

LESSON PLAN • SPEAKING + READING + WRITING

Veganism: Choices and Trade-offs

Talking about food choices without judging

LEVEL	DURATION	CLASS
B1-B2	60 minutes	Older teens / adults

Objectives

By the end of the lesson, students will be able to:

- Explain several reasons people choose vegan meals.
- Compare food choices without labeling one person as better.
- Plan an inclusive meal for a mixed-preference group.

Materials

Student worksheet (pages 3–4), board or shared screen, pens; optional timer. All reading texts and scenarios are original fictional classroom examples.

Language focus

Explaining reasons, weighing benefits and limits

1. Warm-up (5 minutes)

Ask students to name popular meals that happen to contain no animal products, without debating anyone's personal diet.

- Pairs share a short example; take two or three responses without putting anyone on the spot.

2. Language preparation (8 minutes)

Model neutral comparisons: "One reason is...", "On the other hand...", "It depends on price and availability." Explain vegan as avoiding animal-derived foods.

- Students choose two useful expressions from the language bank on page 4 and rehearse them in pairs.

3. Reading for meaning (10 minutes)

Give students the fictional case on page 3. Read independently, then underline the main problem and the response. Ask learners to explain the case in one sentence.

- Do not provide the answer key yet; invite two different summaries.

TEACHER PLAN • CONTINUED

Teaching sequence

Veganism: Choices and Trade-offs • B1-B2 • 60 minutes

4. Guided practice (12 minutes)

Students complete the five-item vocabulary match and four reading questions on page 3. Check in pairs first, then review answers as a class.

- Ask for the sentence or detail in the reading that supports each answer.
- For faster groups, ask whether the characters could have chosen another respectful solution.

5. Communicative task (15 minutes)

Use the role-play on page 4. Give each participant one minute to prepare their position; complete the discussion and agree on an action.

- Your class needs to plan a low-cost celebration with vegan, non-vegan and allergy-aware options.
- If working in threes, an observer records one effective expression and one suggestion for improvement.
- Learners present their agreed decision briefly to another pair.

6. Writing and feedback (7 minutes)

Students complete the page 4 writing task (90–110 words). Prioritize a clear point and practical example over perfect grammar.

- Ask students to underline one target-language expression and check whether their proposal answers the prompt.

7. Exit ticket (3 minutes)

Each learner writes one sentence explaining what they would change in the case and why. Collect two examples or ask for a volunteer summary.

Differentiation and classroom care

Support: allow preparation notes and sentence frames; pair less confident speakers with supportive peers. Stretch: require a counterargument, a limitation or a measurable next step.

Avoid nutritional or environmental absolutes; this lesson discusses choice, access, labeling and respectful conversation.

Assessment

Look for (1) accurate understanding of the case, (2) two appropriate topic expressions, (3) respectful turn-taking, and (4) a specific, justified recommendation.

Optional extension / homework

Design a three-item lunch menu with ingredient notes and an approximate budget.

STUDENT WORKSHEET • 1/2

Veganism: Choices and Trade-offs

B1-B2 | Read the case, work with key vocabulary, and check your understanding.

A. Read the case

Fictional classroom case study

A local language school is planning lunch for an international event. Some learners are vegan for ethical reasons, others avoid certain foods for religious or health reasons, and some eat everything. The organizer initially chooses one large cheese pizza order because it seems easy. Students point out that this will not work for everyone. Rather than argue about which diet is best, the group makes a practical plan.

They order vegetable rice bowls, a bean salad, and a small selection of sandwiches with clearly written ingredient labels. They ask about allergies and check whether sauces contain dairy or eggs. One student suggests that plant-based meals are always more expensive, but another finds that beans and seasonal vegetables can be inexpensive in their area. The group agrees that cost and convenience depend on the ingredients and local shops. At the event, everyone can choose what suits them. The success comes not from making everyone eat the same thing, but from offering clear information and thoughtful options.

B. Vocabulary match

Match the words (1–5) to the definitions (A–E). Write the correct letter.

WORD	DEFINITION
1. plant-based ____	A. a condition in which a food can cause a harmful reaction
2. affordable ____	B. including a suitable variety rather than only one kind
3. allergy ____	C. made mainly or entirely from plants
4. substitute ____	D. something used instead of another thing
5. balanced ____	E. not too expensive for someone to buy

C. Check your understanding

1. Why was the first lunch plan unsuitable?

2. What information did the organizer request?

3. What did the group learn about cost?

4. What made the event successful?

STUDENT WORKSHEET • 2/2

Speak, decide, write

Veganism: Choices and Trade-offs · B1-B2

D. Role-play and decision

Your class needs to plan a low-cost celebration with vegan, non-vegan and allergy-aware options.

ROLE A

Organizer A: prioritize a simple menu and a limited budget.

ROLE B

Organizer B: prioritize ingredient labels, access and dietary choices.

Your decision: Agree on three menu items and two practical information signs.

Useful language

- One advantage is...
- That may work for some people, but...
- Could we offer an alternative?
- The cost depends on...

E. Writing task

Write a 90-110-word suggestion to the organizer explaining a balanced, affordable and inclusive menu. Use the lines below or continue on separate paper.

F. Reflection

Which phrase helped you communicate respectfully or clearly? What would you improve next time?

TEACHER KEY

Answers and teaching notes

Veganism: Choices and Trade-offs · B1-B2

B. Vocabulary matching

1 C · 2 E · 3 A · 4 D · 5 B

C. Reading comprehension — suggested answers

1. Cheese pizza did not meet all food requirements.
2. Allergies and ingredients, including dairy or eggs in sauces.
3. It depends on ingredients and local availability.
4. Clear labels and a range of thoughtful options.

D. Speaking task — success criteria

Agree on three menu items and two practical information signs.

- Each speaker states a concern without personal attacks.
- The pair acknowledges at least one trade-off or limitation.
- The final decision names a specific action or safeguard.

E. Writing — sample response

I suggest serving a vegetable-and-bean rice dish, fruit and a clearly labeled sandwich option. This would give people choices without making the event too expensive. We should list major ingredients and ask about allergies in advance. Some students may choose vegan meals, while others will not. The goal is to make lunch enjoyable and practical for everyone. We can also provide water and a simple ingredient list at the serving table. Nobody needs to explain their food choices. The menu should be easy to prepare, enjoyable and suitable for different preferences.

Teacher reminder

Avoid nutritional or environmental absolutes; this lesson discusses choice, access, labeling and respectful conversation.

Further practice

Design a three-item lunch menu with ingredient notes and an approximate budget.