

## Lesson description

In this lesson you will interview a classmate on topics related to food and report back to the class. You will read and exchange information about some articles on the topic of food. You will look at active and passive forms and adjectives to describe food.

## Aim

Interviewing a classmate and reporting your findings to the class.

## Language

Active and passive verb forms.

Adjectives to describe food.

## Task

The task for this lesson is for learners to write a questionnaire and interview a classmate on issues related to food.

## Materials

Handout

Images of food on IWB or flashcards to introduce topic before Lead-in (e.g. fast food, Chinese food, traditional food from students' country, etc.)

Photocopiable – Jigsaw reading texts

Dictionaries (if available)

## Self-study activities

(available on platform)

Handout activity number:

Grammar

Language focus 2

Grammar

Language focus 4

Vocabulary

Language focus 5

## Suggested running order

Lead-in	Students discuss images and questions about food.
Input	Students read one of three texts, take notes and exchange information with group (jigsaw reading).
Language focus	Students identify form and use of passive and practise completing sentences. Vocabulary work on adjectives to describe taste and texture of food.
Task	Students write part of a questionnaire and interview a classmate. Report back to class.

## Lead-in

**1** Show images of food – e.g. fast food, Chinese food, traditional food from students' country – and ask some questions to briefly encourage students to talk about what they can see.

In pairs or groups, students discuss the questions on the handout. Get some oral feedback.

## Input

- 1 Divide the class into three groups. Explain that each group will read a different newspaper article on the topic of food. Tell the students they will need to read through their text and make notes about the main ideas in each paragraph. (Make sure they have notebooks or paper to write on.) Distribute text A to one group, and texts B and C to the other two groups.
- 2 Organise groups of three with one person from each of the former groups and get them to exchange information on the text they read using their notes to help them remember the information. Check groups have the right information as you monitor.

## Language focus

- 1 Draw students' attention to the last sentence of paragraph 1, text A and write it on the board. Give students time to look at the questions on the handout, and elicit the answers.

### Answers

1 *passive voice*

2 *used to focus attention on the action (rather than the doer of the action) or to create a more impersonal style*

3 *an appropriate form of the verb be + past participle*

- 2 Get the students to complete the language box.

### Answers

1 *passive*

2 *to be*

3 *past participle*

4 *impersonal*

5 *action*

- 3 Ask students in their group of three to find the examples in text A.

### Answers

*Paragraph 1 – example given in 1*

*Paragraph 2 – will be ground down, work is being done*

*Paragraph 3 – can be changed, has already been produced in the lab, was cooked, and tasted*

*Paragraph 4 – can be eaten, are eaten, research is being carried out, can be used*

- 4 Students work in pairs to complete sentences

### Possible answers

1 *Steps are being taken to find a substitute for meat.*

2 *Algae is being used to produce aviation fuel.*

3 *The first hamburger using in-vitro meat was tested last year.*

4 *Research has been carried out which proved that rats prefer sweet, fatty foodstuffs.*

5 *Evidence has been found that food tastes different at different stages of our life.*

**5/6** Students work together to find the flavour and texture words from texts B and C and write them in the table. Use dictionaries to check meaning or supply meaning if time is short. Check meaning through examples.

They then work together and add the words in the wordpool to the table.

**Answers**

Flavours					Textures				
<i>buttery</i>	<i>sugary</i>	<i>salty</i>	<i>sweet</i>	<i>vanilla</i>	<i>crusty</i>	<i>fatty</i>	<i>juicy</i>	<i>fizzy</i>	<i>soggy</i>
<i>sour</i>	<i>bitter</i>	<i>bland</i>	<i>savoury</i>	<i>nutty</i>	<i>crumbly</i>	<i>smooth</i>	<i>crunchy</i>	<i>chewy</i>	
<i>mild / strong</i>	<i>cheesy</i>	<i>hot and spicy</i>				<i>light and airy</i>	<i>mushy</i>		

**7** Students work with a partner to think of example foodstuffs. Oral feedback.

**Task**

- 1** Tell the students they are going to interview a classmate about food. Tell them to read through the questions on the handout then add three more linked to the topics they have read and talked about today. Monitor and check.
- 2** Students ask another classmate their questions. This should be someone from a different group. They note or memorise answers.
- 3** Students compare information with their group and decide who is the healthiest, most adventurous and most traditional eater in the class.
- 4** Feedback on language and review learning objectives.