

# Premier Skills English

## Hungry at half-time Describing food

### 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. Ever get a little hungry watching a football match at the stadium? What food do they have on their menu? This lesson will focus on describing all the food available at Premier League stadiums on match day. In the lesson, students will look at a menu and remove any foods they don't like and add some food items from their own country and around the world. This lesson links to any of the many food-related pages on the Premier Skills website.

### 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

#### 1. **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 phone 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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### 2. Reading 1

2. 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

3. 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

4. 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..

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### 5. Controlled Practice 1

#### 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. Controlled Practice 2

#### 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. Main Task (free practice)

#### 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!

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## Half-time Menu Worksheet 1

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.		
Hot food	<b>Baked Pies</b>  The Meat Pie (Tasty cuts of beef)  The Vegetarian Pie (Healthy vegetarian option with fresh carrots, broccoli and potatoes)  The Indian Curry Pie (Spicy lamb flavour)	<b>Fast Food</b>  The Foot Long Dog (Boiled hot dog with raw onions)  The Chicken Baguette (Roast chicken breast in a freshly baked baguette)  Big Chips (M/L) (Fried potato wedges)
Snacks	<b>Chocolate</b>  Dark chocolate bar Milk chocolate bar Bag of chocolate nuts	<b>Crisps Corner</b>  Salt and vinegar crisps Cheese and onion crisps Ready salted crisps
Beverages	<b>Hot</b>  Bovril Coffee Tea	<b>Chilled</b>  Lemonade Cola Mineral water

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## Definitions Worksheet 2

### Food Vocabulary

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

### Adjectives

Describing food and drinks

Adjective	Defintion
	Hot, strong flavour
	Good, with lots of flavour
	Not cooked
	Good/bad for your body
	Served refreshingly cold
	Cooked in hot oil
	Cooked in very hot water
	Pastries cooked in an oven
	Meat cooked in an oven
	Recently picked, caught or prepared

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## Definitions Worksheet 2 - Answer sheet

### Food Vocabulary

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

### Adjectives

Describing food and drinks

Adjective	Defintion
spicy	Hot, strong flavour
tasty	Good, with lots of flavour
raw	Not cooked
healthy/unhealthy	Good/bad for your body
chilled	Served refreshingly cold
fried	Cooked in hot oil
boiled	Cooked in very hot water
pies	Pastries cooked in an oven
roast (chicken)	Meat cooked in an oven
fresh	Recently picked, caught or prepared

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## Controlled Practice Worksheet 3

### The Half-time Menu

1. Choose the best adjectives to complete the menu.

#### FOOD

Fish Pie

(1. *Fried / Boiled / Chilled* fish and 2. *spicy / baked / tasty* potato)

3. *Baked / Tasty / Fresh* beef and 4. *fresh / chilled / roast* vegetable pie

(5. *Fresh / Boiled / Roast* carrots, mushrooms and potatoes)

Thai curry

(6. *Tasty / Spicy / Boiled* chicken)

Veggie burger

(7. *Healthy / Roast / Chilled* option in a bun)

Bacon and egg baguette

(8. *Boiled / Healthy / Fried* bacon and egg in a freshly 9. *fried / baked / boiled* baguette)

10. *Boiled / Fried / Tasty* rice (with egg) (M/L)

#### DRINKS

11. *Fresh / Chilled* apple juice

12. *Tasty / Chilled* 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!*

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## My Menu (Task) Worksheet 4

<div>_____ Menu</div> <p>All food, snacks and beverages are available for purchase 2 hours before kick off and during the half-time interval only.</p> <p>Match days only.</p>		
Hot food		
Snacks		
Beverages		