

Fussy eaters – Teacher’s notes

Level: Elementary (equivalent to CEF level A1–A2)

Aim: Students practice asking simple questions about lexical items connected to food. Through the answers they receive they identify the lexical item they were given.

Language focus: Vocabulary: Food

Preparation: Make one copy of the set of cards for each group of students and cut out. You will also need tape or pins so that you can fix the cards to the student’s backs.

Procedure:

1. Start by modelling the task.
2. Ask a student to pin one of the cards from the set on your back – tell them to make sure you don’t see the word.
3. Tell the students you will ask them questions to try and find out what the word is.
4. Begin by asking questions like: *Can you eat it? Am I red? Do you cook me? Am I countable? Am I an adjective?*, etc. Ask enough questions to try and guess the word.
5. Elicit some of the questions you asked and write up the question stems on the board, i.e., *Can you ...? Do you ...? Am I ...?*
6. Put students in groups of 5-8 and tell them that each one will have a card pinned to their back, they should ask the other students questions and try to guess the word.
7. Give each group a set of cards and get them to pin a card to each other’s backs. Monitor and help where necessary.
8. At the end, you could write up some of the mistakes you overheard in terms of the questions formed.

Note: You could appoint a secretary in each group and ask this student to write down all the questions asked. At the end, ask the group to look at these questions and correct any mistakes they find.

Alternative procedure 1:

1. Rather than doing this activity in groups, do it as a whole class mingling activity.
2. Repeat steps 1-5 from above. You may need to copy more sets of cards.
3. Pin a card to the back of each student.
4. Ask the students to stand up and find a partner, they should then show their word to their partner.
5. Next, they should ask three questions to try and find out what their word is.
6. Once both students have asked their questions, they should find a new partner and repeat the process.
7. Students continue this until they guess their word. They then come to you and tell you the word. If it is correct you can give them a new word and get them to repeat the process.

Alternative procedure 2:

1. Rather than pinning the cards to the students backs, this same activity can be done in small groups as a card game.
2. Repeat steps 1-5 from above.
3. Put students in pairs and give one set of cards to each pair. The cards should be placed face down in a pile.
4. The first student picks up a card from the pile and the other student has to ask questions until he/she guesses what the word is.
5. The procedure is then reversed with the other student picking up a card and answering questions. Monitor and help where necessary.
6. At the end, you could write up some of the mistakes you overheard in terms of the questions formed.

Optional follow-up activity:

Get students to choose five words and write a sentence using each word.