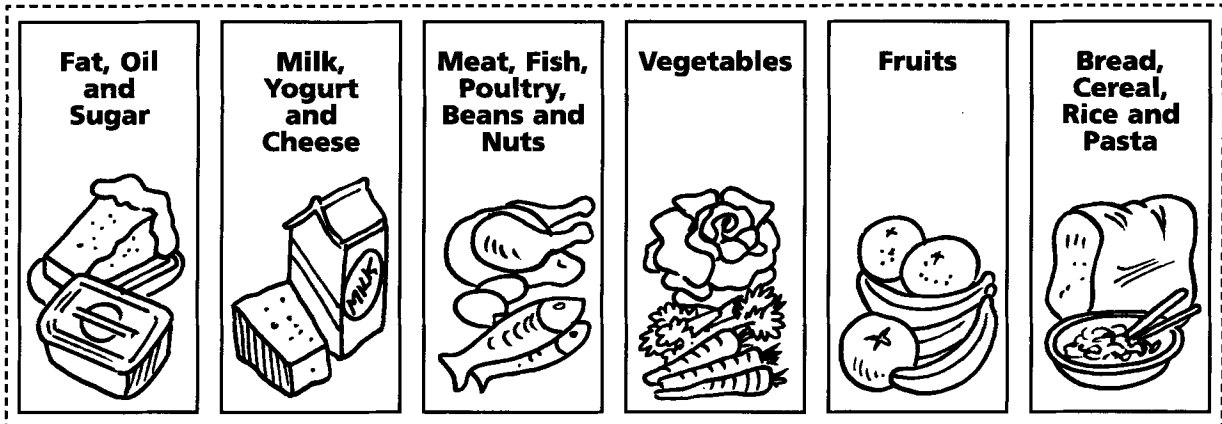




Food race



peanuts	Coca-Cola	pita bread
bananas	salmon	tomatoes
orange juice	parmesan cheese	apple juice
spaghetti	chocolate milk	walnuts
crackers	wholewheat bread	soybeans
pork chops	apples	cookies
tortillas	lettuce	mozzarella cheese
chocolate cake	peaches	margarine
lobster	strawberry yogurt	cornflakes
rice	vegetable soup	carrots
oatmeal	fried eggs	broccoli
roast beef	kiwi	fried chicken

Unit 9B

Teacher's Notes



Food race

Interaction

Pair work

Aim

To recycle vocabulary learned in unit 9.

Time

10–15 minutes

Skills

Speaking

Grammar and functions

Review of the present simple
 Information and *yes / no* questions

Vocabulary

Different kinds of food
 Food categories

Preparation

Photocopy the worksheet and cut apart the cards.
 Make sure you have one set for every pair of students in the class.

Answers

Fat, Oil and Sugar: chocolate cake, Coca-Cola, cookies, margarine

Milk, Yogurt and Cheese: parmesan cheese, chocolate milk, strawberry yogurt, mozzarella cheese

Meat, Fish, Poultry, Beans and Nuts: peanuts, pork chops, lobster, roast beef, salmon, fried eggs, walnuts, soybeans, fried chicken

Vegetables: lettuce, vegetable soup, tomatoes, carrots, broccoli

Fruits: bananas, orange juice, apples, peaches, kiwi, apple juice

Bread, Cereal, Rice and Pasta: spaghetti, crackers, tortillas, rice, oatmeal, wholewheat bread, pita bread, cornflakes

Procedure

- 1 Ask students to form pairs.
- 2 Give each pair of students a set of cards.
- 3 Explain the task. They should sort the food cards into the appropriate categories. (See Answers for the categories.)
- 4 Allow students a few minutes to go through the food cards and check the vocabulary. Encourage them to use their dictionaries for kinds of food they don't immediately recognize.
- 5 Elicit the questions they might ask each other to sort the words, e.g. *Is strawberry yogurt a sugar or a milk product?* Write them on the board.
- 6 Set a time limit of eight minutes. Ask students to begin the activity.
- 7 Move around the room and give help if needed.
- 8 When the time is up, check students' answers. Say a category and ask different pairs to name kinds of food that go in that category. Some kinds of food, e.g. *strawberry yogurt*, can fit into two categories. Allow students to discuss their reasons for the answers they give, if they are different from yours.

Option

Photocopy and cut apart the food cards only. Make enough sets for every pair or small group. Ask students to form pairs or small groups. Write the headings Countable and Uncountable on the board and ask the pairs / groups to do the same on a piece of paper. Students sort out the food cards into the two categories.

Additional ideas

Ask students to work in pairs and use the food cards above, plus any additional words they might want to use, to make up three healthy meal plans. One should be for breakfast and the other two for lunch and dinner. After several minutes, ask students to share their plans with the rest of the class.