Food

INTRODUCTION

Before tutors and students can begin planning lessons, goals need to be set according to those expressed by the student and his/her existing level of English. Once the goals have been set (to gain employment, to be able to shop independently, to be able to communicate with their children's teachers, etc.) then the planning can begin.

This packet (1 of 10) has been developed to assist tutors in creating lessons that will help students in a practical manner in their every-day life. Life skills are listed under each topic or subject with ideas for practice activities. The use of real-life material, e.g. actual application forms, the telephone directory, the newspaper, in the lesson provides the student an opportunity to practice in a safe, non-threatening environment. Some examples of real-life material are included.

To give the tutor and the student satisfaction that progress is being made toward the goals, an **Achievement Log** has been developed. The log is for the recording by the student of those accomplishments achieved beyond and outside the lesson time. It might be that your student can now make phone calls, help a child with homework, write a note or fill out an application form. An awareness of these changes will motivate your student to set the next goals.

Materials for These Techniques

Newspapers ads	3 by 5 cards
Magazine ads	Colored markers
Sale Flyers	Post-It Notes
Menus	Coupons
Recipes	Groceries
Kitchen utensils	Telephone Directories

FOOD

Here are some life skills that can be used as the basis for a lesson with suggestions for practice activities.

Grocery Shopping

1. Write a shopping list.

   Suggestions: Identify food items in ads and flyers. List them under the four basic food groups: (1) Breads, (2) Fruits and Vegetables, (3) Meat, Poultry and Fish, (4) Dairy. Make an alphabetic list of food using pictures from ads, e.g. Apples, Bananas, Corn, Do-nuts, Eggs, Frankfurters, etc. Together choose a recipe and write out a shopping list for the ingredients.

2. Comparison shop.

   Suggestions: Use sale ads in newspapers and flyers to compare prices. Discuss the best place to shop for selected items.

3. Discuss and understand food coupons and their expiration dates.

   Suggestions: Together select coupons that the learner can actually use the next time she/he goes shopping.

4. Find different sections of a supermarket: Deli, Bakery, Meat, etc.

   Suggestions: Write the words on 3 by 5 cards. Speak and read the words. Visit a store and identify the signs in the store.

5. Read and understand signs indicating sales or special prices, e.g. “Bonus Buy,” “Two for the price of one,” etc.

   Suggestions: Write words that are new to the learner on 3 by 5 cards. Speak and read the words. Circle the words on ads and flyers.

6. Ask for food at a Deli or Meat Counter, e.g. “One pound of ham please.” “I’d like a half pound of thinly sliced roasted turkey please.”

   Suggestions: Decide on the relevant vocabulary needed to ask for food. Write the words on 3 by 5 cards. Speak and read the words. Together practice the conversation. Take turns being the customer and the store clerk.

7. Ask for directions in a grocery store and find the item. For example, “Excuse me, sir. Where can I find rice?

   Suggestions: Identify vocabulary that is new to the learner. Write the words on 3 by 5 cards. Speak and read them. Practice the conversation together.

8. Understand the cashier’s questions: Cash or charge?” “Do you have any coupons?” “Paper or plastic?”

   Suggestions: Identify words that are new to the learner. Write the words on 3 by 5 cards. Speak and read them. Practice the conversation together.

9. Read and understand store receipts. (See page 9).

10. Read food labels and follow directions for preparing food.

    Suggestions: Find out what kind of information is obtainable from a variety of packaged food items: ingredients, preparation suggestions, calories, fat and sodium content, consumer information, etc. Identify key words necessary for reading the information needed by the learner. (See page 10).

Restaurants

1. Read restaurant ads in newspapers, magazines, and flyers.

   Suggestions: Identify the words that are new to the learner and necessary for obtaining the information they need. Circle the words in a variety of ads.

2. Phone a restaurant to order food for delivery.

   Suggestions: Discuss the different kinds of restaurants that offer delivery and information needed to order. Role play ordering the food.

3. Phone a restaurant to inquire about location, hours, and/or a description of the menu.

   Suggestions: Identify words that are new to the learner. Write them on 3 by 5 cards. Speak and read them. Together practice the conversation that might occur in making the phone call.

4. Make requests at a restaurant, e.g.
   Seating: “We are a party of five.” “We would like a booth please.”
   Waiting list: “The name is Sultan – S-U-L-T-A-N—for two, please.”
   Smoking: I would like a non-smoking table please.”
   Children: “Do you have a children’s menu?”

5. Read and order from a menu. (See menu on page 14).

   Suggestions: Collect a variety of menus. Identify any words that the learner needs to learn. Discuss and read the words and then the menu. Select a restaurant to visit and order from the menu.

6. Respond to server's questions, e.g. "Are you ready to order?" "What would you like to drink?" "Care for any coffee?"

   Suggestions: Together practice answering these questions.

7. Understand the bill and how to tip.

   Suggestions: Collect a variety of bills. Discuss and read them. Explain the practice of tipping. Practice figuring the tip for different amounts.

8. Understand American mealtime customs and etiquette.

   Suggestions: Discuss American customs related to eating and proper mealtime etiquette.

Cooking

1. Understand, speak, read, and write basic cooking terms: fry, bake, broil, boil, cube, steam, slice, microwave, simmer, sauté, etc.

   Suggestions: Together read and discuss recipes that include these terms.

2. Understand, speak, read, and write words associated with cooking objects: pot, frying pan, stove, knife, grater, etc.

   Suggestions: Together look at the real objects. Use Post-It Notes to stick on the objects.

3. Discuss and understand the American measurement system, e.g. ounces/pounds, pints/quarts/gallons, versus the metric system. (See the liquid and dry measure equivalencies and oven equivalencies sheet on pages 11-13).

   Suggestions: Practice converting metric measurements to the American measurement system. Secure recipes containing metric measurements and convert the measurements. Ask a student who is unfamiliar with the American system of measurement to write an English version of his/her favorite recipe containing the new measurements.

4. Learn to state food preferences.

   Suggestions: Ask the student to tell you his/her food preferences. Read, speak, and write the words. Make a list of the student's favorite foods.

5. Give simple directions for cooking.

   Suggestions: Ask the student to practice giving directions for cooking some of his/her favorite dishes.

6. Read and follow a simple recipe.

   Suggestions: Using all the new skills learned, choose a recipe and prepare it together.

Activities for Building Vocabulary

Scavenger/Treasure Hunt: Make a list of words relating to the topic being studied, e.g. food, furniture, dictionary terms, etc. and ask the student to find them as you follow along, or if feasible, bring the objects to you. Variation: Say the word and ask the student to write the word on a Post-It Note and attach it to the located object.

Scrabble Game. Distribute the Scrabble tiles as directed by the game. Ask the student to spell out any word he/she can with these pieces. Play and score as in regular Scrabble as you and the student compete for points. Variation: Have student throw a die to determine how many tiles can be picked from all the tiles on the table and used to form words.

Reading Numbers. Create a deck of cards consisting of one digit on each card. Shuffle and lay down three cards, for example 352, and read the number aloud. Ask student to place one card next to any of the three digits and then read aloud the resulting number. For example, placing a 4 next to the first card results in "four hundred fifty-two." Placing a 4 next to the second card results in "three thousand four hundred fifty-two." Variation: Place a dollar sign to the left and include a decimal. [1]

Board Game. Trace around a quarter to form a series of circles across the top, bottom, and both sides of a sheet of paper. Write a vocabulary word inside each circle. Ask student to roll a die and move his/her marker (button or penny) that many spaces and then say a sentence using the word on which he/she landed. Variation: Play the same way but student asks a question using the word landed on.[2]

Dictation. Select or compose a short story or passage containing vocabulary words studied. Dictate the story. Provide the student with a printed version of the story with lines representing words omitted. Ask the student to listen to the story and write in the missing words on the lines provided as the dictation is given. Gauge the number of missing words according to the ability of the student—provide a small number for beginners and a larger number for more advanced students. Variation: Record the story on a tape so the student can do it as homework and can listen to the tape as often as needed.

Strip Story. For beginning students, write each sentence that makes up a short story on strips of paper. For more advanced students write the main events that make up a story on strips of paper, one event to each strip. Read the story to the student or ask the student to read it. Ask the student to arrange the strips of paper in the proper order of the story.

Concentration. Write matching pairs of vocabulary words on cards, e.g. holidays and the dates, antonyms, synonyms, idioms, etc. Place the cards face down on the table. Student turns over one card and tries to find the matching card. If cards match, they are left on the table face up. If cards do not match, both cards are turned over and two more cards are selected. Game continues until all cards have been turned over. Variation: Play this game with two or more students.

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[1] Source: Hands-on English, Vol. 11, No. 1, May/June, 2001.
[2] Source: Hands-on English, Vol. 12, No. 5, January/February, 2003.

Create Your Own Wordsearch

Name:_____ **Date:**_____

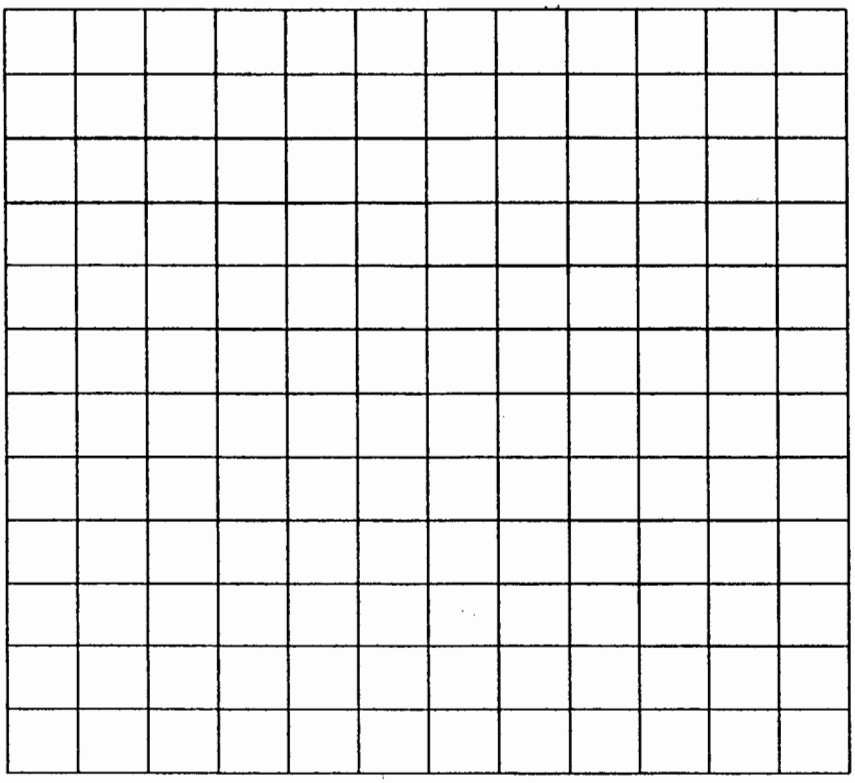
E	I	M	E	N	U	P	F	R	U	I	T
H	P	O	R	K	M	U	L	I	V	E	R
R	Q	T	C	H	I	C	K	E	N	S	N
P	R	O	L	L	S	T	U	R	K	E	Y
B	R	E	A	D	Z	W	R	B	E	E	F
S	J	K	Q	S	A	U	S	A	G	E	X
Y	I	N	G	R	E	D	I	E	N	T	S
V	E	G	E	T	A	B	L	E	S	G	C
W	R	B	C	O	U	P	O	N	M	S	D
G	F	I	S	H	C	A	B	B	A	G	E
D	I	S	C	O	U	N	T	N	H	I	T
P	H	D	J	P	A	S	T	A	K	E	L

Words:

✓1. MENU
_2. FRUIT
_3. PORK
_4. TURKEY
_5. BREAD
_6. CHICKEN
_7. SAUSAGE
_8. BEEF
_9. INGREDIENTS
_10. VEGETABLES
_11. COUPON
_12. FISH
_13. LIVER
_14. DISCOUNT
_15. ROLLS
_16. CABBAGE
_17. PASTA

Create Your Own Wordsearch

Name:_____ **Date:**_____



Words:

TARGET
EXPECT MORE. PAY LESS.

03/25/2004 10:28 AM
RECEIPT EXPIRES ON 06/23/04

A receipt dated within 90 days is required for ALL returns & exchanges. Giving a gift? Include a gift receipt!

083041713	MUNCHY STICK	T	9.98
	2 @ 4.99		
	SUBTOTAL		9.98
T = IL TAX 6.7500% on	9.98		0.67
	TOTAL		10.65
	CASH PAYMENT		20.65
	CHANGE DUE		10.00

RECEIPT ID# 2-4085-0840-0076-0838-9
VCD#752280249 TM#****4086

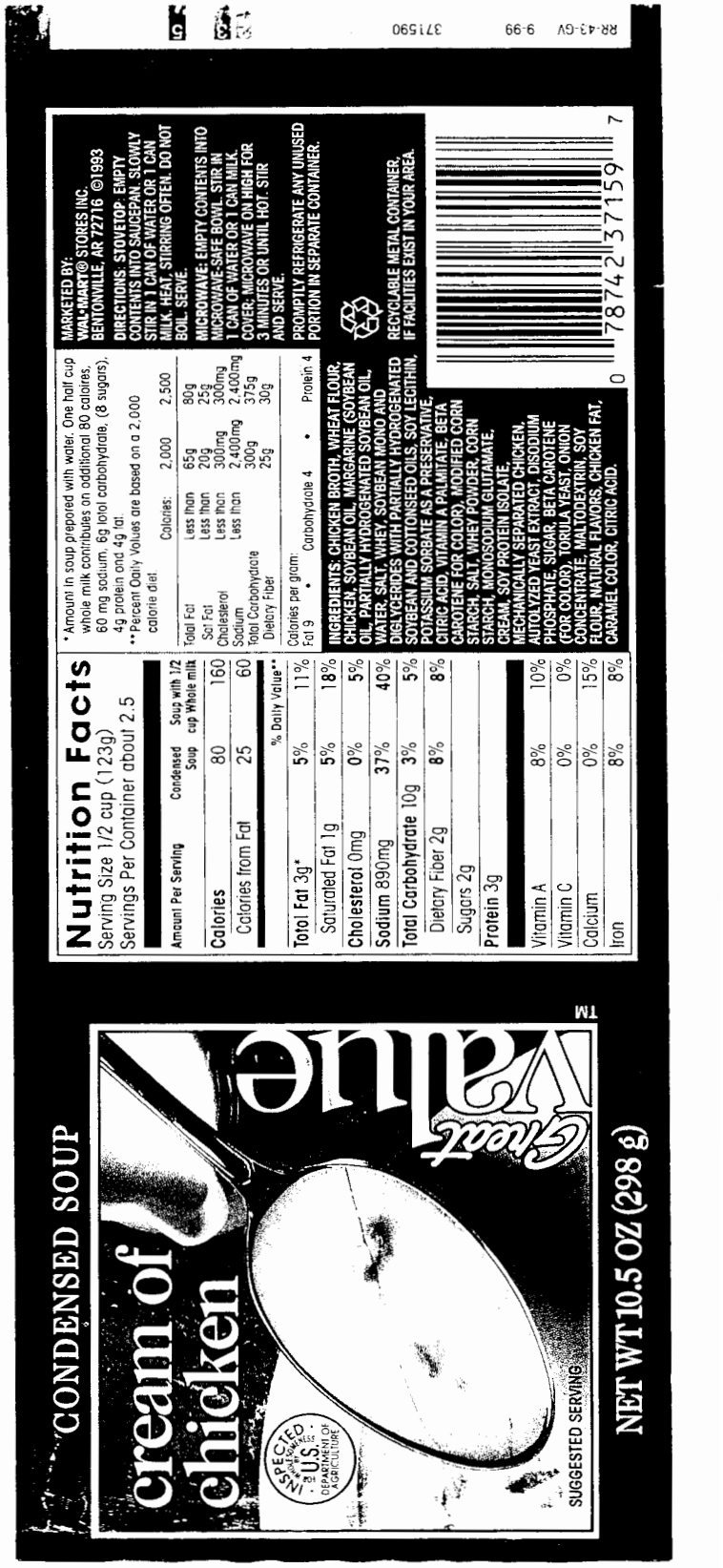
Save ALL Receipts
Give Gift Receipts & Gift Cards
Ask about Receipt Lookup

1 @ 2/5.00			
	NY CINN RSN 6 Z		2.50 B
1 @ 2/3.90			
	GLDFSH NCHO 7.2Z	PC	1.95 B
SC 71151035	**PREFERRED SAVINGS**		**.45-B**
	JWL CROUTONS 6Z	PC	1.29 B
SC 01440123	**PREFERRED SAVINGS**		**.30-B**
	C/F DT PEPSI 2L	PC	1.65 B
SC 71099309	**PREFERRED SAVINGS**		**.86-B**
	C/F DT PEPSI 2L	PC	1.65 B
SC 71099309	**PREFERRED SAVINGS**		**.86-B**
	C/F DT PEPSI 2L	PC	1.65 B
SC 71099309	**PREFERRED SAVINGS**		**.86-B**
	DEANS HF&HF 160Z		1.19 B
	FE GAR SALAD 1#	PC	2.28 B
SC 06093500	**PREFERRED SAVINGS**		**1.14-B**
	STF PIZZA 120Z	PC	3.79 B
SC 20893016	**PREFERRED SAVINGS**		**1.25-B**
	CLRX B/PEN 1CT		3.29 T
1 @ 2/5.00			
	JWL SHRP CHED 8Z	PC	2.50 B
SC 15024224	**PREFERRED SAVINGS**		**1.25-B**
	JWL SWISS 8Z	PC	2.99 B
SC 15024257	**PREFERRED SAVINGS**		**1.50-B**
1 @ 2/5.00			
	AL VAR SNAP 160Z		2.50 T
1.96 lb @ 1.48 /lb			
WT	CAULIFLOWER	PC	2.90 B
SC 06090589	**PREFERRED SAVINGS**		**1.48-B**
1 @ 2/5.00			
	AL VAR SNAP 160Z		2.50 T
1@1.98	HASS AVOCADOS	PC	1.98 B
SC 06082073	**PREFERRED SAVINGS**		**.99-B**
	MINUTE MAID 64 Z	PC	3.39 B
SC 15024109	**PREFERRED SAVINGS**		**1.70-B**
****	TAX .93	BAL	28.29
	Cash		50.00
	CHANGE		21.71
	COUPONS TENDERED 12.64		
TOTAL NUMBER OF ITEMS SOLD = 17			

JEWEL-OSCO PREFERRED CUSTOMER *
You Saved 12.64 Today By Using The Jewel Preferred Card

JEWEL-OSCO APPRECIATES YOUR BUSINESS!
JEWEL: 630-637-0490 OSCO: 630-637-1370

www.jewelosco.com



Oven Temperatures*

Degrees Fahrenheit	Degrees Celsius	Gas Mark	Description
225	110	¼	Very slow
250	120/130	½	Very slow
275	140	1	Slow
300	150	2	Slow
325	160/170	3	Moderate
350	180	4	Moderate
375	190	5	Moderately hot
400	200	6	Moderately hot
425	220	7	Hot
450	230	8	Hot
475	240	9	Very Hot

As a rule of thumb, Celsius is roughly half the Fahrenheit temperature.

Fan assisted ovens are usually set approximately 25 degrees Celsius (50 degrees Fahrenheit) lower than others and cooking time is reduced by 10 minutes for every hour of cooking time.

*Conversions are not exact.

United States Department of Commerce
Technology Administration
National Institute of Standards and Technology
Metric Program, Gaithersburg, MD 20899

METRIC CONVERSION CARD

Approximate Conversions to Metric Measures

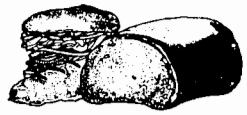
Symbol	*When You Know*	*Multiply by*	*To Find*	*Symbol*
		LENGTH		
in	inches	2.5	centimeters	cm
ft	feet	30	centimeters	cm
yd	yards	0.9	meters	m
mi	miles	1.6	kilometers	km
		AREA		
in^2	square inches	6.5	square centimeters	cm^2
ft^2	square feet	0.09	square meters	m^2
yd^2	square yards	0.8	square meters	m^2
mi^2	square miles	2.6	square kilometers	km^2
	acres	0.4	hectares	ha
		MASS (weight)		
oz	ounces	28	grams	g
lb	pounds	0.45	kilograms	kg
	short tons (2000 lb)	0.9	metric ton	t
		VOLUME		
tsp	teaspoons	5	milliliters	mL
Tbsp	tablespoons	15	milliliters	mL
in^3	cubic inches	16	milliliters	mL
fl oz	fluid ounces	30	milliliters	mL
c	cups	0.24	liters	L
pt	pints	0.47	liters	L
qt	quarts	0.95	liters	L
gal	gallons	3.8	liters	L
ft^3	cubic feet	0.03	cubic meters	m^3
yd^3	cubic yards	0.76	cubic meters	m^3
		TEMPERATURE (exact)		
°F	degrees Fahrenheit	subtract 32, multiply by 5/9	degrees Celsius	°C

Liquid and Dry Measure Equivalencies*

CUSTOMARY	METRIC
¼ teaspoon (t.)	1.25 milliliters
½ teaspoon (t.)	2.5 milliliters
1 teaspoon (t.)	5 milliliters
1 tablespoon (T.)	15 milliliters
1 fluid ounce (oz.)	30 milliliters
¼ cup (c.)	60 milliliters
1/3 cup (c.)	80 milliliters
½ cup (c.)	120 milliliters
1 cup (c.)	240 milliliters
1 pint (pt.) (2 cups)	480 milliliters
1 quart (qt.) (4 cups)	960 milliliters
1 quart (qt.) (32 ounces)	0.96 liters
1 gallon (gal.)	3.84 liters
1 ounce by weight (oz.)	28 grams
¼ pound (lb.) or 4 ounces	114 grams
1 pound (lb.) or 16 ounces	454 grams
2.2 pounds (lbs.)	1 kilogram (1000 grams)

*approximate

it's the Bread



Sandwiches served right from the oven!

ITALIAN

1. Numero Uno - *A traditional sub: Smoked ham, cured salami, prosciutto, provolone cheese, tomatoes, onions, lettuce, Italian dressing* $3.99
2. Italian B.L.T. - *Spicy grilled capicola, lettuce and tomato with mayo* $3.99
3. That's Italian - *Roasted bell peppers with melted provolone cheese on top of prosciutto, salami, and smoked ham* $3.99
4. Meatball - *Charbroiled meatballs simmered in Romano, Parmesan marinara sauce with provolone cheese* $3.99

TRADITIONAL

5. Ham & Swiss - *Premium hickory smoked ham and Swiss cheese served with lettuce, tomatoes, onions and Italian dressing* $3.99
6. Roast Beef - *Premium roast beef with melted provolone cheese served with lettuce, tomatoes, red onions and our special mayo blend* $3.99
7. Texas Barbeque - *Hickory smoked, pit cooked, beef brisket with dill slices* $3.99
8. Classic Club - *Hickory smoked ham, grilled capicola, turkey, lettuce, tomatoes and mayo* $3.99

LIGHTER FARE

9. Vegetarian - *Dilled cream cheese, cucumbers, marinated tomatoes, bell peppers, onions, lettuce and Italian dressing* $3.99
10. Smoked Turkey *(thinly sliced)* - *With lettuce, tomatoes, onions and our special dressing* $3.99
11. Roasted Chicken Breast *(thinly sliced)* - *Served with melted Swiss, tomatoes, lettuce and mayo* $3.99
12. Tuna - *Premium albacore tuna salad with onions, lettuce, tomatoes and mayo* $3.99

COMPLEMENTS

Complement your sandwich with:
a **dill pickle** and your choice of Potato Salad *or* Chips .89

SOUPS

Cup $1.39 Bowl $3.59
(w/ Asiago cheese bread)

SALADS

Caesar Salad: *Romaine lettuce, Asiago cheese, croutons* $3.39

Chicken Caesar Salad: *Topped with grilled chicken breast* $4.89

Greek Salad: *Fresh romaine lettuce topped with diced tomatoes, Kalamata olives, feta cheese, peperoncini peppers and croutons* $3.99

(Low fat dressing available)

ACHIEVEMENT LIST OF REAL LIFE SKILLS USING ENGLISH

Name of learner:_____Date:_____

Name of tutor:_____

What have you achieved and what are you able to do now or do better in everyday life?	Listen	Speak	Read	Write
Write a shopping list.			✓	✓
Read the signs for the Deli, Bakery, and Meat counter			✓	
Request items at the Deli counter.	✓	✓		

Check (✓) any changes/achievements:

	✓	Date
Received US Citizenship		
Registered to Vote or Voted for the first time		
Gained Employment		
Obtained Job Advancement		
Obtained GED		
Entered other Ed.or Voc.Program		

What do you still want to learn?

What do you want to be able to do?