

'There is a pleasure to it': the simple joy of eating the same meal every day

Level: Elementary – Teacher's notes

Article summary: How eating the same things every day can benefit your life

Time: 90 minutes, plus extra time for presentations

Skills: Reading, Speaking, Writing

Language focus: Vocabulary

Materials needed: One copy of the worksheet per student

1. Warmer

- a. Students share their answers to these questions which serve to introduce the topic of the article.

2. Key words

- a. Students write the words from the wordpools next to the definitions on the lines provided. Then they should find and highlight them in the article to read them in context.

Key:

1. wholemeal
2. greedy
3. self-care
4. gently
5. protein
6. ingredients
7. pleasure
8. reset
9. demands
10. autopilot

- b. Before reading the article carefully, students use some of the key words to fill the gaps in the sentences to ensure that they understand and know how the words are used in other contexts.

Key:

- | | |
|-------------|----------------|
| 1. gently | 4. greedy |
| 2. pleasure | 5. ingredients |
| 3. demands | |

3. Find the information

- a. Students read the questions on the left which all start with *Who ... ?*, find the answers to the questions in the article, and place a cross X in the table to show who does what.

Who ...	Anastasia	Jane	Sara
lives in Australia?		x	x
lives in the UK?	x		
eats the same things for one meal every day?	x	x	x
bakes her own bread?	x		
eats toast with jam every day?			x
only puts jam on her toast sometimes?	x		
Changed her meal when she became a vegetarian?		x	
Likes to wake up slowly?	(x)		x
Uses the time she saves to reset?		x	
Gets up early so she can eat on her own?	x		
Says that eating the same meal every day is good for their mental health?	x	x	x

4. Language – phrases

- a. Students first put the words in each line into the correct order to make phrases that are used in the article. They can find them in the article to check their answers and to see how they were used there.

Key:

1. *bake my own bread*
2. *get up while it's dark*
3. *eat at my desk*
4. *wake up slowly / slowly wake up*
5. *have breakfast alone.*

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- b. Then they use each one to talk about their own life using the sentence beginnings provided to help them.

E.g. I like to wake up slowly. I often get up while it's still dark.

5. Discussion

- a. Students discuss the questions that are directly related to the topic of the article as well as to their own work or home lives.

6. In your own words

- a. Students work either on their own, with a partner or in small groups.

They should come up with meals that they could imagine eating every single day for a year.

Have students share and talk about their suggestions and allow the group to vote for their favourite combinations. If your class is open to the idea, you could ask them to eat the same thing for breakfast for a week or a month. Then, follow up with a class discussion on how they felt about the experience.