

DESCRIBING FOOD

ADJECTIVES IN ENGLISH

BITTER

Meaning:

A strong, sharp taste that is not sweet.

Example Sentence:

Black coffee without sugar is often bitter.

CRISPY

Meaning:

Has a firm, dry, and brittle surface or texture.

Example Sentence:

We had some crispy bacon for breakfast.

DRY

Meaning:

Has no juice or very little juice inside of it.

Example Sentence:

I think you cooked the turkey for too long because it is dry.

HOT

Meaning:

Usually contains chillies or curry that leave a burning sensation in your mouth.

Example Sentence:

I love a hot curry every now and then.

BLAND

Meaning:

It is unseasoned or has an uninteresting taste. It seems to be without any flavor.

Example Sentence:

Most rice cakes are bland when eaten alone.

CRUMBLY

Meaning:

Breaks into little pieces easily.

Example Sentence:

Use a plate for that cookie because it is crumbly.

FRESH

Meaning:

Recently produced or picked. It isn't frozen or preserved (for example in tins/cans).

Example Sentence:

These peas are fresh. I have only just picked them.

JUICY

Meaning:

It contains a lot of (natural) juice.

Example Sentence:

This orange is so sweet and juicy.

CHEWY

Meaning:

Food that you have to chew a lot before swallowing.

Example Sentence:

Toffee is chewy.

CRUNCHY

Meaning:

Hard and makes a sharp sound when you bite it.

Example Sentence:

My kids love crunchy food like carrots.

GREASY

Meaning:

Food that has been fried a lot and still has a lot of / too much oil or grease.

Example Sentence:

These French fries are very greasy.

MASHED

Meaning:

Reduced to a soft pulpy state by crushing or squashing.

Example Sentence:

We had some mashed potatoes with our meat.

CREAMY

Meaning:

Thick and smooth like cream or with the same consistency. Contains a lot of cream.

Example Sentence:

Hot creamy soups are great on a cold winter day.

DELICIOUS

Meaning:

Has a very pleasant taste. It is appetizing.

Example Sentence:

This cheesecake is delicious. Can I have some more?

HEALTHY

Meaning:

Gives the nutrients you need to maintain your health, feel good, or give you energy.

Example Sentence:

Fruit and vegetables are examples of healthy food.

MILD

Meaning:

Not spicy. It does not have a strong taste or smell. It is easy to digest.

Example Sentence:

I prefer mild cheese instead of strong types of cheese.

Adjectives For Describing Foods

**Gordon Augustus Southworth, Farley
Brewer Goddard**

Adjectives For Describing Foods:

Sensory Adjectives in the Discourse of Food Catherine Diederich, 2015-04-15 *Sensory Adjectives in the Discourse of Food* presents a frame based analysis of sensory descriptors This book investigates the identification and usefulness of conceptual frames in three respects First an analysis of scientific language use shows that a semantic interpretation of the adjectives is dependent on the operationalizations performed in the field of sensory science Second a systematic frame semantic analysis of the descriptors sheds light on how meaning is constructed with regard to the lexemes wider context from the utterance to the text type Third a comparison with German descriptors tests the applicability of a frame from one language to another English German Framing presents itself as a means to capture the knowledge representation that underlies a particular discourse With its detailed linguistic analyses and its interdisciplinary treatment of framing across discourse specialized vs public discourse this book is interesting for researchers working within cognitive linguistics terminology and sensory science

Food, Language, and Society Natsuko Tsujimura, 2023-02-15 *Food Language and Society Communication in Japanese Foodways* examines the language of food in Japanese through the lens of cognitive science and cultural studies to explore intriguing ways in which language food and culture interact in the fabric of Japanese society The questions of how where and by whom food and food experiences are described provide abundant opportunities for investigating relationships between language and culture from multi disciplinary perspectives Linguistic analysis of the language of food enables us to understand cognitive information that motivates and influences people s rhetorical choices on foodways Detailed discussions reveal that loanwords mimetics cooking terms and metaphors serve as lynchpins to enrich the expressive power of the language of food Food discourse situated in broader social and cultural contexts also reflect social norms and cultural practices deeply embedded within and beyond our gustatory and culinary life Food narratives as in cookbooks and advertisements are an informative means for virtual interpersonal communication where individual and group identity is indexed providing a platform for reexamination of gender and other social norms as response to changes in society Examined from the interaction of linguistic and sociocultural perspectives *Food Language and Society* illuminates the form use and social meaning of the language of food

Mastering the 8 Parts of Speech: A Comprehensive Guide Genalin Jimenez, There are eight parts of speech in the English language noun pronoun verb adjective adverb preposition conjunction and interjection The part of speech indicates how the word functions in meaning as well as grammatically within the sentence An individual word can function as more than one part of speech when used in different circumstances Understanding parts of speech is essential for determining the correct definition of a word when using the dictionary

Henri's Food Products Co., Inc. V. Tasty Snacks, Inc ,1986 **Classroom Discourse and the Space of Learning** Ference Marton, Amy B.M. Tsui, Pakey P.M. Chik, Po Yuk Ko, Mun Ling Lo, 2004-05-20 *Classroom Discourse and the Space of Learning* is about learning in schools and the central role of language in learning The investigations of learning it reports are

based on two premises First whatever you are trying to learn there are certain necessary conditions for succeeding although you cannot be sure that learning will take place when those conditions are met you can be sure that no learning will occur if they are not The limits of what is possible to learn is what the authors call the space of learning Second language plays a central role in learning it does not merely convey meaning it also creates meaning The book explicates the necessary conditions for successful learning and employs investigations of classroom discourse data to demonstrate how the space of learning is linguistically constituted in the classroom Classroom Discourse and the Space of Learning makes the case that an understanding of how the space of learning is linguistically constituted in the classroom is best achieved through investigating classroom discourse and that finding out what the conditions are for successful learning and bringing them about should be the teacher s primary professional task Thus it is fundamentally important for teachers and student teachers to be given opportunities to observe different teachers teaching the same thing and to analyze and reflect on whether the classroom discourse in which they are engaged maximizes or minimizes the conditions for learning is both more culturally situated and more generalizable than many other studies of learning in schools Each case of classroom teaching clearly demonstrates how the specific language culture and pedagogy molds what is happening in the classroom yet at the same time it is possible to generalize from these culturally specific examples the necessary conditions that must be met for the development of any specific capability regardless of where the learning is taking place and what other conditions might be present and encompasses both theory and practice providing a detailed explication of the theory of learning underlying the analyses of classroom teaching reported along with close analyses of a number of authentic cases of classroom teaching driven by classroom discourse data which have practical relevance for teachers Intended for researchers and graduate students in education teacher educators and student teachers Classroom Discourse and the Space of Learning is practice and content oriented theoretical qualitative empirical and focused on language and links teaching and learning in significant new ways

End the Mealtime Meltdown Stephanie Meyers,2022-05-01 But I made it just the way you like it If you eat your broccoli you ll grow up big and strong No dessert unless you finish your dinner Written by a dietician and mindful eating expert *End the Mealtime Meltdown* serves up the familiar yet largely unexamined phrases parents say to kids at mealtime and shows readers that what they say to their kids can actually sabotage their efforts to instill healthy habits With this practical guide parents will find the communications skills they need to end conflict at the dinner table for good

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Division of Food Research Technical Paper ,1972 *Houghton Mifflin English: Students acquiring English practice book* ,2004 **Annual Report of the Minister of Agriculture and Food** Ontario. Dept. of Agriculture and Food,1903

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