

## Food from around the world



## Teacher's Pack



## **Me and my culture: food around the world**

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## Introduction

**Me and my culture** will give your learner the language they need to talk about who he or she is and aspects of his or her culture. There are three units in this pack: **Nice to meet you, Festivals and Celebrations** (this pack) and **Food from around the world**. These nine lessons complement each other but can be used separately. Timings are approximate and depending on your learner may take more or less time than that shown.

This unit focuses on food around the world. In addition to building your learner's food and drink vocabulary and consolidating work on the present simple, it will also introduce your learner to the concept of countable and uncountable nouns. Your learner will develop an awareness of UK eating habits and he or she will get the opportunity to talk about his or her own national food.

## Overview

### Unit 1: nice to meet you

- 1a. Asking about people
- 1b. Asking about things
- 1c. Asking about numbers

### Unit 2: festivals and celebrations

- 2a. Let's celebrate
- 2b. Chinese New Year
- 2c. Party time

### Unit 3: food from around the world

- 3a. What food do you like?
- 3b. Making a shopping list
- 3c. Typical food.

### Lesson 3a: What food do you like?

**Time:** 60 minutes

**Aims:**

The session will introduce the topic of food and drink to your learner, develop his or her ability to express likes and dislikes and develop the learner's awareness of healthy and unhealthy food.

**Objectives:**

Your learner will be able to:

- name a range of food items - *different fruit, cereal, vegetables, dairy products* etc.
- say what kind of food he or she likes and dislikes, - *'I don't like carrots'*
- ask about other people's preferences - *'Do you like...?'*
- read a simple text to identify specific information.

**Preparation:**

**You will need:**

- food realia from different parts of the world, for example: noodles (China), coconut milk (Thailand), mozzarella cheese (Italy), olive oil (Spain), chilli pepper (Mexico), kiwi (New Zealand), curry powder (India), oatcakes (Scotland), camembert (France), pickles (Poland), paprika (Hungary), etc. Try to bring something from your learner's country, if possible as well as a locally produced item
- **Worksheets 1, 2 and 3**
- a few large pieces of paper for writing down new language on (your learner can take it home at the end of the lesson).

**Consider:**

- Before getting started on this unit, find out about the national dishes of your learner's country.
- Download and print off pictures of these to support your learner in speaking activities.

### Introduction (10 mins)

- Focus your learner's attention on the title of the unit.
- Show your learner the map of the world (Unit 1, Lesson A **Worksheet 1**) and elicit the names of some of the countries covered in Unit 1 of this pack. Drill pronunciation where necessary.
- Place your items of food realia on the table. Encourage your learner to look at the food items, name them and tell you where they come from.
- Ask if your learner can think of any more international food.

### Activity 1: international food (5 mins)

- Direct your learner to the food photographs on **Worksheet 1**. Ask your learner if he or she can name any of the foods in the pictures.
- Write the following countries down:
  - *The UK*
  - *Mexico*
  - *India*
  - *Ethiopia*
  - *China*
  - *Japan*
- Elicit what your learner already knows about these countries and encourage him or her to show you where they are on the map.
- Ask your learner to match the pictures of food with the country. Elicit the names of the food, and the ingredients of the various dishes wherever possible.  
*Note: The dishes are: Chinese stir fry, Japanese sushi, British fish and chips, Mexican fajitas, Ethiopian injera and Indian curry.*

### Activity 2: food descriptions (15 mins)

- Read the short descriptions of the food and drink from **Worksheet 2** aloud to your learner. A more confident learner might want to try reading the descriptions him or herself.
- Ask your learner to match the descriptions with the photographs and countries.
- Practise nationality vocabulary by asking questions such as: '*Is Sushi Chinese?*' Elicit the answer: '*No, it's Japanese*'.

### Activity 3: food vocabulary (15 mins)

- Read the descriptions on **Worksheet 2** aloud again, asking your learner to underline all the food words he or she can find.
- Draw a table on a sheet of paper with the following headings: *fruit and vegetables*, *dairy food*, *meat*, *drinks*, *sweet food* and *other food*. Ask your learner to fill in the boxes with words which go under each heading.
- Encourage your learner to think of more food to fit each category.
- Tell your learner some food you like and dislike from the columns, for example: '*I like fish, but I don't like rice*'.
- Ask your learner to tell you what he or she likes and dislikes from the food mentioned on **Worksheet 2**. If appropriate, ask the learner about what food his or her family members like or dislike.

#### Learning check:

Monitor activity 3 to assess whether your learner is able to:

- name a range of different foods
- use '*I like...*' and '*I don't like...*' to express preference

### Activity 4: food diaries (10 mins)

- Focus your learner's attention on the photographs on **Worksheet 3**. Ask if he or she remembers any information about Rafal and Amrita from Unit 1.
- Ask your learner to read the food diaries aloud. If necessary, read the diaries aloud to your learner. Ask the learner to tell you which diet he or she prefers.

### Activity 5: comprehension activity (10 mins)

- Ask your learner questions about what he or she has just read. For example:
  1. *Why doesn't Rafal have breakfast?*
  2. *What does Rafal usually have for lunch?*
  3. *Why does Rafal have a late dinner?*
  4. *Why does Amrita sometimes make pancakes and jam for breakfast?*
  5. *What does Amrita usually have for lunch?*

#### Learning check:

Monitor activity 5 to assess whether your learner is able to read a simple text.

**Activity 6: talking about food preferences (10 mins)**

- Write the following questions for your learner to read:
  1. *Do you have breakfast? What do/does you usually eat?*
  2. *What is/does your favourite kind of food?*
  3. *What do you eat for/in lunch?*
  4. *What is your favourite/best kind of snack?*
  5. *Do you think you have/has a healthy diet? Why/Why not?*
- Read the questions with your learner. Ask the learner to choose the correct grammar option to complete the questions. Clarify any unknown vocabulary such as *snack*.
- Drill the questions, focusing on natural sounding intonation (*Wh*-questions have a falling intonation).
- Take it in turns to ask and answer the questions with your learner. Generate as much new language as possible and write it down.

**Extension**

- Put the map of the world in front of you and your learner. Circle your hand around the map and ask your learner to say '*Stop!*' When your learner says '*Stop!*' you should try to name a food from the country you are pointing to. Swap roles and repeat the activity. See who can name the most food from around the world.

## Lesson 3b: Making a shopping list

**Time:** 60 minutes

### Aims:

This lesson will revisit and build upon the food vocabulary learned in the previous lesson. It will develop your learner's awareness of countable and uncountable nouns in the context of a shopping list and introduce him or her to units of measurement.

### Objectives:

Your learner will be able to:

- Use noun phrases when talking about certain food items, for example: *a bunch of grapes, a packet of biscuits* etc.
- Make a shopping list using countable/uncountable nouns

### Preparation

You will need:

- large pieces of paper for writing down new language
- a variety of countable and uncountable food realia - *flour, rice, sugar, butter, cheese, pasta* (all uncountable) and *apples, a banana, a potato and three carrots* (countable).
- **Worksheet 4**, cards from **Worksheet 5** (cut up and shuffled) and **Worksheet 6**.
- audio file (Monika)

### Introduction: (5 mins)

- Revisit the first lesson in the unit by playing *categories*. Tell your learner that you are going to give him or her a category and he or she needs to find one example of a food in that category. For example, begin by saying '*healthy*'. The learner should then suggest an item of healthy food.
- Other categories could include: *unhealthy, meat, fruit, vegetables, drinks, dairy food, foods your learner likes, foods your learner does not like*. If your learner is more confident increase the amount of words he or she has to supply for each category.



### Activity 1: food vocabulary (10 mins)

- Focus your learner's attention on the photographs on **Worksheet 4** and ask him or her to name the items.
- Drill the pronunciation of each item. Then write the items down.
- Direct your learner's attention to the list of food items you wrote down during activity 1. Ask the learner to tell you which of the items he or she usually has in the kitchen.

### Activity 2: noun phrases (10 mins)

- Look at the photos from **Worksheet 4** again. Ask your learner '*Can we say I want one bread?*' '*What can we say instead?*' Try to find out if your learner already knows any common noun phrases associated with the pictures.
- Lay the word cards from **Worksheet 5** (cut up and shuffled) on the table. Ask your learner to name the items of food. Teach any words the learner is not sure of.
- Ask your learner to match the food items with the correct phrase.
- Drill the phrases together, for example: *a carton of milk*, focusing on natural sounding pronunciation.
- Play a matching game with the pictures and phrases: show your learner the pictures in turn. The learner should name each item along with the correct noun phrase.

### Activity 3: a shopping list (20 mins)

- Write the noun phrases down on a piece of paper.
- Ask your learner to think of two more food items to go with each to create a shopping list.
- Write down your learner's (correct) suggestions.
- Ask your learner to imagine he or she is having a birthday party tonight. What does he or she need to buy?
- Show the learner your shopping list. Explain that the learner needs to write his or her own shopping list.
- Give your learner as much support with writing as necessary. Use pictures from Unit 2 Festivals and Celebrations as prompts.

**Learning check:**

Monitor activity 3 to assess whether your learner is able to write a shopping list using appropriate noun phrases.

**Activity 4: introducing countable and uncountable nouns (10 mins)**

- Tell your learner that he or she is going to listen to a short recording in which a woman called Monika talks about what she has in her fridge. Play the recording, twice if necessary. The learner should write down the food words he or she hears. Alternatively the learner could or tell you what he or she remembers for you to write down.
- Focus your learner's attention on the words written down. Ask the learner to identify which words end with *-s* (*carrots* and *eggs*) and which words do not (*milk*, *butter*, *meat*, *salad*, *cheese*). Elicit why this is the case: carrots and eggs can be counted but milk and cheese cannot (you can demonstrate this with some of the realia you have brought in).
- Focus learner's attention on the word *some*. Explain that we use *some* when we do not need to know exactly how much. Give some examples with the realia or word cards you have.
- Use the realia you have brought in to practise countable and uncountable nouns. Go through the items one by one. You can prompt the learner by asking '*How much? Or how many?*' Your learner can reply with a number for a countable item, for example: '*two apples*' or can say *some*, for example: '*some cheese*'. Encourage use of the phrase *I've got...* to make full sentences.
- Draw two columns. Ask your learner to help you sort the food items into two piles: countable and uncountable items. Then write the items down (or ask your learner to write the items) in the correct column.

**Learning check:**

Monitor activity 4 to assess whether your learner is able to correctly distinguish countable and uncountable nouns.

**Cooler**

- Ask your learner to list what is in his or her fridge.
- Elicit how much of the food there is.
- Help your learner to make sentences describing what and how much is in his or her fridge.
- Write your learner's sentences down.

### Lesson 3c: typical food

**Time:** 60 minutes

**Aims:**

- to continue building on food vocabulary by learning describing words for food
- to practise reading for specific information
- to gain fluency in speaking about national food.

**Objectives:**

**Your learner will be able to:**

- name and describe popular dishes in the UK
- use adjectives to describe various dishes (*delicious, salty, popular* etc.)
- talk and write about his or her own national food and food preferences.

### Preparation

**You will need:**

- one or two large sheets of paper for writing down new language
- food realia: the same items as you brought in for the last lesson. Include the countable and uncountable items if you can
- **Worksheets 6, 7 and 8.**

### Introduction (5 mins)

- Lay five or six items of food realia on the table. Ask your learner to name the items one by one, providing noun phrases to describe them where necessary, for example: a packet of crisps, a tin of beans.
- An alternative, more challenging activity would be to play Kim's Game with the food realia: ask your learner to look at the items for a minute, then cover the items up and ask the learner to remember them.
- Hand out **Worksheet 6**.
- Focus your learner's attention on the sentences.
- Read the sentences aloud to your learner, providing examples which are true for you.
- Ask your learner to complete the sentences so that they are true for him or her.

- Write your learner's sentences down. Ask your learner to read the sentences and drill pronunciation.
- Practise asking and answering the questions. Encourage your learner not to read the answers, but to try to remember what he or she has written instead.

### Activity 1: typical food picture matching (5 mins)

- Direct your learner's attention to the photographs on **Worksheet 8**. Encourage the learner to describe what he or she can see. Ask your learner which of the dishes he or she has tried and which he or she likes and does not like.
- Ask your learner to match the dishes with their names.

### Activity 2: describing typical dishes (15 mins)

- Check that your learner understands the following words: *beef, popular, cheap, delicious* by using concept questions, for example: 'If something is popular do a few people like it or do a lot of people like it?' 'If something is cheap does it cost a lot of money?'
- Read the descriptions of the national dishes on **Worksheet 8** aloud to your learner or ask your learner to read them aloud.
- Ask your learner whether he or she has any food like this in his or her country. If the answer is yes, ask what it is called and write it down.
- Read the true and false sentences. Ask your learner to decide whether they are true or false.
- Encourage your learner to correct the false sentences. Write down the corrected versions.

#### Learning check:

Monitor activity 2 to assess whether your learner is able to describe food using adjectives.

### Activity 3: talking about typical food (10 mins)

- Place the cut up and shuffled cards from **Worksheet 8** on the table.
- Take it in turns to lift cards and ask and answer the questions.
- Generate as much new language as possible and write it down on your learner's sheet of paper.

**Activity 4: writing about food (15 mins)**

- Support your learner to write about his or her own food preferences and typical food from his or her country.
- If your learner needs extra support, you could use the writing frame from activity 1. Revise the sentences the learner has written and encourage him or her to add more, if possible.

**Differentiation:**

- If your learner has difficulty writing, use the language experience approach (see CPD module).
- If your learner is more confident they could add extra information.
- Ask your learner to read his or her work aloud.

**Answers**
**Lesson 3a**
**Activity 3**

fruit and vegetables	dairy food	meat	Sea food	drinks	sweet food	other food
vegetables		meat stew	Fish Sushi	tea		chips rice beans flour tortilla bread noodles flatbread

**Answers to Activity 2 listening:** 5 , 2, 3, 1, 4

Lesson 3a: Worksheet 1



**Lesson 3a: Worksheet 2**



Curry is a spicy food. You eat it with bread or rice.



Fish and chips isn't healthy, but it is delicious! Many people like to eat it out of paper at the seaside.



Sushi is rice with sea food and vegetables. It looks beautiful and it is healthy too.



Tacos are meat or beans wrapped in a flour tortilla. Sometimes you eat them with different sauces



A lot of British people enjoy drinking tea.



Stir fry is a very healthy food. Many people in Asia eat it. They eat it with noodles.



Injera be wot is spicy meat stew with flatbread.



Lesson 3A Worksheet 3



I like to eat something sweet in the morning. Sometimes I make pancakes with apple jam and sometimes I eat fruit and yoghurt. I cook a bigger meal for lunch – usually rice and vegetables – then we have something small and light later on in the day: maybe some bread and salad.



I don't have breakfast – I never have time! At 11 am I stop work for a break. I'm always really hungry so I have a sausage roll, a packet of crisps and maybe a chocolate biscuit. I have lunch later in the afternoon – maybe just a sandwich and a coke. After work I go to English lessons so I have dinner at about 8pm - I usually eat some meat and potatoes.

Lesson 3b Worksheet 4



## Lesson 3b: worksheets 5a and 5b

A bunch of	grapes
A loaf of	bread
A carton of	milk
A packet of	crisps

A can of

beans

A kilo of

potatoes

A bottle of

wine

A cup of

hot chocolate

**Lesson 3c: Worksheet 6**

My favourite food is \_\_\_\_\_

I really like \_\_\_\_\_

I really don't like \_\_\_\_\_

\_\_\_\_\_ is healthy but I don't like it.

The traditional food of my country is \_\_\_\_\_.

**Lesson 3c: Worksheet 7**


Haggis is the national dish of Scotland. It is a sheep's stomach stuffed with oats, spices and sheep organs.

Yorkshire pudding is salty, not sweet. It is made with eggs, flour and milk. People usually eat it with beef, potatoes and other vegetables.

Baked beans are popular in the UK because they are cheap and easy to cook. Tinned beans in sweet tomato sauce on a thin slice of toast – delicious!

**True or false?**

1. Haggis comes from Scotland.
2. Haggis is a good meal for vegetarians.
3. Yorkshire puddings are very sweet.
4. People usually eat Yorkshire pudding with ice cream.
5. Beans on toast is an expensive meal.
6. Not many people like baked beans.

## Lesson 3c: Worksheet 8

What is your national food?	When do people eat your national food?
Is it cheap or expensive to make?	What are the ingredients of your national food?
Is it healthy or unhealthy?	Is your national food easy to make?
What do people drink with your national food?	Is your national food popular in other countries?