

## UNIT 3. COOKING

|                          |                                           |
|--------------------------|-------------------------------------------|
| <b>VOCABULARY</b>        | COOKING TOOLS, ACTIONS<br>FOOD<br>KITCHEN |
| <b>GRAMMAR</b>           | PAST SIMPLE VS PAST CONTINUOUS            |
| <b>READING</b>           | EAT YOURSELF TO DEATH                     |
| <b>LISTENING</b>         | RECIPE: APPLE PIE                         |
| <b>WRITING</b>           | COOKING RECIPE<br>DESIGN A WEEKLY MENU    |
| <b>ORAL INTERACTION</b>  | DESIGN A WEEKLY MENU                      |
| <b>ORAL PRESENTATION</b> | RECIPE<br>WEEKLY MENU/DIET                |



# 1.VOCABULARY BREAKFAST



Label the following pictures with the words below

|                                                                                                      |                                                                                                                           |                                                                        |
|------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|
| CHEESE AND VEGETABLE<br>SANDWICH<br>CHOCOLATE CREAM<br>COFFEE<br>ROLL<br>DOUGHNUT<br>BUTTER<br>APPLE | FRUIT<br>FRUIT AND CEREAL<br>HOT CHOCOLATE<br>MILK AND COOKIES<br>ORANGE JUICE<br>EGGS AND BACON<br>APPLE JUICE<br>BANANA | PANCAKES<br>PEANUT BUTTER<br>JAM<br>TOAST<br>WAFFLES<br>HONEY<br>BREAD |
|------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|

## PREPARED FOOD

Write the following words in their corresponding place

|                                                                                    |                                                                                     |                                                                                      |                                                                                       |
|------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
|    |    |    |    |
|                                                                                    |                                                                                     |                                                                                      |                                                                                       |
|    |    |    |    |
|                                                                                    |                                                                                     |                                                                                      |                                                                                       |
|   |   |   |   |
|                                                                                    |                                                                                     |                                                                                      |                                                                                       |
|  |  |  |  |
|                                                                                    |                                                                                     |                                                                                      |                                                                                       |
|  |  |  |  |
|                                                                                    |                                                                                     |                                                                                      |                                                                                       |

FISH  
CHICKEN  
RICE  
BOILED EGGS  
SHRIMP

HOT DOG  
VEGETABLES  
PASTA  
MASHED POTATOES  
FRENCH FRIES

ROASTED MEAT  
SOUP  
HAM  
OMELETTE  
HAMBURGER

SANDWICH  
SPAGHETTI  
MEATBALLS  
STEAK  
PIZZA



## Read the text and answer the following questions

### Nutrition

Everyone eats food. Some people eat lots of fruit and vegetables, others may eat more or less meat, and some people may eat healthy, but others do not. All of it is related to nutrition. Nutrition is the process of how people get the food that is needed to grow strong and healthy along with obtaining the necessary vitamins and nutrients to help bodies grow and function.

For children, good nutrition is especially important and necessary to eat healthy foods because kids are constantly growing. Good nutrition will lead to healthy bones and muscles, and without receiving the correct vitamins and nutrients while growing, a child will not grow as tall and as strong as they could be.

There are many aspects of nutrition including knowing about the different food groups, understanding calories, and learning about the different vitamins, nutrients, and minerals a body needs, and what to avoid.

There are five main food groups that should be eaten each day. Eating a variety of foods in each group will lead to receiving the most important nutrients to remain strong and healthy. The first food group includes grains such as breads, cereals, pasta, and rice. The second food group is dairy, which includes milk, cheese, yogurt, and other dairy products. Apples, oranges, grapes, bananas, and much more are a part of the third food group, fruits. Of course, vegetables is in its own food group as well. There are many, many vegetables available to eat including beans, broccoli, peas, carrots, corn, and others. Finally, the fifth and final food group is protein, which can be found in beef, chicken, eggs, nuts, fish, and pork.

The portion size of each food group is not the same. For example, it is recommended that a person eat slightly more vegetables and grains than fruit and protein for each meal. There are also other guidelines on how to eat healthier, some of which includes drinking skim milk instead of whole milk, water instead of sugary drinks, and eating wheat bread instead of white bread.

Calories are a measure of the amount of energy in food items. Calories are necessary to eat to get the energy needed to play, work, and move around. The calories get burned off during movement, so eating will replenish them. But if a person eats more calories than they burn, the excess is stored as fat. There are also some foods that contain empty calories, meaning they have very little nutritional value such as solid fats and sugars.

There are many healthy foods to eat in order to receive the vitamins and minerals needed. For example, vitamin A is found in milk and helps keep the immune system healthy; Vitamin C is found in oranges and other vegetables, which is good for blood vessels, teeth, healing, and the brain. Vitamin D and calcium is great for healthy bones and can be found in milk. Iron is needed for the blood and is available in red meat, poultry, fish, and leafy vegetables. These are just a few of the minerals and vitamins that keep a person healthy.

In summary, good nutrition leads to good health. When a person wants to lose weight, it can be done by eating healthier and exercising regularly. Nearly all foods contain some of the vitamins and minerals needed for the body, but it is also important to eat the right amount of foods from the five food groups: grains, dairy, fruits, vegetables, and protein.

**1) Why is it most important for children to eat healthy?**

- A: Children are smaller than adults.
- B: They play and run more often
- C: Children like food better.
- D: Children are constantly growing.

**2) Which of the following food groups includes beef, chicken, and eggs?**

- A: Protein
- B: Grains
- C: Dairy
- D: Fruits

**3) Which of the following two food groups are needed slight more than fruit and protein?**

- A: Dairy and vegetables
- B: Vegetables and grains
- C: Dairy and grains
- D: All of the above

**4) Which of the following is the measure of energy in food?**

- A: Nutrition
- B: Calories
- C: Values
- D: Percent

**5) What happens when more calories are eaten than burned off?**

- A: Fat is stored
- B: Fat is released
- C: Fat is burned off
- D: None of the above

**6) Which of the following is good for healthy bones?**

- A: Vitamin A
- B: Iron
- C: Vitamin D
- D: Vitamin C

[https://youtu.be/L9ymkJK2QCU?si=M8O8wy6BKEa\\_etE6](https://youtu.be/L9ymkJK2QCU?si=M8O8wy6BKEa_etE6)

<https://wordwall.net/resource/10474113>

<https://wordwall.net/resource/45866>

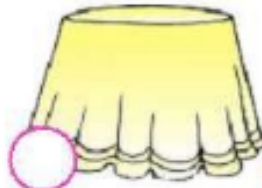
<https://wordwall.net/resource/9124758>

**Now classify the food into their corresponding food groups**

| GRAINS | DAIRY | FRUITS | VEGETABLES | PROTEIN |
|--------|-------|--------|------------|---------|
|        |       |        |            |         |

1. Number the objects correctly

# My Kitchen



Number the objects correctly

1. Kitchen Towel
2. Fridge
3. Apron
4. Microwave
5. Washing up Liquid
6. Bin
7. Napkin
8. Cooker
9. Table Cloth
10. Bread Bin
11. Toaster
12. Washing Machine
13. Bucket and Sponge
14. Oven Mitten
15. Dish Holder
16. Table
17. Broom and Dustpan
18. Dishwasher

## 2. Write every word next to its definition

|  |                                                                                                                                       |
|--|---------------------------------------------------------------------------------------------------------------------------------------|
|  | a brush used for cleaning the floor or the ground and a flat container with a handle into which you brush dirt                        |
|  | a container for waste                                                                                                                 |
|  | a container in which bread is stored                                                                                                  |
|  | a container with an open top and a handle, often used for carrying liquids and a soft substance that is used for washing and cleaning |
|  | a device used to cook and heat food, putting the food inside or on the top                                                            |
|  | a flat surface, usually supported by four legs, used for putting things on                                                            |
|  | a frame in which plates can be put vertically, so that they can dry                                                                   |
|  | a large piece of cloth that covers a table and protects or decorates it                                                               |
|  | a machine for washing clothes, sheets, and other things made of cloth:                                                                |
|  | a machine that washes dirty plates, cups, forks, etc.                                                                                 |
|  | an electric device for making toast                                                                                                   |
|  | an electric oven that uses waves of energy to cook or heat food quickly                                                               |
|  | a piece of clothing to keep clothes clean when cooking                                                                                |
|  | a piece of cloth used for drying something that is wet in the kitchen                                                                 |
|  | a piece of kitchen which preserves food at a cold temperature:                                                                        |
|  | a square piece of cloth or paper used to clean your mouth or fingers                                                                  |
|  | a thick covering for the hand, used for taking hot things out of an oven                                                              |
|  | a thick liquid detergent to wash pans, knives and forks, etc.                                                                         |

GRAMMAR: PAST SIMPLE AND PAST CONTINUOUS FORM

**PAST SIMPLE-TRABAJABA/TRABAJÉ-TREBALLAVA/ VAIG TREBALLAR**

AFFIRMATIVE   V PAST

NEGATIVE   NOT 

INTERROGATIVE   

WH-   

**PAST CONTINUOUS ESTABA TRABAJANDO-ESTAVA TREBALLANT**

AFFIRMATIVE   Ving

NEGATIVE   NOT Ving

INTERROGATIVE   Ving

WH-   Ving

USE

**SIMPLE PAST**  
We use the **simple past** to talk about:  
completed actions, habits and facts in the past  
-I always **visited** my grandparents when I was little

**PAST CONTINUOUS**  
We use the **past continuous** to talk about:long  
Interrupted actions in the past  
-I **was cooking** dinner when the phone rang

SOME HELP

**WH-**

|         |        |         |
|---------|--------|---------|
| WHAT-   | QUÈ    | -QUÉ    |
| WHEN-   | QUAN   | -CUÁNDO |
| WHERE-  | ON     | -DÓNDE  |
| WHY-    | PERQUÈ |         |
| -PORQUÉ |        |         |
| WHO-    | QUI    | -QUIEN  |

**THE SUBJECT**



I - jo  
You - tu  
He - ell  
She - ella  
It - això  
We - Nosaltres  
You - Vosaltres  
Ells - They  
Chris, Lou....  
My friends.....

**VERBS**

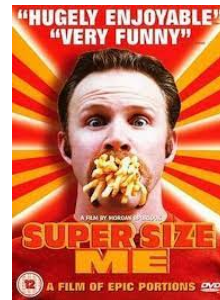
| MEANING  | V     | VPast  |
|----------|-------|--------|
| VIVIR    | LIVE  | LIVED  |
| BAILAR   | DANCE | DANCED |
| COMER    | EAT   | ATE    |
| BEBER    | DRINK | DRANK  |
| TRABAJAR | WORK  | WORKED |
| IR       | GO    | WENT   |
| LEER     | READ  | READ   |
| ESCRIBIR | WRITE | WROTE  |
| NADAR    | SWIM  | SWAM   |
| JUGAR    | PLAY  | PLAYED |
| CANTAR   | SING  | SANG   |



## Reading

### EAT YOURSELF TO DEATH

In 2003, American film maker Morgan Spurlock made a film about the effects of eating only hamburgers, pizzas, and fries for a month. The idea came to him when two overweight American girls took legal action against a famous fast-food company. The girls accused the company of making them fat. The company said that it was not the food that made them fat, but eating too much. The company also said their food was 'nutritious and good for you'.



The girls' legal action failed, but Morgan Spurlock decided to test what the company said about their food. For a month he ate only fast food, three times a day, and took the daily exercise of an average American. He filmed himself during this month and the film he made records the changes that happened to him.

When Spurlock started making the film, he was healthy and slim. On the second day, he had his first 'fast-food stomach ache', and vomited. Over the following thirty days, he gained 24.5 lb (11.1 kg). He also had other problems-depression, headaches, and lethargy. He had cravings for a fast-food meal - only this would relieve the symptoms. A doctor told Spurlock he was addicted. Towards the end of the month, doctors warned him that the food was causing life-threatening liver damage, and said he should stop. It took five months on a vegetarian diet to get back to a normal weight.

The film he made is called Super size me. It was nominated for an Academy Award for best documentary in 2005. The film's message was that the fast-food industry was probably as bad as the tobacco industry - it made a lot of money by encouraging illness.

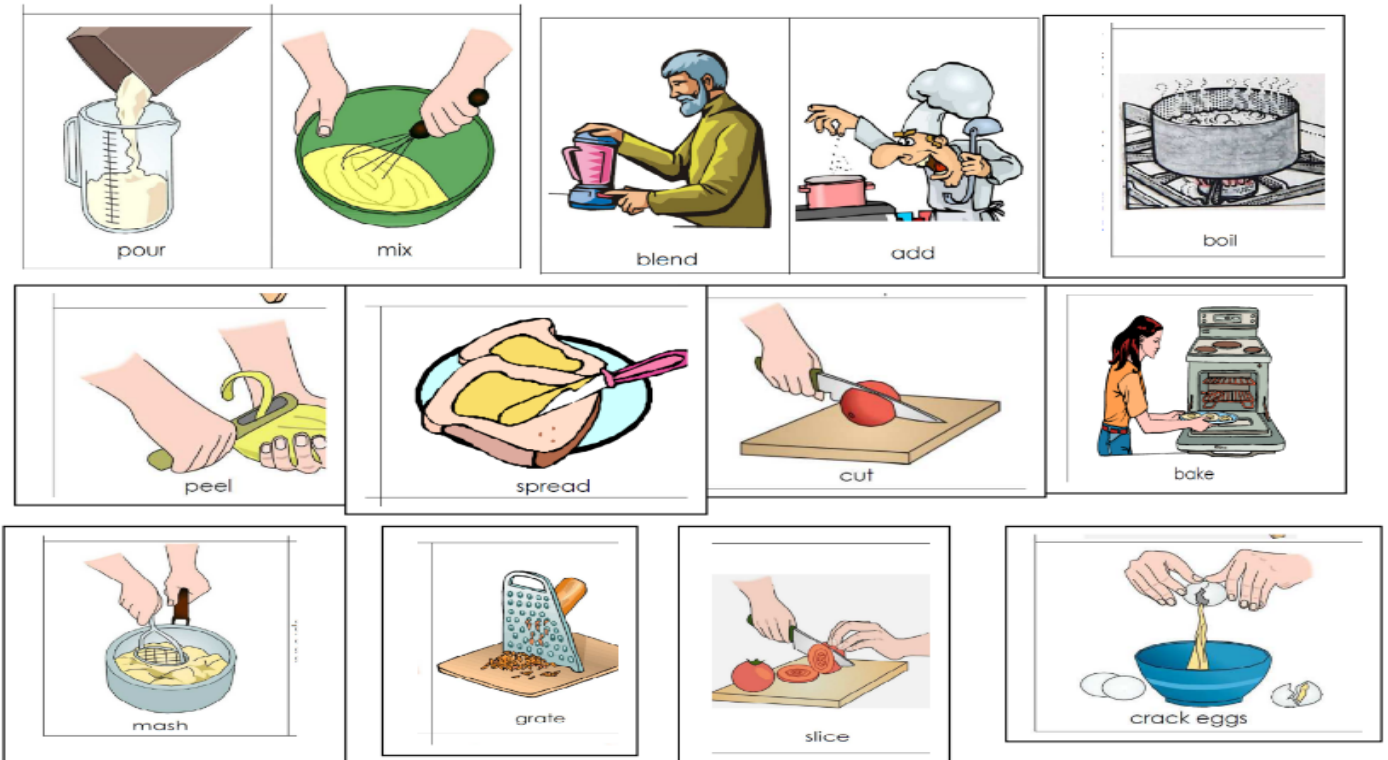
**Read the article and decide if these sentences are true (T) or false (F).**

- 1 The two girls in the article said fast food is 'nutritious and good for you'.
- 2 Fast food changed Morgan Spurlock psychologically.
- 3 The film proved that fast food is good for you.
- 4 Morgan Spurlock was overweight when he started filming.
- 5 Morgan Spurlock became a fast food addict.
- 6 Morgan Spurlock died from liver failure.

## LISTENING: Recipe

### Cooking Verbs

<https://www.youtube.com/watch?v=aw0zdXrBK4w>



|  |                                                                                        |
|--|----------------------------------------------------------------------------------------|
|  | to break something so that it does not separate                                        |
|  | to combine, so that the result cannot easily be separated into its parts:              |
|  | to cook inside an oven, without using added liquid or fat                              |
|  | to crush food, usually after cooking it, so that it forms a soft mass                  |
|  | to cut something into thin, flat pieces                                                |
|  | to divide or make something smaller, using a knife:                                    |
|  | to heat a container used for cooking, until the liquid in it starts to turn into a gas |
|  | to make a substance flow from a container by raising just one side of the container    |
|  | to make something into a smooth liquid using an electric machine                       |
|  | to put a soft substance on a surface and make it cover it                              |
|  | to put something with something else to improve the whole:                             |
|  | to remove the skin of fruit and vegetables                                             |
|  | to rub food against a grater in order to cut it into a lot of small pieces             |

## How to make delicious apple pie

<https://www.youtube.com/watch?v=KbyahTnzbKA&t=13s>

Watch the Apple Pie recipe and match the verbs in the box with the different endings to write it down.  
When writing recipes we give instructions, therefore we use the IMPERATIVE

1. pre-heat 2. Purchase 3. Place 4. Add 5. Stir 6. Peel 7. Slice 8. ~~Arrange~~ SPREAD 9. Sprinkle  
10. ~~Cut~~ MIX 11. Cover 12. Seal and trim 13. Bake 14. Reduce 15. Serve

|  |                                                         |
|--|---------------------------------------------------------|
|  | a) them THE APPLES                                      |
|  | b) sugar in bowl                                        |
|  | c) the mix                                              |
|  | d) 6 to 8 apples                                        |
|  | e) the apple slices in layers                           |
|  | f) pie pastry in a specialized store                    |
|  | g) cinnamon and nutmeg                                  |
|  | h) your oven                                            |
|  | a) it warm with vanilla ice-cream                       |
|  | b) it for 10 minutes                                    |
|  | c) the edges                                            |
|  | d) each layer with the spice sugar mixture              |
|  | e) one table spoon of butter and dot it over the apples |
|  | f) the pie with the top crust                           |
|  | g) the heat                                             |

Now it's your turn to write your own recipe

<https://youtu.be/M61viP3prdQ?si=P0bwlluu-qdaqf1i>

## COMMUNICATION: Designing a weekly menu

Every one of you will be given a patient. You have to design a weekly menu for them.

1. In pairs, write down an interview to find out what food he likes and what food he doesn't
2. Role-Play the conversation.

### CAREGIVER ASKING FOR TASTES

What do you usually eat for  
breakfast/lunch/dinner?  
Do you often snack?  
What kind of food do you like?  
Do you like fruit?  
What type of fruit do you like?  
What are your favorite dishes?



### PATIENT EXPRESSING TASTES

I usually eat spaghetti for  
dinner I like/love adore bell  
peppers/beans...  
I don't like/hate/detest peas

## Writing down a weekly menu

Name: Mr. Andrews. Age: 40. Problems: Overweight

Description: Mr. Andrews is ..... He likes..... and  
He dislikes.....Therefore we have designed a menu low/high in  
Calories/vitamins/carbohydrates and .....

|           | BREAKFAST | LUNCH | DINNER |
|-----------|-----------|-------|--------|
| MONDAY    |           |       |        |
| TUESDAY   |           |       |        |
| WEDNESDAY |           |       |        |
| THURSDAY  |           |       |        |
| FRIDAY    |           |       |        |
| SATURDAY  |           |       |        |
| SUNDAY    |           |       |        |

**-Write the dialogue first.**

**Caregiver.** Hello Mr \_\_\_\_\_. I'm going to plan your weekly menu and I need to know your tastes, and what you usually eat and correct your diet as in the most pleasant way possible.

**Patient.** OK, Good! Let's start!

**Caregiver.** \_\_\_\_\_?

**Patient.** I usually eat \_\_\_\_\_

**Caregiver.** Ok, What about \_\_\_\_\_

**Patient.** I usually eat \_\_\_\_\_ and \_\_\_\_\_

**Caregiver.** Do you often snack?

**Patient.**

**Caregiver.** What kind of food do you like?

**Patient.** I like/love/ adore \_\_\_\_\_

**Caregiver.** Do you like fruit?

**Patient.**

**Caregiver.** What are your favorite dishes?

**Patient.** My favorite dish is \_\_\_\_\_

**Caregiver.** Ok. Let's see what what we can do.

**-Practice it with a partner. You'll be the caregiver for his or her dialogue and then he or she will be yours.**

**Now you write the weekly meal plan**

|           | BREAKFAST | LUNCH | DINNER | SNACKS |
|-----------|-----------|-------|--------|--------|
| MONDAY    |           |       |        |        |
| TUESDAY   |           |       |        |        |
| WEDNESDAY |           |       |        |        |
| THURSDAY  |           |       |        |        |
| FRIDAY    |           |       |        |        |
| SATURDAY  |           |       |        |        |
| SUNDAY    |           |       |        |        |

**SONG: Bread and Butter. The Newbeats**

<https://www.youtube.com/watch?v=C1ds1UmnSgg>



She don't feed me peanut butter  
She knows that I can't take  
Ah, he likes bread and butter  
Ah, he likes toast and jam  
Ah, that's what his baby feeds him  
Ah, he's her loving man  
Well, I got home early one Monday  
Much to my surprise  
She was eating chicken and dumplings  
With some other guy  
No more bread and butter  
Ah, no more toast and jam  
He found his baby eating  
Ah, with some other man  
No, no, no  
No more bread and butter  
Ah, no more toast and jam  
I found my baby eating  
Ah, with some other man  
No, no, no, no  
No more bread and butter  
No, no, no, no  
Ah, no more toast and jam  
No, no, no, no  
Ah, no more bread and butter  
No, no, no, no  
Ah, no more toast and jam  
No, no, no, no  
Ah, no more bread and butter

1. In this song there is a big grammar mistake. Can you find it ?
2. Classify verbs and names of food

| Verbs | Names of food |
|-------|---------------|
|       |               |

## GLOSSARY

|  |                                                                                                                                       |
|--|---------------------------------------------------------------------------------------------------------------------------------------|
|  | a thick liquid detergent to wash pans, knives and forks, etc.                                                                         |
|  | a thick covering for the hand, used for taking hot things out of an oven                                                              |
|  | a square piece of cloth or paper used to clean your mouth or fingers                                                                  |
|  | a piece of kitchen which preserves food at a cold temperature:                                                                        |
|  | a piece of cloth used for drying something that is wet in the kitchen                                                                 |
|  | a piece of clothing to clothes them clean when cooking                                                                                |
|  | an electric oven that uses waves of energy to cook or heat food quickly                                                               |
|  | an electric device for making toast                                                                                                   |
|  | a machine that washes dirty plates, cups, forks, etc.                                                                                 |
|  | a machine for washing clothes, sheets, and other things made of cloth:                                                                |
|  | a large piece of cloth that covers a table and protects or decorates it                                                               |
|  | a frame in which plates can be put vertically, so that they can dry                                                                   |
|  | a flat surface, usually supported by four legs, used for putting things on                                                            |
|  | a device used to cook and heat food, putting the food inside or on the top                                                            |
|  | a container with an open top and a handle, often used for carrying liquids and a soft substance that is used for washing and cleaning |
|  | a container in which bread is stored                                                                                                  |
|  | a container for waste                                                                                                                 |
|  | a container for waste                                                                                                                 |
|  | a brush used for cleaning the floor or the ground and a flat container with a handle into which you brush dirt                        |
|  | a brush used for cleaning the floor or the ground and a flat container with a handle into which you brush dirt                        |
|  | to rub food against a grater in order to cut it into a lot of small pieces                                                            |
|  | to remove the skin of fruit and vegetables                                                                                            |
|  | to put something with something else to improve the whole:                                                                            |
|  | to put a soft substance on a surface and make it cover it                                                                             |
|  | to make something into a smooth liquid using an electric machine                                                                      |
|  | to make a substance flow from a container by raising just one side of the container                                                   |
|  | to heat a container used for cooking, until the liquid in it starts to turn into a gas                                                |
|  | to divide or make something smaller, using a knife:                                                                                   |

|  |                                                                           |
|--|---------------------------------------------------------------------------|
|  | to cut something into thin, flat pieces                                   |
|  | to crush food, usually after cooking it, so that it forms a soft mass     |
|  | to cook inside an oven, without using added liquid or fat                 |
|  | to combine, so that the result cannot easily be separated into its parts: |
|  | to break something so that it does not separate                           |