

Dangerous food

Level: intermediate (A2)

Time: 45 minutes

Aims:

- To get to know examples of typical dishes for different countries
- To talk about details
- To read and listen for specific information
- To understand general meaning of the text and listening
- To talk about students food experience using the present perfect and past simple tense

Language functions:

- To describe food and places
- To talk about our own preferences
- To express our own likes and dislikes
- To read about other people's preferences
- To use present perfect and past simple tenses

CLIL: Biology/ Geography

Materials: worksheets and Web pages

STAGE	AIMS	PROCEDURE	TIME	MATERIALS
Introduction	To start the lesson and introduce students to the topic of food.	Ask your students what kind of food they like, if they have ever tried different food in other countries. Write some of the ideas on the board. Ask your students about the typical dishes for various places on the world. Brainstorm some of the ideas. Students can write their opinions on the board. Next give your students worksheet A and ask them to match each dish with the country it comes from. Check the answers with your students.	5-6 min	Worksheet A
Main part of the lesson	To provide students with introduction to the topic. To get them to analyze and compare their ideas. To look for specific information. To watch a video.	1. Introduction. Divide your students into small groups (3-4 students per each group) and ask what they consider to be 'dangerous food.' Tell them to write down some of their ideas. They should make a list of Top 10 most dangerous types of food or dishes. Then groups may compare their ideas. Then ask your students to go to: http://content.time.com/time/specials/packages/article/0,28804,1967235_1967238_1967229,00.html and compare their results with the article. Discuss some of the ideas, ask your student if they agree with the list or not. What are their personal opinions about the list? Explain any vocabulary that was not clear. 2. Fugu- introduction	15 min 5-6 min	http://content.time.com/time/specials/packages/article/0,28804,1967235_1967238_1967229,00.html Web pages

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		<p>Tell your students to brainstorm any ideas and information they have about fugu- number two on the list of the most dangerous foods. Tell your students they can look for the information on the internet pages. Student can work in the same groups they worked before or in pairs. Give them about 5-6 minutes to do this task. After this time, check your students' ideas, ask them to put some on the board.</p> <p>3. Video</p> <p>Tell your students that they are going to watch a video about fugu – the most dangerous fish that is served in Japanese restaurants. Play the video twice and ask your students to answer the questions (Worksheet B). Check the answers with your students and discuss them.</p>	12 min	<p>Worksheet B</p> <p>http://www.youtube.com/watch?v=YGv2QxmaRI0</p>
Wrap-up	<p>To summarize the material covered during the lesson</p> <p>To ask students to think about their project – a map of "dangerous food in Poland".</p>	<p>Ask your student if they would like to try and experience eating fugu. Why? Why not?</p> <p>Ask them if they have ever eaten anything that might be considered dangerous. Then, ask your student if we can find any dangerous dishes in Poland. Discuss some of the options, such as: who can consider it dangerous, if it really is dangerous or just different (think about the most traditional, strangest types of food known in Poland). Ask you student to work on a project – a map of the most dangerous or the strangest foods in Poland- a guide for a foreigner."Give your students 2-3 weeks to prepare the project. This may be presented to other students of your school.</p>	5-6 min	

Credits:

http://content.time.com/time/specials/packages/article/0,28804,1967235_1967238_1967229,00.html

<http://www.youtube.com/watch?v=YGv2QxmaRI0>