



Food and Eating Habits

Article: should schools teach students to cook?

1. Lead-in discussion

Talk with a partner before you write.

1. What simple meals should teenagers learn to cook?
2. How can cooking lessons help students outside school?
3. What problems might schools face when organising them?

Exercise 6 at a glance

Write an article, often for a school magazine.
Use a catchy title and opening hook.
Develop ideas with reasons and examples.
Use a semi-formal, engaging style.

2. Exam-style task

Your class has recently discussed whether schools should teach all students to cook simple meals. Write an article for your school magazine about this topic.

Here are some comments from students to help you:

'Cooking is a useful life skill.'
'It could help us make healthier choices.'

'Some students may not enjoy practical lessons.'
'The school kitchen is already too small.'

Now write an article for your school magazine.

The comments may give you some ideas, and you should also use some ideas of your own.

Write about 120 to 160 words.

3. Model article

Could Cooking Be the Most Useful Lesson?

Can a cooking lesson be just as important as a maths lesson? After our recent class discussion, I started to think that learning to cook simple meals is not just a hobby. It is a skill students can use for the rest of their lives.

Firstly, cooking lessons could help teenagers make healthier choices. If students learn how to prepare quick soups, pasta dishes or balanced snacks, they may rely less on fast food. Practical lessons can also build confidence because students see a clear result at the end: a meal they made themselves.

Of course, there are some problems. Not every student enjoys cooking, and a busy school kitchen can make practical lessons difficult to organise. Ingredients can also be expensive, especially if every class needs them each week.

In my view, schools should teach basic cooking, but not turn it into another stressful subject. Short practical sessions, simple recipes and teamwork would make it manageable. That way, students could leave school with a skill that is genuinely useful beyond exams.

4. Explore the model: structure, content and register

Work with the model article. Underline, label or make short notes.

| Focus | What to find | Done? |
|-----------------------|---|-------|
| Article structure | Find the title, hook, main ideas, problem and final view. | |
| Content point 1 | Where does the writer explain why cooking is useful? | |
| Content point 2 | Where does the writer explain possible problems with cooking lessons? | |
| Final view | Where does the writer suggest a realistic way to organise lessons? | |
| Audience and register | Find two places where the article sounds lively but suitable for a school magazine. | |
| Development | Find one example, reason or effect that improves the answer. | |

5. Language from the task prompts

The task prompts can guide your grammar and content choices. Notice which language each prompt naturally needs.

| Prompt | Useful language | Why it fits | Example from the model |
|-----------------------|---------------------------------------|--|--|
| why cooking helps | modal verbs + examples | You are explaining possible benefits clearly. | could help teenagers make healthier choices / quick soups, pasta dishes or balanced snacks |
| problems with lessons | contrast + practical concern language | You are showing why the idea may be difficult to organise. | Of course, there are some problems / a busy school kitchen |
| your view | balanced recommendation | You are giving a clear but realistic opinion. | schools should teach basic cooking / Short practical sessions... would make it manageable |

6. Build an engaging article

Notice how article phrases help you interest the reader and organise ideas clearly.

| Job | Useful article phrases |
|--------------------|--|
| hook the reader | Can a cooking lesson be just as important as...? / What skill will students use after exams? / Is cooking more than a hobby? |
| add context | After our recent class discussion... / I started to think that... / It is a skill students can use... |
| introduce benefits | Firstly... / could help teenagers... / Practical lessons can also... |
| show concern | Of course, there are some problems. / Not every student... / This can make lessons difficult because... |
| show examples | quick soups, pasta dishes or balanced snacks / a clear result at the end / simple recipes and teamwork |
| finish with a view | In my view... / not turn it into another... / That way, students could... |

7. Vocabulary and useful article phrases

Use chunks that sound natural for this task. You can also upgrade your writing with precise words and phrases.

| Purpose | Useful chunks / language | Add your own |
|--------------------|---|--------------|
| describe cooking | simple meals / practical lessons / ingredients / school kitchen | |
| describe benefits | life skill / healthier choices / build confidence | |
| describe problems | too small / difficult to organise / expensive | |
| sound article-like | just as important as...? / beyond exams | |
| upgrade ideas | manageable / balanced snacks / genuinely useful | |

8. Plan your own article

Use the same task, or change the details to another food or healthy eating issue.

| Section | My idea | Useful language |
|-------------------------|---------|-----------------|
| catchy title | | |
| opening hook / context | | |
| benefits of cooking | | |
| problems / other side | | |
| final view / suggestion | | |

