

Food Idioms (Speaking)

□ Discuss your answers to these questions with your partner. Use the food idioms in **bold**.

1. Do you think spicy food is an **acquired taste**?
2. Do you think professionals such as plumbers, electricians and builders tend to be **bad eggs**?
3. Which is the better treatment of criminals; **the carrot or the stick**?
4. How can children avoid becoming **couch potatoes**?
5. What extreme sports are **not everyone's cup of tea**?
6. Should politicians **eat humble pie** or insist that they were correct?



7. What types of once expensive items now **sell for peanuts**?
8. Are small business owners **the salt of the Earth**?
9. What products are **selling like hotcakes** at the moment?
10. When gambling, is it best to **put all your eggs in one basket**?

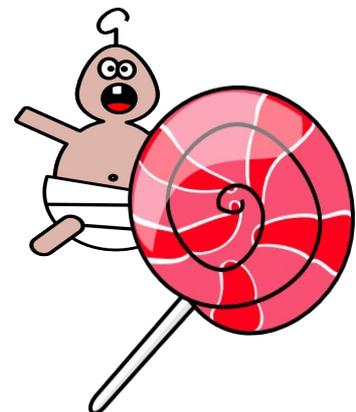
11. What is Scientology, **in a nutshell**?
12. Do you **have a lot on your plate** at the moment?
13. What wouldn't you do **for all the tea in China**?
14. What recent public policy idea did you think was **half-baked**?



15. Do you prefer light cuisine or a **good square meal**?
16. Have you ever **wined and dined** someone on a blind date?
17. Do you know anybody who **has a bun in the oven**?

18. Who are the current **cream of the crop** in world football?
19. Were you **one smart cookie** at school?
20. Do you think **carrot-topped** men or women are attractive?

21. What single food can you **least stomach**?
22. Is learning English like **taking candy from a baby**?



Activity Instructions

Language Focus:	Unspecific
Vocabulary Focus:	Food idioms
Level:	Advanced
Skill:	Speaking
Time:	15 minutes
Organisation:	Students work in pairs
Stage:	Vocabulary speaking practice
Suggested Method:	

- 1 Copy one sheet for each individual student.
- 2 Put the students into pairs, and hand out the worksheets one between two (give out the remaining sheets after the activity to ensure better pair work).
- 3 Go through the instructions with the students and provide them with a model answer to question one using the vocabulary given in **bold**. Emphasise that students should use the food idioms in their answers.
- 4 Monitor the students, providing language input or error correction when necessary.
- 5 Make sure now every student has a copy of the sheet, and elicit responses to some of the issues from some of the students and draw to their attention any appropriate vocabulary or serious language mistakes.