The Inclusive Dinner Party
Planning a meal with dietary restrictions

PART 01 Warm-Up Activity

- What is the most difficult dish you have ever cooked?
- Do you have any friends or family members with special dietary requirements (e.g., vegan, gluten-free)?
- When you host a dinner, do you prefer to cook everything yourself or have guests help?

PART 02 The Scenario

You and your partner are hosting a dinner party for four friends this Saturday. However, your friends have sent you a list of their dietary requirements. You need to design a three-course menu (Starter, Main, Dessert) that everyone can eat and decide who will perform which cooking tasks.

Guest List & Requirements:

- **Alex:** Allergic to shellfish.
- **Sam:** Vegetarian (no meat or fish).
- **Jordan:** Cannot have things that contain gluten.
- **Taylor:** Not so keen on spicy food.

THE TASK & GOAL

Create a final menu and a step-by-step cooking plan.

1. Review the guest requirements and brainstorm dishes that are safe for everyone.
2. Select one starter, one main course, and one dessert.
3. List at least three specific cooking methods (e.g., roasting, steaming, frying) you will use for the meal.
4. Assign specific preparation tasks to each person in your group.
5. Present your menu to the class and explain why it is safe for your guests.

ROLES & PERSPECTIVES

THE HEAD CHEF	THE SOUS CHEF
Responsible for choosing the cooking methods (roasting, simmering, etc.) and ensuring the recipe steps are in the correct order.	**Responsible for checking the dietary requirements and managing the preparation tasks (peeling, slicing, weighing).**

REFERENCE **Useful Language**

DISCUSSING THE MENU	GIVING INSTRUCTIONS	OFFERING TO HELP
Is there anything they don't eat?	First, preheat the oven to...	Shall I do the...?
This dish contains gluten/meat.	Chop the vegetables into cubes.	I'll start weighing the...
I think I'll start with...	Let's simmer the sauce for...	I'll take care of the...

PLANNING & NOTES   *Plan your dialogue here*

PART 03 **Reflection**

1. Which part of the menu was the hardest to plan?

2. Do you think your menu sounds "delicious" or just "safe"? Why?

The Inclusive Dinner Party
Target language practice.

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⏱ **TIME**

30-40 MINS

⚑ **OBJECTIVE**

Students will collaborate to solve a logic-based culinary problem while using cooking vocabulary and imperatives.

◈ **GRAMMAR FOCUS**

IMPERATIVES AND FUTURE 'WILL' FOR OFFERS

- Peel and slice the apples
- I'll start weighing the flour
- Shall I do some garlic bread?

▱ **KEY VOCABULARY**

SIMMER   **ROAST**

ALLERGIC

DIETARY REQUIREMENTS

PREHEAT

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Procedure ——

1. **Warmer (5 mins):** Ask the warm-up questions to the whole class. Elicit a few "food disaster" stories to build engagement.

2. **The Task (20 mins):**
   - Put students in pairs or small groups.
   - Monitor as they negotiate the menu. Ensure they are checking the "Guest List" constraints—this is the core of the task.
   - Encourage them to use the "Useful Language Box" to make offers ("I'll do the chopping").

3. **Feedback (10 mins):**
   - Groups present their menus.
   - The rest of the class acts as the "Guests" and points out if there is anything they can't eat (e.g., "Wait, I'm Sam and I'm vegetarian, but your main course has chicken!").
   - Provide error correction on cooking verbs and imperative structures.