Topic: Favourite British foods

Level: SfL E2 / SQA Access 2/ CEFR A2

Time: 60 minutes +

Aims

- To develop students' awareness of British Food.
- To expand students' knowledge of vocabulary and pronunciation in the context of food.
- To provide listening and reading practice in the context of food.
- To develop students' ability to discuss likes and dislikes using correct grammar for negatives and third person, with reasons.

Introduction
This lesson is about food. It provides students with opportunities to learn about British foods and to discuss their likes and dislikes. Students will practise their speaking, writing, reading and listening skills as well as their vocabulary and discussion skills.

Preparation

Prepare to the display the video called 'What is your favourite British food' which can be found in the 'instructions' section:
http://esol.britishcouncil.org/people-us/people-us-favourite-british-foods
In this video students are talking about British foods they like and don't like.

All the following resources are in the document called 'Student worksheets'.
Resource A – 1 copy per group of 3-4
Resource B – 1 copy per student
Resource C and D – 1 copy of C per student (also 1 copy of D for less literate students)
Resource E – 1 copy per student

Procedure

Warmer (5 -10 minutes)
- Ask students if they like British food. Elicit a few ideas and write up foods that students like and dislike in 2 groups on the board.
- Put students in small groups of 3 or 4 and hand out **Favourite British food - Resource A.** Tell students to try to identify the names of some popular British foods.
- Elicit the pronunciation of 'burgers', 'pizza', 'roast meat', fish and chips'. Drill accurate pronunciation of the names of all four foods.
- Emphasize long and short sounds:

> /ə:/ or /ə/ - burger /bə:gə/
> /i:/ or /i/ - meat /mi:t/ v fish /fiʃ/

- If you feel your students would enjoy more pronunciation practice, give out **Resource B - Favourite British food, sounds.** Ask students in pairs to reassemble the phonemes into the

words for the foods. For example *'fish'* is /fi ʃ /. If they do not know /ə/ and / ʃ/ signs and the meaning of /ː/ after a sign, explain that:
  o the schwa (ə) is the first and third vowel in banana or the final syllable of 'teacher'.
  o "ʃ" is the sound 'sh' as in shop
  o /ː/ is for long vowels e.g. pool /puːl/ (v pull /pul/), cheap /tʃiːp/ (v chip /tʃip/).
- Ask students if they can make any other names of foods from these sounds; if not, elicit peas, beans, beef, cheese.

Differentiation
For students who would prefer a more kinaesthetic approach when using Resource B, cut up the individual phonemes of each word for students to rearrange. For stronger learners, cut up the phonemes for all the words, mix them up and tell students to find the sounds to represent the 4 types of food.

Task 1 – Listening (15 minutes)
- Explain that students will listen to six ESOL students at Uxbridge College, near London, talking about their favourite British food. Prepare to play the video called, ''What is your favourite British food' which can be found in the 'Instructions' section here: http://esol.britishcouncil.org/people-us/people-us-favourite-british-foods
- Hand out **Resource C – Video comprehension** and tell students to complete Question 1 as they watch the video. If necessary, play the video again.
- Establish correct answers, using targeted questioning for individual students' responses.
- Elicit 'vegetarian' and 'halal'. Ask students to explain and check understanding.
- If you have computer access for all students, tell them to now complete the online games that go with the video. (Task 1 – Listening for gist, Task 2 – Listening for detail).
- You could also do these online activities as a class or tell students to complete them for homework. Tell students they need to register with the ESOL Nexus website in order to access the full range of activities: http://esol.britishcouncil.org
- N.B. Gurpreet (student 2 on the video) says 'roasted food, roasted meat'. Explain to students that the usual term is 'roast meat' and that this is the phrase they should learn.
- Now ask students to complete Questions 2 and 3 on Resource C. Tell them to check their answers in pairs before you elicit group feedback.

Differentiation:
When completing Question 1, if students cannot write words unaided and need to copy, hand out **Resource D – Places and food**.

Task 2 – Likes and dislikes (15 minutes)
This is to develop vocabulary and practise 3rd person **–s** e.g. she like**s** Indian food, he like**s** American food.
- Explain that British foods often come from other places. Elicit the national origin of 'burgers', 'pizza', 'fish and chips': American, Italian, English, respectively.
- Elicit other foods and their origins – e.g. hot dogs (American), pasta (Italian), curry (Indian). Explain that British people like foods from other countries.
- If you have time, encourage students to help you research more national origins of food using a search engine and write them on the board.
- Put students in pairs and ask them to express likes and dislikes for different nationalities of foods – e.g. I like American food, I like Italian food, I don't like British food. Feed back to whole group.

- Summarise the grammar information on the board with a table like this. You could present a gap-fill version and ask the students to complete it.

I like British food.	I don't like British food.
He / she likes British food.	He / she doesn't like British food.

- Ask students in pairs to compare their tastes with another person's in the group: 'I like Asian food but Qamar likes Italian food'. 'She likes American food but I like English food'. 'I don't like Indian food but Nina likes it'. Elicit and practise 'he/she doesn't like'.
- Tell students to interview each other about their favourite foods. Ask them to write down the foods that people like/don't like as they interview each other.

Task 3 – Writing task (10 minutes)
- Ensure that everyone can spell 'doesn't' and 'don't' before starting.
- Tell students to write about what foods the students in the class like and don't like. Ask them to include five students' likes and dislikes and encourage them to make comparisons about different people's food tastes.

Differentiation
For stronger students, suggest also adding reasons e.g. 'Amanjot doesn't like roast meat because she is vegetarian'.

Cooler (10 minutes)
- Hand out **Resource E – Pub menu** and set the scenario that all the students are together in an English restaurant or pub.
- Tell students to read the menus and write down their answers to the questions.
- Split them into 'tables' of 3-4 students and explain that each table has a budget of £30 to buy a meal. Tell students to discuss their menu choices.
- Nominate stronger students to take on the role of waiter.

Extension / Homework
- If students haven't done so already, tell them to complete the online tasks that go with the video they watched in class:

  http://esol.britishcouncil.org/people-us/people-us-favourite-british-foods

- Encourage students to access more activities from the 'People like us' section on the ESOL Nexus website.
  http://esol.britishcouncil.org/people-us

- Encourage students to register with the ESOL Nexus website to access the full range of activities by clicking on the 'Join now' button and filling in their information:

  http://esol.britishcouncil.org/

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Answer key

Resource A – favourite British food
burger, roast meat, fish and chips, pizza

Be aware that Gurpreet says 'roasted meat' in the video but that the most common phrase is 'roast meat'.

Resource B – **Favourite British food, sounds**

/b/ /ə:/ /g/ /ə/ /z/   /r/ /əu/ /s/ /t/ /m/ /i:/ /t/
burgers   roast meat
/p/ /i:/ /t/ /s/ /ə/   /f/ /i/ /ʃ/ /ə/ /n/ /d/ /t/ /ʃ/ /i/ /p/ /s/
pizza   fish and chips

Extra foods and their phonemes – examples

peas   beef
/p/ /i:/ /z/   /b/ /i:/ /f/
beans   cheese
/b/ /i:/ /n/ /z/   /t/ /ʃ/ /i:/ /z/

Resource C – Names and foods

Question 1

Student name	country	continent	favourite UK food
Amanjot	India	Asia	burgers, pizza
Gurpreet	India	Asia	roasted food, roasted meat, burgers
Yontan	Eritrea	Africa	doesn't like it but sometimes eats fish and chips
Anniged	Afghanistan	Asia	fish and chips (or chips and fish!)
Qaman	Somalia	Africa	halal food, fish and chips
Ehsanullah	Afghanistan	Asia	fish and chips
you			

Question 2

This is Gurpreet. What British food does he like?	This is Qaman. What British food does she like?
He likes roasted food, roasted meat and burgers	She likes halal food, fish and chips.

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