

# Food

## Topic

Food

## Aims

To develop and practise:

- vocabulary: food
- structure: 'Do you like ...?', should, imperatives
- curricular work: menus, recipes, food groups, healthy eating
- integrated skills: listening, speaking, reading, writing

## Age

Primary (7–11 years)

## Time

90 minutes approximately (depending on stages chosen)

## Materials

1. Flashcards  
<https://learnenglishkids.britishcouncil.org/en/flashcards/food-flashcards>  
<https://learnenglishkids.britishcouncil.org/en/flashcards/cooking-flashcards>
2. Words games: 'Food 1' and 'Food 2'  
<https://learnenglishkids.britishcouncil.org/en/word-games/food-1>  
<https://learnenglishkids.britishcouncil.org/en/word-games/food-2>
3. Song, activity sheet, answers and lyrics: 'Chocolate cake'  
<https://learnenglishkids.britishcouncil.org/en/songs/chocolate-cake>
4. Story, activity sheet, answers and transcript: 'The hungry dragon'  
<https://learnenglishkids.britishcouncil.org/en/short-stories/the-hungry-dragon>
5. Writing practice: 'Restaurant menu'  
<https://learnenglishkids.britishcouncil.org/en/writing-practice/restaurant-menu>
6. Game: 'Trolley dash'  
<https://learnenglishkids.britishcouncil.org/en/games/trolley-dash>
7. Your turn: 'Food'  
<https://learnenglishkids.britishcouncil.org/en/your-turn/food>
8. Worksheets: 'Typical dish' and 'Cooking'  
<https://learnenglishkids.britishcouncil.org/en/worksheets/cooking>  
<https://learnenglishkids.britishcouncil.org/en/worksheets/typical-dish>
9. Large pieces of paper for posters (stage 4)
10. Cards with steps of chosen recipe (stage 5)

11. Ingredients and equipment needed for chosen recipe (stage 5) – optional

For a complete list of all 'Food' content on LearnEnglish Kids, click here:

<https://learnenglishkids.britishcouncil.org/en/category/topics/food>

## Introduction

In this lesson, learners will be introduced to or review food items. Then they will sing a song or watch a story which they will use as the basis for a project of either a survey or a menu. They will think about food groups and how to eat healthily, and produce a poster. Finally they will look at language for recipes and even make some food in class!

## Procedure

<b>1. Introduce the topic (5 mins)</b>	<ul style="list-style-type: none"> <li>• Use flashcards to introduce some food items. You can use the flashcards on LearnEnglish Kids or you can create your own. Show each flashcard one by one and elicit or teach the word.</li> <li>• If your learners already know some food vocabulary, try revealing each picture slowly, by holding a blank piece of paper in front of the picture and slowly moving it to reveal the picture while the learners guess what it is. Alternatively, you could play the 'Food 1' or 'Food 2' word games to see what they know and what words are new.</li> <li>• Once learners are familiar with the vocabulary, play a game. For example, stick the flashcards on the board. Put your class into two teams and call out sentences about the food you like, e.g. 'I like pizza and chips.' One child from each team runs out to the board to touch the correct items. This game works well played with fly-swatters!</li> </ul>
<b>2. Sing a song (15–20 mins)</b>	<ul style="list-style-type: none"> <li>• The song 'Chocolate cake' is very good for practising rhythms, and has food and drink vocabulary for a meal. Play the song and encourage your learners to clap or tap along to the rhythm of the song.</li> <li>• After listening, ask your learners to put their hands up if they like the ingredients of the meal, in order to introduce the question form 'Do you like ...?' Is chocolate cake the most popular? Encourage the learners to ask you the same questions!</li> <li>• Use exercise 2 on the activity sheet as the basis for a class survey, or design your own. Ask learners to complete the questions with different foods and drinks.</li> <li>• Ask learners to survey their classmates. You might want to drill the question form before they start. Monitor and help while they are doing the survey.</li> <li>• After the survey, show the learners how to complete the bar chart by doing an example on the board. Demonstrate counting the ticks for each food, then colouring the corresponding number of squares. Which foods were the most and the least popular?</li> </ul>
<b>3. Watch a story (20 mins)</b>	<ul style="list-style-type: none"> <li>• Alternatively, you can watch 'The hungry dragon' with your learners. Give them exercise 1 of the activity sheet and they try to match the pictures and vocabulary.</li> <li>• Watch the story. Check the vocabulary in exercise 1. Play the story again and ask learners to do exercise 2 or 3 of the activity sheet. Check answers as a class.</li> </ul>

	<ul style="list-style-type: none"> <li>• Ask learners what food they would like to eat from the story. As a mini-project, learners could design a menu for a hungry monster. Brainstorm lots of different foods they think a monster would like to eat. Encourage them to be creative! Then learners can work in pairs, and decide which foods (and how many of each) to put in their menu. Monitor and help with language where necessary. Give learners paper so they can draw and illustrate their menus. If learners need more support creating a menu, try the 'Restaurant menu' writing practice activity.</li> <li>• Display the menus around the class and allow learners time to look at each other's menus. If you have time, you could put learners in different pairs and have them role play ordering food from each other's menus in a restaurant. Write an example dialogue on the board to help them.</li> </ul>
<b>4. Healthy eating project (20 mins)</b>	<ul style="list-style-type: none"> <li>• Choose some flashcards of foods from each of the food groups and put them on the board. Arrange them in groups according to food group. Ask learners if they can tell you why they have arranged them like that. Elicit or teach the names of the food groups. What do they know about which foods you should eat in order to be healthy? For example, how many portions of fruit and vegetables should you eat a day?</li> <li>• Learners now work in small groups and make a list of their top five pieces of advice. Then they can make a poster and illustrate it. Higher level learners can write explanations for their healthy eating rules as well.</li> <li>• Alternatively, learners could write a 'How healthy are you?' questionnaire. Working in pairs, they write five multiple choice questions, and then exchange their questionnaire with another pair. When they get their questionnaire back, they can tell the other pair the result!</li> </ul>
<b>5. Following a recipe (15–20 mins)</b>	<ul style="list-style-type: none"> <li>• Use flashcards to introduce some cooking vocabulary. You can use the flashcards on LearnEnglish Kids or you can create your own. Show each flashcard one by one and elicit or teach the word.</li> <li>• Choose a simple recipe, such as a recipe for banana milkshake or pizza. Show learners a picture of the final dish and ask them what it is. Prepare the steps of the recipe on separate cards and see if learners can put the steps in the correct order.</li> <li>• Make the dish! This is best if learners can bring in at least some of the ingredients and equipment in advance, and also bring an apron to wear.</li> <li>• Be careful where recipes require cutting. For banana milkshake, for example, instead of cutting the banana, learners can mash it with a fork, and use orange juice instead of cutting an orange. Learners could also bring a jar to shake the mixture in instead of whisking it.</li> <li>• Make sure learners follow the recipe and your instructions while making the dish. After eating/drinking the dish, ask the learners to write up the recipe and illustrate the different stages. Highlight the use of the imperative, making sure learners use it when writing their recipe. Learners can also suggest variations they would like to try, for example apple juice instead of orange juice in the banana milkshake.</li> <li>• If making the recipe is not possible, learners could invent their own. This could be a realistic recipe, for example a variation on the recipe they looked at, or a recipe for a healthy dish based on their healthy eating project, and learners could ask their parents if they can make it at home and bring it to the next lesson to try.</li> </ul>

	<ul style="list-style-type: none"><li>• Alternatively, learners could invent the recipe for one of the dishes on their hungry monster menu, being as creative as they like!</li></ul>
<b>6. Round off activity (5–10 mins)</b>	<ul style="list-style-type: none"><li>• Learners can sing the song again or, for fun, you might like to play the 'Trolley dash' game with them – a fun game where you have to race around the shop to get all the items on your shopping list. Learners will enjoy playing this in teams.</li></ul>
<b>7. Setting homework (5 mins)</b>	<ul style="list-style-type: none"><li>• Learners can watch the story or listen to the song again at home. If they are members of LearnEnglish Kids, they can also read comments on the 'Food' Your turn and leave their own comment on the page.</li><li>• Alternatively, you could give them the 'Typical dish' or 'Cooking' worksheets to try at home.</li></ul>

**Contributed by**

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