

## Conversation task: Food

**Grade:** GESE Grade 4 (CEFR A2)

**Focus:** Conversation task

**Time:** 1 hour

**Language functions:** Expressing likes and dislikes, asking and answering simple questions, expressing simple comparisons

**Grammar:** Adverbs of frequency, formation of questions and use of question words, comparatives and superlatives

**Lexis:** Food

**Aims:**

- ▶ To conduct a class survey to find out the most commonly eaten and favourite food in the class

**Objectives:**

- ▶ To practise using adverbs of frequency, ask and answer questions about likes/dislikes and to make comparisons

**Materials needed:**

- ▶ Board, pens, A3 sheets of paper (one per group), A4 sheets of paper (one per group), scissors and blu tack/sellotape. The students will need their notebooks or paper to write on.

## Procedure

### Preparation

1. You will need one sheet of A3 paper per group of students. Write the word 'FOOD' in the centre.
2. You will need one A4 piece of paper per group. Cut the sheet up into 6 equal pieces. Carry out the same process for each group.

### In class

1. Divide your class into groups of 4–6 students and call them Group A, Group B, etc.
2. Give each group one sheet of A3 paper with the word FOOD written on it.
3. Tell the class they have to write as many food words as they can on the paper in 2 minutes. Give examples. For this exercise, you should ensure the students are writing down the plural forms of the food items, for example apples instead of apple, oranges instead of orange.
4. After 2 minutes, stop the groups and ask them to pass their paper to another group.
5. Repeat the process again, but tell the new group they cannot repeat any of the words already on the paper.
6. Now ask the students to look at the 'FOOD' paper from a third group. Ask the group to read it to see if there are any words they do not know and to check the spelling. During this stage, monitor, correct and help as necessary.
7. Ask the students to pass the 'FOOD' paper back to its original group.
8. Dictate the following adverbs of frequency to the class: always, never, often, sometimes and hardly ever. Ask the students to check the spelling of these words with their partner. Write up the correct spelling on the board.
9. Now give each group the 6 pieces of A4 which you cut up before the lesson. Ask the students, in their groups, to write one of the adverbs of frequency onto each piece of paper.
10. On the board, write:  

<b>100% yes</b>	<b>100% no</b>
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11. Invite selected students to come to the board and stick (with blu tack or sellotape) the pieces of paper with the adverbs

written on them, onto the correct place on the line. Using one of the FOOD sheets of paper, ask one of the students:

'Do you like \_\_\_\_\_?' (choose one of the food words written by students)

'How often do you eat \_\_\_\_\_?' (point to the adverbs of frequency on the board and encourage the student to respond with one of them).

Now ask the same student, 'What's your favourite food?'

12. Write the questions on the board. Ask the whole class to repeat the questions to practise their structure and pronunciation.
13. Ask the students to practise asking and answering the same questions in their groups using the food items on their 'FOOD' sheet of paper.
14. Working in groups, ask the students in their notebooks (or on pieces of paper) to write down five questions related to **how often** they eat certain food, **which food** is their favourite and **which food** they like/dislike.
15. Tell the students to use the examples previously written on the board. Whilst the students are carrying out this task, monitor to check that the questions are grammatically correct.
16. Now, tell the class that they are going to carry out a class survey and that each group is going to ask their questions to a different group. Model an example with a group of students. Tell the students to write down the responses.
17. Give the group 2–3 minutes to interview a different group and then repeat the process with a different group.
18. Regroup the students into their original groups. Write the following on the board:
  - Which food was eaten most often?**
  - Which 3 foods were the most popular?**
  - Which 3 foods were the least popular?**
19. In their groups, the students discuss and compare their results using **the superlative forms on the board**. The overall results are written on the board either by the teacher or students.
20. Ask the students if any of the results surprised them or not.

## Extension activity

Ask the stronger students to write several sentences describing the survey's results using comparative and superlative adjectives.

## Further support activity

Ask the weaker students to look at the food items on their 'FOOD' sheet and to put each item into a category: like, dislike, my favourite. Ask the students to then write 6 sentences using these categories. For example:

*I like chocolate*

*I don't like pears*

*My favourite food is pasta*

You could then ask the students to pick three food items and to write three sentences stating how often they eat them. For example, I like chocolate and I often eat it.

## After class

Ask your students to draw three graphs or pie charts showing the results of the class survey. In the next lesson, ask the students to present their results to their partner or to a group of students.