

CLIL Food Technology Webquest

Teacher's Notes

Ingredients and meal planning

Aims	To learn about ingredients and menu planning
Activity	Analysing preferences for sourcing ingredients; categorising vocabulary into different food groups; ordering the courses of a meal; finding synonyms and consulting a dictionary; skimming and scanning web sources for specific information; researching and planning a meal for a person with specific dietary requirements.
Language	Present simple; gerund; imperatives; vocabulary related to food and drink, recipes and health
To use	After Unit 1, either in class, or as homework.
Useful information	Research has shown that children and teenagers need to maintain a healthy, balanced diet. In general terms, a balanced diet is rich in fruit, vegetables and starchy food. It also contains moderate amounts of protein, milk and other dairy products.
Procedure	<ul style="list-style-type: none"> • This CLIL worksheet can be given as homework or be done in class. For each activity, students can either check answers in pairs and then with the whole class, or use the Macmillan Online Dictionary to help with vocabulary if they are working at home: www.macmillandictionary.com • In pairs, students discuss the different reasons for choosing ingredients. Ask different students to report back to the class on their partner's answers. • Ask students to complete the chart by writing the words in the box in the correct category. When they have finished, ask them to find another word for each category using the suggested websites. • Ask students to number the parts of a meal in the correct order. Then they check their answers using the Macmillan Online Dictionary. • Suggest students use the thesaurus function of the Macmillan Online Dictionary to check the synonyms. • Ask students to search for dishes online for each of the courses, choosing their central ingredients from the list in Exercise 2 and adhering to the criteria they chose in Exercise 1 for sourcing ingredients. Suggest they use the recommended websites to help them find suitable recipes. You could make it into a timed activity to add an element of competition to the exercise. • Ask students to search online using the suggested websites to find suitable and unsuitable foods for people with the specific dietary requirements listed in the table. • The project stage can be set as homework. Invite students to choose one of the people in Exercise 5 and plan a special dinner for them. They should use the information learnt through this worksheet and follow the specific indications given. When students are ready, ask them to present their courses to the class. The class votes for the best dinner, based on the criteria listed in the exercise.

Key

Exercise 2

Dairy products	Starchy foods	Fats and Sugars	Protein	Fruit and vegetables
<i>cheese</i>	<i>bread</i>	<i>chocolate</i>	<i>eggs</i>	<i>broccoli</i>
<i>cream</i>	<i>pasta</i>	<i>honey</i>	<i>fish</i>	<i>lemons</i>
<i>milk</i>	<i>potatoes</i>	<i>oil</i>	<i>meat</i>	<i>mushrooms</i>
<i>yoghurt</i>	<i>rice</i>	<i>sugar</i>	<i>nuts</i>	<i>tomatoes</i>

Exercise 3

1 d 2 b and c 3 a

Exercise 4

appetizer – starter

accompaniment – side dish

pudding – dessert

sweet – dessert