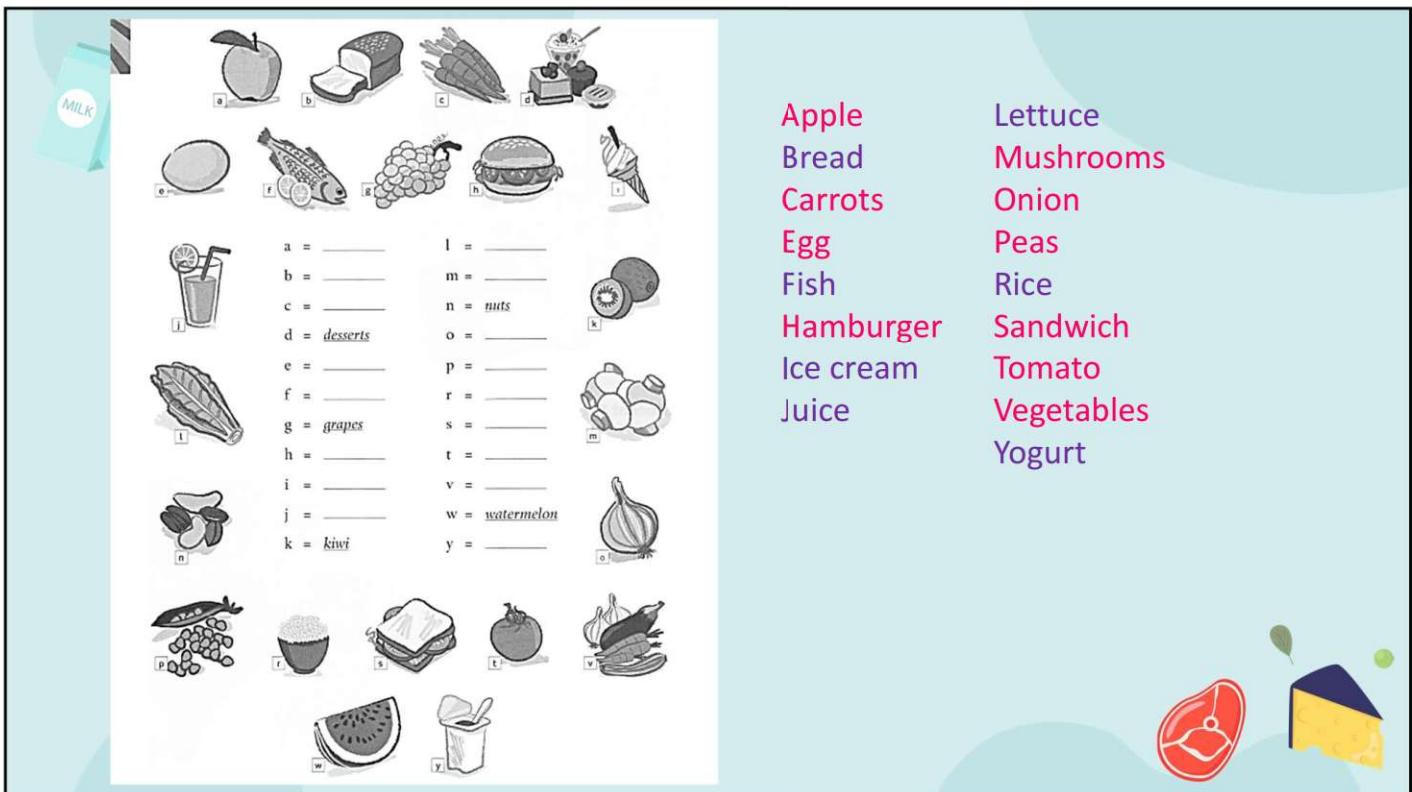


SPEAKING

UNIT 5: FOOD ON THE MOVE

Lecturer: Quynh Trang, MA.

FOOD VOCABULARY



A worksheet for learning food vocabulary. It features a grid of food items with labels and corresponding blank lines for writing. The items are arranged in four rows:

- Row 1:** Apple (a), Bread (b), Carrots (c), Sandwich (d), Lettuce (e), Mushrooms (f), Onion (g), Peas (h), Rice (i), Tomato (j), Vegetables (k), Yogurt (l).
- Row 2:** Egg (m), Fish (n), Hamburger (o), Ice cream (p), Juice (q), Nuts (r), Tomato (s), Tomato (t), Tomato (u), Tomato (v), Tomato (w), Tomato (x), Tomato (y).
- Row 3:** Grapes (z), Watermelon (aa), Tomato (bb), Tomato (cc), Tomato (dd), Tomato (ee), Tomato (ff), Tomato (gg), Tomato (hh), Tomato (ii), Tomato (jj), Tomato (kk), Tomato (ll).
- Row 4:** Milk (mm), Tomato (nn), Tomato (oo), Tomato (pp), Tomato (qq), Tomato (rr), Tomato (ss), Tomato (tt), Tomato (uu), Tomato (vv), Tomato (ww), Tomato (xx), Tomato (yy).



A chart for classifying food into countable and uncountable categories.

Countable food

- potatoes, biscuits
- sausages, nuts, eggs
- onions, bell/ sweet peppers, lemons, oranges, carrots, mushrooms, pineapples, tomatoes, eggplants, grapes, apples, bananas, cucumbers

Uncountable food

- pasta, spaghetti, bread, rice
- chicken, fish, steak/ beef
- milk, yogurt, cheese, butter, chocolate, candy
- celery, lettuce, broccoli

How does it taste?

s _____



Spicy

How does it taste?

s _____



Sour

What kind of food?

c _____



Canned

How is it cooked?

s _____



Steamed

How does it taste?

s _____



Sweet

How is it cooked?

s ___ f _____



Stir fried

How is it cooked?

R -----



Roasted

Milk and cheese are
_____ products

D -----



Dairy

How does it taste?

B -----



Bitter

How does it taste?

s -----



Salty

How does it taste?

B _____



Bland

What kind of food?

H_____



High-fat

What kind of food?

c -----



Convenience

Food

A Talking about flavours and tastes - adjectives and some opposites (=)

hot, **spicy** (e.g. curry) ≠ **mild** **bland** [very little flavour; rather negative]
salty [a lot of salt] **sugary** [a lot of sugar] **sickly** [too much sugar]
savoury /'seɪvəri/ [pleasant, slightly salty or with herbs]
sour [sharp, often unpleasant taste, like a lemon, and not sweet]
bitter [with an unpleasantly sharp taste] **tasty** [has a good taste/flavour] ≠ **tasteless** [no flavour at all]
moreish [having a pleasant taste, so you want to eat more]

I love **spicy** food, especially curries - the **hotter** the better! My sister prefers **mild** curries.
Those cakes are too **sugary** for me. They have a **sickly** taste.
They had some delicious **savoury** snacks at the party. They were very **moreish**.
The breakfast buffet was very poor quality: the coffee tasted **bitter** and the fruit juice was **sour**.
The food on the plane was **bland** and **tasteless** - it was like eating cardboard!

B Appearance, presentation and quality of food

This meat is **overcooked/overdone / undercooked/underdone**.
I'm afraid this mango is a bit **unripe**. They're not really **in season** at the moment. [not ready to eat; opp = ripe] [being produced and ready and available]
This butter **has gone off**. I think we should throw it out. [not good to eat because it is too old]
I don't feel like anything **heavy**. I just want something **light**; a salad would be fine.
British cooking can be very **stodgy**. /'stɒdʒi/ [heavy, hard to digest]
Zoe will only buy **organic** fruit and vegetables. [grown without artificial chemicals]
We should try to have a **balanced diet**, without too much or too little of any particular thing.
A diet of **junk food** can cause long-term health problems. [food that is unhealthy but easy and quick to eat]
Processed food in general is not good for you. [that has been treated with chemicals to preserve it or give it extra colour or taste]

C Eating out



At most good restaurants, you usually have to **book a table** / **make a reservation** beforehand. If something happens, or you are ill, you may need to **cancel the booking/reservation**. In the UK a meal in a restaurant is typically three courses: a **starter**¹, a main course, then a dessert. You can often order **side dishes**². Some restaurants may have a **set menu** [a selection of dishes at a fixed price], or you can order individual dishes (called ordering **à-la-carte**). Restaurants often have **specials**³ advertised on a board. They often cater for vegetarians, **non-meat-eaters**⁴ and **vegans**⁵.

¹ light snack / appetiser ² a smaller dish alongside the main course (e.g. an extra vegetable)

³ dishes only available on that day ⁴ people who don't eat meat but who are not vegetarians

⁵ people who don't eat or use any animal products, such as meat, fish, eggs, cheese or leather

D Eating at home

HOST:¹ Right, there's more soup. Who wants **seconds**²?

GUEST: Oh, yes, please. It was absolutely delicious.

HOST: There's bread here. Just **help yourself**³.

GUEST: Thanks.

HOST: Be sure to keep a bit of room for some **pudding**⁴.

Can I **re-fill** your glass?

GUEST: Ah, yes, thank you.

HOST: **Say when**.

GUEST: **When!** That's fine. Thanks.

¹ the person who has invited the guests

² a second serving of something

³ serve yourself

⁴ desserts are often called **pudding**

(uncountable), **a sweet** (countable) or
afters (plural) at home

Exercises

1 Which taste and flavour words opposite could you use to describe the following?

- | | |
|--|---|
| 1 a strong Indian curry <i>spicy / hot</i> | 4 an unripe apple |
| 2 a pizza with cheese and herbs | 5 a cup of tea with five spoonfuls of sugar |
| 3 sea water | 6 extremely strong black coffee with no sugar |

2 Using words from B opposite, what could you say to the person/people with you in a restaurant if ...

- 1 you had ordered a mild curry but got the opposite? *This curry is too hot / too spicy for me.*
- 2 the fish you ordered had obviously been cooked too much / too long?
- 3 you ordered melon and it was very hard?
- 4 your dish seemed to have no flavours at all?
- 5 there was too much salt in your soup?
- 6 someone at your table recommended a big steak but you just wanted a salad?
- 7 the dish you ordered was very heavy and difficult to digest?
- 8 a piece of chicken you ordered had not been cooked enough?
- 9 you wonder if the vegetables have been grown without artificial chemicals?

3 Read the comments and then complete the sentences with words and phrases from the opposite page.

- 1 Chris: 'I had to call the waiter to bring me a knife and fork.' Chris needed
(some) cutlery
- 2 Emma: 'If you want a dish not on the menu there's usually a blackboard with other dishes.' The restaurant usually has some
- 3 Oscar: 'The peanuts were free and I just couldn't stop eating them.' Oscar thought the peanuts were
- 4 Tina: 'I needed one because I didn't want to spill food on my new dress.' Tina needed
- 5 Jordi: 'I'm not a vegetarian; I just don't eat meat.' Jordi is a
- 6 Okas: 'I didn't like the set menu. I ordered individual dishes.' Okas ordered
- 7 Phoebe: 'It's a big student restaurant. You don't need to phone beforehand.' Phoebe said you don't need to / (two answers)
- 8 Krishnan: 'With my main course I ordered an extra bowl of chips and some mushrooms.' Krishnan ordered a couple of
- 9 Emily: 'Everybody had colds so we phoned the restaurant and said we weren't coming.' Emily and her friends cancelled / (two answers)
- 10 Hannah: 'I had some prawns before the main course.' Hannah had

4 If you were the host at a dinner party, what could you say to your guests if ...

- 1 you offered them another serving of something? Who ?
- 2 you wanted them to serve themselves? Please.....
- 3 you started to re-fill their glass?....., What could the guest say when you had poured enough?.....!
- 4 you offered them something sweet after the main course? Would you like..... / / ? (four possible answers)

GRAMMAR



GRAMMAR FOR SPEAKING *A lot of, much, many, few, little, enough*





We use these words to talk about amounts.

Noncount nouns			Plural count nouns		
There's	a lot of a little not much	food.	There are	a lot of a few not many	apples.
There's	too much enough not enough too little	food.	There are	too many enough not enough too few	apples.

- Use *too much* and *too many* to say you have more than the right quantity.
- Use (*not*) *enough* to say you have or don't have right quantity.
- Use *too little* / *too few* to say you have less than the right quantity.



B Choose the correct words to complete this conversation about the infographic at the bottom of the page. Then listen and check.

A: According to this infographic, we all throw away ¹ (too much / too many) food.

B: I know! We lose ² (a few / a lot of) food at the beginning of the process.

A: Yes, I don't understand the reason they lose 20 percent on the farm. There's not ³ (much / many) information about that.

B: Maybe they have ⁴ (too few / too little) people to pick all the fruit and vegetables?

A: Maybe. But we also throw away 19 percent of the food in our homes. It doesn't make sense.
Why do people throw good food away?

B: I agree. Yesterday, I bought ⁵ (too much / too many) oranges by accident. I gave ⁶ (a few / a little) to my neighbor, so we both have ⁷ (enough / a little) for the week.

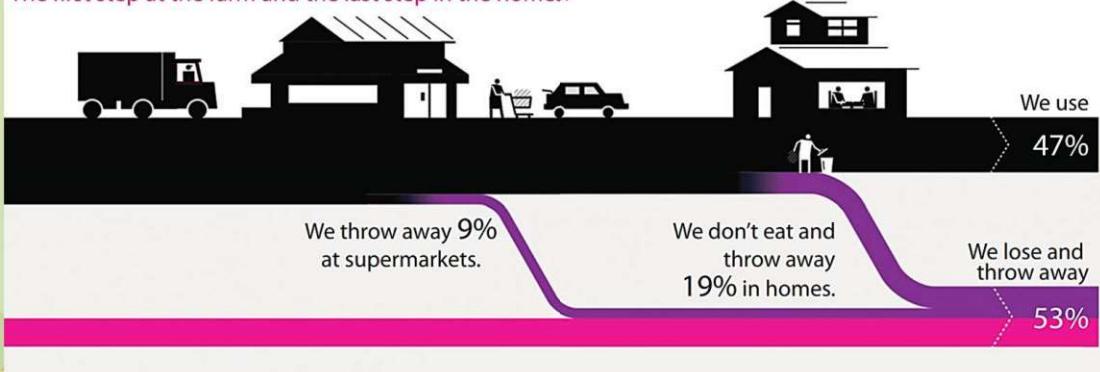
A: And overall, we throw away more than we eat! But, at the same time, there are other countries that have ⁸ (too little / too few) food. It's crazy!

A ANALYZE Study the infographic at the bottom of the page. Then discuss the questions with your classmates.

1. Which countries is this information about? Australia, Canada, New Zealand, and the U.S.
2. What percentage of fruit and vegetables do people eat in those countries? 47%
3. What percentage of food do we lose or throw away in these locations?

• farms	20%	• storage / transportation	3%	• processing	2%
• supermarkets	9%	• homes	19%		
4. When do we lose or throw away the most food in the process? Does this surprise you?

The first step at the farm and the last step in the homes.



FOOD ON THE MOVE 89

PRONUNCIATION

PRONUNCIATION Long and Short Vowel Sounds

► Vowel sounds can be long or short.

- With **long vowel sounds**, your lips, tongue, and cheeks are more tense.
- With **short vowel sounds**, the lips, tongue, and cheeks are relaxed.

Long Short

/ iː / eat	/ ɪ / it
/ eː / paper	/ ɛ / pepper
/ ɑː / not	/ ʌ / nut



90

D Listen and repeat these word pairs with long and short vowel sounds. Notice how the muscles change in your mouth. ►

- | | | |
|---------------|---------------|------------|
| 1. heat-hit | 3. taste-test | 5. cop-cup |
| 2. cheap-chip | 4. weight-wet | 6. hot-hut |



90

D Listen and repeat these word pairs with long and short vowel sounds. Notice how the muscles change in your mouth. 

- | | | |
|---------------|---------------|------------|
| 1. heat-hit | 3. taste-test | 5. cop-cup |
| 2. cheap-chip | 4. weight-wet | 6. hot-hut |



E You will hear words from exercise D again. Some pairs are the same (heat-heat) and some are different (heat-hit). Write S if you hear the same words. Write D if you hear different words. 

1. D 2. _____ 3. _____ 4. _____ 5. _____ 6. _____

1. D 2. S 3. D 4. S 5. D 6. S



F Say these words from this unit with a partner. Categorize them in the chart under the vowel sound. Then listen and check. 

tea based lot eight hungry drink little fresh red cut pop meat

/ iː /	/ ɪ /	/ eɪ /	/ ɛ /	/ a /	/ ʌ /
tea					

/ iː /	/ ɪ /	/ eɪ /	/ ɛ /	/ a /	/ ʌ /
tea meat	drink little	based eight	fresh red	lot pop	hungry cut





SPEAKING

When you tell a story and talk about your past, it will be clearer to listeners if you put the events in the order they happened. Use these expressions to tell the order.

Introduction: *In my country, we ... / When I was a child, ... / Once, a few years ago, ...*

Background: *During the holidays, ... / Every day, I went to ... / We always had ...*

Sequence of events: *One day, ... / In the morning, ... / Then, ... / After that, ... / Later (on), ...*

Ending: *In the end, ... / Finally, ... / A few years later, ... / Even today, ...*

You can also make your story more interesting with descriptive adjectives.

*The bread was good. (less descriptive) → The **warm** bread was **delicious!** (more descriptive)*

bitter	delicious	healthy	salty	sour	sweet	warm
crispy	fresh	homemade	soft	spicy	tasty	wonderful



B Read sentences from a story about momos in the wrong order. Number them in the correct order (1–6). Then listen and check.

a. 3

b. 5

c. 2

d. 1

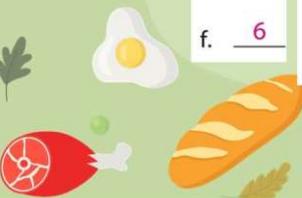
e. 4

f. 6

- a. ____ In the afternoon, there was usually a delicious smell coming from the kitchen of Pema's house. Her mother made a traditional Nepalese food called momos. First, she made the dough.
- b. ____ Pema and I counted them and divided them equally. I loved them because they were warm and spicy!
- c. ____ We became good friends, and during the holidays, I played with Pema every day.
- d. ____ When I was a child, I remember a new family moved into the house next door. They were from Nepal, and their daughter was called Pema.
- e. ____ Then she put meat or vegetables inside the momos and cooked them. Finally, the momos were ready.
- f. ____ A few years later, Pema and her family moved away, but even today, I remember the wonderful taste!



96



FINAL TASK





Describe a traditional dish from your country or another country

You should say:

- What the dish is called
- What ingredients are used
- How it is prepared

And explain why this dish is special or popular

