



FOOD, EATING & COOKING

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Activity 1: How Do You Cook It?

Match each cooking verb with its meaning.

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|----------|---|
| 1. Boil | A. Cook food in an oven |
| 2. Fry | B. Move a spoon around in food |
| 3. Bake | C. Cut food into small pieces |
| 4. Grill | D. Cook food in hot water |
| 5. Roast | E. Cook food using steam |
| 6. Steam | F. Cook food in hot oil |
| 7. Chop | G. Cook food under or over direct heat |
| 8. Stir | H. Cook food in an oven, such as meat or vegetables |

Choose four verbs and explain how you use them to prepare a meal.

Activity 2: Describe the Food

Complete each sentence with a suitable word from the box.

crispy · creamy · spicy · bland · juicy · bitter · sour · tender

1. These chips are really _____. They make a satisfying crunch.
2. The curry is too _____ for me. My mouth is burning!
3. This soup tastes _____. It needs more seasoning.
4. The lemon is very _____.
5. The chicken is soft and easy to chew. It's really _____.
6. This sauce is smooth and thick. It's wonderfully _____.
7. The coffee has a strong, _____ taste.
8. The watermelon is fresh and _____.

Now describe a dish you enjoy. Use at least three words from the word bank.

Activity 3: Explain a Simple Recipe

Choose a dish you know how to prepare. It can be a local dish, a snack or a simple meal.

Complete the notes.

- Name of the dish: _____
- Main ingredients: _____
- Equipment you need: _____
- First step: _____
- Next step: _____
- After that: _____
- Final step: _____
- How it tastes: _____

Activity 3: Part 2

Now explain your recipe to a partner. Speak for about one minute. Your partner should ask at least two questions.

Useful sequence words: First ... / Next ... / After that ... / Meanwhile ... / Finally ...

Activity 4: Something Went Wrong!

Work with a partner. Choose one problem from the list. Explain what happened and suggest a solution.

1. You added too much salt to the soup.
2. You burned the toast.
3. The rice is still hard, but the other food is ready.
4. Your cake is dry.
5. You promised to cook dinner, but you forgot to buy an important ingredient.
6. Your friend says the meal is too spicy.

Use these phrases:

- “The problem is that ...”
- “I think we should ...”
- “Why don’t we ...?”
- “We could try ...”
- “Next time, I’ll ...”

REAL ENGLISH BOX

- “It turned out really well.” = The final result was very good.
- “I messed up the recipe.” = I made a mistake while following the recipe.
- “Add a pinch of salt.” = Add a very small amount of salt.
- “It needs a little more flavour.” = It would taste better with more seasoning or other ingredients.
- “I threw it together.” = I made something quickly, without much planning.

Activity 5: Recipe Swap

Tell your partner about a dish that is popular where you live.

Your partner should find out:

1. What ingredients do you need?
2. Is it easy or difficult to prepare?
3. How long does it take?
4. When do people usually eat it?
5. Why do people enjoy it?

Then switch roles. Which dish would you most like to try?

Teacher's Key

Activity 1: 1–D, 2–F, 3–A, 4–G, 5–H, 6–E, 7–C, 8–B.

Activity 2: 1 crispy, 2 spicy, 3 bland, 4 sour, 5 tender, 6 creamy, 7 bitter, 8 juicy.

Activities 3–5 are open tasks.

Accept sensible recipes, relevant suggestions and clear descriptions.

Students may give different solutions to the cooking problems.