



British Food

Help students prepare for their Cultural Byte with these supportive pre-talk activities

TEACHER INTRODUCTION

This series of online Cultural Byte videos and this support material have been produced with a specific online audience in mind, however, we want to make clear that teachers can choose to use these videos and their accompanying materials with other audiences and other levels of English proficiency, but they may need to provide extra help and guidance in cases where the students are younger or have a lower level of English.

The aim of these activities is to present and practice target vocabulary in a fun and engaging way which will later be used during the **Cultural Byte video**. Although their aim is to help with understanding prior to the video, they may be adapted to fit your classroom's specific needs for use at any time.

FOOD GAMES

The word begins with...

- Choose the first letter of each word from the vocabulary set that you wish to revise and write it on the interactive white board or screen.
- Get the students to study the letters either in teams or individually, and say or write the words. The winner is the team or individual who guesses the most correctly.
- If students find any of the words difficult, the teacher may give the second letter and so on.

Descriptions

- Describe a word from the vocabulary set. For example:
 - It's sweet, savoury....
 - You can have it for breakfast, lunch.....
- Get students to take it in turns to guess and then to describe.



Artists

- Choose a student to be the artist. Share the vocabulary list with that student and get him/her to draw it on the screen. The rest of the class needs to guess what the word is.
- This game can also be played as a team relay. Divide class into teams and choose one student from each team to be the artist. Show the “artists” a word and have them draw it. The first student to guess the word correctly each time scores a point for their team.

Word Roundabouts

- Divide the class into teams. Draw a circle on the interactive white board or screen and write letters of a chosen word from the vocabulary set inside the circle but jumbled up.
- The first team to guess correctly wins a point for their team. Continue with the other words. The winning team is the one with the most points at the end of the game.
- Alternatively, you could play individually alternating between students.

Shopping list.....

- Start the game by writing the following sentence on the interactive board or screen:
- *I'm going shopping and I would like to buy an apple*
- Ask a student to repeat your sentence and add on another word from the vocabulary set.
- Continue until students can't remember what comes next and then those ones are eliminated. The winner is the last student who can remember the shopping list.





BRITISH FOOD

Improve your knowledge of British culture by doing these activities after watching the **Culture Byte** video

POST-TALK SPEAKING ACTIVITY

Recipe

Notes for the teacher

The objective of this task is that the students, in groups, write and present a typical recipe from their country. Although this is mainly a communicative task for the students to discuss a recipe and its background, later reflecting on how to present it to the rest of their class, the activity should be done using English as much as possible, and some basic grammar such as the present simple tense or the imperative can be practiced when writing the recipe. Vocabulary related to cooking will be provided in the worksheets. The students can use a dictionary if necessary and some of the information learned in the Oxford Cultural Byte.

Steps:

1. Divide the class in groups of 4-5 students.
2. Ask them to think about and choose one of the recipes in exercise one. (5 minutes)
3. Using the ingredients from the vocabulary box in exercise 2, each group tries to guess which ingredients are in the recipe they picked. (15-20 minutes)
4. Then give each group the worksheet for the recipe they chose.
5. Students have to complete the words to reveal the ingredients of their recipes in exercise 3.(10-15 minutes)
6. Students must choose a, b or c for the gaps in the recipe in exercise 4. (15-20 minutes)
7. Lastly, students must present the recipe orally to their classmates. (5 minutes per group)

You can use the worksheets as handouts, project them or write them on the interactive white board or screen.



Answer Key:

Spanish omelette:

Exercise 3: potatoes, egg, onions, olive oil, salt.

Exercise 4: a, c, b, a, b

Andalusian gazpacho:

Exercise 3: tomatoes, green peppers, onion, cucumber, garlic, olive oil, salt.

Exercise 4: c, b, a, b, c

Extremadurian migas:

Exercise 3: bread, bacon, chorizo, garlic, olive oil, salt.

Exercise 4: a, b, c, c, c

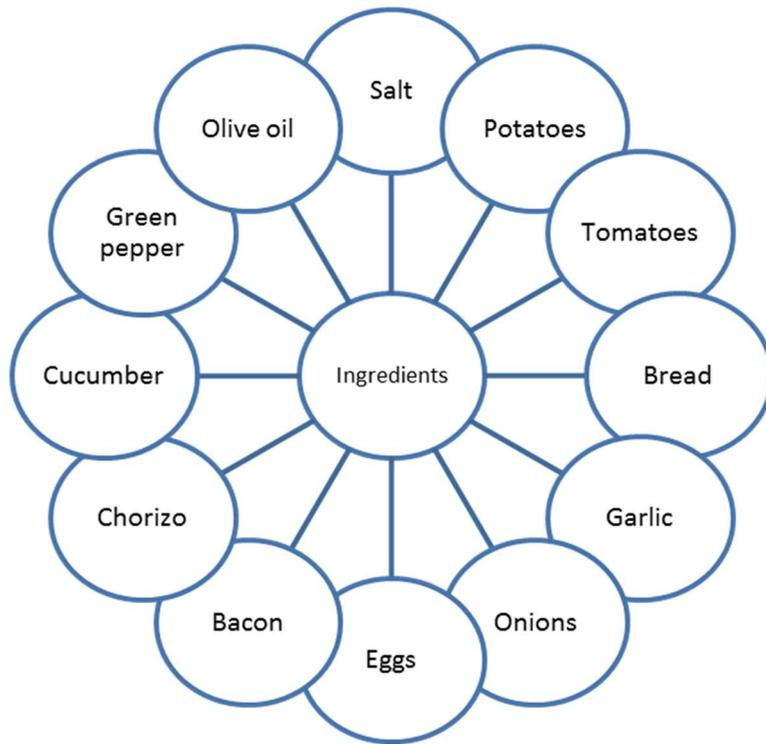


Worksheet

1. Full English breakfast, Sunday roast, sandwiches or fish and chips are typical British dishes. Do you know any typical dishes from your country? Here are three traditional Spanish recipes. In groups, choose one.

Spanish omelette	Andalusian gazpacho	Extremaduran migas
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2. In your group, look at the ingredients in the vocabulary bubbles and choose the ingredients in your recipe. Put a ✓ next to the ingredients:





Spanish omelette Worksheet

3. Now, fill in the missing letters of your recipe to check the ingredients you chose in exercise 2:

Spanish omelette:

- 4 medium _ot_t_es
- 6 e__s
- 1 medium o_i_n
- O_iv_ o_l
- S_It

4. Choose a, b or c to complete the steps to make a Spanish omelette!:

1. _____ the potatoes and onions into pieces.
 - a. Chop
 - b. Whisk
 - c. Bake
2. Put a lot of oil into a pan and _____ the onions for two minutes.
 - a. Scramble
 - b. Chop
 - c. Fry
3. _____ the potatoes to the onions and fry for 12 more minutes.
 - a. Melt
 - b. Add
 - c. Grate
4. _____ the eggs in a bowl and add the potatoes and onions.
 - a. Whisk
 - b. Peel
 - c. Cut
5. Heat the pan with oil and add the mixture. Wait for 2-3 minutes and _____ the omelette. Then, wait for another 2-3 minutes and it is ready.
 - a. Blend
 - b. Flip
 - c. Squeeze

5. Now, in groups, present your recipe verbally to the rest of the class.



Andalusian gazpacho Worksheet

3. Now, fill in the missing letters of your recipe to check the ingredients you chose in exercise 2:

Andalusian gazpacho:

- 1Kg t_ma_o_es
- 1 gr_ee_ p_ppe_
- 1 small _n_on
- 1 c_um_er
- 1 _arl__ clove
- Ol__e _il
- S_I_

4. Choose a, b or c to complete the steps to make Andalusian gazpacho! :

1. _____ all the vegetables well.
 - a. Melt
 - b. whisk
 - c. wash
2. _____ the vegetables into small pieces
 - a. Bake
 - b. Chop
 - c. spread
3. _____ the cucumber, the onion, the garlic and the green pepper in the blender.
 - a. Blend
 - b. Squeeze
 - c. Scramble
4. _____ the olive oil and salt to the vegetables and blend again.
 - a. Melt
 - b. Add
 - c. Grate
5. _____ the tomatoes piece by piece until you have a smooth cream.
 - a. Boil
 - b. Squeeze
 - c. add

5. Now, in groups, present your recipe orally to the rest of the class.



Extremadurian migas Worksheet

3. Now, fill in the missing letters of your recipe to check the ingredients you chose in exercise 2:

Extremadurian migas:

- 1 loaf of hard b_ea_
- 200gr _aco_
- 1 small c_or_z_
- 5 g_rl_c cloves
- Ol__e o_l
- _alt

4. Choose a, b or c to complete the steps to make Extremadurian migas! :

1. _____ the bread, the chorizo and the bacon into small pieces.
 - a. Chop
 - b. Whisk
 - c. Bake
2. _____ water and salt to the bread and wait for a few minutes.
 - a. Melt
 - b. Add
 - c. Grate
3. In a pan, _____ the garlic until golden brown.
 - a. Scramble
 - b. Chop
 - c. Fry
4. Take out the garlic and _____ the chorizo and the bacon.
 - a. Grate
 - b. Slice
 - c. Add
5. Add the bread and the garlic and _____ for 30 minutes on a low heat.
 - a. Blend
 - b. Spread
 - c. Simmer

5. Now, in groups, present your recipe orally to the rest of the class.



Teacher's Notes

British Food

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These are some notes containing ideas of how to present or accompany the British Food Cultural Byte video.

Activities before the students watch the video

Students can be sent the pdf files containing the **pre-talk activities** BEFORE they are given access to the video. These activities include individual questions as well as group work and will help the students familiarise themselves with the topic in the video and the relevant vocabulary.

Additional multimedia can be found here to give an online class or sent as links to the students for them to use in their projects or research around the subject.

If you want to help your students engage with this topic further, you can direct your students to these multimedia resources online, which will add colour and variety to the Cultural Byte video. You could also send them to your students to encourage them to investigate certain food topics in more depth.

Songs about food: There are possibilities of doing a gap-fill exercise with the lyrics of one of these songs.

Honey honey by Abba music video <https://www.youtube.com/watch?v=7j6OI9TxqzI>

Strawberry fields forever by the Beatles music video

https://www.youtube.com/watch?v=HtUH9z_Oey8

Eat it! song from Michael Jackson's song Beat it!

<https://www.youtube.com/watch?v=E8Nv5hWd-Js>



Mashed potato? Practice the Halloween song **Monster Mash**

<https://www.youtube.com/watch?v=QJo8vsgSh48>

7 ate 9 https://www.youtube.com/watch?v=x1cnJ_pOAdQ

Explain the DOUBLE meaning of 7,8,9 and 7 ate 9. Ask students to learn the song so they can sing it together to practise numbers and vocabulary.

Vegetable Town https://www.youtube.com/watch?v=J_aZHS3_Nww

An opportunity to learn more vegetables in English.

Food party! <https://www.youtube.com/watch?v=W3fMwgJOPqQ>

Audio to practise different tastes (e.g. sweet, savoury, spicy etc).

Videos featuring food:

Cheese rolling video - <https://www.youtube.com/watch?v=klaPZczqhqY>

Fawlty Towers scene "I want my sausages" <https://www.youtube.com/watch?v=zJ4U5tQ6Ke8>

Students can construct a dialogue for ordering a full English breakfast with a waiter like Manuel. They can practise saying how they like their eggs and what they want to eat for breakfast.

Activities to be completed AFTER students watch the video

These are individual and group **post talk activities** which can be sent to the students in pdf format and which require them to reproduce information they have received in the video as well as extending and deepening their knowledge of the topic through projects