

Food Trends

Level: Intermediate

Topic: Lifestyles

Key vocabulary: bilingual lists in PDF and boxes (Teachers can download this material from the online version of the magazine)

Preparation: A copy of the article for each student. A piece of paper listing 6 to 10 characteristics for eating habits (for the warm up part of the class).

Objective: Students read and learn about healthy eating habits.

Warm Up:

'Find someone who'. Students use a checklist as they walk around the classroom trying to find a person who has a certain characteristic. Prepare a list of 6 to 10 characteristics using vocabulary about food that your students are familiar with. The main purpose of this activity is to get students talking about the topic of eating habits. Your list may include

- Find someone who eats fast food once a week
- Find someone who thinks eating fast food is bad
- Find someone who likes eating fruits and vegetables
- Find someone who is allergic to some types of food
- Find someone who doesn't eat between meals
- Find someone who is a vegetarian

When students find someone who likes eating fruits and vegetables or someone who is allergic to some types of food, they write that person's name on their checklist of paper and move on to the next person. The goal is to talk to as many people as possible within a time limit. It is important to tell them that they can write a person's name only once.

Allow some time to talk voluntarily about what they found out about their classmates.

Tell students they are going to read an interesting article about 'Food trends' in the United States.

Main Activity.

1. Give each student a copy of the article. Each paragraph of the article has a heading. When you prepare the material, make sure to erase those headings and as a pre reading activity tell your students to scan the texts and match each paragraph with the title that best describes it. A variation of this activity could be to write the headings on the board and ask students to predict what the main idea for each part of the article will be.
2. Allow some time for silent reading and ask them to underline or highlight words that are unknown. You can give them the meaning of words or make them work cooperatively with a dictionary. Just make sure you don't spend too much time in this activity.
3. Ask comprehension questions. You can always prepare in advance a worksheet with reading comprehension activities. Or you can also use the multiple choice comprehension questions in the 'Language' section of the article.
4. Have a class discussion about students' eating habits. Ask students to use the information collected in the warm up activity and complement it with the ideas they read in the article.
5. Ask student's opinions about organic meals: is it popular in their home countries? Do they know someone who has an organic garden or farm? Would they grow their own fruits and vegetables? Do they agree with the following statement: "To be truly comforted by your food, you first need to know where it comes from and how it was raised"?



6. Read the paragraph 'A twist on tradition' again. Ask them to talk about the typical holiday meals in their country, or homemade meals. Do they enjoy them? How often do you eat them? What's their favorite dish? Do they think a new element can be added to the way they are used to cooking?

Follow up.

1. Students can be very creative and you can use their ideas about bringing new elements to their typical food to have a great cooking class.
2. Ask them if they would like to become a chef. Tell them to look up for an easy healthy recipe and to bring all the elements needed for the following class.
3. This activity is great to review commands and connectors such as first, then, next, finally, etc.
4. Remind them that their recipes have to be cold dishes so nobody gets hurt with a burn and also make sure they don't bring knives to the classroom, and everything that needs to be chopped comes chopped from home.

