



# WHAT'S COOKING?

## VOCABULARY Food and cooking

1 Look at the pictures in File 16 on page 190. In pairs, discuss the questions.

- Are there any foods you've never tried?
- Are there any you didn't know in English?
- Are any of them difficult to buy where you live?
- Which five of these foods do you like the most?
- Are there any you can't stand? Why not?
- Are there any foods you love that aren't pictured?

2 Work in groups. How many of the foods from page 190 can you remember? Put them into the categories below.

fruits / nuts:	
fish / seafood:	
vegetables / salads:	
pulses / beans:	
herbs / spices:	

3 Complete the sentences with these words.

almonds chocolate courgette mixture peaches  
chickpeas coconut grapefruit parsley trout

- 1 **Peel** the \_\_\_\_\_ and **remove** the stones.
- 2 **Steam** the \_\_\_\_\_. When it's ready, the flesh should come away from the bones easily.
- 3 **Soak** the \_\_\_\_\_ overnight in water and then **boil** them for two hours.
- 4 **Melt** the \_\_\_\_\_ and mix in the raisins.
- 5 **Squeeze** some \_\_\_\_\_ juice over the salad.
- 6 **Slice** the \_\_\_\_\_ and **fry** the slices till they are slightly brown on each side.
- 7 **Crush** the \_\_\_\_\_ and sprinkle on top of the cake.
- 8 **Chop** some \_\_\_\_\_ and **sprinkle** it onto the soup.
- 9 Add the \_\_\_\_\_ milk. Bring it to the boil and then leave for about 30 minutes, but stir it occasionally.
- 10 **Blend** the whole \_\_\_\_\_ until it's smooth.

4 Work in pairs. Look at the verbs in bold in Exercise 3. Tell each other which you have done in the last month. Then think of two more things you can do each verb to.

*You can peel bananas and potatoes.*

## LISTENING

- 5 ▶ 79 Listen to a conversation where a woman comments on a dish and asks how it's made. Note down the ingredients.
- 6 ▶ 79 Discuss with a partner what you remember about how the dish was made. Then listen again and take notes. Finally, compare your notes in groups.
- 7 Work in pairs. Discuss the questions.
  - Do you like the sound of the recipe? Why? / Why not?
  - Do you know anyone who has a special diet or who avoids certain things like salt? What do they have to eat or avoid? Why?
  - Who's the best cook you know? What are their best dishes?

## DEVELOPING CONVERSATIONS

### Vague language

We can show something is not exact by adding *-ish* to adjectives or *-y* to nouns. We can also add *kind of* or *sort of* before adjectives and verbs and *like* before nouns.

*It's a greyish white stick. It gives a kind of citrusy flavour.*

*It looks sort of like a spring onion.*

*You know, like a big orange squash.*

With quantities, we use words such as *roughly* / *about* / *or so*.

*Use roughly a cupful.*

*Leave it to boil for fifteen minutes or so.*



**8 Make the sentences less exact by adding the forms in brackets in the correct place. You might have to change the spelling.**

- 1 You bake it in the oven for twenty minutes. (roughly)
- 2 I generally sprinkle some herbs on top and two teaspoons of crushed pistachios. (about)
- 3 If you add a squeeze of orange, it gives it a sweet finish, which is really nice. (kind of)
- 4 The colour put me off at first. It was green blue, but it tasted great. (kind of / -ish)
- 5 It has an odd oil texture and a weird egg smell. (-y / -y)
- 6 You need a large pan, because you add two litres of fish stock. (-ish / or so)
- 7 If it's a small chicken and isn't stuffed, then it should only take 40 minutes to roast. (-ish / or so)
- 8 It's a potato, but it's rounder and it's got purple skin and the flesh is orange. (like / -ish / kind of)

**9 Work in pairs. Using vague language, describe different foods for your partner to guess.**

A: *It's biggish with a yellowish skin, very juicy flesh and a kind of lemony flavour. It's quite bitter.*

B: *Is it a grapefruit?*

## GRAMMAR

### Linking words

You have learned a number of words in this book that make the relationship between two ideas in a sentence or between two sentences clear. For example, **order and time** (*and, when, after, once, then, afterwards, while, during, etc.*), **result and reason / purpose** (*as, so, to*), **contrast** (*although, however*) and **condition** (*if, in case, provided*).

**10 Read the Grammar box. Then choose the correct options to complete the recipe below.**

First you chop some onions <sup>1</sup>*and / after* put them in some oil. Fry them for a few minutes. Actually, you should heat the oil a bit beforehand and <sup>2</sup>*when / then* you put the onion in, it should sizzle. <sup>3</sup>*Then / After* you need to turn the heat down, <sup>4</sup>*as / so* you want the onion to cook slowly <sup>5</sup>*then / so* it becomes nice and sweet. I also like to add some garlic, <sup>6</sup>*although / however* I know most people don't. Anyway, <sup>7</sup>*while / during* the onion is cooking, peel about four big potatoes and cut them into little pieces – quite small, <sup>8</sup>*otherwise / unless* they'll take ages to cook.

<sup>9</sup>*Once / Afterwards* the onion has started to turn brown, add the potatoes and continue to cook everything <sup>10</sup>*until / when* the potato is soft. The onion won't burn <sup>11</sup>*provided / unless* you mix it in with the potato and stir the mixture now and then.

Break about eight eggs into a bowl and whisk them with a touch of milk. Spoon the cooked mixture into the whisked eggs – without any of the oil <sup>12</sup>*if / in case* you can avoid it – and mix it all together.

You then pour away the oil in the pan – apart from about a spoonful – and heat it up again so it's very hot. <sup>13</sup>*When / Then* pour the egg and potato into the pan and after about a minute, turn it down low and let it cook <sup>14</sup>*for / during* about ten minutes. You then need to get a big plate or flat lid to put on top of the omelette <sup>15</sup>*for / to* turn it over and cook the other side.

**G** For further practice, see page 182 and do Exercise 1.

## CONVERSATION PRACTICE

**11 Work in pairs. Discuss how many of the different kinds of dishes below you could cook. For each dish, decide what ingredients you'd need and how you'd cook the dish.**

- a stir fry
- a pasta dish
- a stew
- a vegetarian dish
- a tart or a cake
- a rice-based dish
- a curry
- a salad

**12 Choose whichever one of the dishes above you think you would cook best. Change partners. Have conversations similar to the one in Exercise 5. Follow this guide. Then swap roles.**

Start by saying: *Mmm! This is delicious! What's in it?*

Explain what's in the dish.

Ask questions about the taste and about how to make the dish.

Answer the questions as best you can.

Check details when you're not sure about ingredients or what to do.

**29** To watch the video and do the activities, see the DVD-ROM.