

Food descriptions: an Entry level listening and speaking game.

First used in an E1-E3 literacy group at Abingdon & Witney College, this warm-up activity was designed to reinforce previous work on adjectives, and develop listening and speaking skills. It was followed by individual writing work (planning and writing tempting Christmas dinner menus).

Teaching notes

- Print in colour, laminate pages 2-5 and cut each page horizontally into cards. Give one card to each student. Picture not to be revealed to other learners.

To play:

- Each student to describe their picture without saying the name of the food. Allow five minutes preparation time. Encourage students to make short notes on individual whiteboards.
- Model the process first using one of the cards. For example, the toast could be described as: flat and square shaped, warm to the touch, crispy texture but softer in the middle, easy to make, often eaten for breakfast, available in brown or white, etc. Avoid descriptions that reveal the identity immediately. E.g. cooked bread or bread that's put under a grill. (This rule may be difficult for students to follow and can certainly be ignored by Entry 1 students.)
- Encourage students to talk for as long as possible. (A timer may be useful – allow at least one minute's talking time). Other students should not interrupt or call out the name but can jot down their thoughts on individual whiteboards.
- When speaker has finished other students can reveal their 'guesses' on small whiteboards or discuss as a group. Speaker then reveals picture.

Differentiation and extension

- Remove or ignore writing on right hand side of cards and use as a simple question and answer guessing game **for Milestone 8 and Entry 1**.
- As students are describing the foods, write the adjectives they use on the class whiteboard or a flipchart. Use these as a word bank for spelling work or for later discussion. For example: Were some adjectives used by more than one student? Which ones? Which adjectives describe taste (e.g. sour), feel (e.g. sticky), appearance (e.g. red), etc. **Levels 1 and 2**.
- Students to reflect on their descriptions. Were they clear? Could they have given the information in a different order or used different adjectives. If two students had been asked to describe the same food would their descriptions have been different? Why? **Entry 3 upwards**.

Follow-up reading and writing activities.

- **Reading.** Print off and laminate a selection of restaurant menus from the internet (or provide real examples from local restaurants). Use, with oral questioning, for skimming and scanning practice. Discuss layout and style, use of adjectives and persuasive language.

- **Writing ideas.**

My last meal

A tempting Christmas menu

(planning frame available on site)

Why I love chocolate

My favourite recipe

(planning & writing frames on site)

A restaurant review

Fast food. Good or bad?

- This game is also available with animal description cards. To find these, and other adjective resources, visit the Entry 2 literacy section at: <http://www.skillsworkshop.org/e2lit.htm>



Describe me without saying my name!

- What do I look like?
- What do I feel like?
- What do I smell like?
- What do I taste like?
- How do I make you feel?



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