

Topics: Food by Adrian Tennant

LEVEL: Pre-intermediate
AGE: Teenagers / Adults
TIME NEEDED: 90 minutes + project
LANGUAGE FOCUS: Pronouns, 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 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 both texts and match the text types from the previous stage to the correct one. Point out that there are three headings but only two texts. 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 they gave during the previous stage.

Key a _____

1. B; 2. A

Next, ask students to put the recipe steps in the correct order. Again, get pairs to check their answer together before checking as a class.

Key b _____

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

Ask students to explain how they decided on the order. Clearly there are a number of clues from discourse markers such as *first* and *next* as well as context clues from items of vocabulary such as *serve* which has to come at the end.

WORKING WITH THE LANGUAGE

Ask students to read through the explanation and make sure they understand. Complete the first sentence as a whole class. Get students to read the sentence and look back at the text and try to answer the question. Elicit a few ideas, writing them up on the board and then tell them the correct answer. Ask students to work in pairs to complete the other three sentences. Monitor and help where necessary before checking as a class.

Key _____

1. the pouch of rice; 2. the (pancake) mixture; 3. the (two) eggs; 4. the flour

WORKING WITH VOCABULARY

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. squeeze; 2. pouch; 3. tear; 4. artificial; 5. pinch; 6. whisk; 7. smooth; 8. flip

Next, ask students to work together and look at the four 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. c – this is the power of the microwave while the others are all measurement of amount / quantity; 2. a – pinch is an amount while the other two words refer to the action of mixing things together; 3. b – the other two are items of cutlery / utensils used for eating food; 4. a – this is a kind of container whereas the other two are actions

LISTENING

Tell students that they are going to listen to a short radio programme. Get them to read the recipe and circle any differences between the written recipe and the one described in the radio programme. Play the recording. Put students in pairs and ask them to discuss their answers together. Play the recording again, then check the answers as a class.

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Key

waffles / pancakes, more flour and milk for waffles (or fewer eggs as the amount is double); baking powder and sugar for waffles; waffle maker / frying pan; serve with maple syrup / sugar and lemon

Transcript:

- Presenter Today we're going to make a breakfast meal. So, what are you going to show us, Marie?
- Chef I'm going to be making waffles.
- Presenter OK, what ingredients do you need?
- Chef Well, the nice thing is they are very simple. You need 250 grams of plain flour, a teaspoon of baking powder, two teaspoons of sugar, a pinch of salt, 450 millilitres of milk, two eggs and some oil or butter.
- Presenter So, it's like pancakes.
- Chef Yes, very similar but you need some baking powder to help them rise. The main difference is that you can make pancakes in a normal frying pan. To make waffles, you need a special waffle-maker.
- Presenter How do you make them?
- Chef First, mix the flour, baking powder, salt and sugar. Then mix the eggs, milk and butter until smooth. Leave the mixture for about 30 minutes, then you are ready to cook your waffles in your hot waffle-maker!
- Presenter And what do you put on the waffles when you serve them?
- Chef I like to put maple syrup on mine.
- Presenter Mmmm, delicious!

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. **Note:** This is a good opportunity to practise imperative forms.

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LEAD-IN

Look at these photos. What does each one show?

1.



2.



3.



READING 1: TEXT TYPES

What information would you expect to find in each of the following text types? How would they be different?

a. a recipe

b. a label on a packet of food

c. a shopping list

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READING 2: FOOD TEXTS

a. Match the text types (a-c) from the previous exercise to the texts below. Be careful! There are only two texts, but three headings.

1 _____

Microwave

1. Gently squeeze the pouch to separate the rice.
2. Tear or cut the top of the pouch to 2cm.
3. Put it in the microwave and heat it on full power for two minutes (800W).
4. Tear the pouch open and separate the rice again with a fork.

Ingredients

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

This product contains no artificial flavourings, colours or preservatives.

Once opened keep refrigerated. Use within two days.

250g

2 _____

Pancakes

100g plain flour
a pinch of salt
two eggs
200ml milk (or 125ml milk and 75ml water)
50g butter

1. Add two spoons of the mixture to the frying pan and move from side to side so it covers the bottom of the pan.
2. Break the eggs into the centre of the flour and whisk them with a fork.
3. First, put the flour in a mixing bowl and add some salt to it.
4. Heat a small amount of the butter in a frying pan.
5. Next, add the milk slowly and keep stirring until the mixture is smooth.
6. Once all the milk is added, the mixture should be like a thick cream.
7. Serve with some lemon juice and sugar.
8. Flip the pancake to cook the other side, then remove from the pan onto the plate.

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

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WORKING WITH THE LANGUAGE

Sometimes we use a pronoun such as *it* or *them* in place of a word that we have already mentioned. Look at these examples from the texts:

1. Put *it* in the microwave and heat *it* on full power for two minutes.
2. ... move from side to side so *it* covers the bottom of the pan.
3. ... and whisk *them* with a fork.
4. ... and add some salt to *it*.

Look back at the texts. What do the pronouns refer to?

WORKING WITH VOCABULARY

Focus 1: Meaning

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

1. to press something firmly with your fingers or hands
2. a small bag with food in it, usually made of plastic
3. to pull something so that it separates into pieces
4. not natural or real but made by people
5. a small amount of something that you can hold between your finger and thumb
6. to mix something such as eggs or cream very quickly
7. completely even with no lumps or bits
8. to turn over quickly or to make something turn over

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. a. g | b. ml | c. 800W |
| 2. a. pinch | b. whisk | c. stir |
| 3. a. fork | b. bowl | c. spoon |
| 4. a. pouch | b. tear | c. squeeze |

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. What is your favourite meal? Why?

PROJECT

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