

Food I like/don't like

Topic

Food, likes and dislikes

Aims

- To develop learners' understanding of and ability to use food vocabulary
- To enable the learners to talk and ask questions about likes and dislikes
- To practise speaking skills

Age/level

Primary
CEFR level A1/A2

Time

60 minutes

Materials

1. flashcards of the foods you have decided to focus on, such as:
<https://learnenglishkids.britishcouncil.org/en/flashcards/food-flashcards>
2. a puzzle with the food words (one per learner) – optional, for follow-up/homework, such as:
<http://www.discoveryeducation.com/free-puzzlemaker/>
3. a food song – optional, for follow-up/homework, such as:
<https://learnenglishkids.britishcouncil.org/en/songs/chocolate-cake>

Introduction

This lesson could be used either with beginners or as revision for learners in their second year of English. It starts with a review of food vocabulary, which can be adapted, and then learners will practise using the structure 'I like/don't like'. Learners then complete a simple survey by asking their classmates about their own food likes and dislikes. There are also several suggestions for follow-up or homework activities.

Procedure

1. Introduce or revise the vocabulary

- Use the food flashcards to either elicit the word or teach it, encouraging choral and individual repetition.
- Draw a smiley face on the board next to a flashcard of a food that is generally liked by everybody, for example chocolate. Say, 'I like chocolate.' Use body language to emphasise the meaning.

- Ask learners, 'And you?' Elicit 'I like chocolate' and drill the sentence.
- Then draw a sad face on the board next to a flashcard of a food that is often disliked, for example peas. Say, 'I don't like peas', again using body language to emphasise the meaning.
- Ask the learners, 'And you?' This time, get learners to put their hands up if they don't like the food. Drill the sentence with these learners only.
- Repeat with other foods that are often disliked, until all the learners have been drilled on a sentence with 'I don't like ...'
- Now go through all the remaining flashcards. Learners say, 'I like...' or 'I don't like...', to each one.

2. Using a grid on the board to represent information

Draw a simple grid on the board, with food along the top and space for learners' names in the left-hand column, such as the one below. You might wish to draw pictures of the food instead of writing words.

<i>Name</i>	<i>apples</i>	<i>fish</i>	<i>ice cream</i>	<i>cheese</i>	<i>spinach</i>

Write a learner's name in the first space. Ask them, 'Do you like apples?' If they say yes, draw a smiley face under 'apples' in the grid.

When you have filled in two or three faces, you can hand over to the learners, getting them first to fill in the faces, and then to ask the questions.

3. Comprehension check

- Point to the grid on the board and ask the learners to raise both arms if you make a true statement and to fold their arms if what you say is not true. Demonstrate before asking them to do the activity.
- Now say a sentence based on the grid, such as 'David likes apples.' The learners respond by raising or folding their arms accordingly. Repeat this several times.
- You can again hand the game over to the learners and get them to make the statements. However you will need to encourage the use of third person 's'.

4. Survey

Ask learners to draw a grid like the one on the board in their notebook. Tell them they can choose any five other foods to write or draw in the grid. They should do the same number of rows as learners in the class.

- They write their own name in the first row and draw smiley or sad faces in the appropriate place on the grid if they like or dislike the food.

	<ul style="list-style-type: none"> • They then stand up and mingle, asking each member of the class whether they like or dislike the foods. Each time they should write the name of the person they are talking to on a new row and draw smiley or sad faces in the appropriate space on the grid. • Remember to demonstrate the activity with a learner first, then ask for a pair to demonstrate so that everyone knows what is expected. • At the end of the survey, learners could draw a simple bar chart to represent their results. Depending on your learners, they could then write sentences to describe the chart, such as ‘Eight children like bananas. Seven children don’t like bananas.’ <p>If you have a large class, you may wish to have the learners work in groups and survey only the other learners in their group.</p>
5. Review	<p>The learners play a guessing game based on their surveys.</p> <ul style="list-style-type: none"> • One learner comes to the front with their survey. They make a sentence about someone they surveyed but without saying their name, e.g. ‘She likes bananas, milk and pizza, but she doesn’t like sandwiches or potatoes.’ • The other learners have to guess the name of the person described. • Make it clear that if it is themselves being described, they’re not allowed to say so or guess! • The learner who guesses correctly can be the next learner to describe someone. You could also play this in teams and award points.
6. Homework and follow-up options	<ul style="list-style-type: none"> • Learners could write and/or draw a menu or a shopping list. • Give learners a puzzle with the food words, e.g. from <i>Puzzlemaker</i>. • Sing a song. You could try the <i>Chocolate cake</i> song from LearnEnglish Kids, or you may like to quickly teach the following words to the tune of <i>Frère Jacques</i>: <i>I like chicken, I like chicken, Chicken and chips, chicken and chips, Cheese and chocolate, cheese and chocolate, Ice cream too, ice cream too.</i> <p>Learners could try to make up their own version with different food words.</p>

Contributed by

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