Vocabulary quiz

1 Discuss questions 1-5 in pairs.
   1 Name four foods that you both agree are delicious.
   2 Name three foods that you both agree are tasteless.
   3 Which food smells really good when it’s cooking?
   4 Name a food that looks disgusting but tastes delicious!
   5 Decide on two vegetarian dishes that you both like.

2 Compare your answers from Ex. 1 with the pair next to you. How similar or different are you?

3 Look at the clues 1-8 below. Guess which foods these sentences are describing?

   1 It’s a vegetable which sometimes makes you cry!
   2 We often drink this drink at breakfast time.
   3 This is a red meat which is often eaten with mint sauce.
   4 This is a long, thin pasta.
   5 This is a very healthy type of water.
   6 It’s a dairy product which is made from milk and sometimes fruit too.
   7 This is a type of food which the doctor will tell you to eat lots of!
   8 There are lots of delicious flavours of this cold sweet dessert.
**Total English**

**Vocabulary quiz**

**TEACHER’S NOTES:**

**Aim:** to consolidate and practise key food vocabulary through a speaking activity and a deduction activity. This worksheet is designed to be used in conjunction with unit 3.

**Time:** 40 minutes maximum

**Materials:** photocopies of the worksheet for each student.

1 This is to get students actually putting the key adjectives from unit 3 into a context by discussing with their partner which foods can be accurately described from their point of view using the specified adjectives. Divide the class into pairs and ask students to discuss the questions 1-5. Go around the class monitoring and give help with vocabulary if necessary.

2 Group the students so two pairs are working together. Students compare their answers and discuss the similarities/differences. Get feedback from the various groups.

3 Students can work in pairs or alone. Tell students to read the clues and guess what food they are describing. Give students time to compare their answers before checking them with the whole class.

**Answers:**

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<tbody>
<tr>
<td>1</td>
<td>onion</td>
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<td>2</td>
<td>orange juice</td>
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<td>3</td>
<td>lamb</td>
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<td>4</td>
<td>spaghetti</td>
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<td>5</td>
<td>mineral water</td>
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<td>6</td>
<td>yoghurt</td>
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<td>7</td>
<td>vegetable</td>
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<td>8</td>
<td>ice cream</td>
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If there’s time at the end, you could get students to think of three foods each and describe them using a defining relative clause to their partner, who tries to guess what the food is.