Lesson Plan

Food

Topic: Cooking Today
Timing: 50 minutes
Aims:

- To learn or revise vocabulary relating to food, restaurants, tastes
- To revise their knowledge about necessity, requirement usage of modal verbs
- To practice using logical necessity/ requirement structures;
- To develop skills in an integrated way

Level: Intermediate

Introduction

This lesson consists of a series of activities to help students discuss food and cooking. To prepare them for the activity, they will brainstorm food vocabulary and complete a food quiz. The main focus of the lesson is to revise the obligation and necessity structures in controlled and free exercises. Students will be asked to match some sentences in pairs, to remake a recipe in a two level exercise. Finally they will make an interview dialogue trying to get a job and thus enquiring about the requirements of their jobs.

Procedure

Brainstorming task - National Dishes (10 minutes)

The aim of this part of the lesson is to get students interested in the topic and to develop their food vocabulary.

- Give out Worksheet 1

Put students in pairs/small groups and ask them to complete the table with as many national or typical dishes as they can.

> Tip: 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, egg 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 worksheet, in small groups.

Alternative task

- To make the activity more dynamic, you could hold a class survey with each student going around the class and interviewing other students. They could then report back their findings. Students may need prompts on the board:

> The majority of the class have tried/like/dislike…
> Some people…
> Almost nobody…
> Many people said that…
> Half/ a quarter/ two-thirds of the class prefer…

Practice

Task - match the sentences (10 minutes)

The task help students' develop their reading comprehension skills, and the usage of necessity, obligation structures.

- Split the class into pairs. Hand out worksheets 2A and 2B. Students have to work together to match the sentences according to their meaning. Give them 5-10 minutes to do the task.
- Use a short feedback session to check the sentences.

> Tip: Deal with problem words as they arise whilst the students do the activity.

Task - recipe (10 minutes)

- Hand out worksheet 3. Split the class in two levels – lower and upper.
- Students then complete their different tasks. Students A have to match the sentences with their counterpart and students B rephrase according to the word given. Teacher should check for comprehension.
- When students finish they compare their results.

> Tip: Circulate as students are writing / talking and give help and advice. Supply any vocabulary and correcting as necessary.

Production

Role Play – Job interviews (20 minutes)

The task should help to develop students' speaking skills, and encourage them to present their ideas and suggestions about a specific topic.

- Divide the students into 4 groups, each student for the group representing a cook, a waiter, a receptionist and a hotel owner. The owner tries to employ good personnel for its hotel and takes them job

interviews. While the owner discusses what is important to him as an employer, the others try to find out their duties. Each student gives a specific part of the presentation.

- Give them at least 10 minutes to prepare.
- After each group has made its interview a short feedback session gives the opportunity to assess the activity.

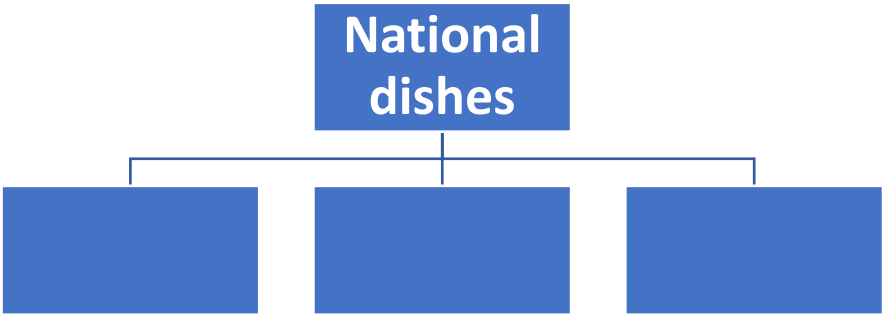
Students have to use structures like: My receptionist **has to** … It **must be** a clear demand… It **can't be** possible … My hotel **is bound to** be one of … You **mustn't** accept tips … The cooker **must have worked** before in **…**

Optional follow up

- For homework writing activity: students have to think about his/her favourite job, and write a short description of its requirements.

Worksheet 1
Brainstorming: National Dishes

Think of as many national or typical dishes as you can under the following headings:



Discussion Questions

• Have you tried any of these dishes? Which ones? Did you like or dislike them?
• What is your favourite food? What is your least favourite?
• What is the strangest food you have ever eaten? Did it taste good or bad?
• Do you like trying new foods?
• Are there any foods that you wouldn't eat as a child that you eat now?
• Do you prefer your own country's food or other kinds of food? Has your country 'adopted' many foods from other countries?
• If you were living abroad, which food would you miss most from this country?

Worksheet 2A

Match these sentences with one of the endings according to their meaning:

a) Dinner's nearly ready…
b) There's some meat in the fridge…
c) Keep an eye on the milk…
d) Jack likes his steak rare…
e) When we finish lunch, I'll do the washing up…
f) This roast beef **has to be cut** with electric carving…
g) Mary **must have bought** this lovely set of cups and…
h) They **must have served** a very cheap three course…
i) You **must have enjoyed** that freshly ground…
j) If the guest is not hungry…

Worksheet 2B

Match these sentences with one of the endings according to their meaning:

1) … saucers in the sales last week.
2) … which you **have to warm up** in the microwave oven foe a few minutes.
3) … and you **have to dry** and put the dishes away.
4) … coffee I made for you this morning.
5) … you **don't have to bring** the next course.
6) … meal at the pub opposite the supermarket.
7) … knife as it makes really thin slices.
8) … so you **don't have to roast** it too much.
9) … so you **have to lay** the small table in the dining room.
10) …not to boil over otherwise you **have to clean** the mess on the cooker.

Worksheet 3 – lower level

Put these paragraphs in order according to the text meaning.

Chick pea soup

a) You **can't finish** it without salt and pepper and a pinch of mixed herbs. Some cooks add lemon juice at the end. It **has to be served** hot with plenty of bread.

b) It **must be easier** to use canned chickpeas, because you **don't have to let** them boil so many hours. Keep some of the liquid because you **are bound to** use it for the soup.

c) If you want to cook dried chick-peas, you **have to soak** them for at least twelve hours in cold water. Drain them and put them in a large saucepan with plenty of water.

d) Meanwhile blend the remaining chickpeas in a food mixer until they make a smooth cream. Add about half a litre of water to the vegetables and bring to he boil. Mix in the creamed chickpeas and cook slowly.

e) Drain them and put them in a large saucepan with plenty of water. Bring them to the boil, and then you **have to let** them simmer gently until the chickpeas are soft.

Worksheet 3 – upper level

Complete the sentences in the text with these phrases.

If you want to cook dried chick-peas, ***1) …*** for at least twelve hours in cold water. Drain them and put them in a large saucepan with plenty of water. Bring them to the boil, and then ***2) ...*** until the chickpeas are soft. ***3) …***to use canned chickpeas, ***4) …*** so many hours. Keep some of the liquid since ***5) …*** for the soup. Gently heat a chopped onion in three tablespoons of olive oil and some sliced carrot. Add half the chick peas and turn them in the oil over a low heat. Meanwhile blend the remaining chickpeas in a food mixer until they make a smooth cream. Add about half a litre of water to the vegetables and bring to he boil. Mix in the creamed chickpeas and cook slowly. ***6) …*** and a pinch of mixed herbs. Some cooks add lemon juice at the end. ***7) …*** with plenty of bread.

*a) you **can't finish** it without salt and pepper*
*b) you **have to let** them simmer gently*
*c) because you **don't have to let** them boil*
*d) it **must be easier***
*e) it **has to be served** hot*
*f) you **are bound to** use it*
*g) you **have to soak** them*

Worksheet 4

Role play

Here is your role card. You are going to discuss about different jobs requirements. Remember you must take on the role on your card and forget about what you'd really like to become!

Role card 1
You are a hotel owner. You want to employ good personnel so that your business increases. State your requirements for the persons who come to get the jobs.

Role Card 2
You are a waiter. You want to get the job, but you are a bit afraid about your future employer's demands. Express your feelings asking about your specific duties.

Role Card 3
You are a cook. You want to get the job, but you are a bit afraid about your future employer's demands. Express your feelings asking about your specific duties.

Role card 4
You are a receptionist. You want to get the job, but you are a bit afraid about your future employer's demands. Express your feelings asking about your specific duties.