

## Activity 4: Food in the UK

**Level:**  
CEFR A2

**Time:**  
60 minutes

**Resources:**  
▶ Handouts

**Aims:**

- ▶ To raise learners' awareness of typical British dishes and to encourage learners to say what they think about these dishes and food in general in the UK
- ▶ To review and build on learners' knowledge of adjectives to describe food
- ▶ To give learners practice forming regular and irregular verbs in the past tense
- ▶ To give learners practice writing a simple article and build on their understanding of what they need to try to do when writing an article
- ▶ To raise learners' confidence in expressing views, likes and dislikes and preferences.

**Exam task focus:** Task 2

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## Procedure

1. Start the lesson by telling learners what your favourite typically 'British' meal is and explain why you like it and when you eat it. You may want to find and display an image of the dish. Alternatively, you could show this short clip and ask learners to make a note of the different dishes the learners mention. <https://youtu.be/BjndvBqL4AE>
2. Briefly discuss what learners know about the dish and find out what they know about other dishes. Tell learners they are going to talk about food in the UK. Explain that, first of all, you want them to see if they can match the name of different dishes to the pictures in Activity 1A with their partner. Ask the learners to discuss what they know about the different dishes; when people eat them; how popular they are and which dish / dishes they would like to try. Depending on the group you might want to write the names of the different dishes on the board. You may also want to change / add to the images depending on where you are in the UK. *Please note these images were the only royalty free images found at the time of writing.* Monitor and offer support as necessary. Conduct whole class feedback. Find out which food learners like / don't like and provide learners with further information about the different dishes. Find out what type of

food learners prefer to eat. The following site has information on some of the dishes

<https://fullsuitcase.com/british-food/>

**Answers:** a. Fish and chips b. Sunday roast c. Cucumber sandwiches d. Full English breakfast  
e. Bangers and mash f. Lemon meringue pie g. Chicken korma / curry h. Apple pie

3. Ask learners why they think it is important to know about different dishes in the country they're living in. Focus on how food is associated with culture and tradition and how knowing about the different dishes in a country can foster integration. Discuss situations when learners might find it useful to know about different dishes in the UK. Take this opportunity to explain how migration has had a great impact on food in the UK and that is why many people eat dishes from all over the world in the UK.
4. Tell learners they are now going to think about different words to describe food. Elicit an example of an adjective to describe food. Ask learners to give a definition of the adjective. Display Activity 2A and explain that learners need to read the definitions, unscramble the words, and then put the words in the spider gram. Monitor. Ask any learners who complete the spider gram before others to add another adjective to the spider gram. Conduct whole class feedback. Focus on pronunciation, spelling and focus and ask learners to share other adjectives they thought of. Elicit the opposites of some of the adjectives such as tasteless and mild.

**Answers:** 1. tasty 2. sweet 3. salty 4. spicy 5. greasy

5. Tell learners they are going to read a text exchange between two learners. Ask them to read the exchange on their own and complete the conversation by choosing the correct adjective. Allow learners time to do this individually before asking learners to compare their answers. Conduct whole class feedback.

**Answers:** 1. greasy 2. tasteless 3. tasty 4. spicy 5. tasty 6. salty

Find out how many learners use the college canteen or go to local cafés and what they think of the food that is served there.

6. Explain that in Task 2 of the Entry Level 2 Skills for Life Writing exam learners will have to write a simple article. Tell them to look at the article a learner wrote and explain that you want them to complete the article by putting the verbs in brackets into the correct tense. If necessary, draw learners' attention to the first two words in the first sentence, 'last week' to help them

realise that most of the verbs in the article will be in the past tense. Allow learners time to do this individually before asking them to compare their answers with a partner.

**Answers:** Last week I **went** to Mirha’s house for lunch. It **was** her birthday and she **had** a party. She **invited** many friends from our class. I **baked** a cake and she **made** some delicious food from her country. It **was** very spicy, but we all **loved** it. I **want** to learn to make Pakistani food?

Conduct whole class feedback and review common irregular past tense verbs.

7. Go through the information in the **exam hint** box at the bottom of the handout. Tell learners they’re going to look more closely at Kimete’s article again and answer the questions in Activity 3B. Ask learners to work in small groups. Monitor and offer support as necessary. Conduct whole class feedback.

**Answers and suggestions:**

1. Yes. She uses **and** in the second and fourth sentence and **but** in the fifth sentence.
  2. Yes. Suggested adjectives to add: new / lovely house; great / big party and nice / big/ small cake.
  3. She uses full stops and a question mark. The question mark is incorrect. It should be a full stop.
  4. She uses capital letters at the start of sentences; when writing the word, I; when writing the first letter of her friend’s name, **Mirha**; and the adjective that relates to her friend’s country **Pakistani**.
8. Tell learners it’s now their turn to write a simple article. Go through the task and check all learners understand what they have to do. Elicit what information they could include eg, why they went there; how they went; what they did; how they felt. When discussing the number of words, focus on how learners can just get a rough idea of the number of words they have written by looking at how many words they write on a line. NB the article in Activity 3A is shorter than what learners would be expected to write in the exam.

**Notes on cultural awareness and appropriacy**

You may find that learners are not that familiar with many typically British dishes. Take this opportunity to discuss how food is connected to culture and tradition and focus on how migration has had an impact on the food eaten in the UK. Consider when learners might find it useful to know about typical dishes eg, when looking at a child's school menu; at the workplace; at college; when attending an event and so on.

Compare typical meal names times: breakfast (7-9am), lunch (12-1.30) and dinner / tea / supper (6.30-8.00pm). Focus on a) eating habits in the UK (eg snacking in between meals; walking and eating, b) eating manners and etiquette c) eating trends and patterns (eg, the focus on 5 a day; the rise in vegetarianism and veganism; family mealtimes). Depending on time, learners might find it interesting / useful to discuss the importance eating healthily and how healthy they think some of the typical British dishes are. For further information on eating healthily refer to the following

<https://www.nhs.uk/live-well/eat-well/>

<https://www.nhs.uk/live-well/eat-well/how-to-eat-a-balanced-diet/eight-tips-for-healthy-eating/>

## Handout activity 1

### Activity 1A

Look at the following pictures of typical British food with your partner. Do you know what the different dishes are?

\*Full English breakfast    \*Lemon meringue pie    \* Chicken korma    \*Apple pie  
\*Cucumber sandwiches    \* Fish and chips    \* Bangers and mash    \* Sunday roast

			
a.	b.	c.	d.
			
e.	f.	g.	h.

Talk about:

- what you know about the dishes
- when people usually eat these dishes
- which dish you think is the most popular
- which dish you would like to try.

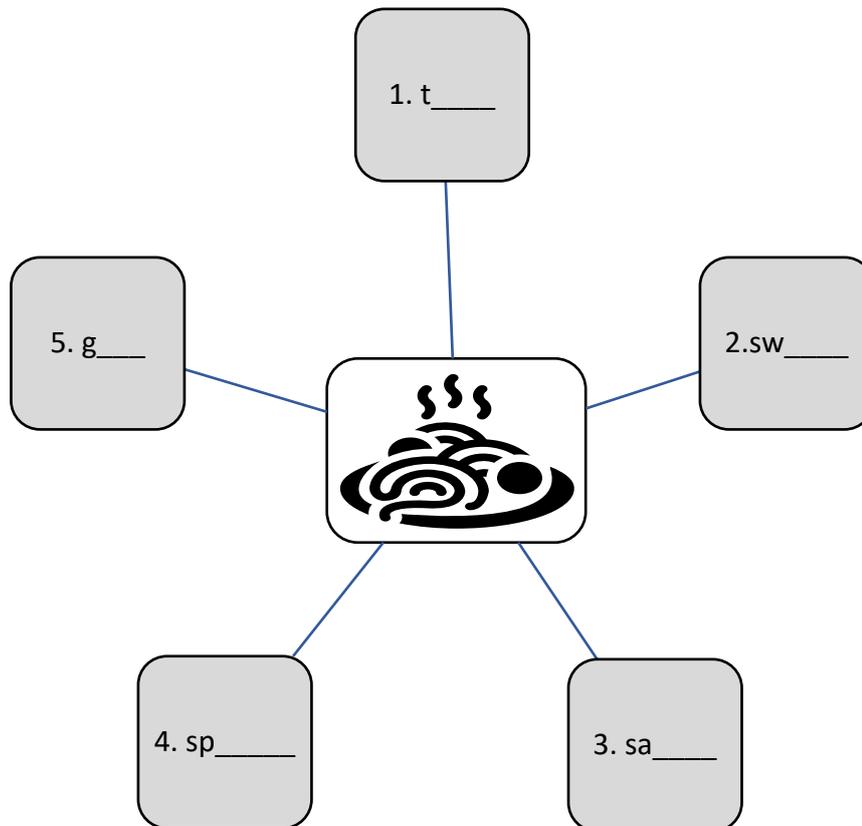
## Handout activity 2

### Activity 2A

Read the sentences. Can you unscramble the words? Put the words in the spider gram below.

1. This dish has lots of flavour. It is very **ttyas**
2. This dish has a lot of sugar in it. It is very **swtee**.
3. This dish has a lot of salt in it. It's very **syatl**.
4. This dish has a lot of spices in it. It is very **spyic**.
5. This dish has lots of oil in it. It is very **grsaey**.

Put the words in the spider gram below.



**Activity 2B**

Read the text messages from two learners talking about food they had at the college canteen. Circle the best adjective.

**Set up as a text exchange**

**Wissam:** Hey, I'm going to the canteen for lunch, do you want to come with me?

**Ioan:** OK but I had breakfast there this morning.

**Wissam:** What did you have?

**Ioan:** I had a Full English breakfast.

**Wissam:** Really? What was it like?

**Ioan:** It was cooked in a lot of oil. It was **1.** \_\_\_\_\_ (*greasy / salty*) and it didn't really taste of anything. It was very **2.** \_\_\_\_\_ (*tasteless / tasty*).

**Wissam:** Yuck that doesn't sound very nice. I had chicken curry yesterday with rice. I loved it. It was really **3.** \_\_\_\_\_ (*tasty / greasy*) and it wasn't very **4.** \_\_\_\_\_ (*spicy / sweet*).

**Ioan:** I love chicken curry but I don't fancy curry for lunch.

**Wissam:** It's Friday today. How about fish and chips?

**Ioan:** Great idea. I had that last Friday. I really enjoyed it. The fish was **5.** \_\_\_\_\_ (*tasty / tasteless*). The chips were a little **6.** \_\_\_\_\_ (*salty / sweet*) so don't put any extra salt on your chips.

Compare your answers with your partner.

## Handout activity 3

### Activity 3A

Read the article Kimete wrote about a visit to a friend's house. Put the verbs in the correct tense.

Last week I \_\_\_\_\_ (go) to Mirha's house. It \_\_\_\_\_ (be) her birthday and she \_\_\_\_\_ (have) a party. She \_\_\_\_\_ (invite) our classmates. I \_\_\_\_\_ (bake) a cake and she \_\_\_\_\_ (made) some tasty food from her country. It \_\_\_\_\_ (be) very spicy but we all \_\_\_\_\_ (love) it. I \_\_\_\_\_ (want) to learn to make Pakistani food?

Compare your answers with your partner.

### Activity 3B

Look at Kimete's article again and answer the four questions below.

1. Does she use simple and compound sentences? Underline the conjunctions she uses to make compound sentences.
2. Does she use adjectives correctly? Can you add any adjectives to her writing?
3. What punctuation does she use? Is it correct?
4. When does she use capital letters?



**Exam hint**

In Task 2 of the Entry Level 2 Skills for Life Writing exam, you have to write an article. You need to think about how to present the information in your article.

You also need to

1. use simple and compound sentences
2. use adjectives correctly
3. use punctuation correctly
4. use upper- and lower-case letters correctly.