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A recipe for success

Cooking and tastes

TEACHER'S NOTES

Suggested level

Mid-intermediate

Aims

- to introduce and practise the figurative meanings of some words relating to cooking and tastes of different foods
- to introduce and practise some common sayings relating to food

Word list

(key/main)ingredient, to turn/go sour, bitter (argument/memory), sour (expression/look), sweet (smile/baby), recipe for something, Don't put all your eggs in one basket, It's no use crying over spilt milk

Preparation

- Photocopy one set of the Student Pages for each student in the class.

In class**1a, b and c**

- Ask students to discuss 1a–c in pairs, before you do feedback with the whole class.

- KEY**
- a *tin of sweetened condensed milk, biscuits and (caster) sugar*
 - b *coffee powder, dark chocolate*
 - c *rind and juice of lemons*

1d

- Students write definitions in pairs, preferably without dictionaries.
- Check that students have written correct definitions for the literal meaning of these words.

- KEY**
- ingredient: a kind of food used when cooking a particular dish*
 - recipe: a list of ingredients, and a set of instructions telling you how to cook them in order to make a particular dish*

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- Explain to students that here *ingredient* and *recipe*, as in *a recipe for*, are used metaphorically.
- Students individually complete the sentences.
- Put students in pairs. Students exchange sentences and compare ideas.
- Do whole-class feedback. Point out that some common collocations for *ingredient* are *main*, *key* and *important*.

3a

- Explain to students that in English different tastes are likely to have different metaphorical associations. Give an example to make this clearer (e.g. *sweet* can mean *kind*).
- Ask students to read the chart and then discuss any differences and similarities with their own language as a whole class. Point out any cross-cultural differences between their language and English.

3b

- Explain to students that the associations in 3a can help them to complete most of this activity. For example, if we think of a baby as attractive then we can describe her/him as *sweet*.
- Give students time to answer the questions in pairs before you do feedback with the whole class.
- Encourage students to note down the correct collocations in this activity.

- KEY**
- a *an argument* b *friendship*
 - c *a baby* d *a contract*

3c

- Students write the questions, either singly or in pairs.
- Ask students to read out their questions, and write them on the board after discussing any grammar corrections with the class.
- Put students with a new partner, and ask them to answer the questions that have been written on the board. If students really do not want to discuss a particular question, they can be encouraged to say something like 'I'd rather not talk about that, if you don't mind'.

4a

- Pre-teach *spill* and its past participle *spilt*.
- Put students in groups of three or four to do this activity.
- Ask the groups to read out their definitions, and write them on the board.
- Finally, the class votes on the best definition, and you confirm if it is correct.

- KEY**
- a *It's no use crying over spilt milk: There is no point feeling upset about a loss or mistake that cannot be changed.*
 - b *Don't put all your eggs in one basket: Do not depend completely on one thing for success.*

Note

See Unit 25 Food for thought (page 89) for more figurative language connected with food.

Revision and extension activities


Brainstorming page 127
Writing 'recipes' page 128

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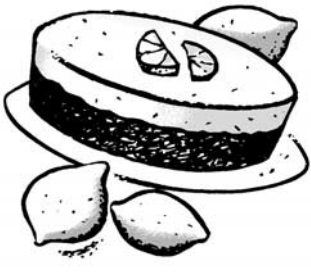
Cooking and tastes

1a Look at the lists of ingredients in these three different recipes. Which dessert would you most like to eat? Why?




Coffee ice cream
 3 eggs separated
 1 tin sweetened condensed milk (400 g)
 2 cups whipped cream (500 ml)
 2 heaped teaspoons instant coffee powder

Separate the eggs and beat the whites until stiff



Lemon cheesecake
 100 g digestive biscuits
 50 g butter
 rind and juice of 2 lemons
 450 g cottage cheese
 100 g caster sugar
 2 eggs separated
 150 ml double cream

Crush the digestive biscuits and add the melted butter



French chocolate cake
 100 g butter
 150 g dark chocolate
 50 g flour
 100 g caster sugar
 1 level teaspoon baking powder
 2 eggs

Melt the butter in a pan. Then break the chocolate into pieces and add to the butter

1b In the list of ingredients above, find:

- a three ingredients that are sweet
- b two ingredients that are bitter
- c one ingredient that is sour

1c Discuss these questions.

- What sweet foods do you like?
- What bitter foods do you like?
- What sour foods do you like?
- Do you like any dishes that combine these flavours? For example, recipes for dishes that are sweet-and-sour? Or bitter-sweet?

1d Write definitions for the words *ingredient* and *recipe* as they are used in 1a, b and c.

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2 Imagine you are the writer of an advice column for a magazine. Complete these sentences with your advice. Then compare your ideas with another student.

- a The recipe for success in a new job is
- b The main ingredient in good relationships with other people is
- c is a recipe for disaster if you are trying to keep fit. Instead,
- d A key ingredient of a good holiday is
- e One of the most important ingredients in living without too much stress is

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Cooking and tastes

3a In English, particular tastes are associated with certain feelings and qualities. Read the chart below and discuss the associations. Are these the same or different in your own language?

sweet	bitter	sour
attractive kind gentle	angry full of hatred disappointed	bad-tempered unpleasant unfriendly

3b Using the ideas from 3a, answer the questions. Circle the correct answers.

- a Which one of these cannot be described as **sweet**?
 a smile an old lady an argument a kitten a little boy a baby
 somebody who has just given you a present
- b Which one of these cannot be described as **bitter**?
 an argument a memory a friendship
 an experience an enemy a disappointment
- c Which one of these cannot be described as **sour**?
 an expression on somebody's face a baby
- d Which of these cannot be described as **going sour** or **turning sour**?
 a friendship a contract a relationship a marriage

3c Write three questions to ask other students using some of the words or phrases in 3b. Share one of your questions with the class. The teacher will write it on the board. Then discuss the questions on the board with a partner. For example:

*Who is the sweetest person that you know?
 Has any friendship you've ever had turned sour? Why?*

4 Look at these pictures and guess the missing words in the proverbs. They are both the names of foods! Write a definition for each proverb.

- a It's no use crying over spilt
- b Don't put all your in one basket.

