

Topics: Food by Adrian Tennant

LEVEL: Intermediate +
AGE: Teenagers / Adults
TIME NEEDED: 90 minutes + project
LANGUAGE FOCUS: Missing words, understanding vocabulary in context, topic words

LEAD-IN

Ask students to look at the pictures. Then put students in pairs and ask them to answer the questions. Check the answers together.

Key

1. a man cooking while looking at a laptop (possibly looking at the recipe online); 2. a woman in a supermarket / shop reading the label on a packet of food; 3. a woman in a supermarket / shop looking at the fruit section; 4. a chef in a kitchen

READING 1: TEXT TYPES

Ask students to read the list of different text types and elicit ideas / answers for the question. Write some of these ideas / answers up on the board. Don't comment at this stage.

READING 2: FOOD TEXTS

Ask students to read through the four texts and match the text types from the previous stage to the correct one. Tell them they don't need to understand every word (if you want you can give a short time limit, e.g. two minutes). Get students to check their answers in pairs before checking as a class. You can also check the ideas / answers they gave during the previous exercise.

Key a

1. c; 2. d; 3. b; 4. a

Next, ask students to answer the four comprehension questions. Again, get pairs to check their answers together before checking as a class.

Key b

1. probably just one – the cat food, although the fish might also be for the pet; 2. Thursday at 10.55pm; 3. two days
4. poached

Ask student to put the recipe steps in the correct order.

Key c

2; 1; 3; 6; 4; 8; 5; 7

WORKING WITH THE LANGUAGE

Focus 1: Understanding meaning

Do the first question as a whole class. Elicit a few ideas, writing them up on the board and then tell them the correct answer. Check they understand why and explain if necessary. Put students in pairs and ask them to help each other to answer the three remaining questions. Monitor and help where necessary before checking as a class.

Key

1. the supermarket or shop; 2. the ingredients; 3 the rice / the contents of the pouch; 4. the ciabatta, which also has shallots and broccoli on it

Focus 2: Language use

Ask students to read through the explanation and make sure they understand it. Complete the first sentence as a whole class. Elicit a few ideas and write them on the board before telling them the correct answer. Ask students to work in pairs to answer the other four sentences. Monitor, and help where necessary before checking the answers as a class.

Key

1. Heat **the rice / the contents of the pouch** on full power for 2 minutes.; 2. **The rice / The contents of the pouch** contains no artificial flavourings ...; 3. Chop the broccoli and blanch **it** in boiling water for 1 minute.; 4. Rub **the ciabatta** with the garlic ...; 5. ... poach the eggs in some water until **they have set**.

WORKING WITH VOCABULARY

Focus 1: Meaning

Ask students to look back at the texts and find words that match the definitions. Encourage them to work in pairs and discuss their ideas as they look at the texts. Check the answers as a class.

Key

1. mineral; 2. purchase; 3. budget; 4. squeeze;
5. preservatives; 6. rub; 7. season

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Focus 2: Topic-related words

Next, ask students to work in pairs and look at the five sets of words. In each set, one word doesn't fit (is the odd one out). Ask the students to choose the word that doesn't fit and explain why. Monitor and help where necessary, then check the answers as a class.

Key

1. 800W – the others are all measurement of amount / quantity; 2. fluff – the others are ways of cooking something; 3. calorie – the others are connected to how food stuffs are packaged or referred, i.e. a loaf of bread, a pouch of rice / sauce, etc.; 4. drain – the others are ways of cutting something; 5. dessert – the others are adjectives or words used as adjectives to describe food, whereas dessert is a course during a meal

LISTENING

Tell students that they are going to listen to a short radio programme. Ask them to read the recipe, in the Reading 2: Food texts exercise, and circle any differences between the written recipe and the one described on the radio programme. Get students to discuss their answers in pairs. Play the recording again, if necessary, and check the answers as a class.

Key

asparagus / broccoli; red onion / shallots; no mustard / mustard; grill / fry the ciabatta; boil / blanch the asparagus

Transcript:

Presenter So, what are you going to cook for us this week, Marie?

Chef Well, Tom, I thought I'd cook a quick but tasty snack that you can eat on its own or with a side salad.

Presenter Right, so what is it?

Chef It's poached eggs and asparagus on ciabatta.

Presenter Sounds delicious! What do you need?

Chef 225 grams of fine asparagus, one ciabatta loaf, a clove of garlic, olive oil, one red onion, four eggs and salt and pepper.

Presenter And how do you cook it?

Chef Well, that's the great thing – it's pretty easy. Start by cutting the ciabatta in half, then cut the halves lengthways. Rub with the garlic clove and some oil and put the ciabatta under the grill. Finely slice the red onion and lightly fry. Meanwhile, poach the eggs and cook the asparagus in boiling water until tender.

Presenter I love the way that chefs make it sound easy despite the fact that you need to do three things at once!

Chef But it is easy! Just be careful you don't burn anything, especially the ciabatta which is under the grill. Once the ciabatta is toasted, pile on the asparagus and red onion, top with the egg, add salt and pepper to taste and serve.

Presenter So, there you have it. A delicious dish for the summer ...

SPEAKING

Put students in small groups and ask them to discuss the questions together. Afterwards, ask a few groups to report back on their discussion. You might want to open this out to the whole class.

PROJECT

Ask students to carry out the project for homework and ask a few students to share their recipes with the class in the next lesson.

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LEAD-IN

Look at these photos. What does each one show?

1.



2.



3.



4.



READING 1: TEXT TYPES

What information would you expect to find in each of the following text types?

a. a recipe

b. a label on a packet of food

c. a shopping list

d. a TV listing in a magazine

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READING 2: FOOD TEXTS

a. Match the text types (a-d) from the previous exercise to the texts below.

1 _____

- Button mushrooms
- 2lbs potatoes
- Red onions
- Fruit: bananas, Apples, grapefruit and melon
- Bread
- Some fish (maybe salmon?)
- Cat food
- Mineral water
- Frozen food - see if they have any oven chips

2 _____

20:00 **Organic Matter** 5/8. Oliver James presents the unique cookery competition. This week the contestants are given the task of creating a chocolate dessert. As usual, all the ingredients have to be purchased with a budget of only £12 – not an easy matter when they must also be organic. (HD)
• Repeated on Thursday at 10:55pm.

3 _____

Microwave

1. Gently squeeze the pouch to separate the rice.
2. Tear or cut the top of the pouch open to 2cm.
3. Heat on full power for 2 minutes (800W).
4. Tear open, fluff with a fork and serve.

Ingredients

Basmati Rice – Cooked (85%), Tomatoes, Vegetable Oil, Sweet Chilli Paste, Salt, Lime Juice, Sugar, Ginger, Natural Colour (Paprika Extract), Garlic.

Contains no artificial flavourings, colours or preservatives
Gluten Free.

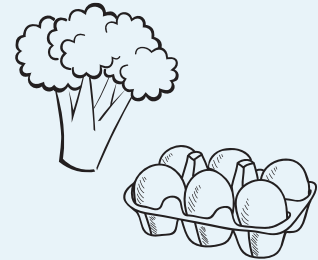
Once opened keep refrigerated. Use within two days.

250g

4 _____

Cheeky ciabatta with eggs and broccoli

- 225g broccoli
- 1 ciabatta loaf
- 1 garlic clove, halved
- 2 tbsp olive oil
- 1 tbsp mustard
- 6 shallots, halved
- 4 eggs



Cooking time: 25 minutes • Serves 4

1. Cut the ciabatta in half lengthways and then cut each slice in half. Rub with the garlic and some of the oil.
2. First, chop the broccoli and blanch in boiling water for 1 minute. Drain and dry on kitchen paper.
3. Heat a frying pan and cook the ciabatta for about 1-2 minutes until golden.
4. Next, fry the shallots in the same pan. Add the broccoli and cook for 3-4 minutes, stirring frequently.
5. Put the shallots and broccoli on the ciabatta slices.
6. Remove the ciabatta and spread with the mustard.
7. Top with the eggs, season and serve.
8. While the shallots and broccoli are being fried, poach the eggs in some water until set.

Approximately 350 calories per serving.

b. Read the texts again and answer these questions.

1. How many items on the shopping list are for the family pet?
2. If you were to miss the cookery programme, when could you next watch it?
3. How long can the rice be kept once it has been opened?
4. How are the eggs cooked in the *Cheeky ciabatta ...* recipe?

c. Put the steps from the recipe (1-8) in the correct order.

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WORKING WITH THE LANGUAGE

Focus 1: Understanding meaning

Answer the questions below.

1. In the first text, what does the word *they* refer to in the phrase *see if they have any ...?*
2. In the second text, what does the word *they* refer to in the phrase *not an easy matter when they must also be organic?*
3. In the third text, what needs to be fluffed?
4. In the fourth text, what should be topped?

Focus 2: Language use

Sometimes words are left out of a sentence as they are not necessary in terms of understanding. Here are some examples from the texts. In each case, which words have been omitted?

1. Heat on full power for 2 minutes (800W).
2. Contains no artificial flavourings ...
3. Chop the broccoli and blanch in boiling water for 1 minute.
4. Rub with the garlic ...
5. ... poach the eggs in some water until set.

WORKING WITH VOCABULARY

Focus 1: Meaning

Find words or phrases in the text that match the definitions below.

1. a natural substance found in some foods or drinks that is good for your health
2. to buy something
3. the amount of money that a person has to spend on something
4. to press firmly with your fingers or hands
5. chemical substance that is used for making food last longer
6. to press one object onto another and move backwards and forwards across the surface
7. to add salt, pepper or other spices to food

Focus 2: Topic-related words

Look at the words. In each set, one of the words doesn't fit. Which one is it and why?

- | | | | |
|---------------|---------|---------|---------|
| 1. g | tbsp | 800W | lbs |
| 2. fluff | poach | blanch | fry |
| 3. loaf | calorie | clove | pouch |
| 4. cut | slice | chop | drain |
| 5. artificial | organic | dessert | natural |

LISTENING

Listen to the radio programme. What are the differences between the recipe described and the one from the Reading 2: Food texts exercise?

SPEAKING

Discuss the questions below in groups.

1. How often do you go shopping for food?
2. What do you usually buy when you go food shopping?
3. How often do you read labels on the items of food you buy? Why? Why not?
4. Are you concerned about where your food comes from? Why? Why not?
5. Do you ever watch cookery programmes on TV? Why? Why not?
6. What's your favourite food? Why?

PROJECT

How do you cook your favourite food? Write down the recipe (ingredients and steps) in English and bring it to your next lesson.