

# Food for free

## Language

Vocabulary connected with looking for wild food or foraging; reference words

## Level

Pre-intermediate to intermediate (equivalent to CEF level B1–B2)

## Comment

This eLesson looks at the topic of foraging or searching for wild food.

## How to use the lesson

- 1 Set the context for the reading: foraging. You could ask students if people ever go for walks to pick food like berries or nuts in their culture. You could find out how often, if ever, students and their families go looking for food growing in the wild. This could be done as a whole class activity or in pairs / small groups followed by class feedback.
- 2 Show students a few pictures of different types of food (eg mushrooms, seaweed, nuts, grapes) and ask them, in pairs / groups to discuss which items grow wild in their country and which other items of food people like to look for. Elicit ideas, writing them on the board if appropriate. Students then read the text to see which types of food are talked about in the text. Set a brief time limit, eg 1–2 minutes depending on students' level, to encourage fast reading. When the time limit is up, take feedback and tick the types of food mentioned in the text on the board if appropriate.
- 3 Before setting exercise 1, you may wish to explain what *foraging* (looking for food growing in the wild) is and how to pronounce the word. Students can discuss their answers in pairs if appropriate. Take feedback.
- 4 Exercise 2 focuses on vocabulary from the text. Students could try to complete the sentences first alone or in pairs. Take feedback. If appropriate for your students, you could highlight the fact that *seasonal* has the stress on the first syllable, *improve*, *survive* and *ingredient* have the stress on the second syllable and *agricultural* has the stress on the third syllable.
- 5 Exercise 3 provides practice of the words in exercise 2. If appropriate students could check answers in pairs before going through them as a class. Students then ask and answer the questions in pairs. Monitor pairs and help if needed before taking feedback.
- 6 Exercise 4 focuses on referencing words. You could give an example to demonstrate what to do: *Humans have done it for many thousands of years; it* refers back to looking or foraging for food growing in nature. You could ask students to scan the text quickly, find the underlined words from the exercise and circle them. They then decide which word(s) it refers back to. You could ask them to draw an arrow back to the word(s) it refers to in the text, either in pairs or as a whole class task. Take feedback.
- 7 Sound / spelling connections are particularly difficult for some students. With stronger students you could let them try and guess the odd one out without support for Exercise 5. With weaker students, model the first one with them (*rich* is the odd one out as it has the /ɪ/ sound). In feedback it would be useful to drill the words to help students with the pronunciation; or you could model the pronunciation using the Macmillan online dictionary by clicking on the pronunciation icon, eg for *diet*. [www.macmillandictionary.com/dictionary/british/diet](http://www.macmillandictionary.com/dictionary/british/diet)
- 8 Exercise 6 gives students personalised speaking practice on the topic of foraging. Set the discussion task for small groups if appropriate. Take feedback.

## Reading eLesson

### Answer key

1

- 1 paragraph 2
- 2 paragraph 3
- 3 paragraph 1
- 4 paragraph 4

2

- 1 improve
- 2 pace
- 3 trend
- 4 wild
- 5 seasonal
- 6 survive
- 7 ingredient
- 8 agricultural

3

- 1 wild
- 2 trend, seasonal
- 3 agricultural, improved
- 4 pace
- 5 ingredients, survive

4

- 1 *their* (diet) = the British people's (diet)
- 2 *ones* = countries
- 3 *it* = buying food from shops and supermarkets
- 4 *them* = the top restaurants in the world that use fresh wild ingredients
- 5 *they* = wild foods such as plants, berries, fungi and nuts

5

- 1 r̄ich /ɪ/
- 2 good /ʊ/
- 3 many /e/
- 4 berries /z/

6

Students' own ideas.

### Related websites

The following websites might be useful for either you or your students.

[http://www.theecologist.org/green\\_green\\_living/food\\_and\\_drink/815671/top\\_10\\_foods-to\\_forage.html](http://www.theecologist.org/green_green_living/food_and_drink/815671/top_10_foods-to_forage.html) (information on the top 10 wild foods to search for)

<http://www.eattheweeds.com/you-can-learn-to-forage-for-wild-edibles/> (the 4 rules of foraging)

<http://www.wildfoodschool.co.uk> (information on foraging courses)