# Food I like/don't like

## Topic

Food and describing food

## Learning outcomes

- Practice using vocabulary for food
- Review vocabulary related to face/body parts
- Practise using *like* and *don't like* in the first person, third person and question form
- Consider how food can be categorised and to practise this skill
- Use personalised and creative contexts to discuss likes and dislikes

## Age/level

Aged 9-12 CEFR level A1–A2

## Time

60 minutes

## Materials

- Presentation
- Two items of food (one you like and one you don't like) for stage 1
- Paper or a mini whiteboard.
- The learners will need two items of food (one they like and one they don't like) for stage 2, a pen or pencil and paper or a notebook.

## Introduction

In this lesson learners talk about and describe food. They initially meet vocabulary through a pre-lesson task, then they talk about what food they like and dislike. Next they think about how different food items can be categorised and how to describe them, and practise this language with a group speaking activity. Finally, they review language for face or body parts by dictating a monster and practise talking about likes and dislikes in the third person in a creative way.

## Checklist for online teaching

**Make sure you are familiar with the online platform you are using**

- Have you tested your microphone and camera in the platform to make sure they work with it? A headset with a mic is usually better than a device's in-built speakers and mic.

- Do the learners need a URL or code to join the class? Do they all have this?

- Do you know how to share what is on your computer screen so that the learners can see it?

- Do you know how to mute the learners' microphones if you need to?

- Do you know how to use the 'breakout rooms' if the platform has this facility? Is this enabled?

- Does the platform have a 'raise hand' button that the learners can use to indicate they want to speak? You can also use this function to get them to indicate if they can hear you or see what you're showing on the screen, or to hold a quick vote!

- Do you know what the platform looks like from a learner's perspective? It may look different or have slightly different functions compared to the teacher's view. If you use screenshots to explain to learners where to click on something, make sure they're taken from a learner's perspective.

- Do you know how to troubleshoot some of the technical issues that you or your learners might experience with the platform? Does it make a difference if they are accessing the platform from a mobile device or a certain browser?

- Do you know if your learners' parents or another adult will be available during lessons to help them resolve technical issues?

- Have you considered safeguarding and child protection issues? For example, you may wish to insist that learners do not record the lessons.

- Most online platforms have support videos or tutorials available online. Have you looked at these?

**General tips**

- Make sure you have explained to your learners (and ideally a parent or another adult if they can be around during lessons) about how to use the basic functions of the platform, how to troubleshoot issues and how to check their settings. This could be done in an initial lesson where you practise using the different buttons and teach them the things to try if there are technical or connection issues. This is also a good opportunity to teach them the language connected with the platform, such as 'mute', 'breakout room', 'refresh', etc., which they will need each lesson in order to follow your instructions.

- Make sure you have explained to your learners the rules and the behaviour you expect during lessons, such as patience, respect for each other, writing only relevant things in the chat, etc.

- Always check your microphone and camera before each lesson and check with each learner at the start that you can hear and see each other, and that they can see what you share on the screen.

- Make sure all the learners know they must arrive on time and what they must bring, such as their notebook and pencil case. Many online learning platforms have a virtual waiting room. It's a good idea to tell your learners to join the class at least five minutes before it begins to avoid disruption.

## Procedure

| Before the lesson | • Prior to the lesson, ask the learners to find one food item they like and one they don't like and to bring the items to the lesson. They should probably ask their parent or carer first! You will also need to have a food item you like and one you don't like. |
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| | • Before the lesson, or for the previous lesson's homework, ask learners to play one or more of the following games on LearnEnglish Kids. These word games have audio for each language item and you can encourage your learners to listen to the audio as well so that they are also exposed to the pronunciation of the word. The game(s) you assign will depend on your learners. https://learnenglishkids.britishcouncil.org/word-games/food-1 https://learnenglishkids.britishcouncil.org/word-games/food-2 <br> • Before you start the lesson: <br>     - Test your microphone and camera to make sure they work. <br>     - Make sure that you have the accompanying PowerPoint open and shared. |
| **At the start of the lesson** *slide 1* | • Welcome the learners as they arrive: <br> - Check that you can all hear and see each other. <br> - Check that they can see the first slide. <br> - If they can't, ask them (or ideally an adult they have present) to check their settings or troubleshoot in the way you have shown them previously. You may need to write this in the chat facility if they cannot hear you. <br> **Tips:** <br> - Consider having a short task for the learners to do until they have all arrived. For example, you could have a poll set up (if your platform has this function) or a simple activity where they write in the chat, such as to say what they've done that week. <br> - Consider muting learners' microphones after greeting them to avoid having too much background noise when you get started. Tell them if you do this and explain why. You could also suggest that if possible they use a headset with a mic rather than their device's in-built speakers and mic. |
| **1. Warmer – introducing the topic (5 minutes)** *slide 2* | • Take your two food items and move them quickly across the camera. Ask learners to guess what they are. They can raise their hands physically if on camera or use the 'raise hand' function if your platform has one. Once you have identified the items, ask learners to say which one they think you like and which one they think you don't like. Tell them the answer. <br> • Now ask learners to use two pieces of paper and draw a happy face and an unhappy face. For each of your two food items, ask them *Do you like …?* and get them to hold up the relevant face as a vote. |

| **2. Personalising language (10 minutes)** *slide 3* | • Ask learners if they remembered to bring their food items. Nominate a learner to show their two items and say what they are, but they mustn't say which one they like. Help supply vocabulary if they're not sure. |
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| | • Nominate a second learner to guess by saying *Do you like …?* and the first learner confirms. The first learner then asks everyone *Do you like …?* and everyone holds up one of their drawn faces. Continue with the second learner now holding up their two items and saying what they are, and a third learner asking them, and so on. |
| **3. Categorising and expanding language (5–10 minutes)** *platform whiteboard or blank document* | • Write the learners' food items on the whiteboard (if the platform has one) or on a blank document that you screen share. Write them in two different areas of the whiteboard/document, grouping them by something simple such as size. |
| | • Now ask the learners why they think there are two groups. They can raise their hands physically or using the 'raise hand' function if your platform has one. Ask if there are other ways of grouping them. Elicit ideas such as by colour, by food group, healthy/unhealthy, etc. If they don't say it, suggest grouping the items by taste or texture and elicit or teach some vocabulary, such as *sweet*, *crunchy*, *spicy*, *soft*, etc. |
| | • If your platform has an annotate function, learners could group the food items in different ways, e.g. by circling the healthy items green and the unhealthy items red. |
| **4. Speaking practice (10–15 minutes)** *slide 4* | • Play a guessing game. Learners choose or are told a food item in secret. The other learners ask yes/no questions to work out what it is, such as *Is it big? Is it a vegetable? Is it sweet?* You can decide how many questions they are allowed to ask before making their guess as to what it is. You could play this game in breakout rooms, if the platform you're using has this function, and your learners are comfortable and responsible when working in breakout rooms, or as a whole class with the learners in teams. Either way, demonstrate the game first by thinking of an item yourself and getting the learners to ask you questions. |
| | • If you choose to use breakout rooms: |
| | • One learner chooses their own food item for the other learners in the room to guess. After the set number of questions has been asked, the other learners write their idea on a piece of paper and all show the camera at the same time. The initial learner then says if anyone is correct. Then the next learner chooses an item, and so on. |
| | • You may wish to remind the learners of the 'breakout room rules' before you move them there, for example speaking English only, staying on task, etc. |

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| | • Monitor the learners during the activity by regularly moving between breakout rooms. If your platform has the function, turn your camera off while you monitor so as to disturb the learners less when you enter a room. |
| | • Before you bring learners back to the main room, visit each breakout room briefly and announce that they have two more minutes before you will bring them back. After two minutes, bring all the learners back. |
| | If you choose to play as a whole class with the learners in teams: |
| | • Choose a food item for the first team, and message them privately so they know what it is (or write it down on paper, ask the other learners to turn away from the screen and show the first team via the camera). |
| | • The other teams take turns to ask questions. Make sure that when it's a team's turn again, a different learner from that team gets to ask a question. All the members of the first team get to say *yes* or *no* to each question. |
| | • After the set number of questions has been asked, all the learners write their idea on a piece of paper and all show the camera at the same time. The first team then say if anyone is correct. If you wish to award points, then each team can receive points according to how many members guessed correctly. Then play again with the next team. |
| | Slide 4 shows some language you could display to support the learners during the task although you may wish to provide different or extra examples. |
| **5. Encouraging creativity (10–15 minutes)** *paper or mini whiteboard* | • Ask the learners to help you draw a monster. Ask them how many eyes it's got, if they're big or small, then how many ears, and so on. Draw the monster as the learners dictate to you on a piece of paper or a mini whiteboard. They can raise their hands physically or using the 'raise hand' function if your platform has one. You can see an example of how this is done at about 9 minutes 20 here: https://www.teachingenglish.org.uk/article/simple-teaching-ideas-online-classes-primary-children |
| | • Once it's drawn, elicit a name for the monster and that it's very, very hungry! What kind of food do they think the monster likes and doesn't like? For example, it likes sweet food but it doesn't like green food. |
| | • Ask the learners to write or draw a food item that they think the monster would like to eat, for example strawberries because they're red and sweet. |
| | • Nominate two learners to show their items at the same time. Ask the other learners to say if they agree. Then, 'combine' the foods. For example, if the two learners had |

| | strawberries and pizza, ask the class if they think the monster likes strawberry pizza! Repeat with the other learners. |
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| **6. Homework – creating a restaurant menu (5 minutes)** *slide 5* | • Tell the learners that the monster is still hungry and wants to go to a restaurant. They need to plan a menu for the monster. <br> • Use slide 5 or a similar support to elicit some ideas for dishes. Encourage their imaginations! <br> • Explain that this is their homework and tell them how many of each (starters, main meals, etc.) they need to include. They can also draw pictures and decorate their menu. <br> • In the next lesson, learners could use these menus to role play serving the monster in the restaurant. |
| **At the end of the lesson** *slide 6* | • Praise the learners for their participation and work and tell them you're looking forward to seeing them again in the next lesson. <br> • Make sure they know how to exit the platform and wait until they all leave before leaving yourself. |
| **Further ideas and resources** | • You could ask the learners to send you a scan or a photo of their menus, and you could post them on a virtual 'wall' using a tool such as Padlet. <br> • Food song: https://youtu.be/6IwulRrYnzQ?si=ura51AdC770JCDPz <br> • Chocolate cake song: https://youtu.be/vmoC_8dpr28?si=jAclMeetZF3tPj_W |

## **Adapted for online teaching from the lesson written by:**

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