

# Food issues

## Topic

Food, school dinners, snacks, healthy eating

## Aims

- To develop students' reading skills
- To develop students' fluency skills
- To raise students' awareness of food issues

## Students and timing

**Age group:** Teenagers    **Level:** B1/B2    **Time:** 60 – 90 minutes

## Materials

1. School dinners text <http://learnenglishteens.britishcouncil.org/english-skills-practice/life-uk/school-dinners>
2. Snack culture text <http://learnenglishteens.britishcouncil.org/english-skills-practice/life-uk/snack-culture>  
Download and print the texts or read online.
3. Worksheets A and B
4. Optional: Comprehension tasks for the above texts. Find these with the texts and on the 'Worksheets and download' tab on the website.

## Introduction

In this lesson students do a jigsaw reading activity where they read and then compare two different texts about food issues. They do a fast and furious speaking activity to practise fluency. There are optional comprehension tasks based on the two texts to do in class or for homework.

## Procedure

<b>Introduce the topic</b> (5 mins)	<ul style="list-style-type: none"><li>• In pairs students write as many 'food' words as possible in 2 minutes in their notebooks. Ask the pair with the most items on their list to write their items on the board. Ask the class which foods are healthy and which are unhealthy. Can they explain why?</li></ul>
<b>Task 1</b> (5 mins)	<ul style="list-style-type: none"><li>• With students still in pairs hand out worksheet A to one student (student A) in the pairs and worksheet B to the other (student B). Students try to guess the answer to their question. Then Student A needs to scan (read quickly for specific information) the 'School dinners' text and student B needs to scan the 'Snack culture' text to confirm the correct answer. Students can read either the online or print versions of the texts. Check answers as a class</li></ul>

	<p><i>Answers:</i>  <i>Worksheet A – question 1= A) About a third Worksheet B – question 1= B) crisps</i></p>
<p><b>Task 2</b> (12 -15 mins)</p>	<ul style="list-style-type: none"> <li>• Students read the text in more detail for task 2. You could do an example as a class for each text to demonstrate writing notes rather than full sentences on the chart. Students work individually to complete the task. Move around the class, monitor and help as necessary. Tell the students that they will need to explain their text to a partner, using their notes, in a moment and that you will check their answers after that. Set a time limit of 10 minutes. Let early finishers look up new words from the text in a dictionary.</li> </ul> <p><i>Answers: Worksheet A question 2 = 2 pounds – cost of school dinner, Martha Payne – created a website about school dinners, hair – Martha sometimes finds hairs in her food, Neverseconds – Martha’s blog is called ‘Neverseconds’, 600 000 – Martha’s charity has helped this number of children, Packed lunch – some children eat this at school, The British Government – wants to improve school dinners.</i></p> <p><i>Worksheet B question 2 = 2.8 billion pounds – amount spent on savoury snacks by Brits, cheese and onion – popular crisp flavour, £50,000 - won in crisp flavor competition, Facebook – people vote here on their favourite chocolate flavor, salt – snacks have too much of this, vending machines – banned in some schools, Advertising – of snack food is controversial</i></p>
<p><b>Task 3</b> (7– 10 mins)</p>	<ul style="list-style-type: none"> <li>• In task 3 students A and B need to share information by explaining their texts to each other to try to find 3 things that their texts have in common. Tell students to start like this ‘My text is called...It’s about...’ Encourage them to use their notes rather than reading from the text.</li> <li>• Ask for feedback on the three similarities from volunteers. <i>Suggested answers: both texts mention food, health, young people, eating, social media, money.</i></li> </ul>
<p><b>Task 4</b> (15 - 20mins)</p>	<ul style="list-style-type: none"> <li>• Tell the students that they are going to discuss the questions in task 4 in a moment. Give them 5 minutes to read the questions and prepare their answers. Encourage notes that they can refer to when speaking rather than full answers.</li> <li>• This fluency activity is fast and furious! With their questions in hand, students stand or sit in two lines facing each other. Tell the students that they have one minute to discuss their questions with the person directly in front on them. (With an uneven number you can have one extra person at the end of a line – this person will be a ‘listener’ for one round.) When you shout ‘Stop!’ everyone must stop talking. When you say ‘Change!’ everyone must move one place to the right - conveyer belt style. Now each student has a different partner. Tell students to discuss the questions again with their new partner. Repeat until students arrive back at their original partner. Write up any common errors on the board for class correction.</li> <li>• <b>Tip:</b> Teachers who know their students very well may want to discuss food related issues such as obesity and world hunger.</li> </ul>
<p><b>Optional follow up</b> (15 - 30 mins)</p>	<ul style="list-style-type: none"> <li>• Students work in pairs to do the comprehension tasks under the two texts. Use the print or online versions. These could be done in class or set as homework.</li> </ul>

**Contributed by**

Sally Trowbridge