

# Food: Habits and Holidays - Teaching Suggestions

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**N.B. In these notes 'TT' means 'Teaching Tip'. These tips are written in plain, jargon-free English and are designed to help new teachers. They are available on TEFL.NET**

## Activity 1

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1. Put the students into pairs (TT1).
2. Get a student to read the instructions out loud (TT2) and check that they are clear (TT3).
3. Get the students to complete the exercise with their partner, speaking together in English (TT5).  
Tell them to guess the answers if they aren't sure (TT6).
4. Stop the activity (TT7).
5. Get the students to check their answers together in small groups (TT13).
6. Get feedback (TT8).

### Answers:

- Grammar guideline: a = we use 'many' with countable nouns and in this case 'cheese' is uncountable so we need to use 'much' instead
- Grammar guideline: b = 'much' goes with uncountable nouns and 'biscuits' are countable so we need to use 'many' here
- Grammar guideline: c = 'much' (and 'many') are usually used in questions and negatives and this sentence is positive) so we need to use 'a lot of/lots of' instead

## Activity 2

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1. Get a student to read the instructions out loud (TT2) and check that they are clear (TT3).
2. The students work individually to choose the correct word in each sentence. Tell them to guess the answers if they don't know some of them (TT6).
4. Stop the activity (TT7).
5. Get the students to check their answers together in pairs or small groups (TT13).
6. Get feedback (TT8).

### Answers:

- |         |          |
|---------|----------|
| 1. many | 6. many  |
| 2. much | 7. much  |
| 3. much | 8. much  |
| 4. many | 9. much  |
| 5. much | 10. many |

7. Check pronunciation (TT4).
8. Put the students into pairs (TT1).
9. Get students to work individually and guess what their partner's answers might be to the true or false questions.
10. When they have finished show them how to make questions from the statements:

Example:

1. My partner doesn't eat many green vegetables every day.

*Do you eat many green vegetables every day?*

Elicit (TT 12) the other questions or let the students form them spontaneously as they have their conversation together. Whatever you think best.

2. *Do you eat much citrus fruit every day?*
3. *Do you eat much ice cream in summer?*
4. *Do you eat many biscuits between meals?*
5. *Do you eat much chocolate between meals?*
6. *Do you eat many potatoes every day?*
7. *Do you put much salt on your food?*
8. *Do you drink much coffee in the morning?*
9. *Do you drink much alcohol in the evening?*
10. *Do you eat many snacks during the day?*

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## Activity 2 (continued)

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11. Let the students begin their conversation, speaking together in English (TT5). Encourage students to build the conversation in a natural way by asking supplementary questions of their own as long as they are relevant to the topic (TT16).
12. Monitor (TT10).
13. Stop the activity (TT7).
14. Get feedback (TT8).  
Ask the students how many of their guesses were right to see how well they know their partner.
15. Do some error correction (TT11).
16. Consolidate pronunciation (TT4).

## Activity 3

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1. Get a student to read the instructions out loud (TT2) and check that the students understand them (TT3).
2. Get the students to complete the exercise with their partner, speaking together in English (TT5). Tell them to guess the answers if they aren't sure (TT6).
3. Stop the activity (TT7).
4. Get feedback (TT8).

<b>Answers:</b>	<b>India</b>	<b>=</b>	<b>curry</b>
	<b>China</b>	<b>=</b>	<b>chop suey</b>
	<b>Germany</b>	<b>=</b>	<b>frankfurters</b>
	<b>Mexico</b>	<b>=</b>	<b>chili con carne</b>
	<b>France</b>	<b>=</b>	<b>snails</b>
	<b>England</b>	<b>=</b>	<b>fish &amp; chips</b>
	<b>Switzerland</b>	<b>=</b>	<b>fondue</b>
	<b>Spain</b>	<b>=</b>	<b>paella</b>
	<b>Italy</b>	<b>=</b>	<b>pizza</b>
	<b>Japan</b>	<b>=</b>	<b>sushi</b>

5. Check pronunciation (TT4).
6. Let the students begin their conversation, speaking together in English (TT5). Encourage students to build the conversation in a natural way by asking supplementary questions of their own as long as they are relevant to the topic (TT16).
7. Monitor (TT10).
8. Stop the activity (TT7).
9. Do some error correction (TT11).
10. Consolidate pronunciation (TT4).

## Activity 4

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1. Put the students into pairs or small groups (TT1).
2. Get a student to read the instructions out loud (TT2) and check that they are clear (TT3).
3. Let the students read the questions then deal with vocabulary queries (TT9).
4. Give the students time to brainstorm vocabulary (TT15).
5. Let the students begin their conversation, speaking together in English (TT5).
6. Monitor (TT10).
7. Stop the activity (TT7).
8. Do some error correction (TT11).
9. Consolidate pronunciation (TT4).

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