

# Foods we like!

Name \_\_\_\_\_ Date \_\_\_\_\_

Before you start, answer these questions:

Which food(s) do you think will be the most popular? \_\_\_\_\_

Which food(s) do you think will be the least popular? \_\_\_\_\_

**Now find ask everyone which foods they like from this list.**

**Tick or make a tally next to each one.**

Which Food?	What does it look like?	How many like this?
Fish and Chips		
Curry		
Pizza		
Fried Rice		
Kebabs		
Sushi		
Chilli Con Carne and Nachos		
Burgers		
Greek Salad		
Hotdogs (Frankfurters)		

**How were your predictions?** \_\_\_\_\_

\_\_\_\_\_

**Predict:** (verb).  
To say or estimate  
what will happen.

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Use as an icebreaker in any Entry Level literacy, numeracy, Functional Skills or ESOL lesson.

Also ties in well with lessons on diversity, healthy eating, collecting data, making / taking simple surveys, tallies, counting, asking questions, etc.

Some relevant Functional Skills coverage and range statements include:

## Functional English

### Entry 1

Ask simple questions to obtain specific information

Respond appropriately to comments and requests

### Entry 2

Ask and respond to straightforward questions

## Functional Maths

### Entry 1

Understand and use whole numbers with one significant figure in practical contexts

### Entry 2

Extract information from simple lists

**Reference:** Ofqual (2009), *Functional Skills criteria for English, Mathematics and ICT*

<http://www.ofqual.gov.uk/qualification-and-assessment-framework/89-articles/238-functional-skills-criteria>

## Skills for Life Core Curriculum elements

### Adult literacy

**Slr/E1.6** Respond to straightforward questions

**Slc/E1.3** Ask questions to obtain specific information

**Slc/E2.2** Make requests and ask questions to obtain information in everyday contexts

**Slc/E2.3** Express clearly statements of fact, and short accounts and descriptions

### Adult numeracy

**HD1/E1.1** Extract simple information from lists

**HD1/E2.4** Collect simple numerical information

**HD1/E3.3** Make observations and record numerical information using a tally

**Reference:** *Excellence Gateway* (2009), *Skills for Life, Core Curriculum*

<http://www.excellencegateway.org.uk/sfcurriculum>