

Activity 1: Sharing food with others (CEFR B1)

Level:
CEFR B1

Time:
45 minutes

Resources:
✓ Handout
✓ Local media about events in the local area, ie. newsletters/posters/noticeboards/reports

Aims:

- ✓ To develop skills and knowledge in speaking and listening at Entry 3
- ✓ To explore vocabulary and language functions connected to E3 topics
- ✓ To practise using food vocabulary in context
- ✓ To develop ability to offer to help, ask for information and checking understanding

Exam task focus: Component 1 Tasks 3

Procedure

1. Language focus - meals and food

- Display the following three topic options on the board. Tell students to choose one and in breakout rooms (BORs) in pairs to talk about one of these and report back to the class. The work sheet gives suggested target language.
 - A dish I like to cook.
 - My favourite food.
 - A meal I will always remember.
- You can give out the work sheet for them to do later as homework or as a class activity while you work one to one with students at another time. Going over the answers together will reinforce the learning and clarify cultural differences.

2. Setting the context

- Ask them for examples of meals where they “bring a dish” in their own community. Widen it up to being here in UK by eliciting typical events.
- Elicit and outline:
 - **School** - Often organised by PTA as a fundraising event or for end of year.
 - **Neighbourhood** - street parties are set up for big events. Many areas have local fetes which are organised by a community organisation or religious group but are open to all.
 - **Work** - parties are organised to mark special festivals or for staff retirements.

Materials

Share handout via chatbox

If you can source posters or photos from local newspapers these will help to engage your students in the topic and can be displayed on share screen.

3. Role play

- Have the following task ready on board or flipchart.

TASK

You would like to help at an event in your community.

Ask for advice and information.

- You have two ideas for a dish to bring...ask which would be better
 - Ask how many people the dish will be for
 - Ask if there are other things the organisers need
 - Check back that you have understood what you need to do
- First model this for the whole class with a confident student. Use a context which will be relevant to them all. Then put students in BOR pairs to practice. You could then choose an event which would be particularly relevant to them.
 - Get a few pairs to perform for the whole class as a review.

Cultural awareness

Newcomers, whatever their background, can find it difficult to make local contacts when they first arrive. Cooking a dish and bringing it to a community event is a non-threatening way to get involved. Your students may be pleasantly surprised to find that their contribution will be welcomed, as the British are pretty openminded about trying different cuisines. The men can also be encouraged to offer something, eg helping set up or bringing snacks and soft drinks.

Handout

Talking about food

Meal

What is the difference between a meal and a snack?

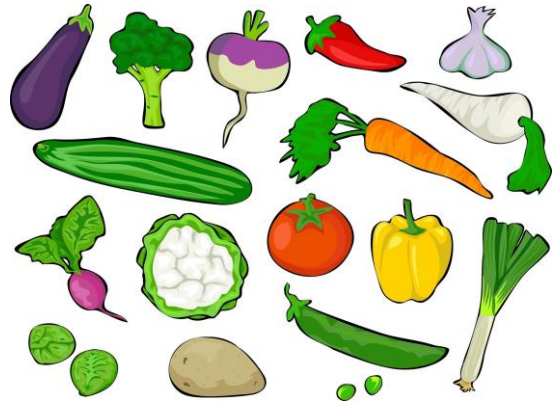
What are the names of the meals and the times they are eaten in this part of the UK?

Course

Often, we just have one course at a meal but sometimes we have more than one

How many courses is the most you have had at a meal and what was the occasion?

Typically, in the UK the final course of a meal is sweet. What names do we give that course?



Buffet

What do you do at a buffet meal?

Dish

This word has two meanings. Tick the correct ones.

A line
A container for food
To run quickly

A meal in a container which is ready to eat
A large table

Cutlery

Which is the odd one out?

Knife spoon spade fork

Likes and dislikes

Describing food

Give an example of something we eat which can be described in this way.

Sweet: eg. ice-cream

Bland _____

Savoury _____

Rich _____

Spicy _____

Sour _____