

We're having toad in the hole

LEARNING OUTCOME

learn how to ask about and describe food

WARMER

Ask students if they like food and what their favourite dishes or kinds of foods are. Ask them if they are good at cooking. Ask students to look at the learning outcome. Explain that in this lesson they are going to learn how to ask about and describe food, ingredients and dishes.

Everyday life

- 1 Ask students to work in pairs, look at the photograph and answer the questions.

Possible answers

The people are in a kitchen and they're cooking together. They might be making pancakes or an omelette.

Everyday vocabulary

- 2 Draw students' attention to the words in the box, which are all related to food and cooking. Ask them to work individually or in pairs, and put the words into the correct category. Encourage students to look up any unknown words in a dictionary, or ask other students. Check answers as a class.

Answers

Ingredients: flour, herbs, seafood, spices, stock, mince

Ways of cooking food: bake, fry, grill, sauté

Ways of preparing food: chop, mince, slice

Ways of describing food: bitter, gluten-free, salty, savoury, sour, sweet, vegetarian

- 3 Ask students to work in pairs and brainstorm any other words that could go in the lists in 2. Ask pairs to share their ideas with the class. Check answers and write the words on the board.

Answer

Students' own answers.

Dialogue

- 4 Read the context for the situation aloud. Tell students that they are going to listen to a dialogue between Yuko, who is visiting the UK and staying with an English family, and the mother in the host family. They are talking about dinner and food. Tell them not to worry about understanding every word. They should listen and find out what gift Yuko has brought for the family. Ask students to check their answer in pairs, before checking as a class.

Answer

She's brought *mochi* – special Japanese cakes.

- 5 Ask students to look at the sentences from the dialogue. They listen again and complete the gaps with the missing phrases. They check answers in pairs, then listen to the dialogue again and check.

Answers

- 1 baked in the oven with batter
- 2 made of minced meat mixed with herbs and spices
- 3 It's served with gravy.
- 4 Would you like to try some?
- 5 What are they made of?
- 6 What does it taste like?

EVERYDAY ENGLISH TOOLKIT

Ask students to look at the phrases a–d and ask them to put them in the correct category in the Everyday English Toolkit. Students could try to do this from memory first, before listening again to the dialogue to check. Ask them to read through all the sentences and check they understand what they mean. Ask students to practise saying the phrases, using the correct intonation.

Answers

- 1 a/d
- 2 a/d
- 3 b/c
- 4 b/c

- 6 Ask students to work in pairs and take turns asking and answering questions to describe the foods mentioned in the dialogue. They should try to do this from memory.

Answers

Students' own answers.

Over to you!

- 7 Students work in pairs. Ask them to read the instructions and follow the steps. Remind students to use expressions from the Toolkit. Monitor and make a note of errors or good language during role-plays. Write these on the board (anonymously) for the class to correct or note in their notebooks. Some pairs could act out their dialogues in front of the class.

Extension: Students write sentences describing a food or dish, without saying what the food or dish is. They read their sentences aloud for the other students to guess which food or dish they're talking about. Students can ask extra questions to help them guess.