

# A conversation about the food industry

SPEAKING

LEVEL  
Lower-intermediate

NUMBER  
EN\_BE\_2246S

LANGUAGE  
English

lingoda






## Goals

- Can engage in a short conversation about the food industry.
- Can identify and describe a simple range of products in the food industry.





We talk a lot in English about the farm  
to table movement.

But in the **food industry**, there are  
usually a lot of people between the  
**farmer** and the **consumer**.



## Preview and warm-up

In this lesson you are going to **review** what you have learnt by **talking** about various aspects of the **food industry**.



I'm **filling the shelves** so there is food for our customers.



## Pronunciation

peach



## Pronunciation

peach

brunch



## Pronunciation

peach

brunch

sandwich



## Pronunciation

**peach**

**brunch**

**sandwich**

**lunch**





## Pronunciation

peach

brunch

sandwich

lunch

Practise saying the **ch sound** at the end of these words.



## Pronunciation

**watch**



## Pronunciation

**watch**

**catch**



## Pronunciation

**watch**

**catch**

**butcher**



## Pronunciation

**watch**

**catch**

**butcher**

**ketchup**



## Pronunciation

watch

catch

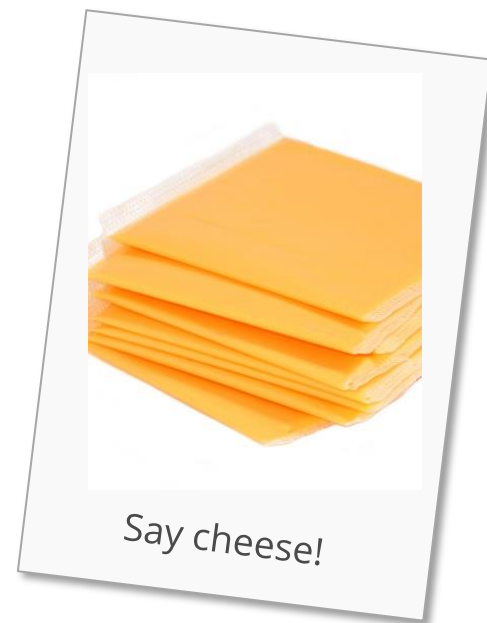
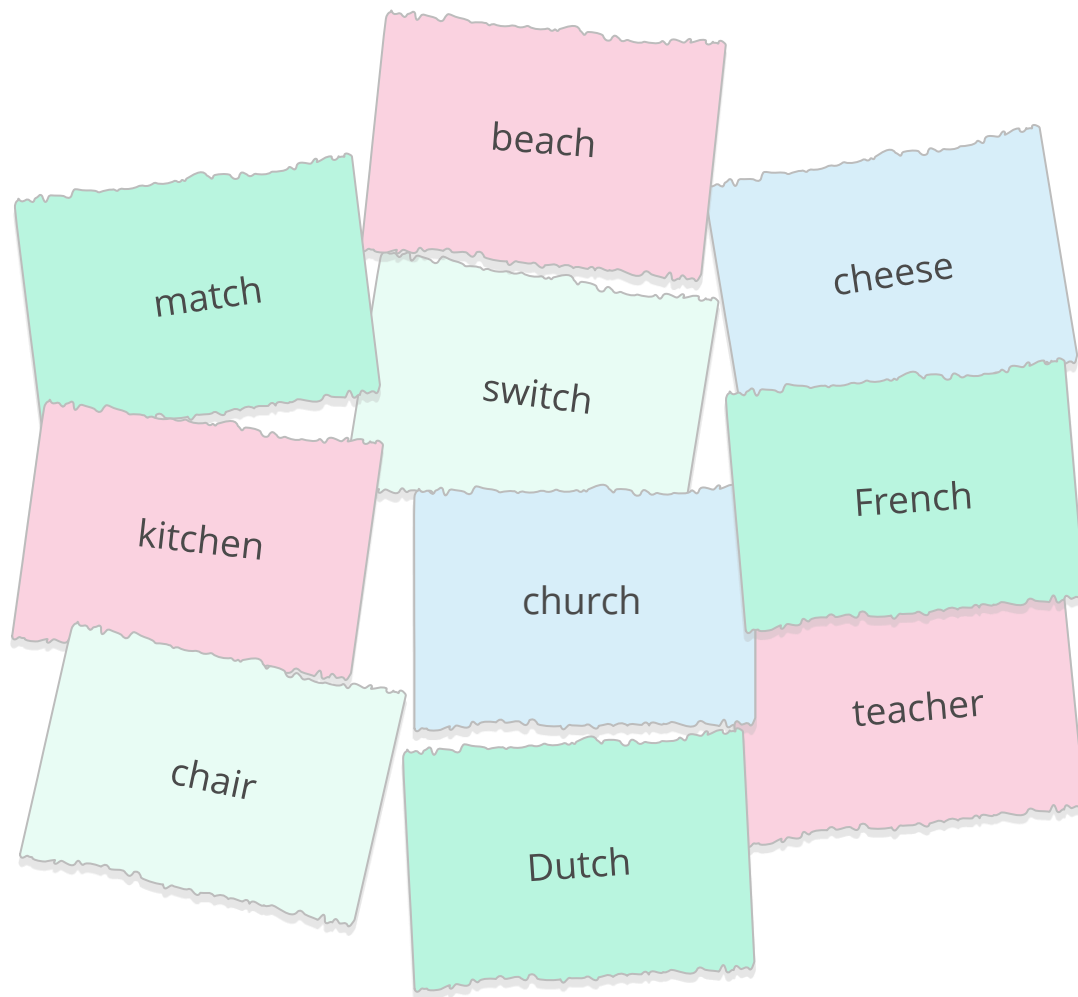
butcher

ketchup

Practise saying the ***tch* sound** at the end of these words.  
We use the ***tch* sound** after short vowels.



Practise saying these words. Do you notice the long and short vowel sounds?





## Vocabulary review

checkout  
operator

shop assistant

deli counter

farmer

grower

processed food

dairy products

legumes







## Sentences



A **checkout operator** scans items.

A **shop assistant** helps customers and replenishes stock.



At the **deli counter**, we can buy cheese and meats.



## Sentences



**Farmers** and **growers** produce our food.

Some people think **processed food** is bad for our health.



Cheese, milk and yoghurts are **dairy products**.

Lentils and peas are **legumes**.





## A shopping list

**Look at the shopping list below. Which areas of the supermarket does this person need to visit? Decide with your partner**

- 200 grams of cheese
- A packet of biscuits
- Some ice cream
- A litre of milk
- 200 grams of ham
- A kilogram of potatoes
- A box of chocolates
- A bottle of water
- A tin of tomatoes
- Some bread





## Your shopping list

**Write your own shopping list below. Then swap with a partner and tell each other which areas of the supermarket you need to go to**

100 grams of...

A can of...





## In the supermarket

**Who can help you  
find something in a  
supermarket?**

**Who do you pay in a  
supermarket?**

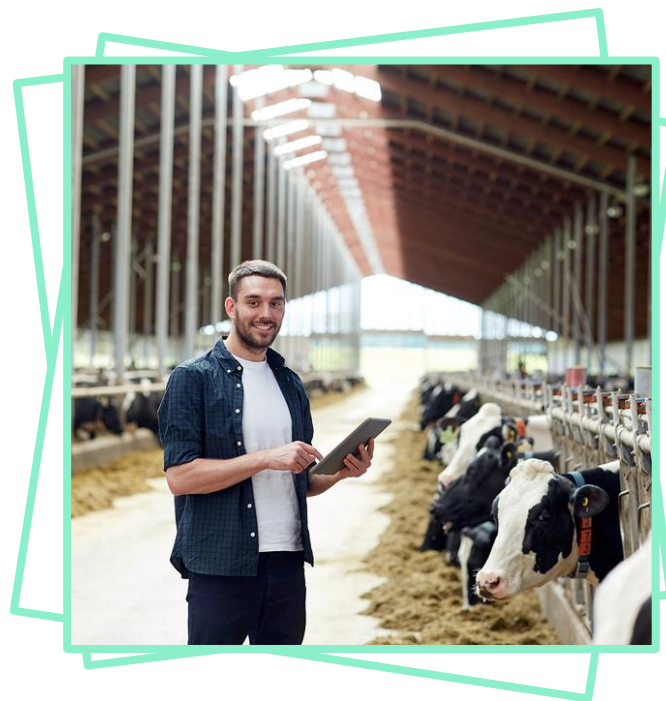
**You drop a bottle  
of milk in the  
supermarket.  
Who will help  
you?**

**Who do you talk to  
about a problem with  
one of the workers in  
the supermarket?**



## Where does your food come from?

**Do you usually know who the farmer or grower who produced your food? How can you find out?**







## Brainstorm

You talked about methods used to preserve food. Brainstorm what you can remember here





## Comment on the sentence

Do you agree with the statement below? In what ways is it true? Is some preserved food healthy? Is it possible to stop preserving food?



**Preserving food** makes it **unhealthy** and it makes the food **addictive**. We should stop preserving food as much as possible.







## Giving a presentation

Choose one of the topics below to prepare a presentation on. Spend a few minutes making notes on what you are going to say.

- Jobs in the food industry in my country
- Talk about the most important jobs in the food industry
- Talk about a job you would like to do



- Supermarkets in my country
- Talk about the different areas you find in a supermarket
- Talk about how it is to work in a supermarket





## Your presentation

**Now give your presentation to your classmates.  
They should be prepared to ask some questions at the end of the  
presentation**





## Reflect on the goals

Go back to the second slide of the lesson and check if you have achieved all the goals of the lesson.

yes

no

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## Reflect on this lesson

Think about everything you have seen in this lesson.  
What were the most difficult activities or words? The easiest?



If you have time, go over  
the most difficult slides again





## Categorise the foods as to how we normally measure them

chicken

water

chocolates

crisps

coke

cheese

biscuits

olive oil

sugar

ham

sweets

beer

kilograms/grams

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bottles/cans

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boxes/packets

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## Writing

**Write a short text on the same topic you spoke about on p. 26.  
Try to use as much vocabulary from the unit as possible.**

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○	



## Homework answer key

### Exercise p. 29

Kilograms/grams: chicken, cheese, sugar, ham  
Bottles/cans: water, coke, olive oil, beer  
Boxes/packets: chocolates, crisps, biscuits, sweets



