

Classroom posters

Food

Teacher's notes



Food

Use this poster to help you present, practise, recycle and build on language related to food. Here are some ideas for using the ‘food’ poster with your learners.

Food in each section of the poster:

FOOD

1. rice 2. pizza 3. ice cream 4. bread 5. yogurt
6. chips (fries) 7. egg 8. noodles 9. chocolate
10. nuts 11. cake 12. cheese

FRUIT

13. watermelon 14. pineapple 15. apple
16. strawberries 17. orange 18. grapes
19. banana 20. pear

VEGETABLES

21. peas 22. potatoes 23. tomato 24. lettuce
25. beans 26. carrot

Presenting new vocabulary

- Show the poster to the students. Introduce the food items that you want to introduce by saying which foods you like and which you don't like. Use gestures such as rubbing your stomach and nodding your head for food that you like and shaking your head for food that you don't like. Ask about the students' likes and dislikes as you proceed. You could point to the different food and say, for example: 'This is rice. I like rice. Do you like rice?' (You could also introduce 'I don't mind.' For example, 'I don't mind bread. It's OK.')
- Point to items on the poster and say the word, for example: 'rice', 'pizza', 'ice cream'. Ask the students to listen and repeat after you.

- Ask questions about the food items, for example: 'What colour is the chocolate?', 'What number is the cake?' Tell students to put hands up to answer questions. Don't forget to ask the quieter students who don't always volunteer to answer questions.
- Point to items on the poster, e.g. the peas or the potatoes, and ask the whole class to say the word. Correct pronunciation as necessary.

Practising new vocabulary

- Write the words you want to practise on the board. Ask one student to come to the front and point to an item on the poster and ask another student to find the correct word on the board. Ask the class if this is the correct word. Can the class pronounce the word correctly?
- Draw the following chart on the board. To demonstrate how to complete the chart, ask a student to come to the board and write an item of food in each column. Now the students complete the chart with their preferences, using their new food vocabulary.

I LIKE	I DON'T LIKE	I DON'T MIND

- Play 'I went to the shop and I bought ...'. Start by saying, 'I went to the shop and I bought some rice.' The next person has to repeat your sentence and add an item, for example: 'I went to the shop and I bought some rice and a pizza.' Continue around the class until someone makes a mistake. You could prompt students to use 'a'/'an'/'some' as appropriate.

Recycling vocabulary

Try these activities in order to help students use vocabulary again and again.

- When you have introduced all the food vocabulary on the poster (perhaps after several lessons) you could cover the poster and ask the students to list fruit, vegetables and other food on a chart, like this:

FRUIT	VEGETABLES	OTHER FOOD

Set a time limit of two minutes, then show the students the poster. Which ones did they miss? Can they add any more words to each column?

- Ask the students to work in pairs. One student says a number from the poster and the other must say the food.
- Give students definitions of food items. They have to guess the correct food. For example: 'I eat this for breakfast. It comes from a chicken.'

Building on vocabulary

Use the poster to introduce or revise language with students who are familiar with the food vocabulary items shown on the poster.

- Countable and uncountable nouns.**

Draw the following chart on the board:

A/AN	SOME

Ask students to write the food items from the poster in the correct column. Discuss when we use 'a'/'an' ('a' for singular countable nouns, 'an' for singular countable nouns starting with a vowel sound) and when we use 'some' (for uncountable nouns and plurals).

- Practise 'going to' for plans.** Students plan a picnic in groups. What food are they going to take? Where are they going to have the picnic? When they have prepared their list, each group can tell the class about their plans.
- Practise 'So do I.' and 'Neither do I.'** Ask individual students if they like various foods on the poster. You can respond to the students' answers saying 'So do I.' or 'Neither do I.' (You could also introduce 'Really? I do.' and 'Really? I don't.')

Now ask two students to ask and respond in the same way, like this:

A: Do you like apples?

B: Yes, I do./No, I don't.

A: So do I./Neither do I.

In pairs, the students talk about the food on the poster in the same way. Ask some students if they have similar or different tastes to their partner.

You can download the Food poster from www.teachingenglish.org.uk
You can find more activities to do with children at www.britishcouncil.org/learnenglishkids