

# Tastes and Textures of Food

Describing food with taste and texture adjectives.



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## 1. Warm up

### A. Match the sentence beginnings and ends.

- |                          |            |       |
|--------------------------|------------|-------|
| 1. ____ Coffee is        | a. sweet.  | ..... |
| 2. ____ Lemons are       | b. bitter. | ..... |
| 3. ____ Chili pepper is  | c. sour.   | ..... |
| 4. ____ Soy sauce is     | d. spicy.  | ..... |
| 5. ____ Strawberries are | e. salty.  | ..... |

### B. Add three more foods for each taste.

## 2. Vocabulary

### A. Write the adjectives in the correct group.

- |              |           |            |               |
|--------------|-----------|------------|---------------|
| 1. sticky    | 5. chewy  | 9. moist   | 13. strong    |
| 2. rich      | 6. creamy | 10. savory | 14. delicious |
| 3. fluffy    | 7. bitter | 11. soft   | 15. bland     |
| 4. flavorful | 8. burnt  | 12. dry    | 16. stringy   |

#### Taste

#### Texture

|       |       |
|-------|-------|
| ..... | ..... |
| ..... | ..... |
| ..... | ..... |

### B. Use these sentences to check your answers in Part 2A.

- |                              |                                 |
|------------------------------|---------------------------------|
| 1. Salty is a <b>taste</b> . | 2. Sticky is a <b>texture</b> . |
|------------------------------|---------------------------------|

## 3. Describing Food

### A. Read the information about adjectives and the example sentences with verbs be and taste.

Adjectives are used to describe people and things. It is important to remember adjectives that you can use every day. Remembering that coffee is bitter and lemons are sour will help you build your vocabulary.

| Subject        | Verb   | Adjective  |
|----------------|--------|--|
| 1. Fresh bread | is     | soft, fluffy, and delicious.                             |
| 2. Coffee      | tastes | bitter and strong, but delicious.                        |
| 3. Cola        | is     | fizzy and delicious. It is not healthy. It is unhealthy. |

**B. Complete the sentences to describe the foods. Add two foods of your own.**

|    | Subject     | Verb  | Adjectives |
|----|-------------|-------|------------|
| 1. | Honey       | is    | .....      |
| 2. | Cookies     | are   | .....      |
| 3. | Tofu        | is    | .....      |
| 4. | Tomato soup | is    | .....      |
| 5. | .....       | ..... | .....      |
| 6. | .....       | ..... | .....      |

**C. Circle the best adjective to correctly describe the food.**

- 1. Yuck! This soup is too **tasty** / **salty**.
- 2. I love pizza, but it is sometimes too **sweet** / **oily**.
- 3. I like **savory** / **sweet** food like crackers and jerky.
- 4. Indian curry is usually very **bland** / **flavorful**.
- 5. Food that makes a loud noise when it is eaten is **stringy** / **crunchy**.
- 6. Raw oysters are **sweet** / **salty** and **stringy** / **creamy**.
- 7. Plain crackers usually taste **bland** / **strong**.

**D. Use the conversation below to talk about foods you like and don't like and why.**

- A I love coffee. It is bitter and delicious. How about you? Do you like coffee?
- B Not really. I don't like bitter drinks, but I love orange juice. Orange juice tastes sweet and fresh.

**4. Quiz**

**A. Read the conversation with a partner. Change roles and practice again.**

- A It is a dessert. It is sweet and delicious, but not healthy. **What is it?**
- B Is it soft?
- A Yes, it is.
- B Do children eat it at birthday parties?
- A Yes, they do.
- B Is it cake?
- A Yes, it is.

**B. On your own, describe two popular foods. Keep them a secret for now.**

e.g. It is a dessert. It is sweet and delicious, but not healthy.

- 1. ....
- 2. ....

**C. Describe your foods to a partner. Ask questions to guess what your partner is describing.**

# Tastes and Textures of Food



Level: Beginner: A1  
Elementary: A2

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Language: Function: Describing people, places, and things. Expressing needs or likes.  
Forms: Adjectives.

Teaching time: 60 minutes.

Overview: Students build their vocabulary by learning how to describe the taste and texture of foods using adjectives as well as talking about their food likes and dislikes and the reasons why. Students complete a matching activity as well as building sentences to describe foods and finish with conversation practice.

## 1. WARM UP

A warm up activity helps set the mood for the topic/lesson and is a good opportunity to assess students' ability to generate language as well as elicit target vocabulary used in the lesson. If students struggle to engage with their partners, ask questions to encourage participation. Allow a few minutes for students to complete the activity and continue the conversation if interesting.

A. Individually or in pairs, students match the foods on the left with the tastes on the right. Students can check their answers with a partner or check as a class. Answer any questions that arise.

- |                     |           |
|---------------------|-----------|
| 1. Coffee is        | b. bitter |
| 2. Lemons are       | c. sour   |
| 3. Chili pepper is  | d. spicy  |
| 4. Soy sauce is     | e. salty  |
| 5. Strawberries are | a. sweet  |

B. In pairs, students discuss and write three foods for each taste in Part 1A. Once complete, student pairs can present some of their foods to the class.

## 2. VOCABULARY

A. To practice pronunciation and syllable stress, read the adjectives and ask your students to repeat after you. Then, individually or in pairs, students group the taste and texture adjectives. Students may need to consult a dictionary to learn about new words.

### Taste

4. flavorful
2. rich
7. bitter
8. burnt
10. savory
13. strong
14. delicious
15. bland

### Texture

1. sticky
3. fluffy
5. chewy
6. creamy
9. moist
11. soft
12. dry
16. stringy

B. In pairs, students check their answers in Part 2A using the

example sentences. Have students read through all the taste and texture adjectives using this sentence pattern.

## 3. DESCRIBING FOOD

A. In pairs or as a class, students read the information about using adjectives and the sentence pattern examples. Remind students how important it is to remember adjectives as they are extremely useful for communication. Demonstrate on the board that we use the verbs be, smell, taste, and look to easily describe food. Remind student about the 5 senses: touch, taste, smell, sight, and hearing. Discuss if necessary.

B. Individually or in pairs, students complete the sentences to describe the foods. Monitor students' progress and assist if necessary. Encourage students to be creative. Answer any questions that arise. Answers for this section may vary but you can use the following examples as a guide. Students can share their answers with a partner or the class.

1. Honey is creamy, sweet, and rich.
2. Cookies are sweet, crunchy/chewy, unhealthy, and high-calorie.
3. Tofu is bland but soft and creamy.
4. Tomato soup is rich, smooth, savory, and delicious.
5. Student's own sentence.
6. Student's own sentence.

C. Individually, students read the sentences and circle the correct adjective to describe the food correctly. Students can check their answers with a partner and discuss any differences. Check answers with the class.

1. Yuck! This soup is way too **salty**.
2. I love pizza, but it is sometimes too **oily**.
3. I like **savory** food like crackers and jerky.
4. Indian curry is usually very **spicy**.
5. Food that makes a loud noise when it is eaten is **crunchy**.
6. Raw oysters are **salty** and **creamy**.
7. Plain crackers usually taste **bland**.

D. In pairs, students use adjectives and sentences patterns practiced in this handout to express their food likes and dislikes. A simple conversation example has been provided to help lower level students start a conversation. Allow students to converse freely and encourage them to continue their conversations asking "Really? Why?" and "How about you?" Students can refer to their foods in Part 1A if they need ideas.

## 4. QUIZ

- A. In pairs, students read the conversation. If time permits, students can change roles and practice again.
- B. Read the model sentence to the class. Individually, students describe two popular foods using adjectives. Encourage students to use adjectives learned in this handout for taste and texture. Students should keep their foods a secret for now and not compare sentences at this point. Help students construct sentences if necessary.
- C. In pairs or as a class, students describe their food to their partner or the class without using the food name. Those listening should ask questions to guess the food their partner is describing. Students change roles and practice again.