considerable carbon dioxide emissions, greenhouse gases, and uses a lot of water.*

* What other reasons does Ruby suggest for giving up meat?

*For health reasons and it’s better for the animals (animal welfare).*

**Activity 5:** How much less meat should we eat?

* Watch the video again.
* Listen for the figures:
* How much less beef, pork and chicken should we eat?
* What can we substitute for meat?
* What exactly do vegans NOT eat that vegetarians do?

*Cheese, milk, yoghurt, butter, eggs and even honey.*

* Do you agree with Ruby’s argument?

Why/Why not?

* In pairs, complete the gap-fill, Appendix 2 and then check with the transcript.



 **Reflection**

* Do any of you already usually eat beans and chickpeas at home?
* Does anyone disagree with the views on the video? Why?
* How will you try to change to an environmentally friendly diet in the future?
* Share some vegan recipes …… Vegan chocolate cake anyone?

Check out [www.jamieoliver.com](http://www.jamieoliver.com) easy vegan recipes, [www.thebakingfairy.net](http://www.thebakingfairy.net)

(also on Instagram and Facebook as Valentina) and [www.youngfoee.eu](http://www.youngfoee.eu) (Young Friends of the Earth Europe Recipe Book).

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| **Language Box****Quantities****Little and few** (comparative less and fewer). **Little and less** refer to uncountable quantity; **few and fewer** refer to countable quantity  ***eg.*** *“I know* ***little*** *(not much) about being strictly vegetarian, but* ***less*** *about being strictly vegan”.****Eg.2*** *“I know* ***few*** *(not many) good vegetarian recipes, but I know* ***fewer*** *good vegan ones”.*  |  |

**Glossary:**

To **rule out** animal products = to eliminate as a possibility (eating animal products).

… the earth’s resources **go into** (raising livestock) = are invested in …

Forests are **cleared =** destroyed (cut down and burned).

To prevent **permanent damage** to our planet = to stopharm that destroys something forever.

Swapping beef for beans **every so often** = occasionally

It **might not be such a bad idea =** (it) is probably quite a good idea.

**Appendix 1**

Match these new words and phrases about the environment (1 to 8) with the sentences (A to H):

1. **carbon emissions 2. resources 3. welfare 4. permanent damage**

**5. to rule something out 6. livestock 7. to clear a forest 8. to swap**

1. You could, for example, exchange your house in the centre of town for a cottage in the country!
2. The farm animals grown and bred for meat, milk or wool, have a collective noun that indicates they are not dead and that they are useful to us.
3. Everything to do with a better standard of living, so for example, healthcare, unemployment benefit, food vouchers, housing and childcare assistance, disaster relief and educational assistance.
4. These substances are produced by cars, factories and planes. They are very harmful to the atmosphere and to us too.
5. These are natural things that we extract and develop or refine for use in many human activities.
6. When we analysed the reason for the breakdown, we first of all eliminated any possibility of faulty wiring.
7. If they cut down all the trees, they can build on the land or grow crops!
8. If you burn your skin badly, then for sure when it heals you will have a scar that never goes away completely.

**Appendix 1:**

 **Answers**

**A - 8, B – 6, C – 3, D – 1, E – 2, F – 5, G – 7, H – 4.**

**Appendix 2**

Complete Ruby’s statements on the video

1. Vegans can be hard to cook for. Like vegetarians they don’t eat meat. But they also rule out other animal products like 1. ……………………. 2. …………………………. and sometimes even 3. ……………………
2. .. A huge amount of the earth’s resources go into 4. ………………………………… ………………….. ……….. ……………… In some places, forests are cleared to make space for 5. ………………………………………….. and to grow 6. ……………………………………………. They also use a lot of 7. …………………………. And these in particular create 8. ……………………………………… …………
3. The study says, to prevent permanent damage to our planet, the average world citizen needs to eat 9. …………….% less beef, 90% less 10. ………………………. and 50% ………………… ………………
4. .. Swapping your beef for 11. …………………………….. and your chicken for 12. ………………… every so often, might not be such a bad idea!

Now check with the transcript. Listen again if necessary, with and without the script.