

## The Road to Veganism - narrative

**Title of ER:** The road to veganism

**Level:** A2

**Target audience:** all college level students

**General goals/objectives:** reading comprehension  
understanding the structure of narratives

**Specific goals/objectives:**

- read and understand a blog of a person who tells a story about why they became vegan

**Materials needed for activity: (check the following)**

Xinternet access

\_projector

\_speakers

\_printout

XBYOD (Bring Your Own Device - smartphone, tablet)

Xother: Read & Write Google Chrome extension for Ss who would like the texts read aloud

**Time:** 90 min

**Overview:** Read each section of the blog narrative and answer the questions.

**Activity 1**

1. Introduce the concept of a narrative using the following suggested material:

What is a narrative?

- A narrative is a story about a person who faces a challenges and then solves this problem. Authors write narratives to **entertain us** and **teach us something new**.

What are the generic stages of a narrative?

- Narratives have five parts:

Time & place	tells the reader <b>when</b> and <b>where</b> the story takes place
Problem	identifies a <b>problem</b> that the person experiences
Dramatic Point/Challenge	describes an <b>action</b> that changes the person
Result of the Dramatic Point	explains <b>how</b> the person changes after the dramatic point
Ending	shows the overall <b>effect</b> of the story and closes the story

Where can we find narratives?

- We can find narratives everywhere, for example in: stories, TV shows, and movies.

How can I introduce narratives to my learners?

- It might be helpful to review the information above, concentrating on the five generic stages. Perhaps use a well-known narrative such as '[Little Red Riding Hood](#)' or this [interactive tutorial about Cinderella](#) as an exemplar.

### Activity 2

1. Ss read and answer the questions. It is at the teacher's discretion to decide when to check answers and move on to the next generic stage.
2. It would be a good idea to relate the answers to the questions to the particular stage being addressed.

### Activity 3

1. As a follow up discussion, have Ss narrate significant decisions they've made. What kind of process did they go through?
2. Perhaps the Ss would like to write their own narrative. See the resources below for framing and writing.

### Supplementary materials

#### Focus on the past perfect:

Using *had* tells us that all of these things had happened before the write visited Animal Place. Watch this [video](#) for a great explanation. Watch this [video](#) for more examples. Here's a helpful [exercise](#).

#### Resources for students to use to write their own narrative:

[planning a narrative](#)

[action verbs](#)

### Related LOs

How often do you eat fast food? Why?

You are what you eat...or are you?

Hospital food

## Can dos

Reception / Reading	Overall reading comprehension	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension, i.e., understand most main ideas and supporting details (adapted B1)
Reception / Reading	Reading for orientation	Can scan / read selectively in order to find desired information (adapted B1+)
Reception / Reading	Reading for information and argument	Can recognize significant points in straightforward articles on familiar subjects (adapted B1)

Production / Writing	Creative writing	Can write very short, basic descriptions of events, past activities and personal experiences (A2+)
Production / Speaking	Overall spoken production	Can give a simple description or presentation as a short series of simple phrases and sentences linked into a list (adapted A2)
Production / Speaking	Sustained monologue	Can briefly give reasons and explanations for opinions, plans and actions (A2)

Reception	Identifying cues and inferring (spoken and written)	Can identify unfamiliar words from the context on topics related to his/her field and interests (B1)
		Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar (B1)

Linguistic	General linguistic range	Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events, but lexical limitations cause repetition and even difficulty with formulation at times (B1)
Linguistic	Vocabulary range	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events (B1)
Linguistic	Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations (B1)
Linguistic	Vocabulary control	Shows good control of high frequency vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations (adapted B1)

Linguistic	Orthographic control	Can write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in
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		his/her oral vocabulary (A2)
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Pragmatic	Thematic development	Can reasonable fluently relate a straightforward narrative or description as a linear sequence of points (B1)
Pragmatic	Coherence	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points (B1)
Pragmatic	Propositional precision	Can convey simple, straightforward information of immediate relevance, getting across which point he/she feels is most important (B1)
Pragmatic	Propositional precision	Can express the main point he/she wants to make comprehensibly (B1)

## *The road to veganism*

*By the time you complete this LO, you should be able to:*

- Read and understand a blog of a person who tells a story about why they became a vegan.

## From Bullfight Fan to Vegan Activist<sup>1</sup>

by joyfulvegan

This LO is based on the blog [‘From bullfight fan to vegan activist’ by joyfulvegan](#).

**Read the first and second paragraphs and answer the following questions:**

### Time & Place

1. What language tells you about the time and place of this story?

2. Who are the two actors in this story?

a. \_\_\_\_\_

b. \_\_\_\_\_

3a. What language tells you what the storyteller did?

3b. ...with whom?

4. What language tells you what the storyteller felt/thought?

5. What language tells you what the bulls did?

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<sup>1</sup> Adapted from: <http://joyfulvegan.wordpress.com/2007/06/18/from-bullfight-spectator-to-vegan-activist/>, accessed 29 Apr 2014

6. What language does the storyteller use to describe the bulls?

7. What language tells you about the storyteller's impression of 'The Running of the Bulls'?

Problem

**Read the third paragraph and answer the questions.**

1. What does each actor do?

actor	action
my friends	
I	
dozens of bull-runners	
these bulls	
the fans	
men	

2. What do these actors feel/think?

actor	feel/think
I	
these bulls	

3. What language tells you about the storyteller's impression of what was happening to the bulls?

Dramatic Point/Challenge

1. The storytellers asks two questions. Whom is he asking?

2. Why does he ask these questions?

3. Why does the author have the following feelings?

feeling	why?
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feel shame	
felt alone	
feel more sympathy	

**Read the fourth paragraph and answer the following.**

Time & Place (2)

1. Mark the time and place markers.
2. What did the storyteller do?
3. What did the storyteller think/feel?
4. What language tells you about the storyteller's impression of his meals?

**Read the fifth paragraph and answer the following:**

Result of the Dramatic Point

Here, the author tells us about how she 'develop[ed] a new personal philosophy'.

1. What actions helped her develop her new philosophy?
2. What thinking/feeling helped her develop her new philosophy?

**Read the sixth paragraph and answer the following:**

1. Note what had happened to the animals when the writer visited Animal Place. Fill in the chart below:

<b>Animal</b>	<b>What had happened?</b>
hens	They had
cows	They had
goats	They had
sheep	They had

**Who's responsible?**

In some cases, the animal had done something. In other cases, someone had done something to the animals. Why do you think that the writer decided not to mention the “do-er” sometimes - or to mention the do-er at the end of the sentence?

**Read the seventh paragraph and answer the following:**

1. The paragraph tells us that some of the people that the author knew ‘stopped eating animals’.

Why does the writer think this happened?

	<b>author's actions/statements</b>	<b>Why did these influence the people?</b>
1		
2		
3		
4		
5		



**Read the eighth and ninth paragraphs and answer the following:**

1. Why do you think that the author feels that 'being a joyful vegan' isn't difficult?
2. Why is this the author's 'take-home message' to us?