

7.1 Design a menu!

A It's your partner's birthday and you're going to choose a special menu for him/her from a new and modern restaurant ... but how well do you know your partner's tastes? Look at the options below and pick two choices from each. Copy them into your partner's personal menu below.

Starters	Main course	Desserts
- apple and avocado salad with lemon juice	- french fries with fried eggs	- watermelon and grilled halloumi kebab
- oranges, olive oil and a sprinkle of sea salt	- vegetable curry and rice	- banana and coffee ice cream
- salad with feta cheese and wild berries	- grilled fish with roast potatoes	- iced tea with strawberries and honey
- roast onion and apple on toast	- pasta with broccoli and garlic	- blackberry pie
- kiwi and grape smoothie	- chicken and noodle pie with cinnamon	- chilli cheese with sweet tomato jam
- peanut flavour potato crisps	- futuristic kebab with meat grown in a laboratory	- pineapple jelly
- spicy prawn soup	- barbecued meat with bitter chocolate sauce	- extra milky cappuccino with chocolate powder
- green olives	- red pepper stuffed with rice	- black coffee

_____ 's special menu!	I can't eat it! (-1 point)	I don't like it. (0 point)	I'll try it. (+1 point)	I'd like that. (+2 points)	I'd love it! (+3 points)
Starters					
1 _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Main course					
1 _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dessert					
1 _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Total Points Scored: ____

B When you have finished the menu, ask your partner to rate it using the check boxes to the right. Then calculate your score.

C Prepare a short report to share your results with the class. For example:

I put the spicy prawn soup for one of Basia's starters, but I was wrong. She can't eat prawns, so I lost a point there. I got the apple and avocado salad right though - she loves avocados! For the main course I chose the pasta and kebab for her, but she doesn't like pasta very much. She wanted to try the kebab, so I scored some points there. I know she likes pineapple, so I put the pineapple jelly on her menu. I thought she liked black coffee, but I was wrong about that. In total I scored five points.

7.2 That's not going to happen round here!

First decide whether you agree with each of the predictions below about your local area and complete Stage 1 with a tick (✓) or a cross (X) in the box and give your reason. There is space at the bottom of the worksheet if you want to write more. Then follow your teacher's instructions for Stage 2 and Stage 3.

1 *There are going to be more cars on the roads here in the future.*

Stage 1 ☐ I agree/disagree because _____.

Stage 2 ☐ I agree/disagree with my partner about this.

Stage 3 ☐ The class voted for/against the statement.

2 *In ten years, there won't be as many jobs in this area.*

Stage 1 ☐ I agree/disagree because _____.

Stage 2 ☐ I agree/disagree with my partner about this.

Stage 3 ☐ The class voted for/against the statement.

3 *There might not be as many small shops in the area as bigger stores and online shopping will become more and more popular.*

Stage 1 ☐ I agree/disagree because _____.

Stage 2 ☐ I agree/disagree with my partner about this.

Stage 3 ☐ The class voted for/against the statement.

4 *There will be more crime on the streets of towns and cities in this area.*

Stage 1 ☐ I agree/disagree because _____.

Stage 2 ☐ I agree/disagree with my partner about this.

Stage 3 ☐ The class voted for/against the statement.

5 *People might not have as many holidays here in the future.*

Stage 1 ☐ I agree/disagree because _____.

Stage 2 ☐ I agree/disagree with my partner about this.

Stage 3 ☐ The class voted for/against the statement.

6 *There is going to be more English used on TV and in day-to-day conversations here in the future.*

Stage 1 ☐ I agree/disagree because _____.

Stage 2 ☐ I agree/disagree with my partner about this.

Stage 3 ☐ The class voted for/against the statement.

7 *People here are going to be interested in learning other languages (not English) in the future.*

Stage 1 ☐ I agree/disagree because _____.

Stage 2 ☐ I agree/disagree with my partner about this.

Stage 3 ☐ The class voted for/against the statement.

You can write additional reasons for agreeing/disagreeing with any of the predictions here:

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Activity

Pair work/whole class: speaking; individual work: writing

Aim

To choose a menu for a partner, trying to predict their taste preferences, then reporting back to the class

Language

Food vocabulary from Unit 7

Time

30–45 minutes

Preparation

Make one copy of the worksheet for each student.

Procedure

- Before you hand out the worksheets, explain to students that this is a prediction/guessing game about food, so they must not comment on whether they would like or not like the different dishes on the worksheet at the beginning.
- Revise with students that meals in restaurants are often made up of a *starter*, *main course* and *dessert*. Explain that each student is going to choose a special menu for their partner from a new restaurant. The dishes are a mixture of interesting combinations of the food in Unit 7.
- Put the students into pairs and give each student a copy of the worksheet. Give students a few minutes to read the different dishes individually, and then to choose and copy a menu for their partner. (Step A) Students put the name of their partner on the menu that they are designing. They should not look at each other's menus.
- When each student in the pair has finished, they show each other their worksheets and rate each other's in the tick boxes, i.e. a number of points (or a minus point) for each choice. (Step B) Encourage them to look at the menus together so this becomes a discussion activity. Allow up to ten to fifteen minutes for them to look at both menus.
- Each partner totals up their score and then prepares a short text, following the model at the bottom of the worksheet, to share with the class. (Step C) Allow five minutes for the writing and between ten and twenty minutes for students to share with the class, depending upon the number of students you have. For this step, you may wish to provide the following additional language on the board for anyone who needs it:

_____ *can't have gluten/lactose.*

_____ *can't stand _____ because it's too (salty/sweet/sour/bitter/spicy).*

_____ *loves _____ but wasn't sure about the _____ combination.*

Extension

As a follow-up activity, students could design their own perfect menu.

7.2 That's not going to happen round here!

Activity

Individual work: reading and writing; pair work: speaking

Aim

To agree or disagree with given predictions about students' town/city/country, to compare and defend their opinions

Language

Making predictions with *will*, *won't*, *going to*, *might* and *might not*.

Time

30–60 minutes

Preparation

Make one copy of the worksheet for each student.

Procedure

- Hand out one worksheet to each student. Ask them to read through the predictions and to decide for each one whether they agree or disagree. They then tick or put a cross in the Stage 1 tick box, cross out the incorrect word in the sentence and complete it with their reason for agreeing/disagreeing. If they wish to write more for any particular prediction, there is additional space at the bottom of the worksheet. Allow up to fifteen minutes for students to complete Stage 1.
- Assure students at this point that neither their partner's opinions nor the class majority vote at the end mean that their individual opinions are right or wrong, and say that all opinions expressed in the class should be respected.
- Once students have finished, put them into pairs and tell them to proceed with Stage 2. Here they look at the predictions with their partner, reading out their reasons. If they agree with their partner, they tick the Stage 2 box. If they disagree they put a cross in it. If they listen to their partner and change their mind about the prediction, they put a C (for *change*) in the Stage 2 box. Allow ten minutes for this stage.
- In Stage 3, read out the predictions one by one, or ask for a volunteer to read them out, and the whole class votes on whether they agree or disagree. Count up the votes for each student to complete the Stage 3 sections of their worksheet with the majority decision. Allow ten minutes for this stage.
- Finally, invite one or two students to share their reasons for agreeing or disagreeing with the class and allow any resulting class discussion for another ten minutes or so.