

# Speaking Activity 1 GROUP WORK – Card game

## UNIT 6 – LESSON 1

Target Language	Materials
Expressions for food passions	Two copies of the worksheet cut into individual cards (for a total of 32 cards) per group; a die

### PREPARATION (3–5 minutes)

- Write the six sentences below on the board. Don't include the check marks (✓s) or the Xs. Say each sentence aloud and have the class repeat after you.
  1. *I love broccoli.* ✓
  2. *I can't stand broccoli.* X
  3. *I'm crazy about broccoli.* ✓  
*I'm not crazy about broccoli.* X
  4. *I'm a big broccoli eater.* ✓  
*I'm not much of a broccoli eater.* X
  5. *I'm a broccoli addict.* ✓
  6. *I don't care for broccoli.* X
- Ask students whether the expressions mean "likes the food" or "doesn't like it." Mark the expressions that mean "don't like" with an X and those that mean "like" with a check mark (✓).
- Point out the numbers before each sentence. Show students a die and explain that these numbers stand for the number of dots on the die.
- Write the word *carrots* on the board and roll the die. Call out the number of dots on the die. If there are four dots, ask the class what sentence 4 above starts with. (*I'm a big . . .* and *I'm not much of a . . .*) Call on volunteers to make sentences using the expressions in sentence 4 and the word *carrots*. (*I'm a big carrot eater.* / *I'm not much of a carrot eater.*)
- Practice until students are comfortable with the exercise.

### PROCEDURE (10–15 minutes)

- Put students in groups of four and give each group a set of cards. Have each group sit in a circle and deal out the cards, eight cards to each player.

- Explain the game: The first player rolls the die to find out which of the six expressions to use and puts a card facedown on the table. He or she makes a sentence using the expression indicated by the number on the die and any of the food names on his or her cards. For example, if the die shows two dots, this player can say, *I can't stand pizza*. However, this player may be bluffing, that is, the card he or she put down might not be the *pizza* card.
- The rest of the players in the group then each put a card facedown, repeating the same sentence the first player said. Again, any one of the players may be bluffing; the food card he or she has put down might not be the one the player used in the sentence. Also, a player may say, "pass" and not put a card down.
- At any point, any player in the group may challenge the player who is making a sentence and putting down a card by saying, *I doubt it*. If the challenger is correct and that player is bluffing, the player who bluffed must pick up all the cards put down by the other players. If the challenger is incorrect, then he or she must pick up all the cards. Finish the round and start a new round.
- The first student to put down all his / her cards is the winner.

### OPTIONS/ALTERNATIVES

- OPTION 1: Follow the same rules in the Procedure, except each player (not only the first player of that round) must roll the die and use the expression indicated by the number of dots on the die.
- OPTION 2: The first player uses the expression indicated on the die; the rest of the players in each round can use any of the expressions to make sentences that are true about themselves.



sushi

asparagus

pasta

mangoes

ice cream

coffee

pizza

steak

meat

chocolates

shellfish

tofu

sardines

noodles

salad

cake

# Speaking Activity 2 PAIR WORK – Guessing game

## UNIT 6 – LESSON 2

Target Language	Materials
Vocabulary related to food and diet; negative <u>yes</u> / <u>no</u> questions and statements	One copy of the game board, a set of ten answer cards, and a die per pair; a coin or marker for each student

### PREPARATION (3–5 minutes)

- Write on the board: *Aren't you allergic to seafood?* Call on students to answer the question. Write the answers on the board. (*Yes I am. / No, I'm not.*)
- Write on the board: *Don't you love pasta?* Call on students to answer the question. Write the answers on the board. (*Yes, I do. / No, I don't.*)
- Write *I don't care for chocolate* and *Chocolate doesn't agree with me* on the board. Ask how the two statements differ in meaning. (*The first means that the person doesn't like chocolate, and the second means that chocolate makes the person feel sick.*)

### PROCEDURE (10–15 minutes)

- Divide students into pairs. Give each pair a copy of the game board, a set of answer cards, and a die. Give each student a coin or marker.
- Tell students to shuffle the answer cards and put them facedown on the game board.
- Explain the game: Players roll the die and move their markers as indicated on the die. When a player lands on a square, he or she must make a statement or a question using the illustrations and / or the text prompts.

- If the square contains a sentence prompt, the player makes a sentence using the prompt. If the sentence is correct, the player gets one point and leaves his or her marker on the square. If the sentence is incorrect, the player must return to the square where he or she began the turn.
- If the square contains a question prompt, the player asks his / her partner a negative yes / no question using the prompt. If the question is incorrect, the player must go back to the square where he / she began the turn. If the question is correct, the player gets one point and leaves his / her marker on the square. The partner then draws an answer card and uses the prompt to answer the question.
- As students are playing, go around the room and help judge the sentences and questions.
- The game is over when one player reaches or goes beyond END. The player with the most points is the winner.





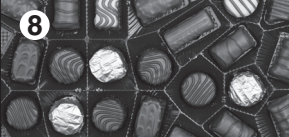





### OPTIONS/ALTERNATIVES

- Play the game with groups of three to five players. Players sit in a circle and ask the player on their right the questions.

#### Answer Key

- |  |   |  |
|--|---|--|
| 1. Aren't you a vegetarian?<br>(Yes, I am. / No, I'm not.)               | 5. Aren't you going to have coffee?<br>(Yes, I am. / No, I'm not.)  | 9. Aren't you going to have cake?<br>(Yes, I am. / No, I'm not.)     |
| 2. Don't you love noodles / Chinese food?<br>(Yes, I do. / No, I don't.) | 6. Aren't you trying to lose weight?<br>(Yes, I am. / No, I'm not.) | 10. I don't care for vegetables.                                     |
| 3. Aren't you on a diet?<br>(Yes, I am. / No, I'm not.)                  | 7. Aren't you allergic to peanuts?<br>(Yes, I am. / No, I'm not.)   | 11. Aren't you allergic to chocolate?<br>(Yes, I am. / No, I'm not.) |
| 4. I don't care for cookies.   | 8. Don't you love chocolate?<br>(Yes, I do. / No, I don't.)         | 12. Milk doesn't agree with me.                                      |
|  |   | 13. Aren't you avoiding salt?<br>(Yes, I am. / No, I'm not.)         |



<b>START</b> ➤	① a vegetarian?	② <i>love?</i> 	③ on a diet?
			④ care for 
⑦  allergic to?	⑥ trying to lose weight?	<b>GO BACK 3 SPACES</b>	⑤ going to have? 
<b>GO AHEAD 3 SPACES</b>			
⑧  <i>love?</i>	⑨ going to have? 	⑩ care for 	⑪ allergic to? 
			<b>GO AHEAD 2 SPACES</b>
<b>END</b>	<b>GO BACK 3 SPACES</b>	⑬  avoiding?	⑫ agree with 



Yes ...	Yes ...	Yes ...	Yes ...	Yes ...
No ...	No ...	No ...	No ...	No ...

# Speaking Activity 3 PAIR WORK – Crossword puzzle

## UNIT 6 – LESSON 3

Target Language	Materials
Food vocabulary	One copy of the worksheet cut in half for each pair

### PREPARATION (3–5 minutes)

- Have students look at the Healthy Eating suggestions on page 62 of the Student's Book.
- Tell students that you are going to give them clues to an item from the Healthy Eating suggestions and the vocabulary near each photo. They should try and guess which food it is.
- Give the first clue: *The food name has five letters. Pause to give students time to guess the item. (dairy)*
- If no one guesses correctly, give the next clue: *People should eat two to three servings of this a day. Keep giving clues until the class guesses the name.*
- Give one more practice. This time give clues for *vitamins*. Possible clues: *You can find these things in a variety of foods. They are important for good health.*

### PROCEDURE (10–15 minutes)

- Divide students into pairs. Designate A and B students. Give each student his or her corresponding half of the crossword puzzle. Remind students not to show their partners their puzzles.
- Explain the activity: Students take turns giving each other clues for the words in the puzzle, using information from Student's Book page 62 as in the Preparation. Remind students that they can use any suitable language to create clues. They don't have

to use the information from the Student's Book page.

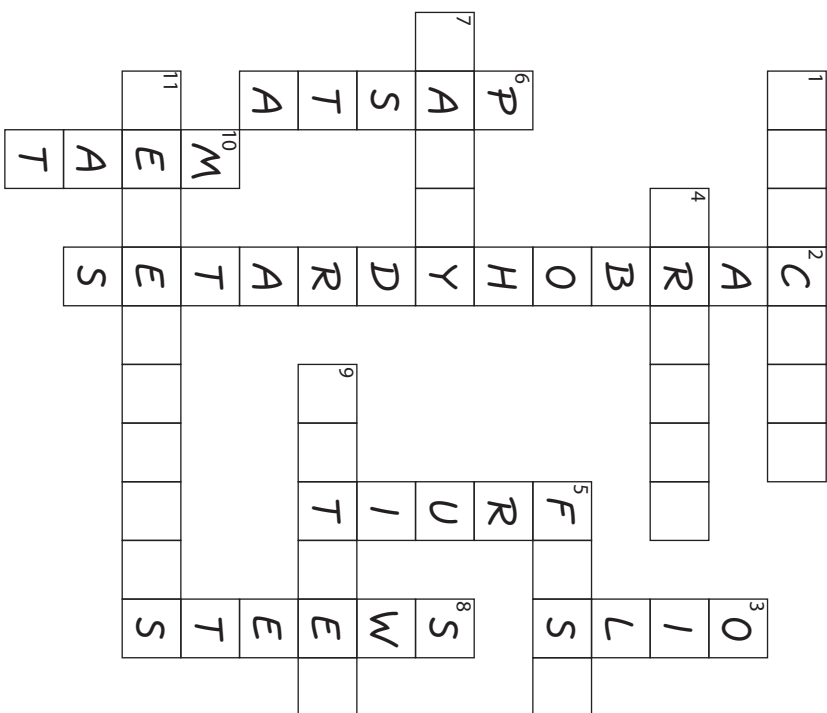
- Remind students not to use the answer or any part of it in their clues.
- When all students have finished their puzzles, check the answers as a class.

### OPTIONS/ALTERNATIVES (10–15 minutes)

- Do the activity as a contest. Put pairs together to form groups of four. Each pair is a "team."
- One team goes first. Student A chooses a word (for example, 2-Down) and gives Student B one hint. Student B has one chance to guess the word. If Student B guesses incorrectly, the turn goes to the other team.
- The first team to correctly guess that word gets one point. Both teams fill in that word on their puzzles. Then Student B of the other team begins the next turn.
- The team with the most points is the winner.

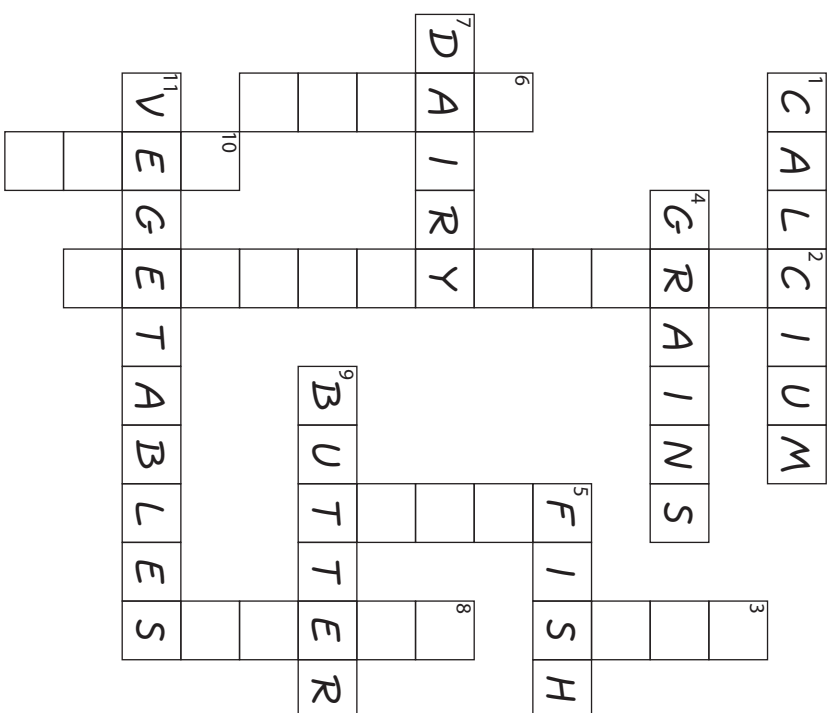
# STUDENT A

1. First, give your partner clues of the words in the puzzle.
2. Then listen to your partner's clues and fill in the puzzle.



# STUDENT B

1. First, give your partner clues of the words in the puzzle.
2. Then listen to your partner's clues and fill in the puzzle.



## UNIT 6 – LESSON 4

Target Language	Materials
Vocabulary for describing food	One copy of the worksheet cut into individual cards per group; pencil and paper for scoring

**PREPARATION**

(3–5 minutes)

- Tell the class that you are going to describe a food item. They should try and guess what food it is.
- Start by saying, *You eat it very cold or frozen.* Put a tally mark on the board for this first clue. Pause to give the class a chance to guess the food. (*ice cream*)
- If no one has guessed from the first clue, give another clue: *It's sweet.* Put another tally mark next to the first one.
- If necessary, give another clue: *It's very popular in the summer.* Put a third tally mark on the board.
- Continue giving clues and putting tally marks after each clue until someone guesses correctly.
- Count the tally marks.

**PROCEDURE**

(10–15 minutes)

- Put students in groups of four. Give each group a set of cards. Remind students to keep the cards facedown and not to look at any of them.
- Explain the activity: The first player chooses a card, looks at the word on it, and begins giving clues. Remind the players to keep a tally of the clues on a piece of paper and to pause after each clue to give his or her group members a chance to guess. After each clue, each member of the group can either make one guess or say, "pass."

- Remind students not to use any part of the name of the food in their clues. For example, for *ice cream*, they shouldn't say, *It's made with cream.*
- The goal is to get group members to guess correctly with the least number of clues.
- If necessary, play the audio for Lesson 4 Listening Comprehension Exercise A before starting the game to help students give clues. Remind students to take notes while they listen.

**OPTIONS/ALTERNATIVES**

- Form larger groups (six to eight students per group). Play *Twenty Questions*: One student picks up a card and the others take turns asking yes / no questions about the "mystery food."
- Each questioner can try one guess after his or her question has been answered.
- The first person to correctly guess the answer is the winner. That person draws the next card.
- If the total number of questions reaches twenty before anyone has guessed the answer, the answer is revealed and the same person draws another card.





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