

Cooking in Britain Today

Topic

Modern British cooking and restaurants

Aims

- To learn or revise vocabulary relating to food and restaurants
- To develop reading skills
- To develop speaking skills by discussing preferences and attitudes to food and restaurants

Age group and level

Adults/ Teens Intermediate B1+

Time

90- 120 minutes, depending on the activities you choose

Materials

Cooking in Britain Today student worksheet

Introduction

This lesson consists of a series of activities to help students discuss food and cooking. To prepare them for the reading exercises, they will brainstorm food vocabulary and complete a food quiz. The main focus of the lesson is a text based on a recent survey in the UK indicating that British people are becoming more adventurous and experimental in their cooking and eating habits due to the growing popularity of cooking programmes. Students will be asked questions relating to their comprehension of the text, and their opinions towards ideas in the text. They will finally read a series of restaurant reviews and have the opportunity to describe restaurants themselves, expressing their own preferences. You may want to divide these activities over a series of lessons, or feel free to pick and choose which activities you use with your class, depending on their level / interests.

Procedure

1. Lead-in: brainstorm and discussion (15 mins)	<ul style="list-style-type: none"> • Give out the student worksheet and ask them to look at Task 1 • 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) • 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. You may want to give them a few examples to start them off, e.g. fish and chips (Britain), pasta (Italy), olive oil or stuffed vine leaves (Greece). Allow them to use a dictionary. You could also use pictures to help them. • Ask students to discuss their answers to the second part of the task in small groups. Get some feedback.
2. Vocabulary (15 mins)	<ul style="list-style-type: none"> • Ask students to look at Task 2 • 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. • Now ask students to read the clues in the second part of the worksheet. Ask them to guess what food is being described. <i>Answers: ice-cream, popcorn, egg, apple</i> • Ask each student to write a clue of their own, for the rest of the class to guess
3. Food Quiz (10 mins)	<ul style="list-style-type: none"> • Put students in pairs/small groups and ask them to look at the questions in Task 3 and try to choose the correct answer. 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. <i>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, 14. British vs American English, 15. a</i> • Use the feedback session to find out about students' perceptions of British food. Without going into a lecture, you may want to highlight the fact that while many traditional British foods remain popular, foods that are eaten by British people every day often have their origins in other

	<p>countries. You could talk about the great variety of foods in Britain today – Italian pasta and pizzas, Indian and Pakistani curries and Chinese dishes are perhaps the most popular, followed by Mexican, Thai and Japanese. This discussion of modern British cuisine will lead in nicely to the text in the next exercise.</p>
4. Reading 1 (15-20 mins)	<ul style="list-style-type: none"> • Ask students to look at Task 4. • 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. • <i>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</i> • Following on from this, ask students to get into small groups to discuss the questions below the reading – get feedback.
5. Reading Task 2 (30-40 mins)	<ul style="list-style-type: none"> • Tell students to look at Task 5 and 6. • 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 questions after the reading. Set a time limit and get feedback from the groups. 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. • Divide the class into different small groups for the group task (Task 6). 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.
6. Proverbs (10 mins)	<ul style="list-style-type: none"> • Ask students to look at Task 7. Put students again into small groups and ask them to discuss the questions on the worksheet. • Get some feedback from each group. Encourage students to practice saying the proverbs aloud, to practice pronunciation. • Get feedback on any similar or other food related proverbs in their own language.

Contributed by

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