

# EVERYDAY LIFE

## TYPICAL DISHES

**Age:** Teen/Adult

**Level:** Pre-intermediate

**Time:** 60 minutes

**Activity:** In this lesson, students will:

1. Review language for describing food and food preparation
2. Practise asking and answering questions about a dining experience

**Language focus:** Vocabulary related to food, functional phrases for describing food

**Materials:** One copy of the worksheet per student; one listening text (transcript included in the teacher's notes)

## PROCEDURE

### Warmer

These questions activate learners' prior knowledge of the topic. Students discuss in pairs.

### Exercise 2

a. This is a prediction task. Students look at the image and answer the questions together, predicting the content of the listening.

b. Students listen and see if their ideas were correct.

#### Key:

- What do you think the dish is? *It's masala dosa*
- Where is it from? *India (Southern India)*
- What are the ingredients? *Spicy vegetable mix, pancakes made with rice flour, coconut chutney*
- What does it taste like? *Spicy (with the chutney), delicious*

c. Learners complete the gaps in each sentence with words from the box. They may not be able to do this from memory – they can listen and check after making initial guesses.

#### Key:

1. It's made with *rice flour*
2. It's *rolled up*
3. It's got *a spicy vegetable mix* in it
4. It's not too *spicy*
5. It's *huge!*
6. The vegetable mix includes *mashed potatoes, peas, maybe some cauliflower*

7. It's served on a *long plate*

8. It comes with *coconut chutney*

**Note:** There may be some unknown words or phrases for the learners here (rolled up, coconut chutney, etc) so be ready to explain, or have pictures to hand if possible/needed.

Students will be using these phrases for the speaking task, so you could do an additional activity here prompting them to use these phrases in a controlled practice. For example:

- Make a list of 5 dishes from your own country.
- Use the language from Exercise 2c to practise describing these dishes to a partner.
- If you need any extra vocabulary, ask your teacher or research online

#### Example:

### Fish and chips

- *It's from the UK. It's eaten all around the country but it is very popular on the coast.*
- *The fish is fried and battered*
- *The chips are cooked in oil, too. Some people like to put salt and vinegar on them.*
- *It sometimes comes with mushy peas.*
- *It might also come with scraps – bits of leftover batter.*
- *It might also come with gravy.*
- *You might not get to eat it if you're sitting on the beach, because a seagull might swoop down and eat it.*

d. Students listen to the text one more time and write down any questions they hear. If you prefer, you can dictate the questions to the learners to save time. Some support has been provided for the learners on the handout (the number of words required)

#### Key:

1. So, how was the food in India?
2. So, *what* was the *best* thing you tried?
3. Masala dosa? I've never heard of it. *What was it like?*
4. *How* spicy?
5. Does it *come with* anything (else)?

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e. This pronunciation stage has been left open for the teacher to decide what is best for the learners. Some options include:

- Drawing attention to the attitude shown by intonation, for examples in items 4 and 6.
- Weak forms for the verb to be
- Intonation (fall) for open questions

### Exercise 3

This activity encourages learners to reconstruct the listening text using the language they have identified. It gives some controlled practice of the target language, and scaffolds the final task in Exercise 4. The teacher assigns students a role (Student A or B), and students read the information on the handout and undertake the roleplay. Once finished, they can change roles and repeat.

### Exercise 4

This is the final task. It replicates the conversation from the listening task, but personalises it for the students.

- a. Students make notes on an interesting dish they have tried
- b. They share their experiences with classmates, asking and answering questions
- c. They reflect on whose dining experience sounded the most interesting, strange, etc.

### Reflection

Encourage learners to review the stages of the lesson and highlight/reflect on any language they feel will be useful for them to use outside of class.

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## WORKSHEET

### EXERCISE 1

Work with a partner. Discuss the questions.

- What's your favourite food? Why?
- What was the last interesting or unusual food you ate? Can you describe it?

### EXERCISE 2

a. You're going to listen to somebody describe an interesting dish they've tried. Look at the image and discuss the questions.

- What do you think the dish is? (*It looks like ... It might be ...*)
- Where is it from? (*It might be from [place], because ...*)
- What are the ingredients? (*I think it's made of ... It might have [ingredient] in it, because ...*)
- What does it taste like? (*It might taste ... I think it's ... spicy/sweet/salty*)



b. Listen to the person describe the dish. Were your ideas correct?

c. Complete the description of the meal with words from the box. Then listen and check.

huge	a spicy vegetable mix	rice flour	long plate
coconut chutney	spicy	rolled	mashed potatoes

1. It's made with \_\_\_\_\_.
2. It's \_\_\_\_\_ up.
3. It's got \_\_\_\_\_ in it.
4. It's not too \_\_\_\_\_.
5. It's \_\_\_\_\_.
6. The vegetable mix includes \_\_\_\_\_, peas, maybe some cauliflower.
7. It's served on a \_\_\_\_\_.
8. It comes with \_\_\_\_\_.

d. Listen again. Complete the questions you hear.

1. So, how was the food in India?
2. So, \_\_\_\_\_ was the \_\_\_\_\_ thing you tried?
3. Masala dosa? I've never heard of it. \_\_\_\_\_ was it \_\_\_\_\_?

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## WORKSHEET

4. \_\_\_\_\_ spicy?

5. Does it \_\_\_\_\_ anything else?

e. Listen to your teacher say each question. Then repeat. Use the same intonation.

### EXERCISE 3

Your teacher will give you a role. Read your role and practise the conversation with your partner.

#### Student A:

You went on a trip to India. Your friend will ask you about the food there. Your favourite dish was *masala dosa*. Respond to your partner's questions. Use the information from **Exercise 2c** to help you describe the dish.

#### Student B:

Your partner (Student A) has just returned from India. Ask them about the food they ate, and their favourite dish. Use the questions from **Exercise 2d** to help you. Start the conversation using **Question 1**.

### EXERCISE 4

a. Think of an interesting dish that you ate while on holiday. Make notes about the dish to help you describe it. Use the prompts if you need them.

*It's from ...*

*It made with ...*

*It's got ... in it*

*It comes with ...*

*It's (spicy, sweet, etc)*

*It's served in/on a ...*

b. Speak to as many different classmates as you can. Find out ...

- where they went on holiday.
- if they liked the food there.
- what the most interesting dish they ate was.

c. Discuss with a partner. Whose dish sounded the most delicious/interesting/unusual?

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## TRANSCRIPT

**Erica:** So, how was the food in India? I bet it was delicious!

**Rob:** Oh, yeah. I mean, you can't beat real Indian food. You know, I love cooking a curry, or going out for Indian food here, but trying the real thing – there's nothing like it!

**Erica:** Mmm stop! You're making me hungry! So, what was the best thing you tried?

**Rob:** Oh, it's got to be a *masala dosa* – that was delicious!

**Erica:** *Masala dosa*? I've never heard of it. What was it like?

**Rob:** Well, you know crepes, right?

**Erica:** Crepes, you mean ... French pancakes?

**Rob:** Yeah, crepes. Well, *masala dosa* is like a really big crepe. Well, kind of. It's made with rice flour though.

**Erica:** Oh.

**Rob:** It's rolled up. It's got a spicy vegetable mix in it.

**Erica:** Hmmmm. How spicy?

**Rob:** Oh, it's not too spicy. There's just enough spice. The vegetable mix includes mashed potatoes, peas, maybe some cauliflower. The interesting thing about it is – it's huge! I mean, you see families eating a *dosa* together. It's served on a long plate, but it just hangs off the end! It's so big!

**Erica:** Wow! That sounds unusual! Does it come with anything else?

**Rob:** Oh yeah, I forgot! It comes with loads of dips. You basically rip a piece of the pancake off, then dip it in a chutney.

**Erica:** Like mango chutney?

**Rob:** Actually, it comes with coconut chutney! The meal comes from Southern India, and there are lots of coconuts there. They make a dip using the coconuts. I tell you, now that is spicy!

**Erica:** Coconuts? Spicy?

**Rob:** Yeah! Believe it or not!

**Erica:** Oh, I'm not sure I want to try it now. I'm not that keen on spice.