

14 Food for thought

Aim To practise writing simple shopping lists and menus.

Preparation Copy the handout on page 51 – one copy per student.

Introduction (5 minutes)

Introduce the topic of food and drink by saying that you are hungry and by suggesting what you would like to eat. See if students agree with you. Divide the class into six groups and give each group a category: *vegetables, fruit, meat, dairy products, drinks, cereal-based products*. Give them 2 minutes to write down as many items as they can under their heading. Listen to all the groups and write any new vocabulary on the board. Point out that we list food when we make a shopping list.

Presentation (20 minutes)

Give each student a copy of the handout and explain that they are going to write a shopping list for themselves of all the things they would need if they invited a group of friends round for a birthday supper. First they will have to decide on the menu (suggest they keep this very simple) and second on the quantities. Using some of the items already mentioned, ask how they are bought, for example: *oranges – by the kilo*. Elicit the following words: *kilo, bottle, packet, can, loaf, carton*. Write these on the board.

They now work on their shopping lists in small groups (three to six students) and then present these to the class. Invite comment, both on the menu and on the quantities. What would be their ideal supper menu?

Practice (20 minutes)

Explain to the students that unfortunately the supper they planned is a disaster. Both gas and electricity workers are on strike, so they can't cook anything. Ask them to suggest what they can do instead, eliciting/teaching *take-away*. Draw their attention to the publicity flyer on the handout and explain that they have to choose one of the food categories listed and write the menu. First, elicit a couple of suggestions of food and drink to include on each menu and write them on the board. Then students work in groups of four to write one of the menus. Walk round the class, giving vocabulary and encouragement as required. For whole class feedback, the menus could be stuck up round the room and the students could circulate to choose their favourite. If there is time, you might like to discuss pricing and ideas of other food categories that could be bought as a take-away.

Conclusion (5 minutes)

Write on the board:

healthy unhealthy

Say some food words and ask students to tell you if they are healthy or unhealthy. For example: *hamburgers, tomatoes, chips, salad, fish, chocolate, crisps, spinach*. Then look back at the food categories at the take-away restaurant. Are there some food categories which are usually more healthy than others?

Homework

To write a menu and shopping list for a lunch for six people.



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Birthday Invitation

Please come to my birthday party on Saturday 18th November at 6 o'clock. We'll have dancing, supper and watch a video.

R.S.V.P.

7 restaurants in 1 – in the comfort of your own home!

7 different take-away menus, each one with an expert chef to prepare your meal.

Choose from:

traditional, Italian, Mexican, Chinese, ice cream parlour, burger bar, salad bar.



MENU

To eat

To drink