

Unit 6 Food & Cuisine Exercise: Included all Questions and Answers (With Grammar + Writing Solution)

Reading I: Strange Foods From Around The World

A. Match the words with their meanings.

Answer:

- a. **ferment:** to go through a chemical change
- b. **squid:** a sea creature that has a long soft body, eight arms and two tentacles around its mouth
- c. **witchetty:** a large whitish wood-eating larva of a beetle or moth
- d. **myrtle:** a bush with shiny leaves, pink or white flowers and blue-black berries
- e. **congeal:** to change from a fluid to a solid state
- f. **nutty:** having a flavor like that of nuts

B. The idiom 'a bridge too far' in the text means 'something that is too extreme'. Match the following idioms with their meanings.

Answer:

- a. **get out of hand:** to become difficult to control
- b. **miss the boat :** to be too late to get what you want
- c. **break the ice-:** to say or do something to make people feel comfortable
- d. **cry over spilt milk:** to worry over past events which cannot be changed
- e. **look before you leap:** to think about the possible bad results of an action before doing it

C. Complete the sentences below with the correct information from the text in not more than four words.

Answer:

a. Sometimes even having food can give us the feeling ofwhen it is like taking a risk.

Ans: Challenging yourself and winning

b. When we travel we have the chance towhich we even do not think of eating.

Ans: have things

c. The writer became disappointed while havingwhich was really bad.

Ans: fermented horse milk

d. The writer's impression of Japanese food is.....

Ans: delicious

e. Many people think ofas scary ones which the Chinese turn into food.

Ans: jelly fish

f. Snails become very tasty when they are fried with.....

Ans: plenty of garlic and butter

D. Answer the following questions.

Answer:

a. Why does food become a challenge for people when they travel?

Ans: Food become a challenge for people when they travel because they have to eat it though they don't like it.

b. How is haggis prepared?

Ans: We need to take all of the parts of a sheep that no one else wants the heart, the liver and the lungs and we have to grind it up. And, mix it with mutton fat, oatmeal and spices. Then pack it in a sheep's stomach and boil it for a few hours. In this way haggis is made.

c. When do you feel that you like shiokara?

Ans: When we are used to it with conversations with friends we feel that we like shiokara.

d. Where can people enjoy the bush food?

Ans: The people can enjoy the bush food in Australia.

e. Why does the writer find it difficult to eat larger insects?

Ans: The writer finds it difficult to eat larger insects because they require more than one bite to consume, which makes it challenging for him.

f. Name the country where snails are served as the main dish.

Ans: Snails are served as the main dish in France.

g. What kind of food is bun rieu?

Ans: The people can enjoy the bush food in Australia.

h. If you have to choose one of the foods from the list above, which one do you choose? Why?

Ans: If I have to choose one of the foods from the list above, I choose none of them because I am vegetarian.

D. Which of the dishes mentioned in the text did you find the strangest of all? Give reasons.

Answer:

For me, Shiokara, raw squid mixed with salty, fermented squid belly is the strangest food. I think it is dirtier to look at and difficult to eat as well.

Grammar I Exercise

Here, you can find **Class 10 English Unit 6 grammar 1 exercise** based on new curriculum set by government of Nepal on 2080:

A. Match the sentence halves in I and II to make a complete sentence.

Answer:

a. I bought a raincoat and an umbrella as the monsoon started.

b. I won't be able to get to school on time as I'm stuck in traffic.

c. The Nepali cricket team is likely to perform well in this tournament because they have got the best coach ever.

d. The construction company has deployed more workers at the site so that they can complete the construction in time.

e. We've decided not to go on holiday this year in order to utilize the time for planting paddy.

f. The metropolitan city has planted trees at the side of the road to reduce traffic noise.

g. The flight had been delayed because of the bad weather.

h. We've put a table and chair in the spare bedroom so that Samip can get to study in private.

i. Nisha went to visit her sister since she didn't have to go to her office yesterday.

j. We had to queue for two hours since the movie was a hit.

B. Complete the text below choosing the correct connective from the brackets.

Answer:

The people at the fair were leaving because the lights were going out. The last two people in dodgem cars also left as it was getting dark. The big wheel stopped as the merry-go-round had already stopped. The stalls closed down and the stall-owners went home. At 2 a.m. four nightwatchmen walked round the funfair to see if there was anyone to be seen. 'I'm fed up walking around,' one of them said, "What can we do as there is nothing we can do?" 'We can sit and talk.' They were bored because there was nothing to do on that quiet warm night. "We can have a ride on the merry-go-round!" one of them cried. "That'll be fun!" Three of them jumped on merry-go-round horses. so the fourth started the motor. Then he jumped on too and round they went. They were having the time of their lives. Suddenly they realized there was no one to stop the machine because all of them were on it. They weren't rescued till morning, so they felt very sick indeed!

Writing I Exercise

A. We can prepare carrot pudding (gajar haluwa) using milk, carrot, sugar, cardamom powder and ghee. The steps for cooking carrot pudding are given below. But, they are not in order. Put them in the correct order.

Answer:

- Switch on the stove and melt ghee in a pan.
- When carrot turns slightly golden brown, add milk. Cook for four more minutes.
- Add sugar and cardamom powder after the milk dries up.
- Cook this mixture till all milk dries up.
- Add grated carrots and fry for about seven minutes.
- Turn off the stove, gajar haluwa is ready to serve.

B. What is your favourite food? Write a recipe to prepare it. Mention the ingredients and the methods to cook it.

Answer: My favourite food is rice pudding.

Ingredients: (For five to seven persons)

- 2 litres of milk
- 250 grams of long grain rice like Basmati or any local rice
- 150 grams of grated coconut
- 4 tablespoons of sugar
- Spices: cardamom, cinnamon, cloves and fenugreek

Process of making rice pudding

- Bring the milk and rice and boil in a suitable cooker.
- When it starts to boil, reduce the heat, stir with ladle time to time and add the grated coconut and all the spices you have made ready.
- Let it simmer for around ten to fifteen minutes to cook the rice, then add the sugar. Keep stirring to avoid the bottom of the pan burning.
- When the sugar has dissolved into the mixture, continue cooking for a further few minutes.
- Now it is ready to serve. Enjoy!

Reading II: You Inspire Others by Learning, not by Teaching

A. Complete the crossword puzzle with the help of the meanings given below.

Answer:

ACROSS

3. a method of cooking meat or other food in a cylindrical clay oven: **tandoori**

7. a person having administrative or supervisory power in an organization- **executive**

DOWN

1. a long pin for holding meat or other food while it is being roasted: **skewer**

2. the whole of something- **entirety**

4. a feeling of pleasure and sometimes slight sadness at the same time as you think about things in the past- **nostalgia**
5. raise to a more important or impressive level- **elevate**
6. remove water from (food) in order to preserve and store it- **dehydrate**

B. Write 'True' for true and 'False' for false statements. If the information is not given in the text, write 'NG'.

Answer:

a. The interview was taken in Nepal.

Ans: False

b. The judges were quite impressed by Santosh Shah's performance in the quarter-finals.

Ans: NG

c. Santosh Shah was from a well-to-do family.

Ans: False

d. With the support of the chef in the tandoor section, Santosh started helping the Executive Chef.

Ans: False

e. The journey of Santosh to MasterChef was full of struggles.

Ans: NG

f. Santosh is hopeful about the Nepali food market as the food trends are dynamic.

Ans: True

g. Santosh has made more experiments on food as the tastes of people differ geographically.

Ans: False

h. Santosh feels sorry for serving octopus in Nepali style.

Ans: False

C. Answer these questions.

Answer:

a. What do you think is the reason that heightened the popularity of Chef Shah?

Ans: Chef Santosh Shah's popularity soared due to his innovative fusion of Nepali cuisine with global flavors and techniques, as well as his remarkable performance on MasterChef UK.

b. Did Shah have a normal childhood? Why?

Ans: No, Chef Shah did not have a typical childhood. He faced financial hardships and had to start working at a young age to support his family.

c. How does Shah feel about his performance in Cinnamon Kitchen?

Ans: Chef Shah feels content and proud of his achievements at Cinnamon Kitchen.

d. What does Shah want to showcase to the world about Nepali food?

Ans: Chef Shah aims to demonstrate the diversity and richness of Nepali cuisine to the world, emphasizing its distinct identity instead of being viewed as merely an extension of Tibetan and Indian cuisine.

e. Name two factors that Chef Shah was cautious about while experimenting with sukuti.

Ans: Two factors that Chef Shah took into careful consideration while experimenting with sukuti (dried meat) were effectively dehydrating it to achieve a softer texture and preserving its original flavor.

f. According to Shah, what two factors contribute to a person's success?

Ans: According to Shah, continuous learning and being a positive influence on others are the two factors that lead to personal success.

g. Why does Shah aspire to earn a Michelin Star for Ayla?

Ans: Shah aspires to obtain a Michelin Star for Ayla because it is considered the highest accolade in the culinary world, comparable to an Oscar for chefs. This achievement would further elevate the global recognition of Nepali cuisine.

h. What lessons can be learned from Santosh Shah's life story?

Ans: Santosh Shah's life story imparts several valuable lessons. Firstly, it illustrates that hard work, determination, and passion can help individuals overcome challenging circumstances and achieve success. Secondly, it emphasizes the importance of continuous learning and experimentation to foster personal growth and improvement. Thirdly, it highlights the significance of embracing one's cultural heritage and utilizing it as a source of inspiration and creativity. Lastly, it underscores the rewards of giving back to society and being a positive influence on others.

D. Chef Shah cooked many dishes in the competition. If you were one of the judges in the competition, which food would you ask him to cook? Why?

Answer:

If I were one of the judges in the competition, I would request Chef Shah to prepare Momo, a renowned Nepali dumpling that has gained popularity both in Nepal and other countries. Momo is traditionally served alongside a zesty tomato-based chutney or a delectable sesame-based sauce.

Momo serves as an ideal dish to exhibit Chef Shah's culinary expertise and inventive flair. With its harmonious blend of flavors and contrasting textures, creating Momo demands impeccable skills to achieve the delicate outer layer and the succulent filling. Furthermore, Momo has garnered immense love from individuals worldwide, making it an excellent avenue to introduce Nepali cuisine to new and diverse audiences.

Grammar II Exercise

Here, you can find **Class 10 English Unit 6 Reading 2 grammar 2 exercise** based on new curriculum set by government of Nepal on 2080:

A. Choose the correct time expressions in the sentences below.

Answer:

a. The boys are playing cricket (already/now).

Ans: The boys are playing cricket **now**.

b. The doctors are preparing a report for their most important patient (last/this) week.

Ans: The doctors are preparing a report for their most important patient **this** week.

c. The students are preparing for a test (at the moment/usually).

Ans: The students are preparing for a test **at the moment**.

d. (Currently / Sometimes) the economists are working on the country's financial crisis.

Ans: **Currently**, the economists are working on the country's financial crisis.

e. Susan is playing tennis with Tim (now/then).

Ans: Susan is playing tennis with Tim **now**.

f. What are you doing (this/next) afternoon?

Ans: What are you doing **this** afternoon?

g. My teacher is helping us with Maths problem (that/this) morning.

Ans: My teacher is helping us with Maths problem **this** morning.

h. The guard is ringing the bell (now / soon). It's time to go!

Ans: The guard is ringing the bell **now**. It's time to go!

i. She is (still/yet) mowing the lawn.

Ans: She is **still** mowing the lawn.

B. Write NOW if the sentence uses present continuous for action at the moment. AROUND, if action is around the current moment. or FUTURE. if the action is scheduled for future.

Answer:

a. The local governments are announcing their policies this month.

Ans: AROUND b. I think Mr. Rai is taking class at the moment.

Ans: NOW c. We're meeting with Nabina later today.

Ans: FUTURE d. I'm looking for a new job currently.

Ans: NOW

e. We're organizing a programme on Wednesday.

Ans: FUTURE

f. They are coming home right now.

Ans: NOW

g. Mom is making dinner for us tonight.

Ans: FUTURE

h. I'm sorry I don't have time. I'm attending a meeting.

Ans: NOW

i. She's looking for a new home as she's sold the old one.

Ans: NOW

C. Complete the text below with the correct form of the verb given in the brackets.

Answer:

Why is Neelam smiling? It sounds like an easy question: she **is having** a good time with friends and she **feels** good after a good shot. But psychologists often argue about this question. Some believe that smiling is an individual act: we smile because we feel happy unless we **try** to hide our emotions. Others claim that we smile to build social relationships. Some animals use a grin to show that they **will not** fight, for example. Perhaps our smile serves the same

function. So, who's right? In one study, researchers filmed people bowling. If you watch people doing a very social activity like this, it looks as if they always **smile**. They stop smiling only when they **concentrate** on their next shot. But when do they start smiling again? After each good shot, the researchers took photographs to identify when the smile starts — while the player **is still looking** down the alley or a few seconds later when they turn round to share their happiness with the group.

Writing II Exercise

Nowadays, many Nepali prefer fast foods like noodles, pizza, burgers, etc. to typical Nepali foods. This has an adverse effect on their health. To what extent do you agree or disagree with this claim? Write a couple of paragraphs giving reasons to support your view.

Answer:

I partially agree with the claim that the increasing preference for fast foods like noodles, pizza, burgers, etc., among Nepalis has adverse effects on their health. While it is true that the consumption of fast foods can have negative consequences for one's well-being, it is important to consider the broader context and individual choices.

Fast foods are often high in calories, unhealthy fats, sodium, and added sugars, which can contribute to weight gain, obesity, and various chronic health conditions such as heart disease, diabetes, and hypertension. The growing popularity of fast foods in Nepal may lead to an increase in these health problems if individuals consume them excessively and neglect a balanced diet. Moreover, fast foods are often lacking in essential nutrients like fiber, vitamins, and minerals, which are crucial for maintaining optimal health.

However, it is important to recognize that personal choices and moderation play a significant role in determining the impact of fast food consumption. While some individuals may excessively rely on fast foods, many others still prioritize and enjoy typical Nepali foods, which are often nutritious and beneficial. Additionally, the adverse effects of fast food consumption can be mitigated through awareness and education about healthy eating habits, portion control, and the importance of a well-rounded diet.

Furthermore, the adverse health effects associated with fast foods are not unique to Nepal. Many countries around the world, including developed

nations, face similar challenges due to the prevalence of fast food consumption. Therefore, it is crucial to address this issue not only as a Nepali phenomenon but as a global concern.

In conclusion, while the increasing preference for fast foods among Nepalis can have adverse effects on their health, the extent of these consequences depends on individual choices, moderation, and awareness. By promoting education about balanced diets, encouraging moderation, and preserving the rich culinary heritage of typical Nepali foods, it is possible to strike a balance and promote a healthier lifestyle for Nepalis.