

Cooking in Britain Today

Topic

Modern British cooking and restaurants

Learning outcomes

- Study adjectives to describe food
- Develop reading for gist and reading for specific information skills
- Develop speaking skills by discussing preferences and attitudes to food and restaurants
- Practise writing short, descriptive texts

Age group and level

Aged 13-17 and adults B1+

Time

95 - 115 minutes, depending on the activities you choose. This could be done over multiple lessons.

Materials

Student worksheet 1

Copies of Appendix 1 if extending lesson (1 copy per group)

Introduction

This lesson consists of a series of activities to help students discuss food. The main focus of the lesson is a text. There are two options and you can decide which text is best for your students. One is based on a survey in the UK indicating that British people are becoming more adventurous and experimental in their eating habits. Students will be asked questions relating to their comprehension of the text, and discuss their opinions towards ideas in the text. The second text option involves reading a series of restaurant reviews. Learners have the opportunity to describe restaurants themselves, expressing their own preferences. You could use both texts if you wanted to cover the topic over more than one lesson.

Procedure

1. Warmer (5-10 minutes)	<ul style="list-style-type: none"> Write 'You are what you eat' on the board. Explain this is a proverb and elicit from learners what it means. Suggested meaning: If you eat good, nutritious food you'll be healthy. If you eat junk food you'll be unhealthy.
2. Lead-in: brainstorm (5-10 minutes)	<ul style="list-style-type: none"> Tell learners they're going to check what types of food they already know. Give out worksheet 1 and ask them to look at Task 1. Elicit a few ideas as a whole group. Put students in pairs/small groups and ask them to complete the table with as many national or typical dishes as they can. Set a time limit (5 minutes) <p>Note: If students are struggling to come up with ideas, ask them to think of typical foods (such as fruits) from each country as well as national dishes. Allow them to use a dictionary. You could also use pictures to help them.</p>
3. Discussion (10 minutes)	<ul style="list-style-type: none"> Ask students to discuss their answers to Task 2 in small groups. Get some feedback.
4. Vocabulary (10 mins)	<ul style="list-style-type: none"> Ask students to look at Task 3. Clarify any unknown vocabulary and give the pronunciation as needed. Elicit a few ideas from the whole class (this may naturally happen while explaining any new vocabulary) In pairs, ask students to think of a different food to match each adjective in the table. Write examples up on the board from students around the class. Clarify any new vocabulary that comes out of this exercise.
5. Writing (15 minutes)	<ul style="list-style-type: none"> Ask learners to look at Task 4. Ask them to guess what food is being described. Answers: ice-cream, popcorn, egg, apple Ask each student to write one clue of their own (Task 5). Put learners into groups to share their descriptions. Group members must guess the food from the description.

<p>6. Reading option 1 (30-40 mins)</p>	<ul style="list-style-type: none"> • Give learners the option one reading task. Tell them to read the article and then work in pairs to answer the True or False questions. Set a time limit of 5-10 minutes to answer the questions. • Answers: 1. False- British cuisine has been criticised as being bland but this is changing, 2. False – TV chefs are the new inspiration, 3. True, 4. False – the programme is about young unqualified chefs that work in Jamie’s restaurant, not set up their own restaurant, 5. True • Join two pairs to make groups of 4. Direct groups to the Questions for Discussion. Allow 15-20 minutes for discussion. Monitor, support and feed in language as needed. • Get whole class feedback on the group discussions.
<p>7. Reading Task option 2 (40-50 mins)</p>	<ul style="list-style-type: none"> • Give learners the option two reading task. • Tell students to read the restaurant reviews and make a note of any new vocabulary- clarify any doubts and drill pronunciation of new words. • Now put students into pairs /small groups to discuss the Task questions. Set a time limit and get feedback from the groups. <p>Note: There are no right / wrong answers here, but ask students to justify why they have chosen each restaurant, and compare if different groups agree or not.</p> <ul style="list-style-type: none"> • Divide the class into new small groups for the task. Give them 20 minutes to plan their restaurant – help with vocabulary. Then ask each group to do a brief presentation to the class about their new restaurant. You could ask students to vote on which restaurant they think sounds best.
<p>8. Food Quiz (10 mins)</p> <p>EXTENSION or review</p>	<ul style="list-style-type: none"> • The questions are in Appendix 1. • Put students in pairs/small groups and ask them to look at the questions and try to choose the correct answer. Or read the questions aloud and make buzzers for each group to use. • Make it clear that they are not expected to know all the answers. Write up new vocabulary on the board. • Give them a point for each correct answer and see which group gets the highest score. <p>Answers: 1.a, 2.c, 3.c, 4.c, 5.a, 6.a, 7.b, 8.c, 9 all three, 10.c, 11.c, 12.a, 13.b, 15. a</p> <ul style="list-style-type: none"> • Use the feedback session to find out about students’ perceptions of British food. You may want to highlight the fact that British people eat a great variety of foods– pasta and pizzas, Indian and Pakistani curries and Chinese dishes are perhaps the most popular, followed by Mexican, Thai and Japanese.

Contributed by

Kate Joyce; Edited by Suzanne Mordue

Appendix 1 – British Food quiz

In pairs try to guess the right answer for each question.

1. Which of these do the British eat most of in Europe?

- a. crisps and chocolate
- b. fresh fruit and vegetables
- c. sausages

2. What is the most popular food in Britain?

- a. fish and chips
- b. pizza
- c. curry

3. What is 'haggis'?

- a. a cocktail made from whisky and fruit juice
- b. a type of fish eaten in Scotland
- c. a Scottish dish made from sheep's stomach and innards

4. Stilton, cheddar and double Gloucester are all kinds of:

- a. apple
- b. pig
- c. cheese

5. What do most British people have for breakfast?

- a. toast and cereal
- b. cappuccino and croissant
- c. fried eggs and bacon

6. Who invented the sandwich and why?

- a. The Earl of Sandwich – he wanted food which he could eat with one hand while gambling
- b. Lord Sandwich – he wanted food which he could take for a picnic in the countryside
- c. Queen Elizabeth I – she wanted food which could be prepared quickly for guests

7. What is a 'kebab'?

- a. a type of pub
- b. Turkish fast food
- c. A hot drink

8. Which of the following ingredients would not be a possible ingredient of a British pudding?

- a. pig's blood
- b. chocolate
- c. lettuce

9. Which of these do you find in a pub in Britain?
- a. lager
 - b. cider
 - c. bitter
- (trick question)
10. What is 'chicken tikka masala'?
- a. a type of salad
 - b. a type of Chinese food
 - c. a curry
11. How many vegetarians are there in the UK today?
- a. 3-4 thousand
 - b. 300-400 thousand
 - c. 3-4 million
12. Where do people eat deep-fried chocolate bars?
- a. Scotland
 - b. Japan
 - c. Wales
13. When are toffee apples eaten in the UK?
- a. Christmas
 - b. Halloween
 - c. Easter
14. When did the first curry house open in Britain?
- a. 1809
 - b. 1919
 - c. 1969