

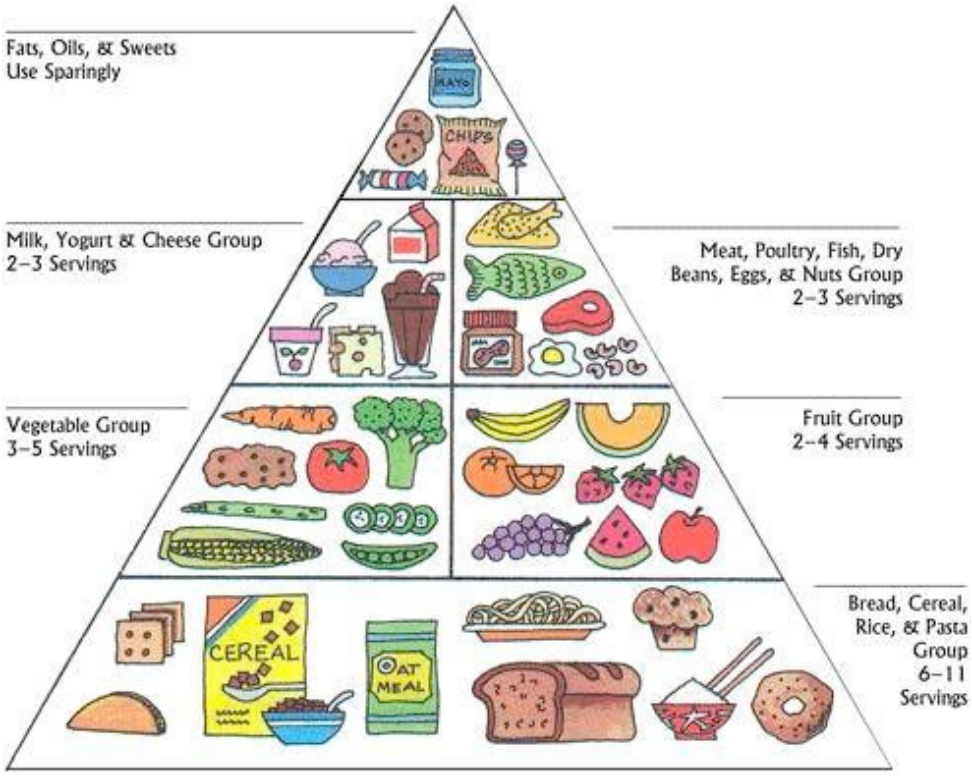
MASTER CHEF

Activity One – Class survey

With your partner, ask and answer the following questions.
Give full answers and be honest!

1) What do you usually have for breakfast?
2) How many portions of fruit and vegetables do you eat every day?
3) How much water do you drink a day?
4) How often do you eat junk food (i.e. hamburgers, pizza, etc.)?
5) Do you drink many fizzy drinks (i.e. coca cola, etc.)?
6) How many meals do you eat per day?
7) Do you usually eat your evening meals with your family?
8) Do you ever cook for your family?
9) Do you eat at regular times?

Activity Two – The food pyramid



Answer the following questions about the food pyramid:

1. Which food group should we eat the least and why? Name two types of food in this group.
2. Which foods should make up the majority of our diet?
3. Which foods do you think are the healthiest?
4. Name two types of foods that feature in the protein food group.
5. Which foods are made with milk? Give three examples.

Activity Three – The taste test

Your teacher will give you a blind taste test of different foods made of chocolate.

Guess what each one is and choose at least two of the following adjectives to describe the flavour and texture. Before we start, look up the words you don't know in a dictionary with your partner:

Textures
Crunchy
Smooth
Creamy
Runny
Light and fluffy
Wafer thin
Crumbly
Hard
Soft



Flavour
Rich
Bitter
Sweet
Minty
Nutty
Sickly
Mild
Strong
Tasty



Which was your favourite chocolate treat?

I liked…
I didn't like…
I loved…
I hated…

What tastes good with chocolate?

Bananas and chocolate
Bread and chocolate
Cookies and chocolate
Apples and chocolate
Kiwi and chocolate
Crisps dipped in chocolate

Activity Four – Make your own chocolates!!

Activity Five – Let's go on a journey to find out where chocolate comes from

Activity Six – Imagine an amazing new type of chocolate

If you were a chocolate maker, what magic chocolate would you invent?

Activity Seven – Phrasal Verbs

Sometimes prepositions are added to a verb, which can change the meaning of that verb – these are called ***PHRASAL VERBS***. For example:

Verb - pick
Example: Pick a chocolate = Choose a chocolate

Phrasal verb - pick up
Example: Pick up the chocolate (and put it in the bowl) = Take the chocolate in your hand

Activity Eight – Cooking phrasal verbs: Miming game

Stir in	Spoon into	Put in	Pour in
Mix up	Sprinkle over	Open up	Take off
Add in	Pick up	Cut up	Cover up
Lift up	Put down	Slice up	Turn on / off
Spread out	Take out	Chop up	(the oven)

Activity Nine – Eat Up

You are going to make a dessert with the ingredients that your teacher supplies. In turn you will prepare the dessert… wearing a BLINDFOLD! This means that you will only get the dessert made if you can give precise instructions to your team mate.
You need to use as many phrasal verbs as possible and of course no French can be spoken!

Activity Ten – Let's watch a cookery demonstration

Watch the demonstration and write down as many phrasal verbs as you can about what you saw. Now talk about the demonstration using those phrasal verbs.

Activity Eleven – What am I cooking up?

Step 1. With your partner think up a recipe and write it using as many phrasal verbs as possible.
Step 2. Read the recipe to the class. They have to guess what your recipe is for.

Activity Twelve – Wall Dictation

You must memorize the lyrics to the classic song named after a dessert "American Pie" and then relay the lyrics to your team. Now, let's sing! ☺

Activity Thirteen – Chocolate story time

"An important room, this!" cried Mr Wonka, taking a bunch of keys from his pocket and slipping one into the keyhole of the door. Mr Wonka opened the door. Five children and nine grown-ups pushed their ways in - and *oh*, what an amazing sight it was that now met their eyes!

They were looking down upon a lovely valley. There were green meadows on either side of the valley whilst along the bottom of it, there flowed a great brown river. What is more, there was a tremendous waterfall halfway along the river – a steep cliff down which the water curled and rolled in a solid sheet and then went crashing down into a boiling, churning, whirlpool of froth and spray.



Below the waterfall (and this was the most astonishing sight of all), a whole mass of enormous glass pipes were dangling down into the river from somewhere high up in the ceiling! They really were *enormous*, those pipes.

Suddenly, the air was filled with screams of excitement. The screams came from Veruca Salt. She was pointing frantically to the other side of the river.

"*Look!* Look over there!" she screamed. "What *is* it? He's moving! He's walking! It's a little *person*! It's a little *man*! Down there below the waterfall!"

Everybody stopped picking buttercups and stared across the river.

"*She's right, Grandpa*!" cried Charlie. "It *is* a little man! Can you see him?"

"I see him, Charlie!" said Grandpa Joe excitedly then everybody started shouting at once. "There's *two* of them!", "My gosh, so there is!", "There's more than two! There's one, two, three, four, five!"

Let's watch some extracts from this story. Admire the chocolate river!
http://www.youtube.com/watch?v=QJr-JYejg_0

