

## 4.1 Picnic planning

### Planner

	morning	afternoon	evening
<b>Monday</b>	<i>English class</i>		
<b>Tuesday</b>			
<b>Wednesday</b>	<i>English class</i>		
<b>Thursday</b>			
<b>Friday</b>	<i>English class</i>		
<b>Saturday</b>			
<b>Sunday</b>			



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### Picnic planner

**Day:** \_\_\_\_\_

**Time:** \_\_\_\_\_

**Location:** \_\_\_\_\_

**Number of people coming:** \_\_\_\_\_

### **My jobs to prepare**

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### **Don't forget!**

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## 4.2 Food sayings

1	First we eat,...	a	... you have to fill it with the best ingredients.
2	A party without cake...	b	... even your own relatives.
3	After a good dinner, you can forgive anybody,...	c	... why is there a light in the fridge?
4	You don't need a silver fork...	d	... than you can lift.
5	If we're not meant to have midnight snacks,...	e	... your own knife and fork.
6	You are...	f	... to a hungry person.
7	Don't dig your grave with...	g	... then we do everything else.
8	Never eat more...	h	... teach a man to fish, and you have fed him for a lifetime.
9	Eat breakfast like a king, lunch like a prince,...	i	... to eat good food.
10	Life is like a sandwich;...	j	... is just a meeting.
11	There is no such thing as bad food...	k	... and dinner like a poor person.
12	Give a man a fish, you have fed him for today,...	l	... what you eat.

## 4.1 Picnic planning

### Aim

To practice grammar from the unit

### Language

Futures, especially future arrangements

### Time

40 minutes

### Preparation

One copy of the worksheet for every student, cut in two halves

### Procedure

- Show the class a copy of the diary. Tell them to imagine that it is Monday morning (if it isn't) and that they have an exciting week ahead (including English lessons!).
  - Invite suggestions for an exciting week, and encourage them to include unusual or unlikely events, e.g., *attending the premiere of a new film, going parachute-jumping in the Grand Canyon*.
  - When students make a suggestion, say, *Fantastic! And when are you doing that?* When they tell you, pretend to write it in your diary. Tell students to spend five minutes filling in their diaries with five exciting things.
  - Go around the class and check students are on task. Correct any errors and supply unknown vocabulary.
  - When they have finished, find out from one or two students what they are most looking forward to.
  - Tell the class about another exciting event to look forward to—a picnic with their classmates. Tell them that they will have to organize it beforehand, and elicit what it includes. List the following: agreeing on the day and time of the picnic (bearing in mind what they are already doing this week); deciding where they will go, what they will eat, and other details (e.g., transport, shopping, cooking); and any sports or games they will play and what they will need for these.
  - Demonstrate the activity with a couple of students, e.g.,  
A: *Dario, let's have the picnic on Thursday afternoon.*  
B: *Thursday isn't possible for me—I'm going to the game. What about Friday afternoon?*  
A: *Ah, that's when my flight to New York takes off, I'm afraid. But I'll be back by Saturday lunchtime. What about you, Suki, when are you free?* etc.
  - Elicit useful future structures, i.e., present continuous for arrangements, present simple for scheduled events, *will* to predict and make spontaneous decisions, *going to* for firm intentions.
- Put students in groups of four or five. Tell them not to look at each other's diaries, but to organize a time and place for the picnic. Everyone in the group must be able to come, even if it means rearranging other events. Give them five minutes for this. Check that they are on task and using future structures correctly.
  - Hand out a picnic planner to each student. Tell them to organize other details and decide who's doing what.
  - After five minutes, stop the discussion and find out some of the details of each group's arrangements. Ask if you are invited!

## 4.2 Food sayings

### Aim

To further explore the topic of the unit

### Language

Food proverbs, quotes, and other sayings

### Time

40 minutes

### Preparation

One copy of the worksheet for every student and one more for every 24 students. Cut one (two if you have more than 24 students) up and shuffle cards.

### Procedure

- Write on the board: *An apple a day keeps the doctor away.* Explain that this is a famous English saying. Ask monolingual classes to translate it into their L1. In multilingual classes, skip this step and ask them to explain what it means in English, i.e., If you eat apples (or fruit and vegetables) regularly, you won't get sick.
- Ask students whether they have any similar sayings in their language. Elicit suggestions.
- Hand out one card from the cut-up sheet to each student. Explain that they have half of a food-related saying and they need to find the person with the other half and sit with them. Numbered cards (1–12) are the first half and lettered cards (a–l) are the endings.
- Ask students to stand and mingle, reading out their card to everyone until they find a match.
- When everyone has a partner, elicit each full saying, checking they are all correct.
- Give pairs two minutes to discuss what their saying means. Be available to help. Call on pairs to explain their sayings.
- Hand out one worksheet to each student. Give them a minute to match the beginnings and endings. Let them confer with other classmates to check their answers.
- Tell the class to read the sayings again and to 1) cross out any that they disagree with, 2) put a check (✓) next to any that they strongly believe, and 3) put a question mark (?) next to any that they would like to talk about more or ask questions about.
- Go through each saying finding out the students' reaction to each and why.
- Ask the students to choose the top three sayings in terms of how relevant they are to the students' lives. When they have done that, conduct a class vote on the top three.

- Finally, have students write a food saying of their own. This can be sensible advice about healthy eating, good table manners, when, where, or who to eat with, etc., or it can be silly advice or advice that reflects their personal tastes, such as *Never eat celery, unless you are a rabbit.*
- Have students write their sayings on the board, or better, on pieces of paper which they can put on the wall for other students to read.

### Answers and suggested interpretations

- 1g** Eating is too important to be forgotten when you are busy.
- 2j** Food is necessary for making it fun when people get together.
- 3b** Food has the power to make you see the best in people, even people that make you very angry.
- 4i** You don't have to be rich to appreciate good food (good food doesn't have to be expensive).
- 5c** A lighthearted way of justifying eating at any time of day.
- 6l** The food you eat affects you in profound ways, from your health to your personality.
- 7e** Don't eat unhealthy food, or too much food, so that you get sick and die early.
- 8d** A funny saying (by Miss Piggy of The Muppets), which goes against all good advice. Eating that much is impossible!
- 9k** Start your day with a big meal, then have smaller meals as you go through the day.
- 10a** You decide whether your life is good or bad by what you include in it.
- 11f** The enjoyment of food depends on how much you need it. Everything tastes good if you are very hungry.
- 12h** Giving food only helps people temporarily; education is more useful—you don't need help.