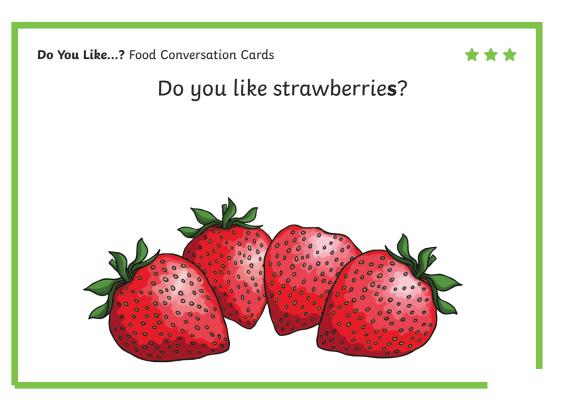
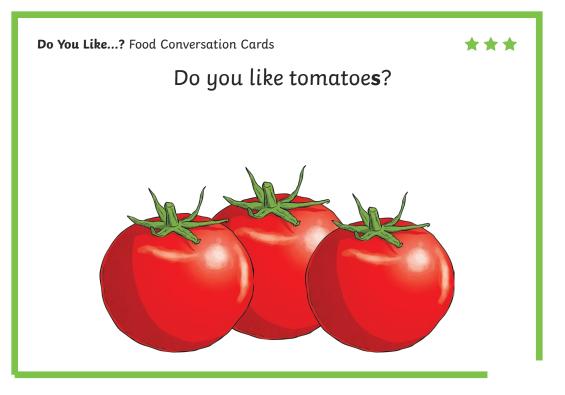
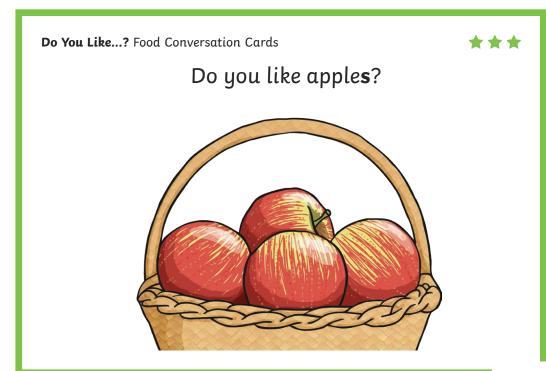
Do You Like...?Food Conversation Cards



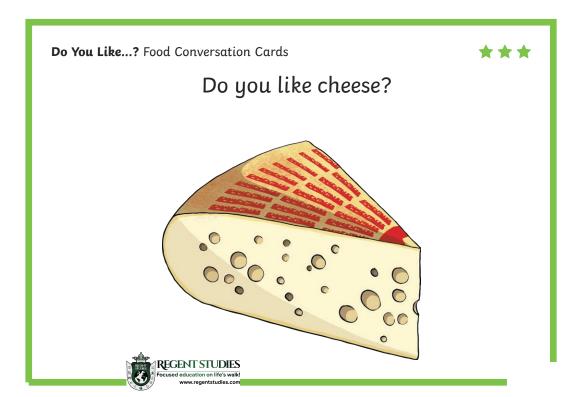




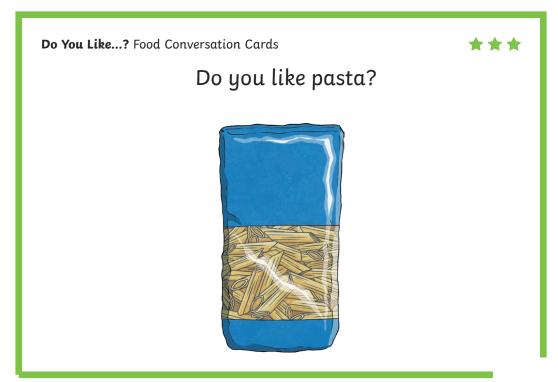




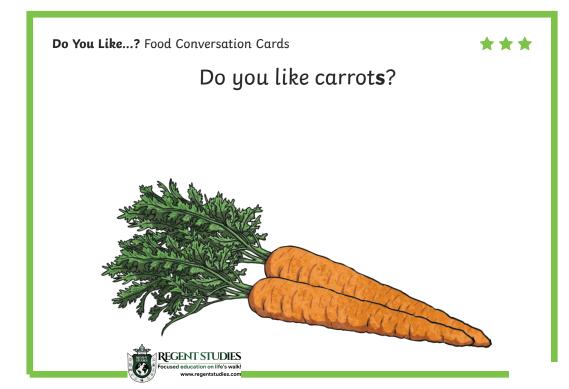


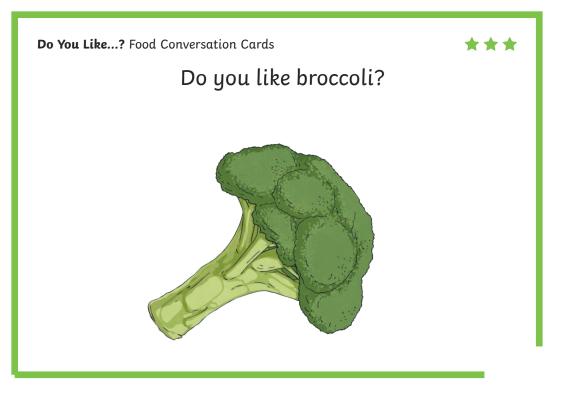


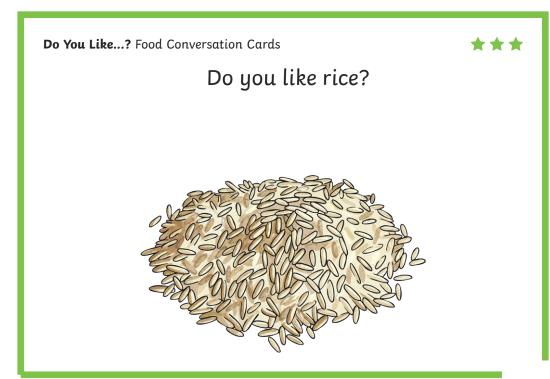


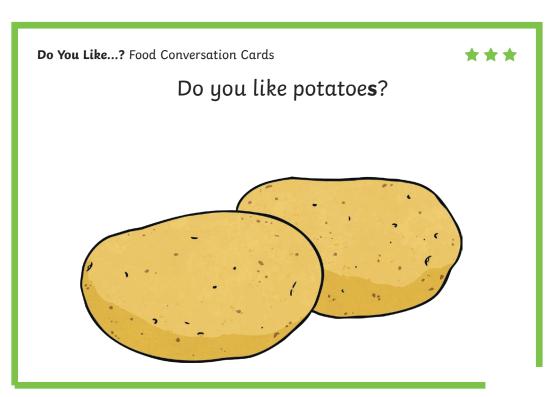


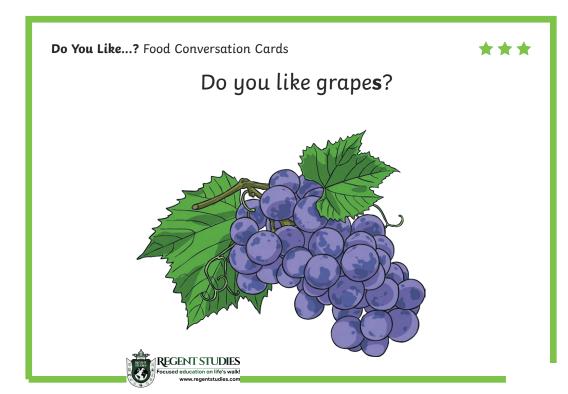






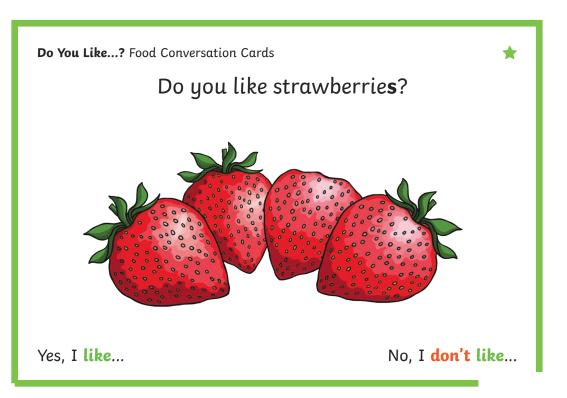




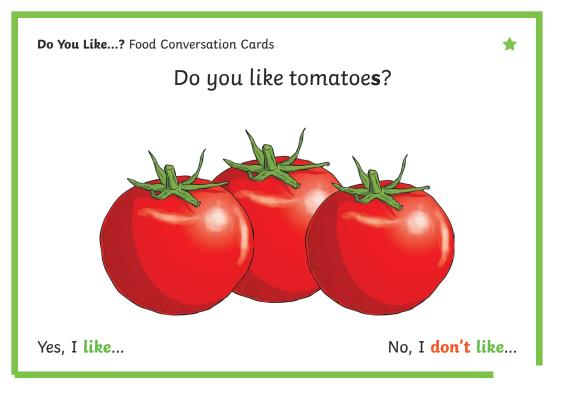


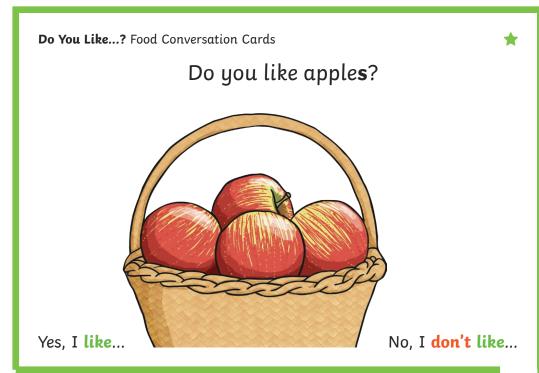
Do You Like...?Food Conversation Cards



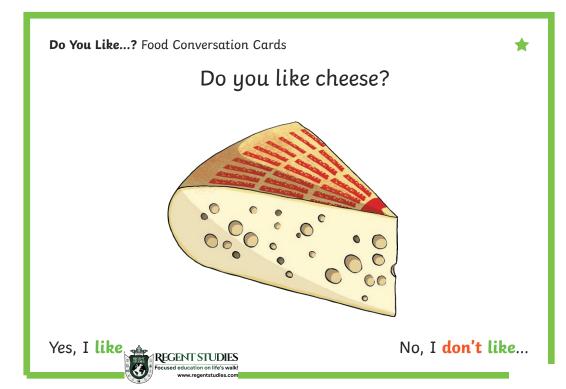


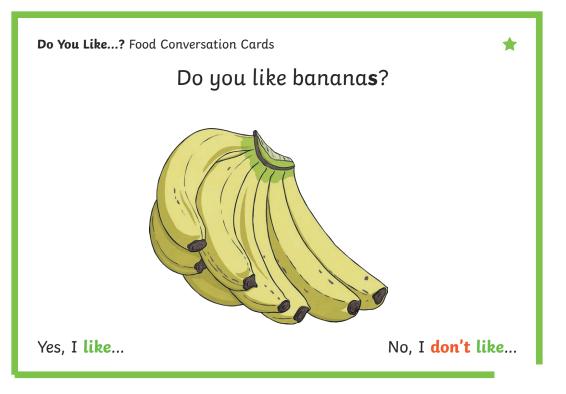




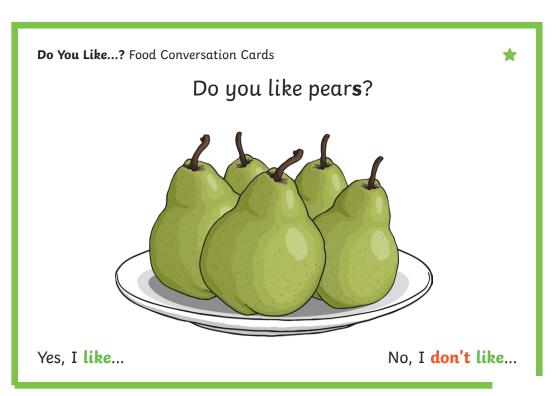


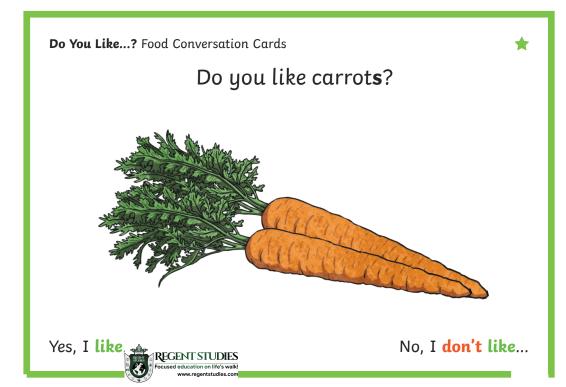


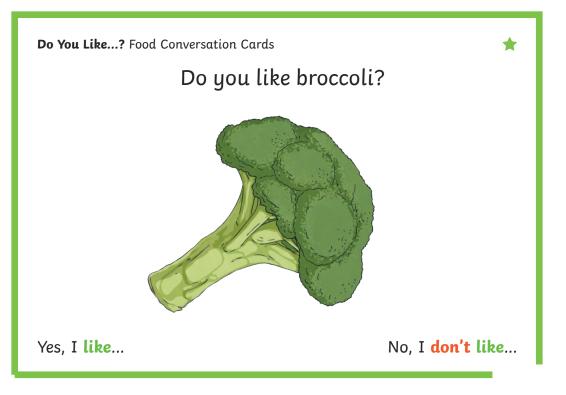




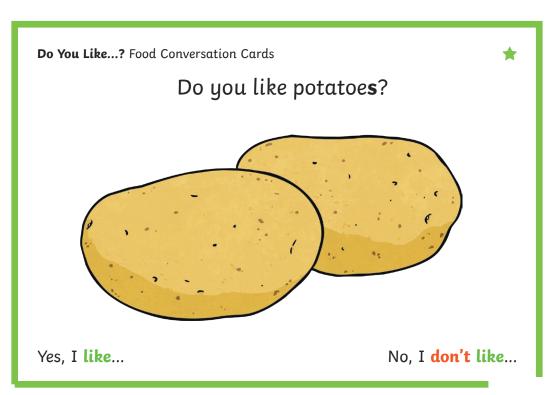


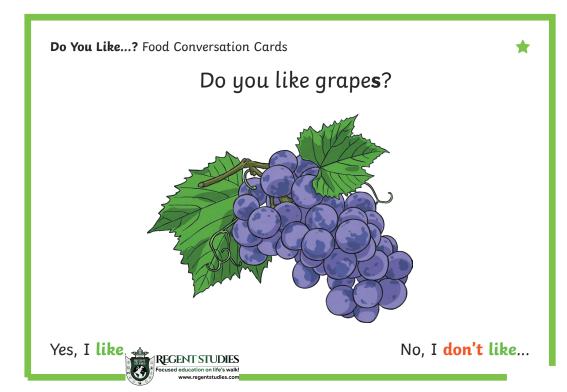












'Do You Like...?' Food Conversation Cards (Countable/Uncountable Nouns) **Teacher Notes**

Level: Beginner + **Time:** 30 min

Language Focus: Talking about likes and dislikes (food) with countable/uncountable nouns

This activity requires students to ask and answer questions about food preferences and practise using countable/uncountable nouns.

Preparation (5-10 min)

- Print enough cards so that each small group or pair has one set of cards.
- There are two sets of cards. One with answer prompts ('I like...'/'I don't like...') and one without. Choose the set according to the level of your group.
- Cut up the cards for each group.

	1 Cut up t	ne cards for each group.		
Procedure				Time
Elicit the target language on the 'Grammar Card'. Explain how we add an 's' to regular countable nouns when talking about things in general. Elicit more examples of countable and uncountable nouns. Explain and drill the positive and negative form of the verb 'like'. For very young learners use gestures such as thumbs up and down, smiley and sad faces and focus on drilling the language rather than the grammar explanations. Please note that this activity does not explore irregular countable nouns (e.g. person/people, child/children).				10 min
Drill the pronunciation plural 's' sounds and strawberries /13/ carrots		get vocabulary, paying atte cessary (see below): potatoes /əʊʒ/ apples	tomatoes /eval	5 min
/s/	/s/	/ ₃ /	/3/	
Divide the class into pairs or groups and hand out the cards. Students use the question cards to ask and answer questions about what food they like and dislike. For lower-level students, provide the grammar card to guide them during the activity or use the set of cards with answer prompts. For higher-level students, use the cards without prompts.				10 min
Monitor the groups and make notes of any common errors. Collect class feedback and spend some time on error correction.				5 min

