

Cooking and TV Chefs

Topic

Cooking and food trends in the UK

Aims

- To review vocabulary related to food and cooking
- To practise speaking skills
- To practise reading skills
- To practise writing skills

Age group

12- adult

Level

B1/ B2

Time

60 – 90 minutes

Materials

1. Cooking and TV Chefs student worksheet
2. Internet links: <http://news.bbc.co.uk/1/hi/magazine/8009970.stm> - Article about how eating habits in the UK have changed
<http://www.bbc.co.uk/food/chefs> - A to Z of celebrity chefs
<http://www.bbc.co.uk/programmes/b013pqnq> - Great British Bake Off website
<http://www.theguardian.com/lifeandstyle/wordofmouth/2014/jul/14/tv-cookery-programmes-influence-jamie-oliver-masterchef> - Article on how cookery programmes influence our cooking.

Introduction

This lesson is about cooking and ties in with the growing popularity of cookery programmes on British television. Students have the opportunity to increase their vocabulary of food and cookery and to read about the UK trend of TV celebrity chefs.

Task 1 introduces the vocabulary of kitchen utensils. Task 2 is a class survey about cookery to find out if the students are keen on cooking. Task 3 introduces the topic of celebrity chefs with some questions for students to discuss in groups and it could be used as a lead in to the reading activity in task four. The text is adapted from the British Council's UK in focus website. Task 5 looks at the language of recipes and task 6 asks students to write their own recipe.

Procedure

1. Task 1 – Useful utensils	<p>If you can, bring some of these items to class to introduce the vocabulary. Alternatively, cut pictures out of a kitchen catalogue to show them to the students. If neither of these options is viable, draw the items on the board instead. You could initially have a team competition to see which team knows the most vocab. Divide the class in two and give each team a piece of paper and a pen. Hold up the items one by one and students write what they think it is called in English. If your students have no knowledge of this lexical group, hold up the items as you say the word and students can repeat the word to practise the pronunciation, then do a team memory test.</p> <p>When they have been introduced to the words, cut up the table of words and have a team game of pictionary. Students are given a word card and they must draw a picture of the item on the board or on paper.</p>
2. Task 2 – Cooking survey	<p>First ask students to think of a further question, and to write it in the table. Then, put students into groups of six, or let them do a free mingle where they can ask the questions to whoever they choose. Get some feedback at the end to find out who is the best cook / hear stories of any cooking disasters etc.</p>
3. Task 3 –TV chefs	<p>If you can get hold of a video of a cooking programme that would be a great way to introduce the topic. You could show one recipe being made and ask students to write down as many of the ingredients and utensils as they can.</p> <p>If that's not possible don't worry – students can work together to answer the questions. If you are familiar with the TV cooking programmes and your students are interested you could explain the idea of some of them and ask students if they think they would be popular in their country. (The Hairy Bikers, Delia Through The Decades, Ready Steady Cook, Saturday Kitchen and Celebrity Come Dine With Me could be good examples).</p>
4. Task 4 – Trends and television reading	<p>Before reading the text students should look at the statements in the table and have a guess whether they think they are true or false. If you think they may cheat, ask them to fold the paper so the text is hidden. Then they read the text and see if their guesses were correct or not.</p>

Answers: 1) T 2) F 3) T 4) T 5) F

Feel free to give your own opinion on these statements.

**5. Task 5 –
Recipe**

This task is to introduce students to the language of cooking. If you look at recipes there are some specific verbs that are used mainly in the context of cooking. The recipe is for vegetarian shepherd's pie. (Note: shepherd's pie is normally made with minced lamb instead of the vegetables, with a mashed potato and cheese topping.)

Answers: (numbers refer to the line in the method where words are missing)

2. *cook*
3. *heat / fry*
4. *add*
5. *drain / pour / mix*
6. *sprinkle*
7. *cook*

You may have to mime some of the actions to help get the meaning across. If you have access to some kitchen equipment you could bring it along to the class and extend the vocabulary to cooking implements. The items can help you to teach the vocab. (e.g. a potato peeler to explain peel etc. Alternatively, print out some pictures.

**6. Task 6 – Write
your own recipe**

For lower levels and younger students give them some examples first of simple recipes they could write. It could just be a sandwich or a frozen pizza that they add toppings to! If you haven't done task 5 then try to get some recipes for the students to look at before they write their own.

Contributed by

Jo Budden and Sally Trowbridge