### Lesson Plan

**Hungry at half-time**

**Describing food**

This lesson focuses on vocabulary and using adjective + noun collocations. There are language tasks and activities for your students, a focus on pronunciation, a main speaking task and extension activities.

Ever get a little hungry watching a football match at the stadium? What food do they have on their menu? Well, this lesson will focus on describing all the food available at Premier stadiums on match day, and give you the chance to decide which food items to keep and the option to add some food items from your own country and around the world to the menu. This lesson links to any of the many food-related pages on the Premier Skills website.

### Introduction

This lesson focuses on vocabulary and using adjective + noun collocations. There are language tasks and activities for your students, a focus on pronunciation, a main speaking task and extension activities.

### Level

A2/B1 (elementary to intermediate)

### Age group

Teenagers and adults

### Aims

1. Produce a matchday menu for a football club.
2. Learn how to use adjective + noun collocations to describe food.
3. Speak about food.

### Approximate time

45 mins + 45 mins

This lesson is flexible and can be used over two different classes or one 90-minute class. You can also extend or shorten some of the steps depending on the level and needs of your students.

### Materials

- Worksheet 1: Menu
- Worksheet 2: Definitions
- Worksheet 3: Controlled Practice
- Task Worksheet

### Preparation

- Read this plan, and familiarise yourself with the topic.
- Make copies of worksheets and coaching plans.

### 1. Lead-in

**Setting the scene**

Set the scene for the lesson: The halftime whistle goes. Halftime lasts for 15 minutes. Ask learners what they will do until the match restarts? (Ideas: take selfies, check other scores, go on social media, go to the toilet, chat to friends, buy some food, buy a drink).

Explain that they have checked their phones and now they are hungry and thirsty. Ask learners to work in pairs and write down as many food items and drink items that they think they can buy at halftime at a Premier League football game. Set a time-limit of 2 minutes.

Get feedback from the whole class. Any new vocabulary can be defined and put on the board.

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Lesson Plan

Hungry at half-time
Describing food

2. Reading 1

Tell learners that they are going to be given a Premier League half-time food menu (Worksheet 1: Menu). Learners in pairs have to check their food and drink item predictions (from lead-in) with the menu and tick how many of their items are on the actual menu.

- Check who predicted the most items on the menu.
- Ask learners to work together to decide if they like the menu or not and why.

3. Reading 2

Ask learners to identify words on the menu that match the definitions (Worksheet 2: Definitions). Learners must read the menu and find the words to match to the definitions. Hand out the answer worksheet.

4. Language Analysis

Form: Adjective + noun

Ask learners:
What do we call these describing words? (Adjectives)
What do we call item words used for food? (Nouns)

Gives an example:
Roast chicken (adjective + noun)

Asks the class for any more examples they can think of.

Pronunciation: Syllable stress / word stress
Drill the adjective + nouns on the menu and ask learners to underline the stressed word for each collocation (Worksheet 1: Menu). Ask learners to identify the pattern (Adj + Noun).

Likes/dislikes
Tell learners an item you like and dislike on the menu.
E.g. I really like the foot long dog, but I'm not so keen on the steak and kidney pie.

Brainstorm ways of saying ‘to like something’ and ‘to not like something’:
Include:

I like ....
I'm keen on ....
.... sounds delicious/yummy/good!

I don't like....
I'm not sure about ....
.... sounds disgusting/awful/bad!

Learners make notes in their notebooks.
5. **Adjective + Noun Practice**
Tell learners about a new more interesting menu you have created but there are some missing words in it.
Learners fill in the gaps *(Worksheet 3: Controlled Practice)*.
Learners check in pairs.

6. **Like/Dislike Language Practice**
Show learners a new menu. Why do you have a new menu? The Premier League wants a new food company to sell food at the stadiums.
Give out the new menu and ask learners to read it.
Everyone in the class can like only 50% and dislike the other half.

Roleplay with a learner.

E.g. *How about the steak and kidney pie? Sounds tasty.*

Learners work in pairs using the list of like/dislike language and ask each other about each of the menu items *(Worksheet 3: Controlled Practice)*.

Teacher monitors for use of like/dislike language and adj + noun pronunciation.

7. **Create A Menu**
Ask learners if they think your menu will be chosen by the Premier League.
Tell learners they have to invent their own food company and create their own menu. The best menu will be selected by the Premier League.
They need to use adjectives to describe all food items.
They can use any ideas from this lesson and/or any other interesting food or drink from their country or around the world.

Teacher hands out blank menu template *(Task Worksheet)*. Learners complete in pairs. Set a time limit of 10 minutes.

Stick the finished menus on the walls around the room.

Ask learners to walk around and write down things they like and dislike. Learners vote for their favourite menu by adding stars.

Put learners into small group (3-4). Learners need to tell each other about some of the menu items that they liked and disliked. Set a 5-minute time limit.

Monitor for use of language and pronunciation.

Count the stars on the menus and announce the favourite menu:
Congratulations, your company and menu has been selected for a Premier League stadium!
### Half-time Menu

All food, snacks and beverages are available for purchase 2 hours before kick off and during the half-time interval only.

**Match days only.**

<table>
<thead>
<tr>
<th>Hot food</th>
<th>Baked Pies</th>
<th>Fast Food</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The Meat Pie</td>
<td>The Foot Long Dog</td>
</tr>
<tr>
<td></td>
<td>(Tasty cuts of beef)</td>
<td>(Boiled hot dog with raw onions)</td>
</tr>
<tr>
<td></td>
<td>The Vegetarian Pie</td>
<td>The Chicken Baguette</td>
</tr>
<tr>
<td></td>
<td>(Healthy vegetarian option with fresh carrots, broccoli and potatoes)</td>
<td>(Roast chicken breast in a freshly baked baguette)</td>
</tr>
<tr>
<td></td>
<td>The Indian Curry Pie</td>
<td>Big Chips (M/L)</td>
</tr>
<tr>
<td></td>
<td>(Spicy lamb flavour)</td>
<td>(Fried potato wedges)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Snacks</th>
<th>Chocolate</th>
<th>Crisps Corner</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Dark chocolate bar</td>
<td>Salt and vinegar crisps</td>
</tr>
<tr>
<td></td>
<td>Milk chocolate bar</td>
<td>Cheese and onion crisps</td>
</tr>
<tr>
<td></td>
<td>Bag of chocolate nuts</td>
<td>Ready salted crisps</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Beverages</th>
<th>Hot</th>
<th>Chilled</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Bovril</td>
<td>Lemonade</td>
</tr>
<tr>
<td></td>
<td>Coffee</td>
<td>Cola</td>
</tr>
<tr>
<td></td>
<td>Tea</td>
<td>Mineral water</td>
</tr>
</tbody>
</table>
## Food Vocabulary

Match the correct words from the half-time menu to the definitions below.

### Adjectives
Describing food and drinks

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hot, strong flavour</td>
<td></td>
</tr>
<tr>
<td>Good, with lots of flavour</td>
<td></td>
</tr>
<tr>
<td>Not cooked</td>
<td></td>
</tr>
<tr>
<td>Good/bad for your body</td>
<td></td>
</tr>
<tr>
<td>Served refreshingly cold</td>
<td></td>
</tr>
<tr>
<td>Cooked in hot oil</td>
<td></td>
</tr>
<tr>
<td>Cooked in very hot water</td>
<td></td>
</tr>
<tr>
<td>Pastries cooked in an oven</td>
<td></td>
</tr>
<tr>
<td>Meat cooked in an oven</td>
<td></td>
</tr>
<tr>
<td>Recently picked, caught or prepared</td>
<td></td>
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</tbody>
</table>
The Half-time Menu

1. Choose the best adjectives to complete the menu.

<table>
<thead>
<tr>
<th>Tasty</th>
<th>Roast</th>
<th>Fried</th>
<th>Fresh</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spicy</td>
<td>Chilled</td>
<td>Baked</td>
<td>Boiled</td>
</tr>
</tbody>
</table>

**FOOD**

Fish Pie
(1. _______ fish and 2. _______ potato)

3. _______ beef and 4. _______ vegetable pie
   (5. _______ carrots, mushrooms and potatoes)

Thai curry
(6. _______ chicken)

Veggie burger
(7. _______ option in a bun)

Bacon and egg baguette
(8. _______ bacon and egg in a 9. _______ baguette)

10. _______ rice (with egg) (M/L)

**DRINKS**

11. _______ apple juice

12. _______ water

2. Discuss the menu with a classmate and say what you like and don’t like. Use some of the following phrases to help you:

   * I’m keen on ...
   * … sounds delicious/yummy/good!
   * I’m not sure about the ...
   * … sounds disgusting/awful/bad!
My Menu (Task)
Worksheet 4

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