

# Food: Sayings: 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. Get a student to read the instructions and the vocabulary out loud (TT2) and check that the students understand the instructions (TT3).
- N.B. You don't need to explain the new vocabulary to the class - the students will discover the meaning of the new words as they do the exercise.**
2. Check pronunciation (TT4).
3. Get the students to complete the exercise with their partner, speaking together in English (TT5). 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).
7. **Answers:**
  1. nuts
  2. a piece of cake
  3. beans
  4. pie
  5. a cup of tea
8. Consolidate pronunciation (TT4).

## Activity 2

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1. Get a student to read the instructions out loud (TT2) and check that they are clear (TT3).  
**N.B. You don't need to explain the new vocabulary to the class - the students will discover the meaning of the new words as they do the exercise.**
2. Get the students to read all the sentences first without writing anything (TT14).
3. Tell the students to start doing the exercise on their own. 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. as nice as pie
  2. not my cup of tea
  3. a piece of cake
  4. nuts
  5. full of beans
7. Consolidate pronunciation (TT4).
8. Then show them how to make questions from the statements:  
Example:
  1. I think our English teacher is as nice as pie.  
*Do you think our English teacher is as nice as pie? (!)*
9. Elicit (TT12) follow-on questions to keep the conversation going.
10. Do the other ones together if necessary or let the students do it spontaneously as they have their conversation together. Whatever you think best.
  2. *Do you enjoy learning English pronunciation?*
  3. *Do you think that learning English grammar is a piece of cake?*
  4. *Do you know anyone who is completely nuts?*
  5. *Are you always full of beans?*
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).

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## **Activity 2 (continued)**

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12. Monitor (TT10).
13. Stop the activity (TT7).
14. Get feedback (TT8).
15. Do some error correction (TT11).
16. Consolidate pronunciation (TT4).

## **Activity 3**

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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**

**Jam** is made from fruit and sugar boiled together. We spread it on slices of bread to eat.

**Marmalade** is jam made specifically from oranges, not usually other types of fruit.

**Chips and crisps** are both made from potatoes. Chips are long sticks of potato, fried in oil. We eat them with just about anything but especially fish (the famous British 'fish'n'chips') and hamburgers. Chips are eaten hot.

Crisps are thin slices of potato and are eaten as a snack between meals or with aperitifs before a meal. Crisps are bought in packets and are eaten cold.

7. Check 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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