

Unit 4: Foods and beverages**Day Three: Reading menus; writing letters****Objective**

1. Students will read a menu in the target language.
2. Students will write a letter to a friend.

Setting the Stage (5 minutes)

Teacher shows a picture of a group of people sitting at a table in a restaurant. (These are readily available on the internet.) Students are to write 5 sentences about what each person in the picture is eating and drinking.

Input (10 minutes)

Teacher has prepared a postcard visual of a place in the country that speaks the target language (TL). Included in this postcard is text, also prepared by teacher, which describes a variety of food experiences. Teacher reads each sentence in the postcard and does multiple comprehension checks (yes/no, either/or, who, what, where, when questions) with the class as a whole.

Guided Practice (15 minutes)**Activity 1**

Teacher has prepared a worksheet in the TL for students. Students are to read the choices of foods and drinks that various people prefer and indicate the appropriate choice by underlining the word or phrase. EXAMPLE:

- | | | | |
|----|-----------------------------|---------------------------|----------------------|
| 1. | <i>For breakfast, I eat</i> | <i>A. cereal and milk</i> | <i>B. a sandwich</i> |
| 2. | <i>My favorite food is</i> | <i>A. tea</i> | <i>B. pizza</i> |
| 3. | <i>My favorite fruit is</i> | <i>A. strawberries</i> | <i>B. soup</i> |
| 4. | <i>I prefer to drink</i> | <i>A. eggs</i> | <i>B. juice</i> |

5. *As a juice, I like* *A. orange* *B. salt*
6. *For lunch, I prefer* *A. a sandwich* *B. cereal*
7. *When it's cold, I drink* *A. hot tea* *B. iced tea*
8. *Inside a sandwich, I prefer* *A. cheese* *B. yoghurt*

Activity 2

Students read and respond in writing to a series of ten questions about various foods for an exchange student from the country where the TL is spoken. (The teacher chooses a name typical in that country, such as *Tsveta* or *Elena* from Bulgaria)

A picture of a food item is illustrated at the beginning of the line. The student writes the name of the pictured item in the exchange student's response.

Model:



You: Do you eat pizza in Bulgaria? *Tsveta:* No, I prefer _____. (beans)



You: Do you drink a lot of soda? *Tsveta:* No, I drink mostly _____. (milk)

Download [food images](#) here.

Activity 3

The teacher has prepared a worksheet that includes ten illustrations of food and drink items. At the top is this prompt in the Target Language:

*Write how much you like or dislike the following foods and drinks, and why.
(I like; I don't like at all; I hate; I like a lot; I adore; I love; it's disgusting; it's delicious; it's really bad; it's gross; it's pretty good; it's excellent. etc.)*

Model:

Some examples for the worksheet, with a student's answers in Italics:



Do you like apples? *No, I don't like apples. They are gross!*



Do you like pizza? *Yes, I love pizza! It's delicious.*



Do you like cherries? *I don't like cherries very much. They are pretty bad.*

etc.

Independent Practice (20 minutes)

The teacher provides a sample of a grocery shopping advertisement from a local newspaper. The instructions are that students, in pairs, are to plan a breakfast and lunch for friends. Their budget is \$25 for both meals. The students are to write their shopping list, with the cost of each item. The students also create an illustrated menu for each meal. Students are encouraged to be creative to produce a beautiful, colorful menu.

Closure (2 minutes)

Students respond to teacher's question: Which activity did you like the best today and why?

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