

ABOUT THIS RESOURCE

This book contains a mix of reading, writing, speaking and listening activities around the topic of food. The idea behind this resource is that food is a universal topic that a range of different types of learners can engage with. Discussions about food can be a way of celebrating the diversity of different cultures while also finding areas of common ground. Cooking provides practical and hands on activities that support learners to build skills they need for success in everyday life.

This resource is aimed at English as an Additional Language (EAL) learners with very limited English, working at achieving the Course in EAL or working at ACSF Pre level 1 and Level 1.

There are five sections in the resource:

Section 1: Food words

Section 2: Likes and dislikes

Section 3: Cooking

Section 4: Measurement in cooking

Section 5: Reading and writing recipes

The activities in the first section aim to build learners vocabulary so that they can begin to use it in more complex ways in the following sections.

The aim of this book is to provide a range of resources with activity ideas so that teachers can pick and choose and adapt them in new and creative ways to suit the needs of learners.

SECTION 1

Food Words

This section is about building learners' food vocabulary. It provides activities that help learners to recognise, say and write common foods.

Learning goals

The section aims to help learners:

- build basic food vocabulary
- practise reading and writing common food words
- begin to use food vocabulary in conversation

Resources

- Picture dictionary (page 6)
- Bingo game boards (pages 16-21)
- Worksheets – food signs and labels (pages 23-28)
- Worksheet – matching food words (page 29)
- Conversation cards (page 31)
- Food pictures (pages 32-35)

Curriculum links

Course in EAL

Unit: *Communicate basic personal details and needs*

These activities are building skills and knowledge for the following elements:

- Give basic personal information in a familiar context
- Make and respond to basic short requests or inquiries

Unit: *Use beginning language learning strategies with support*

These activities are building skills and knowledge for the following elements:

- Recognise and say a limited number of words
- Recognise and write a limited number of words

ACSF

These activities support the following performance indicators:

- Prelevel 1.02 Demonstrates an extremely limited number of learning strategies
- Prelevel 1.03 Makes limited meaning from extremely simple and familiar written and pictorial text
- Prelevel 1.04 Uses a limited range of strategies to construct meaning from extremely simple written and pictorial texts
- Prelevel 1.07 Participates in extremely simple and familiar oral exchanges
- Prelevel 1.08 Demonstrates limited understanding of extremely short and familiar oral texts
- Level 1 1.07 Gives or elicits basic information in a short, simple spoken context

BUILDING VOCABULARY

These activities aim to build learners' food vocabulary. The aim is for learners to acquire a number of food words that they can use in activities later in the resource. These are just a few ways that you can use the picture dictionary for vocabulary building. You may have other ideas or games that you can use with the Picture dictionary.

Activity ideas

Make a copy of the Picture dictionary. Cut out some of the pictures and words. Have learners match the correct word with the picture.

Cut out some of the items from the Picture dictionary and ask learners to sort them into categories e.g.:

- Foods that learners have eaten today
- Foods that learners have never eaten
- Foods that learners like/dislike
- Foods that you eat in a restaurant
- Foods that you find in the supermarket
- Foods that start with the same letter.

Encourage learners to read the food words out loud and to talk about the food.

Card games

Bingo

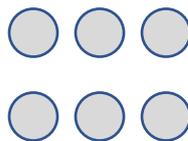
Provide learners with Bingo game boards (see pages 16 - 21) and six counters.

Cut out the food cards (see pages 13 - 15).

Pick a food card at random, show it to the class and say the name of the food.

Learners must look for the food on their game board and place a counter on it if they have the food. The winner is the first person to place a counter on all the foods on their gameboard.

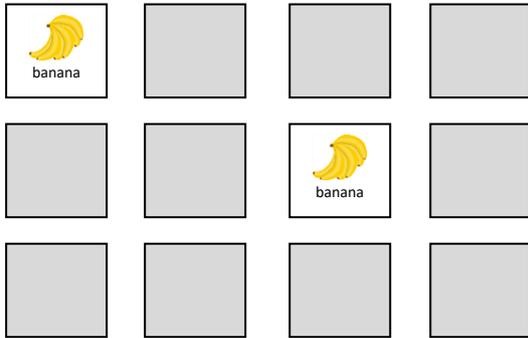
 water	 spaghetti	 chips
 icecream	 salt	 strawberry



Memory

Learners play in small groups. For each group, make two copies of six items from the Picture dictionary and cut them out.

Learners place the food items face down. They take it in turns to flip two items so the picture is face up (learners should say the name of each food after they flip). The aim is to find a match. When a student finds a match, they remove the items and place them in their pile. The winner is the one who has the most matches after all the items have been matched.



Go Fish

Make two copies of all the items from the Picture dictionary for each group and cut them out.

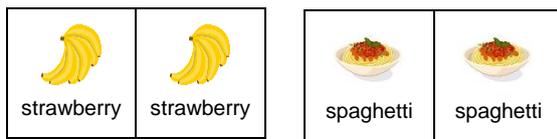
Learners play in groups of 3 or 4.

Divide cards equally among players.

The aim is to find as many matching food items as possible.

Learners must take it in turns to ask another student if they have a food item. E.g., 'Chol, do you have milk?' The student being asked must hand over the food item if they have it. When a match is made, the student asking the question keeps the items.

The winner is the first person to make pairs with all their food items.



Ask learners to show each other food they have brought for lunch/snacks (if appropriate). Find the food in the Picture dictionary. Add food that is not in the dictionary.

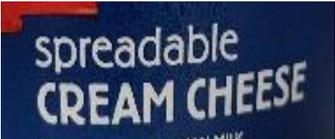
Watch a cooking show and use the Picture dictionary to identify the ingredients that are being used.

WORKSHEET – Food signs and labels

cheese



Find the word cheese in each picture and circle it.



 Write the word cheese.

cheese	cheese