### Food race

<table>
<thead>
<tr>
<th>Fat, Oil and Sugar</th>
<th>Milk, Yogurt and Cheese</th>
<th>Meat, Fish, Poultry, Beans and Nuts</th>
<th>Vegetables</th>
<th>Fruits</th>
<th>Bread, Cereal, Rice and Pasta</th>
</tr>
</thead>
<tbody>
<tr>
<td>peanuts</td>
<td>Coca-Cola</td>
<td>pita bread</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>bananas</td>
<td>salmon</td>
<td>tomatoes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>orange juice</td>
<td>parmesan cheese</td>
<td>apple juice</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>spaghetti</td>
<td>chocolate milk</td>
<td>walnuts</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>crackers</td>
<td>wholewheat bread</td>
<td>soybeans</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>pork chops</td>
<td>apples</td>
<td>cookies</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>tortillas</td>
<td>lettuce</td>
<td>mozzarella cheese</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>chocolate cake</td>
<td>peaches</td>
<td>margarine</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>lobster</td>
<td>strawberry yogurt</td>
<td>cornflakes</td>
<td></td>
<td></td>
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<tr>
<td>rice</td>
<td>vegetable soup</td>
<td>carrots</td>
<td></td>
<td></td>
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<tr>
<td>oatmeal</td>
<td>fried eggs</td>
<td>broccoli</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>roast beef</td>
<td>kiwi</td>
<td>fried chicken</td>
<td></td>
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</tr>
</tbody>
</table>
**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.

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**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.