

## LESSON 3: EATING HABITS

**AGE:** Adult

**LEVEL:** Upper Intermediate

**TIME:** 90 minutes

**LANGUAGE FOCUS:** the passive voice

**SKILLS:** reading

**MATERIALS:** one copy of the worksheet per student (please note that the reading task splits the class into two groups, so students should EITHER receive p.3 OR p.4)

**OVERVIEW:** to encourage students to think about how culture affects what we eat and our opinions about animals



### STUDENTS WILL:

- discuss the influence of aspects of culture on eating habits
- read an article and summarize the main ideas
- practice recognizing and using the passive voice

### DISCUSSION: CULTURAL EATING HABITS

*Students discuss which animals they would and wouldn't eat*

### ACTIVITY 1

Put students in pairs and hand out the first page of the worksheet. Ask them to name all the animals they can see. Ask students complete the table, first dividing their list into three categories: pets, farm animals and wild animals, and then subdividing those groups into 'animals I would eat' and 'animals I wouldn't eat', using the table provided.

#### Key:

ant, rabbit/hare, goldfish, shark, ape/monkey, turkey, parrot/ macaw, butterfly, tiger, octopus, turtle, horse, goose, cow, frog, owl, ostrich, deer/fawn, snail, duck, buffalo, sheep, pig, spider/ tarantula, dog



**TECH TIP:** If students have smartphones in class, allow them to look for pictures of any animals which they don't know in English that are eaten in their country. Allow them to show the pictures to the rest of the class and see if the other students can tell them the name.

Ask students to discuss their tables in groups. When they have finished, conduct whole class feedback, allowing time to debate any differing or controversial answers.



**TEACHING TIP:** Use group discussions as an opportunity for accuracy focus. While the groups are discussing their answers, circulate and monitor, making a note of any good or bad language usage. Write up examples on the board, and after the discussion elicit corrections from students.

### ACTIVITY 2

Focus students' attention on the words in the box. Ask them to switch partners and discuss which of the factors presented influence their choice of what to eat. As a continuation, ask them how each of these factors might influence their eating choices.

### READING: JIGSAW READING

*Students read an article and do a jigsaw reading about eating habits*

### ACTIVITY 1

Hand out page two of the worksheet. Ask all students to read the introduction to the article. When they have finished, put the students in small groups and ask them to answer the question below the introduction.

### ACTIVITY 2

Divide the students into two groups. Assign each group a stance: Half the class will be 'Yes, I could eat a pet/farm animal/wild animal!' and the other half will be 'No, I couldn't eat a pet/farm animal/wild animal!'

Ask each group to brainstorm as many reasons as possible supporting their stance. When they have finished, hand out page 3 (Part A) to the 'Yes' group, and page 4 (Part B) to the 'No' group.

### ACTIVITY 3

Ask students to read their section of the article and try to find if any of their reasons are mentioned. After they have finished reading, put students in pairs, so that each pair consists of students who have read a different section of the article. Students should explain their portion of the article to their partner, without showing it to them.



**TEACHING TIP:** For jigsaw reading activities to be effective, it is important that students do not show each other their texts. This means that the students are required to recycle the new language shortly after encountering it which provides important practice both in pronunciation and proper usage.

Their partner should make a note of the arguments. Once they have done this, each student may also tell their partner about any additional reasons they came up with which weren't mentioned in the article. Conclude this activity with whole class feedback to check any unfamiliar vocabulary.

### ACTIVITY 4

Put the students back into small groups and ask them to read the conclusion of the article. Tell them to discuss the three

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questions in their group. When they have finished, conduct whole class feedback.

### LANGUAGE FOCUS: THE PASSIVE

Students identify and analyse the structure of the passive voice using examples from the text

#### ACTIVITY 1

Ask the students to read the sentence from the text, checking they are able to identify the two passive structures. Check they can identify the subject, verb to be, and past participle. Elicit the structure of the passive voice if necessary. Put the students in pairs and ask them to look at the complete text. Ask them to fill in the first three columns of the table ('be', 'past participle' and 'how the sentence continues'). Check answers as a class.

#### ACTIVITY 2

Ask students to look at the sentences again to identify which tenses are used with the passive constructions. Students could do this individually or in pairs, but check answers as a class.



**TEACHING TIP:** When teaching the passive voice, it is important to raise awareness not only of how it is used, but also when it is used. To do this, show students how it contrasts with the active voice. Also, make sure to highlight that the passive can be used with a number of different tenses.

#### ACTIVITY 3

Ask the students to work in pairs and look at the exercises on the final worksheet.

Key (Activity 3):

- a. Change the tense of a passive structure by changing the tense of the verb be.
- b. Last week, 500 white mice *were stolen* from laboratory in New York. Two suspects *were arrested* in connection with the crime. They are *still being questioned* but *may be released* on bail later today. The two men *were seen* in the area shortly before the incident took place but deny all involvement. They *are thought to be* animal rights activists. The case continues.
- c.
  - i. No.
  - ii. No. (The fact that they keep cats is)
  - iii. Yes. (The fact that they are kept is important)
- d.
  - \* Use the passive when the person or thing doing the action (the agent) *is/isn't important*.
  - \* Use the passive when the agent *is/isn't known*.
  - \* Use the passive when the agent *is/isnt obvious*.
- e.
  - ii and v should stay in the active voice: the subject is known and important. i, iii and iv should all be in the passive voice ('we' is people generally – unimportant; 'somebody' is unknown; 'people' is obvious – who else can farm animals?).
- f. students' own answers

### KEY (ACTIVITY 1 AND 2):

	Subject	be	past participle	how the sentence continues	tense
i.	Pet Population Report that	was	carried out	in 2014	past simple
ii.	13 million households	are	thought	to include one or more pets	present simple
iii.	cats	are	kept	by 18%	present simple
iv.	they (pigs)	are	(also) considered	smarter than three-year-old children	present simple
v.	your destiny is ... to	be	kept	in a cage	infinitive
vi.	you	will be	fed and loved	and ...	future simple
vii.	all your needs	will be	met	(n/a)	future simple
viii.	moral outrage	was	expressed	in western social media	past simple
ix.	petitions	being	(widely) circulated	online	present continuous
x.	their calves (who)	are	taken away	at birth	present simple
xi.	their milk	can be	consumed	by humans	infinitive
xii.	The consumption of milk and other so-called 'food animal' products	is	considered	normal in British tradition	present simple
xiii.	a paradox (that)	(can) be	found	lurking at the centre	infinitive
xiv.	it (the paradox)	has been	(widely) written	about	present perfect
xv.	These people	are	known	as vegans	present simple
xvi.	4% of Israelis	are	said	to be vegans	present simple

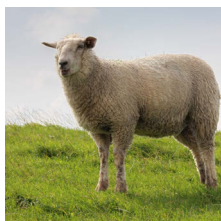
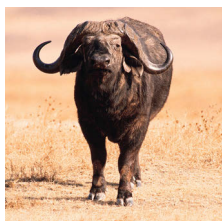
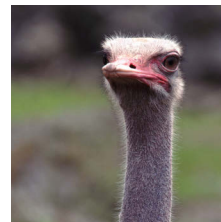
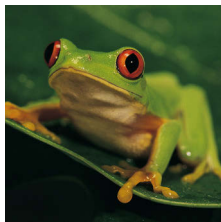
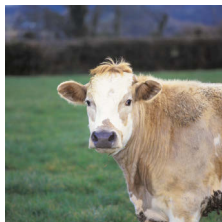
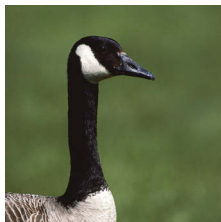
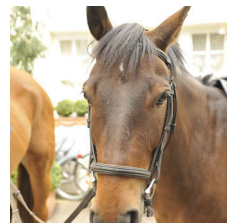
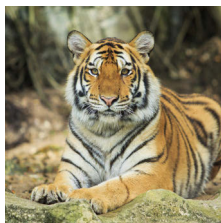
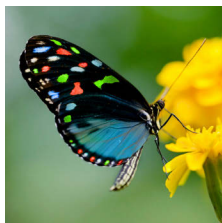
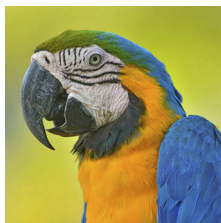
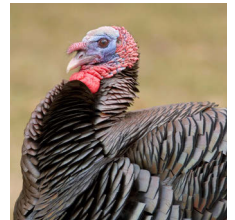
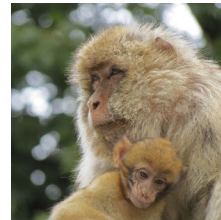
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### DISCUSSION: CULTURAL EATING HABITS

#### ACTIVITY 1

With a partner, look at the pictures below.

Can you identify all the animals? Try to divide them into three groups: wild animals, domestic animals and farm animals. Which animals do you eat in your country, and which animals would you consider eating?



**ANIMALS I WOULD EAT**

**ANIMALS I WOULDN'T EAT**

#### ACTIVITY 2

Look at the factors in the box to the right. Which of them might influence what you eat? How might these factors influence your eating habits?

PARENTS	COMMUNITY	PERSONALITY
RELIGION	BELIEFS	LOCATION
NEIGHBOURS	AGE	WEALTH

## LESSON 3: EATING HABITS

### READING: JIGSAW READING

#### ACTIVITY 1

Read the introduction to the article below and answer the questions.

### WHY DO WE LOVE SOME ANIMALS AND EAT OTHERS?

#### THE BRITISH AND THEIR PETS

We, the British people, like to consider ourselves to be an animal-loving nation. Indeed, according to the annual Pet Food Manufacturer's Association's 'Pet Population Report' that was carried out in 2014, approximately 13 million households are thought to include one or more pets living alongside the human inhabitants. In 24% of these households, at least one of the animal members of the family is a dog, while cats are kept in 18%.

The *Telegraph* estimates that the human members of these 13 million pet-loving households will, between them, spend more than £4.6 billion on their companion animals in 2015 – an increase of 25% when compared with figures from 2010. Yet, according to The Statistics Portal, consumption of meat products has also risen steadily since then, with approximately £19.2 billion spent on these in 2014. The question is, why do we love our dogs and cats but eat our pigs and chickens?

There is no shortage of research demonstrating that all the animals we eat feel pain, are emotionally intelligent, maintain relationships with others of their kind and so on.

Just like we humans and our pets. In fact, pigs are not only thought to be as intelligent as chimpanzees (and often smarter than dogs!) but they are also considered smarter than three-year-old human children. Despite this, if you are born a pig in the UK, your destiny is either to become someone's bacon sandwich or to be kept in a cage so small that you cannot even turn around, in order to carry and give birth to more of your kind to feed the human obsession for meat and meat products. Whereas if you are born a dog, unless you are unlucky, you will be fed and loved and all your needs will be met. ●

Do the people in your country love dogs and cats but eat pigs and chickens? Why or why not?

#### ACTIVITY 2

In your group, brainstorm possible reasons for OR against eating pet animals, farmed animals and wild animals. Write your ideas in the table below:

	For	Against
Eating pet animals		
Eating farmed animals		
Eating wild animals		



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### ACTIVITY 3

Read your section of the article. Can you find any of the reasons you thought of? Are there any that you did not think of? Now ask your partner to tell you about their section of the article. Did they find any new reasons? Tell your partner about your section.

### PART A: A PARADOX?

A dog born in Asia, however, may not be so lucky. If you visit China, South Korea and other Asian countries, you will learn that dog meat is one of their traditional dishes and has been for as long as four or five hundred years. In 2015, as in other years, moral outrage was expressed in western social media, including in the UK, with numerous petitions that called for the Yulin Dog Meat Festival in China and the 'Dog Eating Days' (or Bok Nal) in Korea to be discontinued being widely circulated online.

It is not only the consumption of dogs and other pets that disturbs Britons, though. I remember going on holiday with a meat-eating friend of mine, Camilla. We were staying in a safari lodge in Botswana, and she was horrified to see items such as kudu meat, impala meat and ostrich meat on the buffet table at

dinner. Expressing her disgust at the other options, Camilla took some beef and vegetables. Yet, as far as meat-eating goes, in Botswana it is probably more environmentally friendly to eat these meats when you are in the north than it is to eat beef, the country's biggest export. Why? Because encouraging meat farming in the north means infringing on wild animals' habitats and brings with it farm animal parasites and diseases, such as the tsetse fly or foot-and-mouth.

Thus, not only do Britons eat animals while simultaneously claiming to love them, but they pass judgement on people who choose to eat different meats (that the British prefer to avoid) for reasons no better nor worse than their own. I ask again, why is eating dog meat or wild animal meat so much worse than eating pig or

cow meat? Why is it any worse than forcibly impregnating cows so that their milk – meant for their calves who are taken away at birth – can be consumed by humans? The consumption of cow's milk and other so-called 'food animal' products is considered normal in British tradition. What does this mean? Why is there this gap between what the British believe – 'we are animal lovers' – and what they do – eat animals?

Dissonance, according to the Macmillan Dictionary, is 'a situation in which ideas or actions are opposed to each other'. In the situation described above – that is, the British situation – the idea of loving animals is opposed to the action of exploiting them: pets are loved, while farm animals are exploited. ●

### ACTIVITY 4

Read the conclusion to the article and answer the following questions:

### CONCLUSION

So, if, as a nation of animal lovers, avoiding moral dissonance is as simple as avoiding the exploitation of animals, why does British meat

consumption continue to increase? Is culture and tradition stronger than reason? Are we as a nation blind to the cruelty we condone by eating

meat and other animal products? Is it time to reconsider the food we put on our plates? ●

- i. Is the author for or against the consumption of animals?
- ii. If you were the author's friend, would you have eaten the wild animal meat on the buffet table? Tell your partner and give reasons for your answer.
- iii. The author concludes by asking four questions. What are they? Discuss your answers to these questions.

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### ACTIVITY 3

Read your section of the article. Can you find any of the reasons you thought of? Are there any that you did not think of? Now ask your partner to tell you about their section of the article. Did they find any new reasons? Tell your partner about your section.

### PART B: A WAY OUT?

Claiming to be an animal lover yet eating animals is a paradox that can be found lurking at the centre of the British population's relationship with animals. Indeed, it has been widely written about. However, this paradox is not only a British characteristic. Hal Herzog, in his book *Some we love, some we hate, some we eat* questions how 60% of Americans can simultaneously be of the belief that animals have the right to life and that humans have the right to consume them, and in his writing he explores this conflict.

Herzog tells us that the goal of his book is 'to encourage [us] to think more deeply about the psychology and moral implications of some of our most important relationships: our relationships with the non-human creatures in our lives' but admits to occupying 'the troubled

middle' in terms of his own ethics: he consumes meat but not veal and opposes animal testing, except when it comes to cancer research.

Some people, however, become aware of this human-animal paradox and recognize that the only way to avoid this moral dissonance, in terms of animals, is to avoid all exploitation of them. These people are known as vegans. According to the UK's Vegan society (formed in 1944), veganism is 'a way of living which seeks to exclude, as far as is possible and practicable, all forms of exploitation of, and cruelty to, animals for food, clothing or any other purpose.' Veganism is growing increasingly popular in the UK: between 2011 and 2014, the Vegan Society's membership increased by 20%. This is reflected in the appearance of an increasing number of prospering vegan-friendly

eateries, food shops and other businesses in the UK, but it is not a UK-specific phenomenon: the vegan junk food industry is booming in the US (yet McDonald's profits are in decline), Berlin boasts a 'vegan quarter', while 4% of Israelis are said to be vegan.

I went on to a Vegan Facebook group and asked its members why they decided to become vegan. 'I was eating chicken when my cat Sammi suddenly jumped up on the chair and kept staring at me. I looked into her eyes and realized there was absolutely no difference between her and the chicken I was eating. I went vegan immediately,' explains Mary Ann.

'Meat eaters are in denial; they can't face the truth and are not interested in how their food gets on their plate,' adds Jilly. ●

### ACTIVITY 4

Read the conclusion to the article and answer the following questions:

### CONCLUSION

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### LANGUAGE FOCUS: THE PASSIVE

#### ACTIVITY 1

Look at this sentence from the article:

*Indeed, according to the annual Pet Food Manufacturer's Association's 'Pet Population Report' that was carried out in 2014, approximately 13 million households are thought to include one or more pets living alongside the human inhabitants.*

In this sentence, the passive voice is used twice. Can you find and underline the examples?

There are 14 more examples of the passive in the article. Work with your partner to try and find them and fill in the first three columns of the table below ('be', 'past participle' and 'how the sentence continues'). The first example has been completed to help you.

#### ACTIVITY 2

Can you identify the tenses used? Complete the last column of the table ('tense') by writing the correct tense next to each sentence.

	Subject	be	past participle	how the sentence continues	tense
i.	Pet Population Report that	was	carried out	in 2014 ...	
ii.	13 million households				
iii.	cats				
iv.	they (pigs)				
v.	your destiny is ... to				
vi.	you				
vii.	all your needs				
viii.	moral outrage				
ix.	petitions				
x.	their calves (who)				
xi.	their milk				
xii.	The consumption of milk and other so-called 'food animal' products				
xiii.	a paradox (that)				
xiv.	it (the paradox)				
xv.	These people				
xvi.	4% of Israelis				

## LESSON 3: EATING HABITS

### ACTIVITY 3

#### a. Complete the following rule:

Change the tense of a passive structure by changing the tense of the verb \_\_\_\_\_.

#### b. Complete the paragraph below with the correct passive form of the verb in brackets:

Last week, 500 white mice were stolen (steal) from a laboratory in New York. Two suspects \_\_\_\_\_ (arrest) in connection with the crime. They \_\_\_\_\_ (still question) but may \_\_\_\_\_ (release) on bail later today. The two men \_\_\_\_\_ (see) in the area shortly before the incident took place but deny all involvement. They \_\_\_\_\_ (think) animal rights activists. The case continues.

#### c. Look at the following two sentences and answer the questions below.

Cats are kept in 18% of households.

The people in 18% of households keep cats.

**The first sentence has been taken from the text. It is in the passive voice. The second sentence is the same sentence but rewritten using the active voice.**

- i. Do we know who the people in the second sentence are?
- ii. Are those people important in this sentence?
- iii. Are the cats important in this sentence?

#### d. Now complete the following rules by circling the correct alternative:

- \* Use the passive when the person or thing doing the action (the agent) is/isn't important.
- \* Use the passive when the agent is/isn't known.
- \* Use the passive when the agent is/isnt obvious.

#### e. Look at the sentences below. They are all in the active voice. Decide which you think should be in the passive voice. Change them.

- i. We can find vegan people all over the world.
- ii. Hal Herzog has written a book about the paradox of animal lovers who eat animals.
- iii. Somebody has described the dog meat festival in China as completely immoral.
- iv. People have farmed animals to produce meat for thousands of years.
- v. Expressing her disgust at the other options, Camilla took some beef and vegetables.

**Compare your answers with a partner. Explain any changes you made.**

#### f. Do you have a passive voice in your language? If yes, when do you use it? If no, what happens in the situations described by the rules in activity 3, part d?