

Food Tastes and Textures Class Worksheets (Teachers' Notes)

Introduction:

This exercise is used to teach the English vocabulary used for describing the tastes and textures of food.

Level: Lower-Intermediate to Intermediate (you can use it with classes with a higher level).

Time: Between 45 mins - 1 hour

Warm Up/Introduction:

To do this exercise with your students, first make sure that they already have a good knowledge of the names of different types of food. You may want to go over (using the images section in the Google search engine if you have internet available) the names of certain types of food included here (e.g. iceberg lettuce, chicken vindaloo curry, caesar salad, toffee, croissant etc...)

Then introduce the meaning of what taste and texture means. Either translate the words or if you only want to use English, show the students a photo of a type of food that they all know and get them describe what the taste and texture of it is (with your help of course).

I normally use the example of ice cream and ask the students if it is soft or hard and explain that this is the texture. Then ask them to describe the taste (ask them if it sweet or salty?).

Also explain to the students what 'to chew' means.

Doing The Exercise:

Tell the students that they are going to read a text on 'the adjectives used to describe different tastes and textures for food in English'. Put the students into pairs to do this. **Don't tell them** they are going to do a quiz at this point, get them to focus on guessing the meaning of the words/phrases through the context.

When the students have finished reading the text, give them the quiz and explain that they have to answer each of the questions using one of the **underlined** adjectives in from the text (pointing to an example in the text). The students should again do this in pairs.

* I would recommend that you only monitor the students' progress and try not to explain things. Encourage the students to work out the meaning through the context.

Answers:

- | | |
|------------|-------------|
| 1. GREASY | 10. CRUNCHY |
| 2. CRISPY | 11. BLAND |
| 3. SPICY | 12. SMOOTH |
| 4. BITTER | 13. TASTY |
| 5. HARD | 14. FLAKY |
| 6. SALTY | 15. CREAMY |
| 7. SAVOURY | 16. CHEWY |
| 8. RICH | 17. SOUR |
| 9. HOT | |

When the students are giving their answers practise the pronunciation of each adjective.

Possible Problems: The difference between '**Crunchy**' and '**Crispy**'. Both are very similar. The best way I have found to show the students the difference is by demonstrating the different sound they make in the mouth when chewing. '**Crunchy**' food makes a deeper sound in the mouth (like when eating baked food like cookies, biscuits or bread). '**Crispy**' food makes a more high pitched sound (like when eating food that has been fried like crisps (potato chips in America) or bacon).

'**Rich**' is also an adjective which students may be confused with. It is normally used for food which contains a lot of fat or sugar in it that affects the taste (in a positive way). It is normally used for describing sauces and cakes.

After The Exercise:

Test they understand the vocabulary they have learnt by showing photos of different types of food and asking the students to describe their different tastes and textures. Ask other students to give their opinion if they think the answer given is right or wrong (good for practicing vocabulary used for giving opinion and agreeing/disagreeing).

You can ask them what the difference is between 'taste' and 'flavour' (a type of taste). I normally show them a picture of a strawberry yogurt and ask the students to describe the taste (sweet and a little sour) and then tell them that the flavour is strawberry. Then I show them a picture of a packet of cheese crisps/chips and get them to describe the taste and the flavour to me. They normally understand the difference then.

Homework:

You can do homework in two ways. The first is asking the students to write the taste and textures of their favourite food and/or the food that they commonly eat. The second is creating your own list of different types of food (some of which the students may not know) and ask the students to write down their different tastes and textures at home.

Additional Class Topics:

Below are suggestions for other topics that you can use this exercise with in the class.

Vocabulary - Restaurant vocabulary or food cooking method vocabulary (e.g. roasted, boiled).

Grammar - Probability modals (could, must, may etc) or adverbs which modify adjectives (e.g. too, quite, very, really etc...).

Food Tastes and Textures Exercise

Read the following conversation between Peter and Juan in a restaurant in Yorkshire. Peter is describing the different tastes and textures of the dishes on a menu.

Focus on the words/phrases which are underlined and think about their meaning.

Peter: 'So Juan, what do you fancy having?'

Juan: 'I'm not sure. There's lots of food and dishes from around the world on this menu. You've eaten here before, what's the chicken vindaloo curry like?'

Peter: 'It's very hot. The last time I had it, my mouth was burning for about 15 minutes. To be honest, it's a bit bland. It doesn't really taste of anything. If you want to have a curry, I would recommend the tikka masala, it's spicy, they use about 15 different spices in it, but it's not hot. I like it, it's really tasty.'

Juan: 'I'm not sure I want Indian food. And the fish and chips?'

Peter: 'Although I'm English, I don't like it, it's greasy. It's covered in too much oil for me.'

Juan: 'What are the salads like here? They have a caesar salad, is it ok?'

Peter: 'Well, yeah. I had it a couple of years ago. They use fried bacon in the salad as well, which is strange. The iceberg lettuce and the bacon were very crispy, they make a noise when you first chew them. It has fried croutons, which were so crunchy, it was almost like eating a savoury biscuit. But for me, the caesar sauce/dressing was too creamy, they used too much cream.'

Juan: 'What about the other salads?'

Food Tastes and Textures Exercise Continued

Peter: 'There's another salad that I had the last time I was here, called the Naples salad. It's got so many different things in it, it has anchovies that are very salty, but it also has small pieces of lemon that gives the salad a bit of a sour taste. Because it's in theory Italian it also has pieces of parmesan in it, the hard cheese that they grate on top of Italian pasta. It doesn't sound good, but the combination works very well.'

Juan: 'I'll order that. Have you looked at the desserts? They have a coffee cake, I like coffee, but the last time I had one was in Spain and it had a very bitter taste, it was like I was eating coffee without the cake.'

Peter: 'I don't know. I've never tried it. I've had the toffee ice cream, which was really good. The ice cream is very creamy and it has small pieces of toffee in it, they are really chewy, they get stuck in your teeth. There's also the butter croissant, which is really flaky and it comes with a smooth raspberry sauce.'

Juan: 'And the chocolate cake?'

Peter: 'It's very rich, it's almost like you're eating a bar of chocolate.'

Quiz: Food Tastes and Textures

Answer each of the questions using one of the underlined adjectives from the 'Food Tastes and Textures Exercise' text. Only use one adjective once.

1. Food that is cooked with a lot of oil or fat, is often
2. Food that when first chewed has a hard texture and makes a noise in the mouth (e.g. fried bacon), is
3. Food that contains a lot of different types of spices but doesn't burn your mouth, is
4. Dark chocolate (without milk) has a taste that is
5. The opposite of soft, is
6. Food that has a lot of salt in it, is described as
7. Normally, the dessert is sweet and the main course is
8. Food that contains a lot of an ingredient like chocolate, is
9. Food that contains a lot of chillies, is

Quiz: Food Tastes and Textures Continued

10. Food that makes a loud noise in the mouth when chewed, is
11. Food that doesn't have a strong taste of anything, is
12. A milkshake is normally creamy and
13. When something has a good taste or flavour, it is
14. Food like croissants that breaks very easily into small and delicate pieces, is
15. Food that is made from milk products, is often
16. When you have to chew food in your mouth for a long time before swallowing it, it is
17. A lemon has a taste that is