
e-lesson

Week starting: November 2, 2009

1. Food challenge!

This week's lesson consists of different exercises on the subject of food.

Level

Pre-intermediate and above (equivalent to CEF level A2–B1 and above).

How to use the lesson

1. Brainstorm on the subject of food, for example by asking students what their favorite dishes are, and which types of food they associate with certain countries or regions.
2. Divide the students into pairs and give each pair a copy of Worksheet A. Give them a few minutes to do Exercise 1, in which they have to choose which of four foods does not belong with the rest, and fill in the blanks with missing letters. As in all the exercises, encourage the students to look up any new vocabulary. For numbers 1–6, there might be more than one possible answer, so you should accept any answer for which the students can offer a coherent argument. Note that this exercise introduces some of the vocabulary in Exercise 3.
3. Check answers in open class.
4. Keeping the students in their pairs, give them a few minutes to do Exercise 2, another simple fill-in-the-blanks exercise. Note that this exercise introduces some of the vocabulary in Exercise 4.
5. Check answers in open class.
6. Hand out Worksheet B and give the students at least five minutes to complete Exercise 3, in which they have to read descriptions of different types of food and then match them to the country or regions with which they are associated.
7. Check answers in open class. You could then tell the students the names of some of the types of food that are described. The Eastern European soup is *borscht*, the East African bread is *injera*, the Argentinian grilled meat is *asado*, the Brazilian dish of black beans and pork is *feijoada*, and Japanese raw fish is called *sushi*.
8. Hand out Worksheet C and give the students a few minutes to do Exercise 4, in which they have to put the jumbled instructions back in the right order.
9. Check answers in open class.
10. Finally, keeping students in their pairs, tell them that in Exercise 5 they are going to look at some statements about food and decide if they are true or false. They are then going to “bet” anything from ten to fifty points on their guesses.
11. After the students have read and discussed the statements, they should write *T* (true) or *F* (false) in the first column. In the second column they have to write the number of points they are willing to bet on their answer (ten points if they are forced to guess, going up to fifty if they are very confident about the answer).

12. After the pairs have given their answers, it's time to score. Each pair calls out their answer and how many points they have bet. If they have answered correctly, students enter their points in the final column (points won). If they have answered incorrectly, they should enter their points in the third column (points lost). At the end, students subtract the total of the third column from the total of the fourth column to give the total number of points they have won. The pair with the most points wins.

Answers

Exercise 1 (1–6 are *suggested* answers)

1. tuna (because it is a type of fish; the others are types of meat)
2. sausage (the others are types of fish)
3. onion (the others are sweet)
4. pizza (the others are things you could put *on* food)
5. strawberry (the others are citrus fruits)
6. broccoli (the others are red; another common answer will probably be strawberry, because it is a fruit and the others are vegetables, although a tomato is actually a fruit too)
7. black 8. red 9. raw 10. thick 11. sugar 12. pepper 13. juice 14. chocolate

Exercise 2

1. bowl 2. mix 3. Boil 4. out 5. Take 6. pour 7. cut 8. add

Exercise 3

1. Eastern Europe 2. Italy 3. Thailand 4. East Africa
5. Argentina 6. Brazil 7. Japan 8. The United States 9. Spain 10. The UK

Exercise 4

| | |
|----------|--|
| H | Take your eggs and milk out of the fridge. |
| F | Crack two or three of the eggs into a bowl, and add a little milk. |
| E | Mix the eggs and milk together |
| A | Put the mixture in a pan. |
| D | Turn on your stove and heat the mixture gently, stirring most of the time. |
| J | As it gets hotter, you'll see the mixture start to get thicker – that's when you should start toasting your bread. |
| C | Keep watching the mixture and the toast – you don't want them to burn! |
| B | When the toast is ready, put it on a plate. |
| I | When the toast is on the plate, take the scrambled eggs and put them either on top of it or next to it. |
| G | The last step is just to add salt and pepper, if you want. |

Exercise 5

1. **False**. The United States is one of the world's biggest apple producers. 2. **True** 3. **True** 4. **True** 5. **False**. The world's biggest producer of cow milk is India. 6. **False**. "Vegetarian" usually refers to someone who does not eat any kind of meat or fish. 7. **False**. In fact, *sushi* restaurants are increasingly popular in the United States. 8. **True**. China is actually the world's biggest producer of rice.

2. Related Websites

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Send your students to these websites, or just take a look yourself.

http://www.usatoday.com/news/health/2009-10-18-kids-and-vegetables_N.htm

A *USA Today* article (2009) about how parents can influence their children's eating habits, including getting them to eat vegetables. Intermediate level and above.

<http://www.fda.gov/Food/LabelingNutrition/ConsumerInformation/ucm078889.htm>

A useful guide to food labels, calories, serving sizes, and nutrition facts, from the US Food and Drug Administration. Intermediate level and above.

http://en.wikipedia.org/wiki/National_dish

The *Wikipedia* entry for "national dishes," containing links to detailed descriptions of a large number of them. Intermediate level and above.