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# COOK & SPEAK

*Everyday English for  
the kitchen and  
beyond*

**A BEGINNER'S ENGLISH GUIDE TO COOKING SKILLS**



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*Everyday English  
for the Kitchen and Beyond*

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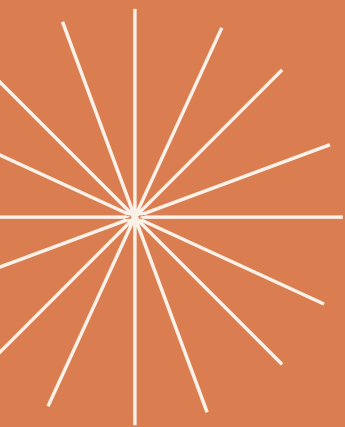


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# AMIS & OBJECTIVES OF THIS BOOK

## Aim of the Book

This book aims to help beginner English learners develop practical speaking and communication skills specifically for use in cooking and culinary environments. Through interactive, real-life scenarios and vocabulary-rich content, learners will gain confidence in understanding and using English in the kitchen, during cooking classes, and in food-related conversations.



## .Objectives of the Book

By the end of this book, learners will be able to:

1. Recognize and use essential cooking vocabulary related to ingredients, utensils, appliances, and cooking methods.
2. Understand and follow spoken and written instructions in recipes and kitchen tasks.
3. Communicate clearly in English during cooking classes, group cooking activities, and kitchen discussions.
4. Use appropriate expressions and grammar structures to describe tastes, textures, and food preparation steps.
5. Practice speaking confidently in common cooking scenarios, such as grocery shopping, meal planning, and food preparation.
6. Engage in basic conversations about food, nutrition, preferences, and cultural dishes.

7. Ask and answer questions effectively in a cooking class or collaborative kitchen setting.
  8. Build presentation skills to describe dishes, give cooking demonstrations, or share recipes in English.
  9. Improve listening comprehension by engaging with audio dialogues and real-life kitchen exchanges.
  10. Develop awareness of hygiene, safety, and polite expressions commonly used in culinary settings.
  11. Expand functional vocabulary for both informal and professional cooking environments.
  12. Boost overall confidence in using English in everyday cooking and food-related interactions.
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# *Chapter 1*

## Welcome to the Kitchen Basic Cooking Vocabulary

# BASIC COOKING VOCABULARY

The kitchen is the heart of every cooking experience, and learning its language is the first step to becoming confident in English for cooking. In this chapter, students will explore the most common vocabulary used in kitchen settings. From everyday utensils to basic ingredients and simple actions, learners will build a strong foundation in speaking. This introduction sets the stage for understanding and communicating effectively in any cooking environment.

## *Lesson #1*

### Common Kitchen Items and Utensils

#### Objective:

Students will be able to identify and name common kitchen tools and utensils used in everyday cooking.

#### Vocabulary Focus:

- Spoon
- Fork
- Knife
- Cutting board
- Frying pan
- Pot
- Spatula
- Bowl
- Whisk
- Grater

#### Examples:

1. This is a spatula. We use it to flip pancakes or stir food in a pan.
2. I need a cutting board to chop the vegetables safely.

#### Activity Ideas:

- Matching pictures with words
- "What's this?" speaking practice with realia or images
- Sentence completion: "I use a \_\_\_ to \_\_\_\_."





# BASIC COOKING VOCABULARY

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## *Lesson #2*

### Names of Common Ingredients

#### Objective:

Students will be able to recognize and pronounce the names of common ingredients used in cooking.

#### Vocabulary Focus:

- Rice
- Sugar
- Salt
- Flour
- Oil
- Eggs
- Milk
- Onion
- Garlic
- Chicken

#### Examples:

1. We need flour, eggs, and milk to make pancakes.
2. Add salt and oil before you fry the vegetables.

#### Activity Ideas:

- Ingredient sorting game (dry vs. wet)
- Sentence creation: "To cook \_\_\_\_, I need \_\_\_\_."
- Listening and checking ingredients from a shopping list



# BASIC COOKING VOCABULARY

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## *Lesson #3*

### Basic Verbs for Cooking

#### Objective:

Students will be able to use and understand simple action verbs commonly used in the kitchen.

#### Vocabulary Focus:

- Cut
- Mix
- Boil
- Fry
- Stir
- Bake
- Chop
- Pour
- Add
- Wash

#### Examples:

1. First, chop the onions and then fry them in a pan.
2. Please pour the milk into the bowl and stir slowly.

#### Activity Ideas:

- Mime and guess: One student acts, others guess the verb
- Fill-in-the-blank: "You should \_\_\_\_ the water before adding the pasta."
- Step-by-step practice: Students describe how to make a simple dish using verbs





# BASIC COOKING VOCABULARY

The kitchen is the heart of every cooking experience, and learning its language is the first step to becoming confident in English for cooking. In this chapter, students will explore the most common vocabulary used in kitchen settings. From everyday utensils to basic ingredients and simple actions, learners will build a strong foundation in speaking. This introduction sets the stage for understanding and communicating effectively in any cooking environment.

## *Lesson #4*

### The Kitchen Itself – Places and Appliances

#### Objective:

Students will be able to describe parts of the kitchen and basic appliances.

#### Vocabulary Focus:

- Stove
- Oven
- Sink
- Fridge (Refrigerator)
- Microwave
- Cupboard
- Counter (Countertop)

#### Examples:

1. Put the chicken in the oven and bake it for 40 minutes.
2. Wash your hands in the sink before cooking.

#### Activity Ideas:

- Labeling a kitchen picture
- Speaking practice: “Where is the milk?” – “It’s in the fridge.”
- Matching function to appliance (e.g., “We bake in the...”)





# Tools of the Trade: Utensils and Appliance

## *Chapter 2*

# UTENSILS AND APPLIANCE

Before you start cooking, it's important to know the tools you'll be using. This chapter introduces common kitchen utensils and appliances, from simple hand tools like spatulas and peelers to larger equipment like ovens and blenders. Students will learn how to name, describe, and talk about these tools in English. Understanding these basics helps build confidence and safety in any cooking environment.

## *Lesson #1*

### Small Hand Utensils

#### Objective:

Students will learn the names, uses, and descriptions of small hand utensils used in food preparation.

#### Key Vocabulary:

- Peeler
- Whisk
- Tongs
- Grater
- Measuring cup
- Ladle
- Can opener

#### Examples:

1. Use a peeler to remove the skin from carrots.
2. We need a whisk to beat the eggs until they are fluffy.

#### Activity Ideas:

- Matching tool names with pictures or functions
- Practice speaking: "I use a \_\_\_ to \_\_\_."
- Utensil charades: students act out using the item





# UTENSILS AND APPLIANCE

Before you start cooking, it's important to know the tools you'll be using. This chapter introduces common kitchen utensils and appliances, from simple hand tools like spatulas and peelers to larger equipment like ovens and blenders. Students will learn how to name, describe, and talk about these tools in English. Understanding these basics helps build confidence and safety in any cooking environment.

## *Lesson #2*

### Cutting Tools and Safety

#### Objective:

Students will be able to identify cutting tools, understand their uses, and discuss kitchen safety when using them.

#### Key Vocabulary:

- Chef's knife
- Paring knife
- Scissors (kitchen shears)
- Cutting board
- Knife sharpener

#### Safety Language:

- "Hold it carefully."
- "Cut away from your body."
- "Keep fingers away from the blade."

#### Examples:

1. Use a paring knife for small fruits and vegetables like apples.
2. Always use a cutting board when using a knife to protect the counter and your hands.

#### Activity Ideas:

- Role play: Demonstrate safe vs. unsafe handling
- Label parts of a knife (handle, blade, tip)
- Safety rule discussion and practice



# UTENSILS AND APPLIANCE

Before you start cooking, it's important to know the tools you'll be using. This chapter introduces common kitchen utensils and appliances, from simple hand tools like spatulas and peelers to larger equipment like ovens and blenders. Students will learn how to name, describe, and talk about these tools in English. Understanding these basics helps build confidence and safety in any cooking environment.

## *Lesson #3*

### Large Kitchen Appliances

#### Objective:

Students will learn the names and functions of major kitchen appliances and how to talk about using them.

#### Key Vocabulary:

- Stove
- Oven
- Refrigerator (fridge)
- Freezer
- Microwave
- Blender
- Toaster

#### Examples:

1. Put the cake in the oven and bake it for 30 minutes.
2. Keep the meat in the freezer so it doesn't spoil.

#### Activity Ideas:

- Appliance-function matching: "What does it do?"
- Sentence building: "I use a \_\_\_\_ to \_\_\_\_."
- Speaking practice: "Where do we keep milk?" – "In the refrigerator."



# UTENSILS AND APPLIANCE

Before you start cooking, it's important to know the tools you'll be using. This chapter introduces common kitchen utensils and appliances, from simple hand tools like spatulas and peelers to larger equipment like ovens and blenders. Students will learn how to name, describe, and talk about these tools in English. Understanding these basics helps build confidence and safety in any cooking environment.

## *Lesson #4*

### Electrical Cooking Tools and Safety Tips

#### Objective:

Students will be able to name small electric kitchen tools and explain how to use them safely.

#### Key Vocabulary:

- Electric kettle
- Rice cooker
- Mixer
- Air fryer
- Coffee maker
- Safety expressions: "Unplug after use", "Keep away from water", "Don't touch with wet hands"

#### Examples:

1. We use a rice cooker to cook rice quickly and evenly.
2. Be careful with the mixer. Always unplug it after use.

#### Activity Ideas:

- Appliance safety checklist
- Dialogue practice: "How do I use this?" – "First, plug it in. Then press the button."
- Match appliance to food (e.g., coffee maker – coffee)







## Chapter 3

# Ingredients Matter: Naming and Describing Food Items

# NAMING AND DESCRIBING FOOD ITEMS

Every great dish begins with the right ingredients. In this chapter, students will learn to identify, name, and describe a wide variety of common food items in English. From fruits and vegetables to spices and grains, learners will build vocabulary to talk about what goes into their meals. This foundation supports confident speaking in shopping, cooking, and recipe discussions.

## *Lesson #1*

### Categories of Ingredients

#### Objective:

Students will be able to classify and name common ingredients by category, such as vegetables, fruits, dairy, grains, meat, and spices.

#### Key Vocabulary:

- Vegetables: carrot, tomato, onion, spinach
- Fruits: apple, banana, orange, mango
- Dairy: milk, cheese, butter, yogurt
- Grains: rice, flour, bread, pasta
- Meat/Fish: chicken, beef, fish, shrimp
- Spices: salt, pepper, chili, turmeric

#### Examples:

1. I need carrots, onions, and spinach to make the soup.
2. We add salt, pepper, and turmeric to give the curry more flavor.

#### Activities:

- Picture-sorting by category
- Fill-in-the-blank ingredient lists
- Speaking activity: "What do you use to make a sandwich?"





# NAMING AND DESCRIBING FOOD ITEMS

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## *Lesson #2*

### Describing Ingredients (Color, Shape, Size, Texture)

#### Objective:

Students will be able to describe ingredients using basic adjectives related to color, shape, size, and texture.

#### Describing Words:

- Color: red, green, yellow, white
- Shape/Size: round, long, small, big
- Texture: soft, hard, smooth, rough, juicy, dry

#### Examples:

1. The banana is yellow, long, and soft inside.
2. An onion is round and white with a strong smell.

#### Activities:

- Describing mystery ingredients with clues
- Matching adjectives to ingredient images
- Sentence building: "A \_\_\_\_ is \_\_\_\_ and \_\_\_\_."





# NAMING AND DESCRIBING FOOD ITEMS

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## *Lesson #3*

### Talking About Quantity and Measurement

#### Objective:

Students will learn how to use common quantity and measurement terms for ingredients (both countable and uncountable).

#### Key Vocabulary:

- Countable: one tomato, two eggs, three onions
- Uncountable: some sugar, a little oil, much rice
- Measurements: a cup of, a spoon of, a pinch of, 200 grams of

#### Examples:

1. Add two eggs and a cup of flour to the bowl.
2. We need some oil and a pinch of salt for the salad.

#### Activities:

- Recipe gap-fill with measurements
- Speaking practice: "How much do you need?" – "I need a cup of milk."
- Classify: countable vs. uncountable ingredients



# NAMING AND DESCRIBING FOOD ITEMS

Every great dish begins with the right ingredients. In this chapter, students will learn to identify, name, and describe a wide variety of common food items in English. From fruits and vegetables to spices and grains, learners will build vocabulary to talk about what goes into their meals. This foundation supports confident speaking in shopping, cooking, and recipe discussions.

## *Lesson #4*

### Ingredient Origins and Special Uses

#### Objective:

Students will be able to talk about where ingredients come from and how they are used in different recipes or cuisines.

#### Focus Topics:

- Ingredient origins: local vs. imported, plant vs. animal-based
- Usage: in salads, soups, curries, desserts, etc.

#### Examples:

1. Coconut milk is used in many Thai and Indian curries.
2. Rice comes from plants and is eaten all over Asia as a staple food.

#### Activities:

- Group discussion: “Where does it come from? How is it used?”
- Picture-based speaking: “What can you cook with this?”
- Matching ingredients to dishes from different cultures





# Let's Get Cooking: Giving and Following Simple Instructions

## *Chapter 4*



# GIVING AND FOLLOWING SIMPLE INSTRUCTIONS

Understanding and giving clear instructions is an important skill in any kitchen. In this chapter, students will learn how to use simple English commands and step-by-step phrases commonly used while cooking. They will practice both listening to and giving directions clearly and confidently. This will help them follow recipes and work effectively in group cooking activities.

## *Lesson #1*

### Understanding Simple Cooking Commands

#### Objective:

Students will be able to understand and follow common cooking instructions in English.

#### Key Vocabulary/Commands:

- Wash
- Cut
- Mix
- Add
- Stir
- Boil
- Bake
- Fry
- Pour

#### Examples:

1. "Wash the vegetables before you cut them."
2. "Add the sugar and then stir well."

#### Activities:

- Listen and act out commands
- Picture sequencing (match action with instruction)
- "Simon Says" with cooking verbs



# GIVING AND FOLLOWING SIMPLE INSTRUCTIONS

Understanding and giving clear instructions is an important skill in any kitchen. In this chapter, students will learn how to use simple English commands and step-by-step phrases commonly used while cooking. They will practice both listening to and giving directions clearly and confidently. This will help them follow recipes and work effectively in group cooking activities.

## *Lesson #2*

### Giving Step-by-Step Instructions

#### Objective:

Students will practice giving short and clear step-by-step instructions for simple cooking tasks.

#### Language Structures:

- Use of imperatives: “Chop the onions”, “Boil the water”
- Sequence words: first, then, next, after that, finally

#### Examples:

1. “First, crack the eggs. Next, beat them in a bowl. Then, pour them into the pan.”
2. “Chop the tomatoes and add them to the salad. Finally, sprinkle some salt.”

#### Activities:

- Group practice giving instructions for making tea, toast, salad, etc.
- Reordering jumbled steps into the correct sequence
- Role-play: one student gives instructions, another follows them



# GIVING AND FOLLOWING SIMPLE INSTRUCTIONS

Understanding and giving clear instructions is an important skill in any kitchen. In this chapter, students will learn how to use simple English commands and step-by-step phrases commonly used while cooking. They will practice both listening to and giving directions clearly and confidently. This will help them follow recipes and work effectively in group cooking activities.

## *Lesson #3*

### Asking and Clarifying Instructions

#### Objective:

Students will learn how to ask for and clarify instructions in English during a cooking task.

#### Useful Phrases:

- “What do I do next?”
- “Can you repeat that, please?”
- “Do I cut it small or big?”
- “How long should I bake it?”

#### Examples:

1. “What do I do after I mix the ingredients?” – “You pour them into the pan.”
2. “Do I need to stir this now?” – “Yes, stir it slowly for one minute.”

#### Activities:

- Dialogue practice (student A gives unclear instructions, student B asks questions)
- Role-play: cooking with a partner, clarifying steps
- Listening activity with incomplete instructions





# GIVING AND FOLLOWING SIMPLE INSTRUCTIONS

Understanding and giving clear instructions is an important skill in any kitchen. In this chapter, students will learn how to use simple English commands and step-by-step phrases commonly used while cooking. They will practice both listening to and giving directions clearly and confidently. This will help them follow recipes and work effectively in group cooking activities.

## *Lesson #4*

### Instructions for Using Kitchen Tools and Appliances

#### Objective:

Students will be able to give and understand basic instructions related to kitchen tools and appliances.

#### Focus Language:

- “Turn on the oven to 180°C.”
- “Plug in the blender.”
- “Set the timer for 10 minutes.”
- “Use the knife carefully.”

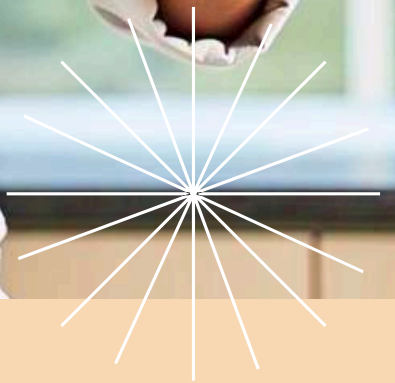
#### Examples:

1. “Plug in the rice cooker and press the cook button.”
2. “Turn on the stove and place the pot on it carefully.”

#### Activities:

- Appliance instruction match (e.g., “How do I use a blender?”)
- Safety-focused dialogues
- Writing simple instructions for one appliance





## Chapter 5

# Recipe Talk: How to Read and Say a Recipe in English

# HOW TO READ AND SAY A RECIPE IN ENGLISH

This chapter introduces the language and structure commonly used in English recipes. It teaches readers how to understand cooking instructions, ingredients, and measurements. The focus is on improving both reading and speaking skills through the context of food preparation. This practical approach helps learners communicate clearly in kitchen-related situations.

## *Lesson #1*

### Parts of a Recipe

**Objective:** Identify and understand the basic parts of a recipe (title, ingredients, instructions, and servings).

**Example:**

**Title:** Pancakes

**Ingredients:** 1 cup flour, 1 egg, 1 cup milk, 1 tbsp sugar, 1 tsp baking powder

**Instructions:** Mix ingredients. Pour batter on a hot pan. Flip when bubbles form. Cook until golden.

**Activity:**

- **Label a scrambled recipe:** Give students a jumbled recipe and ask them to put the title, ingredients, and steps in the correct order.
- **Find the parts:** Provide a printed recipe. Students highlight the title in blue, ingredients in green, and instructions in yellow.





# HOW TO READ AND SAY A RECIPE IN ENGLISH

This chapter introduces the language and structure commonly used in English recipes. It teaches readers how to understand cooking instructions, ingredients, and measurements. The focus is on improving both reading and speaking skills through the context of food preparation. This practical approach helps learners communicate clearly in kitchen-related situations.

## *Lesson #2*

### Vocabulary and Measurements

**Objective:** Learn key cooking terms, measurements, and ingredient vocabulary.

#### Focus Words:

- Measurements: cup, teaspoon (tsp), tablespoon (tbsp), gram (g), liter (L), pinch, dash
- Verbs: chop, slice, boil, mix, stir, bake, fry

#### Activity:

- Matching game: Match verbs to pictures (e.g., “chop” with an image of a knife and vegetables).
- Measurement relay: Have different containers and ask students to guess or measure “1 cup of rice,” “1 tsp of salt,” etc.



# HOW TO READ AND SAY A RECIPE IN ENGLISH

This chapter introduces the language and structure commonly used in English recipes. It teaches readers how to understand cooking instructions, ingredients, and measurements. The focus is on improving both reading and speaking skills through the context of food preparation. This practical approach helps learners communicate clearly in kitchen-related situations.

## *Lesson #3*

### Using Sequence and Action Words

**Objective:** Understand and use sequence words to describe recipe steps clearly.

**Sequence Words:** first, then, next, after that, finally

**Example:**

First, crack the eggs into a bowl. Then, add milk and sugar. Next, whisk everything together. Finally, pour it into a pan and cook.

**Activity:**

- Sequencing challenge: Give students recipe steps out of order and ask them to arrange them correctly.
- Speaking practice: In pairs, one student reads a recipe silently and then gives oral instructions using sequence words; the other student listens and writes the steps.



# HOW TO READ AND SAY A RECIPE IN ENGLISH

This chapter introduces the language and structure commonly used in English recipes. It teaches readers how to understand cooking instructions, ingredients, and measurements. The focus is on improving both reading and speaking skills through the context of food preparation. This practical approach helps learners communicate clearly in kitchen-related situations.

## *Lesson #4*

### Reading and Following a Recipe

**Objective:** Read a recipe accurately and follow the instructions to complete a task.

#### Example Recipe: Simple Fruit Salad

**Ingredients:** apple, banana, orange, honey, lemon juice

**Instructions:** Chop fruits. Mix in a bowl. Add honey and lemon. Chill before serving.

#### Activity:

- Classroom cooking simulation: Use cut-outs or real fruit to let students follow the recipe.
- Yes/No quiz: Read a recipe and ask true/false or yes/no questions (e.g., “Do you use sugar?” “Do you bake it?”).





# HOW TO READ AND SAY A RECIPE IN ENGLISH

This chapter introduces the language and structure commonly used in English recipes. It teaches readers how to understand cooking instructions, ingredients, and measurements. The focus is on improving both reading and speaking skills through the context of food preparation. This practical approach helps learners communicate clearly in kitchen-related situations.

## *Lesson #5*

### Writing and Presenting a Recipe

**Objective:** Write a recipe using proper format and present it verbally.

#### Steps to Follow:

1. Choose a simple recipe (personal or familiar).
2. Write the title, ingredients, and step-by-step instructions.
3. Use cooking verbs and sequence words correctly.

#### Activity:

- Recipe writing task: Students write their own recipe on a template.
- Show and tell: Students present their recipe to the class or in small groups, practicing fluency and pronunciation.





# Cooking actions: Stir, Chop, Boil and more

## *Chapter 6*

# STIR, CHOP, BOIL AND MORE

This chapter focuses on essential cooking action verbs used in English. It helps learners recognize, understand, and use words like stir, chop, boil, fry, and more when reading or talking about recipes. By practicing these actions, students can follow cooking instructions accurately and describe food preparation steps clearly.

## *Lesson #1*

### Introduction to Common Cooking Verbs

**Objective:** Identify and understand basic cooking verbs.

**Target Verbs:** stir, chop, boil, bake, fry, mix, cut, pour

**Examples:**

- Stir the soup with a spoon.
- Chop the onions into small pieces.

**Activities:**

- Picture Matching: Match verbs with images (e.g., “boil” with a pot of water).
- Charades: Act out a cooking verb while others guess the action.





# STIR, CHOP, BOIL AND MORE

This chapter focuses on essential cooking action verbs used in English. It helps learners recognize, understand, and use words like stir, chop, boil, fry, and more when reading or talking about recipes. By practicing these actions, students can follow cooking instructions accurately and describe food preparation steps clearly.

## *Lesson #2*

### Action Verbs in Context

**Objective:** Use cooking verbs correctly in sentences and short recipe steps.

**Examples:**

- First, chop the vegetables. Then, stir them in a pan.
- Boil the pasta for 10 minutes.

**Activities:**

- Fill-in-the-Blanks: Fill missing verbs in a short recipe.
- Verb Sorting: Sort verbs into categories (e.g., wet actions like “boil, stir” vs. dry actions like “bake, grill”).



# STIR, CHOP, BOIL AND MORE

This chapter focuses on essential cooking action verbs used in English. It helps learners recognize, understand, and use words like stir, chop, boil, fry, and more when reading or talking about recipes. By practicing these actions, students can follow cooking instructions accurately and describe food preparation steps clearly.

## *Lesson #3*

### Tools and Their Actions

**Objective:** Connect cooking tools to the actions they perform.

**Examples:**

- Use a knife to chop.
- Use a spoon to stir.
- Use a blender to mix.

**Activities:**

- **Tool & Action Match:** Match cooking tools (knife, whisk, pan) to their actions.
- **Role Play:** One student pretends to be the chef; another acts as the assistant following commands using tools.



# STIR, CHOP, BOIL AND MORE

This chapter focuses on essential cooking action verbs used in English. It helps learners recognize, understand, and use words like stir, chop, boil, fry, and more when reading or talking about recipes. By practicing these actions, students can follow cooking instructions accurately and describe food preparation steps clearly.

## *Lesson #4*

### Sequencing Cooking Steps with Action Verbs

**Objective:** Use action verbs with sequence words to describe a cooking process.

**Sequence Words:** first, then, next, after that, finally

**Example:**

First, boil the water. Then, add the pasta. Next, stir it. Finally, drain and serve.

**Activities:**

- **Scrambled Steps:**

Unscramble a short recipe written in the wrong order.

- **Group Recipe Creation:** In small groups, students create a simple recipe using 5–6 verbs in the correct order.





# STIR, CHOP, BOIL AND MORE

This chapter focuses on essential cooking action verbs used in English. It helps learners recognize, understand, and use words like stir, chop, boil, fry, and more when reading or talking about recipes. By practicing these actions, students can follow cooking instructions accurately and describe food preparation steps clearly.

## *Lesson #5*

### Speaking and Listening Practice with Cooking Actions

**Objective:** Develop speaking and listening skills using cooking action vocabulary.

#### Activities:

- **Instruction Game:** One student gives a cooking instruction using an action verb, and the other performs the action using props or miming.
- **Cooking Video Clip:** Watch a short cooking video. Students listen and write down the action verbs they hear. Then discuss them in pairs or groups.





# *Chapter 7*

## Tastes and Textures: Talking About Flavors and Food

# TASTES AND TEXTURES

In this chapter, you will learn how to describe food using words for taste (like sweet, sour, and spicy) and texture (like crunchy, creamy, and chewy). You'll also practice expressing your opinions, preferences, and how food makes you feel. Through speaking activities and real-life scenarios, you'll build vocabulary and fluency for talking about food in English.

## *Lesson #1*

### Exploring the Five Basic Tastes

#### Objectives:

- Identify and describe the five basic tastes: sweet, sour, salty, bitter, and umami.
- Use basic descriptive sentences to express food preferences.

#### Key Vocabulary:

Sweet, sour, salty, bitter, umami  
(Examples: chocolate, lemon, chips, coffee, soy sauce)

#### Language Focus:

- "This tastes \_\_\_\_."
- "I like/don't like \_\_\_\_ because it's \_\_\_\_."

#### Class Activity: Taste & Talk Table

- Show real or pictured foods that represent each taste.
- Students take turns describing the taste and sharing preferences:
  - "Soy sauce tastes salty and a bit umami."
  - "I don't like bitter coffee."





# TASTES AND TEXTURES

In this chapter, you will learn how to describe food using words for taste (like sweet, sour, and spicy) and texture (like crunchy, creamy, and chewy). You'll also practice expressing your opinions, preferences, and how food makes you feel. Through speaking activities and real-life scenarios, you'll build vocabulary and fluency for talking about food in English.

## *Lesson #2*

### Talking About Flavors – From Mild to Bold

#### Objectives:

- Describe flavor intensity and complexity using flavor adjectives.
- Compare different flavors using appropriate expressions.

#### Key Vocabulary:

Spicy, mild, tangy, rich, bland, sweet-and-sour, flavorful

#### Language Focus:

- “This is too spicy for me.”
- “It has a rich, creamy flavor.”
- “I prefer mild dishes.”

#### Class Activity: Flavor Scale Ranking

- Students are given a list or images of different dishes.
- In pairs or small groups, they rank them from “bland” to “bold” and explain their choices:
  - “Curry is spicier than pasta.”
  - “This soup is too bland. It needs more salt.”



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## *Lesson #3*

### Describing Textures – The Feel of Food

#### Objectives:

- Learn and use texture vocabulary to describe how food feels in the mouth.
- Use sensory language to enhance food descriptions.

#### Key Vocabulary:

Crunchy, crispy, creamy, chewy, soft, smooth, juicy, dry

#### Language Focus:

- “The bread is crispy on the outside and soft inside.”
- “I love creamy desserts.”
- “This meat is too dry.”

#### Class Activity: Texture Match-Up

- Provide texture words and a set of food photos.
- Students match each word to a food and describe:
  - “Popcorn is crunchy.”
  - “Yogurt is creamy and smooth.”



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## *Lesson #4*

### Sharing Opinions About Taste and Texture

#### Objectives:

- Express likes, dislikes, and opinions using intensifiers and polite expressions.
- Practice agreeing and disagreeing politely.

#### Key Phrases:

- “I think this is...”
- “In my opinion...”
- “I agree/disagree.”
- “It’s a bit too...” / “It’s really...” / “It’s not \_\_\_\_ enough.”

#### Language Focus:

- “In my opinion, the soup is too salty.”
- “It’s not sweet enough for me.”
- “I totally agree with you.”

#### Class Activity: Taste Debate

- Students are given a fictional dish or menu item.
- In pairs, they role-play a mini food critic debate:
  - A: “I think this dish is too spicy.”
  - B: “Really? I think it’s just right.”





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## *Lesson #5*

### Role-Play – At a Food Tasting Event

#### Objectives:

- Practice real-life conversation skills related to tasting and describing food.
- Use descriptive vocabulary fluently in context.

#### Language Focus:

- “Would you like to try this?”
- “How does it taste?”
- “It has a great balance of flavors.”
- “I think it’s too oily.”

#### Class Activity: Food Tasting Role-Play

- Set up a mock food tasting station (real or imaginary).
- One student plays the chef or server, and the other is a guest.
- Guests describe the food using taste and texture words:
  - “This dip is tangy and creamy.”
  - “The bread is too hard, but the filling is delicious.”





# Kitchen Conversations: Asking and Answering Questions

*Chapter 8*



# KITCHEN CONVERSATIONS

This chapter will help you practice question-and-answer patterns that are common in kitchens, restaurants, cooking classes, and homes. You'll learn how to ask for tools or ingredients, clarify instructions, offer help, and respond politely. Through speaking practice and role-play, you'll become more confident in using English naturally and effectively in real-life kitchen conversations.

## *Lesson #1*

### Asking for and Offering Help

#### Objectives:

- Use basic phrases to ask for and offer help in the kitchen.
- Respond politely using appropriate expressions.

#### Key Vocabulary & Phrases:

- “Can you help me with...?”
- “Do you need a hand?”
- “Let me help you.”
- “Thanks, that would be great.”

#### Language Focus:

- Making polite requests and offers

#### Class Activity: Partner Practice

- In pairs, students role-play kitchen tasks:
  - A: “Can you help me chop the onions?”
  - B: “Sure. Do you want them diced or sliced?”
- Then switch roles and practice again.





# KITCHEN CONVERSATIONS

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## *Lesson #2*

### Asking About Tools and Ingredients

#### Objectives:

- Learn how to ask questions about location, purpose, and use of kitchen items.
- Build vocabulary for tools and ingredients.

#### Key Questions:

- “Where is the \_\_\_\_?”
- “What do we need for this recipe?”
- “How do I use this tool?”
- “What’s this called?”

#### Language Focus:

- Wh- questions: where, what, how
- Object names: spatula, whisk, garlic, flour, etc.

#### Class Activity: Kitchen Quest Game

- Hide or picture kitchen tools and ingredients.
- Students ask and answer to find them:
  - “Where’s the grater?”
  - “It’s in the second drawer.”
  - “What’s this used for?”
  - “It’s a peeler—it’s for vegetables.”



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## *Lesson #3*

### Clarifying Instructions

#### Objectives:

- Practice asking follow-up questions when something isn't clear.
- Use expressions for repetition and confirmation.

#### Key Phrases:

- "Sorry, can you say that again?"
- "Do you mean...?"
- "So, we add the onions now?"
- "Could you show me how?"

#### Language Focus:

- Clarifying instructions politely
- Paraphrasing and confirming steps

#### Class Activity: Recipe Relay

- Teacher gives a multi-step recipe aloud.
- Students must ask questions if unclear:
  - "Do I stir it before adding the eggs?"
  - "How long do I boil it for?"
- This helps improve listening, speaking, and questioning.



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## *Lesson #4*

### Giving and Following Instructions

#### Objectives:

- Practice giving clear kitchen instructions using command forms.
- Ask questions to confirm understanding.

#### Key Phrases:

- “Chop the vegetables.”
- “Then, stir in the sauce.”
- “What do I do next?”
- “Should I turn the heat down?”

#### Language Focus:

- Imperatives and sequencing words (first, then, next, finally)

#### Class Activity: Pair Cooking Instructions

- In pairs: One student gives simple recipe steps; the other follows.
  - “First, wash the rice. Then boil it for 15 minutes.”
  - Listener asks for confirmation: “Boil it with salt?”





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## *Lesson #5*

### Small Talk in the Kitchen

#### Objectives:

- Practice casual, friendly conversation during kitchen activities.
- Ask and answer questions about food, preferences, and routines.

#### Key Questions:

- “What’s your favorite thing to cook?”
- “Do you like spicy food?”
- “Have you tried this before?”

#### Language Focus:

- Making small talk and showing interest
- Using present simple for likes/dislikes

#### Class Activity: Kitchen Chit-Chat Circle

- In small groups, students take turns asking and answering:
  - “What do you usually cook at home?”
  - “I love making pasta. How about you?”
- Use food-related prompt cards for variety.





# Chapter 9

## Health and Safety: Talking About Hygiene and Precautions

# HEALTH AND SAFETY

This chapter will help learners use English to give and follow hygiene instructions, talk about food safety, use kitchen tools responsibly, and handle common kitchen hazards. Through real-life dialogues, role-plays, and hands-on class activities, students will build the confidence to speak clearly and act safely in the kitchen.

## *Lesson #1*

### Clean Hands, Clean Kitchen – Talking About Hygiene

#### Objectives:

- Learn key vocabulary and expressions related to personal and kitchen hygiene.
- Give and follow basic hygiene instructions.

#### Key Vocabulary:

Wash hands, sanitize, clean surfaces, germs, bacteria, hygiene, soap, gloves

#### Language Focus:

- “Wash your hands before you start cooking.”
- “Sanitize the countertop after preparing raw meat.”
- “Always wear clean gloves when handling food.”

#### Class Activity: Hygiene Steps Role-Play

- Students work in pairs. One plays a new kitchen assistant; the other gives hygiene instructions:
  - “Please wash your hands and wear an apron.”
  - “Don’t forget to clean the knife after cutting chicken.”





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## *Lesson #2*

### Food Safety – Talking About Storage and Freshness

#### Objectives:

- Use English to talk about proper food storage and freshness.
- Ask and answer questions about expired or spoiled food.

#### Key Vocabulary:

Refrigerate, freeze, spoil, expired, fresh, leftovers, best before, smell, label

#### Language Focus:

- “Store leftovers in the fridge within two hours.”
- “Check the label—this milk is expired.”
- “Is this meat still good to eat?”

#### Class Activity: Fridge Detective

- Students analyze a picture or list of fridge contents.
- In groups, they discuss what to keep, throw away, or freeze:
  - “The yogurt expired last week—we should toss it.”
  - “This soup looks fine. Let’s reheat it for lunch.”



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## *Lesson #3*

### Handling Tools Safely – Using Equipment Carefully

#### Objectives:

- Identify kitchen tools and discuss how to use them safely.
- Practice giving and following safety warnings.

#### Key Vocabulary:

Knife, stove, hot pan, cutting board, sharp, slippery, burn, cut, oven mitt

#### Language Focus:

- “Be careful—this pan is hot.”
- “Don’t use a wet towel to handle the pot.”
- “Use a cutting board when slicing vegetables.”

#### Class Activity: Tool Safety Simulation

- Students take turns explaining safe use of tools with gestures or props:
  - “Use this glove when taking something out of the oven.”
  - “Always cut away from your body.”



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## *Lesson #4*

### Rules, Signs, and Warnings in the Kitchen

#### Objectives:

- Recognize kitchen safety rules and understand safety signs.
- Use modals (must, should, have to) to express rules and advice.

#### Key Vocabulary:

Warning, danger, fire extinguisher, no running, slippery floor, must, should, caution

#### Language Focus:

- “You must wear closed-toe shoes in the kitchen.”
- “You shouldn’t leave oil near the flame.”
- “You have to clean spills immediately.”

#### Class Activity: Spot the Safety Violation

- Show an image of a kitchen with several safety violations.
- In pairs, students identify and correct them:
  - “There’s water on the floor. Someone could slip.”
  - “You must turn the handle of the pot inward.”





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## *Lesson #5*

### What to Do in an Emergency – Responding to Accidents

#### Objectives:

- Learn essential phrases for kitchen emergencies.
- Practice asking for help and giving simple first-aid instructions.

#### Key Vocabulary:

Cut, burn, slip, fall, emergency, first-aid kit, call for help, bandage, cold water

#### Language Focus:

- “I cut my finger—can you get the first-aid kit?”
- “Run the burn under cold water.”
- “Are you okay? Should I call someone?”

#### Class Activity: Emergency Role-Play

- In small groups, students act out mini emergency situations.
- Each group presents and responds in English:
  - A: “Help! I slipped and hurt my arm.”
  - B: “Stay there. I’ll get the first-aid kit.”
  - C: “Is anything broken?”





# Shopping for Food: Speaking in Grocery and Market Settings

## *Chapter 10*



# SPEAKING IN GROCERY AND MARKET SETTINGS

In this chapter, learners will explore everyday English language skills needed to navigate grocery stores, supermarkets, and open markets confidently. From asking about prices and reading labels to interacting with vendors and understanding shopping signs, learners will develop practical vocabulary and speaking skills for real-life shopping situations. The focus will be on role-play, functional dialogues, and expressions commonly used when buying food items, comparing prices, asking for help, or handling checkout conversations.

## *Lesson #1*

### Vocabulary for Grocery and Market Items

#### Objective:

Learners will identify and pronounce common food and shopping-related vocabulary used in grocery stores and markets.

#### Key Focus:

- Names of food categories (produce, dairy, grains, canned goods, meats)
- Containers and packaging (bag, bottle, can, box, carton, jar, pack)
- Units and quantities (kilo, pound, liter, dozen)

#### Class Activities:

- Picture match-up: Match words to pictures of grocery items.
- Grocery list game: Create a grocery list from a sample recipe.
- Bag the item: “What’s in the bag?” guessing game using clues and vocabulary.





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## *Lesson #2*

### Asking and Answering Questions While Shopping

#### Objective:

Learners will practice asking and answering common questions used when shopping for food.

#### Key Focus:

- Asking for prices: “How much is this?” “What’s the price per kilo?”
- Asking for help: “Where can I find...?” “Do you have any...?”
- Making choices: “I’ll take this one.” “Can I get a smaller piece?”

#### Class Activities:

- Role-play stations: Students act as customers and shopkeepers in a mock grocery setup.
- Shopping dialogue practice: Fill-in-the-blank and complete-the-conversation exercises.
- Question chain: One student asks a question, the next answers and asks a new one.



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## *Lesson #3*

### Understanding Signs, Labels, and Instructions

#### Objective:

Learners will interpret common signs, labels, and packaging instructions found in grocery stores.

#### Key Focus:

- Reading labels: ingredients, nutritional info, expiry dates
- Signs: “Buy 1 Get 1 Free”, “On Sale”, “Fresh Produce”, “Cash Only”
- Understanding weight and measurement on packages

#### Class Activities:

- Label scan: Examine real food packages and answer comprehension questions.
- Sign spotting: Match photos of store signs with their meanings.
- Find and tell: Students search labels for specific details and report them (e.g., “How many grams?” “What is the expiry date?”)





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## *Lesson #4*

### Making a Shopping List and Planning a Budget

#### Objective:

Learners will create a shopping list for a meal and plan a basic budget using pricing vocabulary.

#### Key Focus:

- Listing ingredients and quantities
- Talking about prices: cheap, expensive, affordable, on sale
- Planning and budgeting expressions: “That’s too much.”  
“Let’s get a cheaper brand.”

#### Class Activities:

- Meal planning project: Choose a recipe and make a shopping list with estimated prices.
- Budget challenge: Give students a budget and list of items — they must choose what to buy.
- Pair share: Students compare shopping lists and discuss choices.





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## *Lesson #5*

### Interacting with Vendors and Using Polite Language

#### Objective:

Learners will use polite language to interact respectfully with market vendors and grocery staff.

#### Key Focus:

- Greetings and polite expressions: “Excuse me,” “May I...,” “Could you...,” “Thank you.”
- Bargaining basics (in appropriate contexts)
- Saying preferences: “I’d prefer fresh ones,” “Can I get a ripe one?”

#### Class Activities:

- Politeness practice: Role-plays focusing on respectful interaction.
- Tone training: Practice the difference between polite and direct language.
- Vendor voices: Students role-play as market sellers and practice polite sales phrases.



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## *Lesson #6*

### At the Checkout — Paying and Handling Transactions

#### Objective:

Learners will confidently handle checkout situations, including payment methods and small talk with cashiers.

#### Key Focus:

- Payment vocabulary: cash, credit card, receipt, change, total
- Common phrases: “That’ll be \$15.” “Here’s your change.” “Do you need a bag?”
- Making small talk at checkout: “Busy day?” “Have a nice day!”

#### Class Activities:

- Checkout role-play: Simulate paying for groceries with different methods.
- Cashier script practice: Learn typical phrases used by cashiers and customers.
- Money match game: Match prices with correct change.







## Chapter 11

# Describing Dishes: Talking About Meals and Menus



# TALKING ABOUT MEALS AND MENUS

This chapter helps learners express themselves clearly and confidently when describing meals, dishes, and menus. Whether talking about what they ate, giving recommendations, or understanding a restaurant menu, learners will build vocabulary and speaking skills to describe food items in terms of taste, ingredients, cooking methods, and presentation. The chapter focuses on using descriptive language, adjectives, and functional phrases commonly used in both casual and formal dining contexts.

## *Lesson #1*

### Naming Meals and Courses

#### Objective:

Learners will identify different types of meals and courses and talk about when and what people typically eat.

#### Key Focus:

- Names of meals: breakfast, lunch, dinner, brunch, snack
- Courses: appetizer/starter, main course, side dish, dessert, beverage
- Typical foods for each meal

#### Class Activities:

- Meal sorting game: Match foods to the correct meal or course.
- My daily meals: Students describe what they eat in a day.
- Course planning: Create a 3-course meal for a special event.



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## *Lesson #2*

### Describing Ingredients and Cooking Methods

#### Objective:

Learners will describe dishes using vocabulary related to ingredients and how food is prepared.

#### Key Focus:

- Common ingredients: herbs, spices, vegetables, meats, grains
- Cooking methods: baked, fried, steamed, grilled, roasted, boiled
- Structure: "It's made with..." "It's cooked by..."

#### Class Activities:

- What's in the dish?: Guess ingredients based on pictures or teacher's clues.
- Cooking method match: Match verbs to dish descriptions.
- Describe a dish: Choose a meal and describe how it's made.



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## *Lesson #3*

### Using Adjectives to Describe Taste, Texture, and Appearance

#### Objective:

Learners will use sensory adjectives to describe how food tastes, feels, and looks.

#### Key Focus:

- Taste: sweet, salty, sour, bitter, spicy, bland
- Texture: crispy, creamy, chewy, soft, crunchy
- Appearance: golden brown, colorful, greasy, juicy, well-done

#### Class Activities:

- Adjective wheel: Spin to get a food and describe its taste/texture.
- Taste test talk: Taste (or imagine) a food and describe it using at least 3 adjectives.
- Dish drawing: Draw or select a dish and label it with descriptive words.





# TALKING ABOUT MEALS AND MENUS

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## *Lesson #4*

### Talking About Favorite Dishes and Food Preferences

#### Objective:

Learners will express their likes, dislikes, and food preferences using appropriate sentence patterns.

#### Key Focus:

- Expressing preferences: “I love...,” “I don’t like...,” “I prefer...”
- Giving reasons: “because it’s spicy/healthy/delicious”
- Comparing dishes: “X is better than Y,” “X is healthier than Y”

#### Class Activities:

- Food opinion cards: Pick a dish and say if you like it or not and why.
- Interview a partner: Ask about food likes/dislikes.
- Preference poll: Conduct a class poll on favorite meals and display results.



# TALKING ABOUT MEALS AND MENUS

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## *Lesson #5*

### Understanding and Talking About Menus

#### Objective:

Learners will read and understand sample menus and describe items on them.

#### Key Focus:

- Menu layout: headings (starters, mains, sides, desserts, drinks)
- Phrases for describing menu items: “Served with...,” “Topped with...,” “Comes with a side of...”
- Understanding prices, symbols (v = vegetarian, spicy level)

#### Class Activities:

- Menu reading challenge: Answer comprehension questions about a sample menu.
- Create a restaurant menu: In groups, make a menu with 3–4 items per course.
- Menu role-play: Act out a customer ordering and a server recommending dishes.



# TALKING ABOUT MEALS AND MENUS

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## *Lesson #6*

### Recommending and Describing Dishes to Others

#### Objective:

Learners will use polite and descriptive language to recommend dishes and ask about food in social situations.

#### Key Focus:

- Making suggestions: “You should try...,” “I recommend the...,” “This is a must-try!”
- Asking about dishes: “What’s in it?” “Is it spicy?” “How’s the portion size?”
- Expressing reactions: “That sounds delicious!” “I’ll go with that.”

#### Class Activities:

- Food guide role-play: One student is a tourist, the other recommends local dishes.
- Dish promotion: Create a short “ad” to promote a favorite dish.
- Restaurant scene: Simulate a group dinner where students describe and choose dishes.







# Cooking Presentations: Sharing Recipes and Demonstrating Dishes

## *Chapter 12*

# COOKING PRESENTATIONS

In this chapter, learners will develop the language skills needed to present a recipe, give step-by-step cooking instructions, and demonstrate how to prepare a dish in front of others. Whether in a classroom, video, or live cooking demo, learners will practice using clear sequencing language, action verbs, measurements, and presentation phrases. The focus is on boosting speaking confidence, organizing thoughts clearly, and using appropriate kitchen vocabulary to explain recipes and cooking processes effectively in English.

## *Lesson #1*

### The Language of Instructions — Verbs and Sequence Words

#### Objective:

Learners will use imperative verbs and sequencing words to give clear cooking instructions.

#### Key Focus:

- Action verbs: chop, mix, fry, boil, add, serve, etc.
- Sequence words: first, next, then, after that, finally
- Forming steps: “First, wash the vegetables. Then, cut them into small pieces.”

#### Class Activities:

- Verb charades: Act out cooking verbs and have classmates guess.
- Sequencing scramble: Rearrange jumbled recipe steps using correct sequence words.
- Mini instruction task: Learners write and say instructions for a simple food or drink.



# COOKING PRESENTATIONS

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## *Lesson #2*

### Giving Quantities, Measurements, and Cooking Times

#### Objective:

Learners will give accurate quantities, measurements, and cooking times when sharing a recipe.

#### Key Focus:

- Units of measurement: cups, teaspoons, grams, liters, degrees
- Time expressions: “bake for 20 minutes,” “let it simmer for 10 minutes”
- Quantity phrases: “a pinch of salt,” “2 tablespoons of oil”

#### Class Activities:

- Recipe read-aloud: Read and identify measurements in sample recipes.
- Measure match: Match ingredients to correct units and amounts.
- Quick recipe challenge: Learners write 3 steps of a dish using measurements.





# COOKING PRESENTATIONS

In this chapter, learners will develop the language skills needed to present a recipe, give step-by-step cooking instructions, and demonstrate how to prepare a dish in front of others. Whether in a classroom, video, or live cooking demo, learners will practice using clear sequencing language, action verbs, measurements, and presentation phrases. The focus is on boosting speaking confidence, organizing thoughts clearly, and using appropriate kitchen vocabulary to explain recipes and cooking processes effectively in English.

## *Lesson #3*

### Describing Tools, Equipment, and Cooking Techniques

#### Objective:

Learners will identify and describe kitchen tools and techniques used in cooking presentations.

#### Key Focus:

- Common tools: whisk, spatula, blender, baking tray, peeler, grater
- Techniques: sauté, marinate, whisk, grill, knead
- Describing usage: “Use a whisk to beat the eggs.” / “Grill the chicken on medium heat.”

#### Class Activities:

- Tool ID quiz: Identify kitchen tools from pictures or realia.
- How do you use it?: Describe what each tool is used for.
- Technique demonstration: Learners demonstrate one cooking action using props.



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## *Lesson #4*

### Organizing a Recipe Presentation

#### Objective:

Learners will plan and structure a short oral presentation of a recipe.

#### Key Focus:

- Presentation outline: name, ingredients, steps, tips, serving suggestions
- Connectors and transitions: “Now let’s move to...,” “One important thing is...”
- Speaking clearly and in order

#### Class Activities:

- Recipe organizer worksheet: Learners fill out a template to plan their presentation.
- Presentation pairing: In pairs, practice presenting part of a recipe.
- Feedback circle: Practice short presentations and give peer feedback.



# COOKING PRESENTATIONS

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## *Lesson #5*

### Describing the Final Dish and Giving Tasting Notes

#### Objective:

Learners will describe the finished dish using descriptive language and offer tasting notes.

#### Key Focus:

- Descriptive phrases: “It’s creamy and full of flavor.” / “The outside is crispy, but the inside is soft.”
- Offering serving suggestions: “Best served hot with bread.”
- Taste impressions: “It’s sweet with a hint of spice.”

#### Class Activities:

- Dish description game: Describe a food without naming it — others guess.
- Tasting notes role-play: Pretend to taste a dish and describe it like a food critic.
- Presentation add-on: Add final dish description to an earlier recipe presentation.





# COOKING PRESENTATIONS

In this chapter, learners will develop the language skills needed to present a recipe, give step-by-step cooking instructions, and demonstrate how to prepare a dish in front of others. Whether in a classroom, video, or live cooking demo, learners will practice using clear sequencing language, action verbs, measurements, and presentation phrases. The focus is on boosting speaking confidence, organizing thoughts clearly, and using appropriate kitchen vocabulary to explain recipes and cooking processes effectively in English.

## *Lesson #6*

### Final Project – Cooking Demo or Video Script

#### Objective:

Learners will perform or prepare a cooking presentation from start to finish.

#### Key Focus:

- Full presentation structure: greeting, ingredients, steps, tips, final dish
- Visual and spoken coordination: using gestures, pointing to ingredients/tools
- Confidence and clarity in speaking

#### Class Activities:

- Live cooking demo (in class or via video): Students perform a simple cooking demonstration.
- Video script writing: Prepare a script for a cooking video or instructional TikTok-style clip.
- Peer feedback: Use a checklist to evaluate each other's presentations.





*Activity*

# Cook & Speak – Listening Activity Set

# COOK & SPEAK – LISTENING ACTIVITY SET

## Listening Activities: Engaging with Kitchen Sounds and Instructions

Cooking is full of sounds—the sizzling of a pan, the chopping of vegetables, and the instructions shared between chefs and cooks. In these listening activities, you'll practice understanding essential cooking vocabulary, following step-by-step instructions, and identifying different kitchen tools and ingredients through audio recordings. Listen carefully as recipes are read aloud and conversations unfold in the kitchen, sharpening your ability to comprehend and respond in real-time.

## *Multiple Choice Questions (MCQs)*

- What item is used to fry eggs?

A. Pot  
B. Oven  
C. Frying pan  
D. Toaster

- What is kept next to the refrigerator in the kitchen?

A. Knife  
B. Sink  
C. Cupboard  
D. Microwave

- What do you use to chop vegetables?

A. Spoon  
B. Knife  
C. Whisk  
D. Peeler

- Which of the following is a fruit?

A. Carrot  
B. Cheese  
C. Apple  
D. Chicken

- What is the first step in the pancake recipe?

A. Fry the batter  
B. Crack the eggs  
C. Add syrup  
D. Mix everything





# COOK & SPEAK – LISTENING ACTIVITY SET

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## *Multiple Choice Questions (MCQs)*

- What flavor was used to describe the soup?

A. Sweet  
B. Spicy  
C. Salty  
D. Bitter

- What kitchen tool makes a “whirring” sound?

A. Blender  
B. Spoon  
C. Knife  
D. Oven

- What did the customer ask in the market?

A. “Where is the milk?”  
B. “Is it fresh?”  
C. “How are you?”  
D. “Can I help you?”

- What should you do before cooking?

A. Cut vegetables  
B. Boil water  
C. Wash hands  
D. Set the table

- How long should you bake the cake?

A. 5 minutes  
B. 10 minutes  
C. 30 minutes  
D. 60 minutes



# COOK & SPEAK – LISTENING ACTIVITY SET

## *Multiple Choice Questions (MCQs)*

### Listening Activities: Engaging with Kitchen Sounds and Instructions

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- Which appliance is used for heating leftovers?

A. Mixer  
B. Refrigerator  
C. Microwave  
D. Oven

- How did the speaker describe the chicken dish?

A. Cold and sweet  
B. Hot and spicy  
C. Raw and salty  
D. Sour and soft

- In the recipe, what comes after mixing the flour?

A. Pour the water  
B. Bake the dough  
C. Add sugar  
D. Fry the onions

- What safety advice was mentioned in the kitchen?

A. Wear gloves all the time  
B. Don't touch sharp knives  
C. Always use a plastic spoon  
D. Eat before cooking



# COOK & SPEAK – LISTENING ACTIVITY SET

## Listening Activities: Engaging with Kitchen Sounds and Instructions

Cooking is full of sounds—the sizzling of a pan, the chopping of vegetables, and the instructions shared between chefs and cooks. In these listening activities, you'll practice understanding essential cooking vocabulary, following step-by-step instructions, and identifying different kitchen tools and ingredients through audio recordings. Listen carefully as recipes are read aloud and conversations unfold in the kitchen, sharpening your ability to comprehend and respond in real-time.

## *Short- Questions*

- Question: What are two ingredients mentioned in the cake recipe?
- Question: What did the speaker say you should do if the oil is too hot?
- True or False: The student in the audio gave a cooking presentation about making salad.
- Question: What flavor did the speaker use to describe chocolate cake?





# COOK & SPEAK – LISTENING ACTIVITY SET

## Listening Activities: Engaging with Kitchen Sounds and Instructions

Cooking is full of sounds—the sizzling of a pan, the chopping of vegetables, and the instructions shared between chefs and cooks. In these listening activities, you'll practice understanding essential cooking vocabulary, following step-by-step instructions, and identifying different kitchen tools and ingredients through audio recordings. Listen carefully as recipes are read aloud and conversations unfold in the kitchen, sharpening your ability to comprehend and respond in real-time.



## *Answer key*

1. C. Frying pan
2. D. Microwave
3. B. Knife
4. C. Apple
5. B. Crack the eggs
6. B. Spicy
7. A. Blender
8. B. "Is it fresh?"
9. C. Wash hands
10. C. 30 minutes
11. C. Microwave
12. B. Hot and spicy
13. C. Add sugar
14. B. Don't touch sharp knives

## Question

15. Two ingredients mentioned in the cake recipe:

Flour and sugar (Assuming standard cake recipe context)

16. What did the speaker say you should do if the oil is too hot?

Turn down the heat

17. True or False: The student in the audio gave a cooking presentation about making salad.

True

18. What flavor did the speaker use to describe chocolate cake?

Rich and sweet



# Cook & Speak Speaking Skills Activity

*Activity*

# COOK & SPEAK SPEAKING SKILLS ACTIVITY

## Speaking Activities: Expressing Yourself in the Kitchen

In the kitchen, clear communication is key. Whether you're explaining a recipe, giving instructions, or asking about ingredients, being able to speak confidently is a valuable skill. These speaking activities will encourage you to name utensils, describe flavors, and hold conversations about meals and preparation methods. Through dialogues and role-playing, you'll practice making requests, expressing preferences, and confidently discussing food-related topics.

## *Multiple Choice Questions (MCQs)*

- You want to ask for a spoon in the kitchen. What do you say?
  - A. "Where is the water?"
  - B. "Can I have a spoon, please?"
  - C. "Spoon is big."
  - D. "I like spoons."
- Someone says, "Please chop the onions." What should you do?
  - A. Peel the carrots
  - B. Put onions in the fridge
  - C. Cut the onions into small pieces
  - D. Wash the onions
- You are in a supermarket. What would you ask the shopkeeper?
  - A. "How much is this?"
  - B. "Where do you work?"
  - C. "Do you eat fish?"
  - D. "Do you have cooking oil?"
- Which sentence describes a dish?
  - A. "I need a knife."
  - B. "The soup is hot and spicy."
  - C. "Let's go shopping."
  - D. "I cook in the kitchen."
- You are giving a cooking presentation. What do you say to start?
  - A. "Give me the salt."
  - B. "Where is my pan?"
  - C. "Today I will show you how to make pasta."
  - D. "I am hungry."





# COOK & SPEAK SPEAKING SKILLS ACTIVITY

## Speaking Activities: Expressing Yourself in the Kitchen

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## *Multiple Choice Questions (MCQs)*

- What do you say when you don't understand a word?

A. "Say again, please."  
B. "Where is the table?"  
C. "I like food."  
D. "Go to the market."

- A friend asks, "What do you need to make a salad?" What is a good answer?

A. "I don't like carrots."  
B. "You need lettuce, tomato, and cucumber."  
C. "I need to cook it."  
D. "It's hot."

- What is the correct way to describe taste?

A. "It smells tall."  
B. "It tastes sour."  
C. "It is very cook."  
D. "It is a spoon."

- How do you give a simple instruction while cooking?

A. "Please stir the soup."  
B. "Where is the soup?"  
C. "I will stir today."  
D. "You like soup."

- You want to ask someone to wash their hands before cooking. What do you say?

A. "Wash your vegetables."  
B. "Wash your hands, please."  
C. "Cut your hands."  
D. "Hands are dirty."



# COOK & SPEAK SPEAKING SKILLS ACTIVITY

## *Multiple Choice Questions (MCQs)*

### Speaking Activities: Expressing Yourself in the Kitchen

In the kitchen, clear communication is key. Whether you're explaining a recipe, giving instructions, or asking about ingredients, being able to speak confidently is a valuable skill. These speaking activities will encourage you to name utensils, describe flavors, and hold conversations about meals and preparation methods. Through dialogues and role-playing, you'll practice making requests, expressing preferences, and confidently discussing food-related topics.



- Your friend says, "I don't know how to boil eggs." What do you say?
  - A. "Boil eggs is bad."
  - B. "You should eat rice."
  - C. "Let me show you how."
  - D. "Eggs are yellow."
- You are reading a recipe aloud. What should you say?
  - A. "Salt is good."
  - B. "First, boil the water. Then, add the pasta."
  - C. "I eat pasta every day."
  - D. "Where is the plate?"
- What's a polite way to ask someone to pass a utensil?
  - A. "Give it!"
  - B. "Pass knife now."
  - C. "Can you pass me the knife, please?"
  - D. "You knife me."
- You are describing your favorite food. What sentence works best?
  - A. "My food is food."
  - B. "I eat it."
  - C. "I love biryani. It is spicy and delicious."
  - D. "Food is yummy."

# COOK & SPEAK SPEAKING SKILLS ACTIVITY

## *Speaking Practice / Short Answer Prompts*

### Speaking Activities: Expressing Yourself in the Kitchen

In the kitchen, clear communication is key. Whether you're explaining a recipe, giving instructions, or asking about ingredients, being able to speak confidently is a valuable skill. These speaking activities will encourage you to name utensils, describe flavors, and hold conversations about meals and preparation methods. Through dialogues and role-playing, you'll practice making requests, expressing preferences, and confidently discussing food-related topics.

These can be used for oral practice, interviews, or partner dialogue.

- 🗣️ Describe your kitchen at home. Name 3 things in it.

(Example: "I have a stove, a sink, and a small fridge.")

- 🗣️ Role-play: You are in a market. Ask the seller for two things and their prices.

(Example: "Do you have tomatoes? How much are they?")

- 🗣️ Give 3 simple steps to make your favorite dish. Use words like "First, Then, Finally."

(Example: "First, I boil water. Then, I add rice. Finally, I cook for 15 minutes.")

- 🤔 Answer this question: What do you do to stay safe in the kitchen?
- 🍰 Describe a dish you like. What does it taste like?

(Example: "I like chocolate cake. It is sweet and soft.")





# COOK & SPEAK SPEAKING SKILLS ACTIVITY

## Speaking Activities: Expressing Yourself in the Kitchen

In the kitchen, clear communication is key. Whether you're explaining a recipe, giving instructions, or asking about ingredients, being able to speak confidently is a valuable skill. These speaking activities will encourage you to name utensils, describe flavors, and hold conversations about meals and preparation methods. Through dialogues and role-playing, you'll practice making requests, expressing preferences, and confidently discussing food-related topics.



## Answer Key

1. B
2. C
3. A
4. B
5. C
6. A
7. B
8. B
9. A
10. B
11. C
12. B
13. C
14. C

## Question

15. Describe your kitchen at home.  
☒ "I have a stove, a sink, and a small fridge."
16. Role-play in a market.  
☒ "Do you have tomatoes? How much are they?"
- ☒ "Can I get some onions? What's the price?"
17. Give 3 simple steps to make your favorite dish.  
☒ "First, I cut the vegetables. Then, I fry them. Finally, I add spices."  
☒ "First, I boil water. Then, I add pasta. Finally, I serve it with sauce."
18. What do you do to stay safe in the kitchen?  
☒ "I wash my hands, keep knives away, and don't touch hot pans."
19. Describe a dish you like and its taste.  
☒ "I like biryani. It is spicy and flavorful."  
☒ "I like mango ice cream. It is sweet and cold."



*Activity*

## Cook & Speak – Reading Skills Activity

# COOK & SPEAK – READING SKILLS ACTIVITY

## Reading Activities: Understanding Recipes and Kitchen Vocabulary

Recipes are like roadmaps guiding you through cooking adventures. Reading them well is essential to making dishes successfully. In these activities, you'll explore different types of recipes, ingredient lists, and food-related articles. You'll practice identifying key cooking terms, understanding step-by-step directions, and learning how to read menus effectively. By reading and analyzing various food descriptions, you'll expand your culinary vocabulary and comprehension skills.



## *Multiple Choice Questions (MCQs)*

1. Read:

A pot is used to boil water or soup. It is large and made of metal.

What is a pot used for?

- A. To cut vegetables
- B. To wash hands
- C. To boil soup
- D. To store knives

2. Read:

A knife is a sharp tool. Be careful when using it.

What does the word "sharp" mean here?

- A. Cold
- B. Dangerous
- C. Big
- D. Clean

3. Read this list of ingredients:

Eggs, flour, milk, sugar

Which recipe could this be for?

- A. Salad
- B. Sandwich
- C. Pancakes
- D. Soup

4. Read the instruction:

First, wash the vegetables. Then, chop them with a knife.

What should you do first?

- A. Boil the vegetables
- B. Cut them
- C. Wash them
- D. Eat them

5. Read:

The blender makes a loud noise. It is used to mix or puree food.

What is the purpose of a blender?

- A. To bake food
- B. To chop vegetables
- C. To mix or puree food
- D. To boil soup



# COOK & SPEAK – READING SKILLS ACTIVITY

## Reading Activities: Understanding Recipes and Kitchen Vocabulary

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## Multiple Choice Questions (MCQs)

Read:

Add 1 teaspoon of salt and stir for 2 minutes.

How much salt should you add?

- A. One cup
- B. One tablespoon
- C. One teaspoon
- D. Two teaspoons

7. Read:

This fruit is yellow and sweet. It is soft and easy to peel.

What fruit is being described?

- A. Apple
- B. Banana
- C. Orange
- D. Mango

8. Read:

"Would you like help with the chopping?" asked Maria.

What is Maria offering to do?

- A. Cook the meal
- B. Help with cutting vegetables
- C. Wash the dishes
- D. Buy groceries

9. Read:

Always clean your hands and kitchen surfaces before cooking.

Why is this important?

- A. To cook faster
- B. To stay safe and clean
- C. To save money
- D. To add flavor

10. Read:

Customer: "How much is a kilo of tomatoes?"

Vendor: "It's 3 dollars."

What is the customer doing?

- A. Giving instructions
- B. Asking for a recipe
- C. Buying tomatoes
- D. Cleaning vegetables

# COOK & SPEAK – READING SKILLS ACTIVITY

## Reading Activities: Understanding Recipes and Kitchen Vocabulary

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## *Multiple Choice Questions (MCQs)*

Read:

This dish is spicy, crunchy, and very tasty.  
It is served hot.

Which dish fits this description best?

- A. Ice cream
- B. Chicken curry
- C. Salad
- D. Cold noodles

12. Read this recipe step:

Finally, bake in the oven at 180°C for 20 minutes.

What does the word “Finally” show?

- A. The first step
- B. A cooking tool
- C. The last step
- D. A type of food

13. Read:

The kitchen has a stove, sink, and fridge.  
What is NOT in the kitchen?

- A. Sink
- B. Chair
- C. Fridge
- D. Stove

14. Read the recipe title:

“How to Make Vegetable Soup”

What is this text about?

- A. Shopping list
- B. A recipe
- C. A cleaning guide
- D. A conversation

# COOK & SPEAK – READING SKILLS ACTIVITY

## Reading Activities: Understanding Recipes and Kitchen Vocabulary

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*Short Answer / True-  
False / Fill-in-the-  
Blank*

### 15. True or False:

A whisk is used for cutting vegetables.

### 16. Fill in the blank:

To make tea, first you \_\_\_\_\_  
water, then add tea leaves.

### 17. Answer in 1–2 words:

What tool do you use to measure small amounts of salt or sugar?

Answer: \_\_\_\_\_

### 18. Read this:

"I like to eat biryani. It is spicy and full of flavor."

Question: What word does the speaker use to describe the taste?

### 19. Read and answer:

You see the instruction: "Peel the potatoes, then boil them for 10 minutes."

What should you do after peeling the potatoes?





# COOK & SPEAK – READING SKILLS ACTIVITY

## Reading Activities: Understanding Recipes and Kitchen Vocabulary

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## Answer Key

1. C
2. B
3. C
4. C
5. C
6. C
7. B
8. B
9. B
10. C
11. B
12. C
13. B
14. B

## Questions

15. False
16. Boil
17. Teaspoon
18. Spicy
19. Boil them



# Cook & Speak Writing Skills Activity

*Activity*

# COOK & SPEAK WRITING SKILLS ACTIVITY

## *Multiple Choice Questions (MCQs)*

### Writing Activities: Crafting Recipes and Food Descriptions

Writing about food is a wonderful way to explore language. Whether jotting down a recipe, describing a dish, or explaining a cooking process, writing helps refine clarity and detail. In these activities, you'll compose simple recipes, create shopping lists, and write about textures and flavors. You'll also learn how to structure cooking instructions in a way that is clear and easy to follow—just like a professional chef.



1. Choose the correct word to complete the sentence:

I keep the milk in the \_\_\_\_\_.

- A. oven
- B. fridge
- C. stove
- D. sink

2. Which sentence is correctly written?

- A. I like cook rice.
- B. I cooking rice now.
- C. I like to cook rice.
- D. I cook to like rice.

3. Select the correct spelling:

- A. Blinder
- B. Blender
- C. Blander
- D. Blunder

4. What is the correct way to write an instruction?

- A. Cut the vegetables.
- B. Vegetables cut.
- C. Cutting the vegetables.
- D. Cut vegetables now.

5. Choose the sentence that best describes a taste:

- A. The food is clean and quiet.
- B. The soup is salty and hot.
- C. The plate is cold and empty.
- D. The pan is round and black.



# COOK & SPEAK WRITING SKILLS ACTIVITY

## *Multiple Choice Questions (MCQs)*

### Writing Activities: Crafting Recipes and Food Descriptions

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6. Select the correct sentence:

- A. She using a knife.
- B. She is use a knife.
- C. She is using a knife.
- D. She are using knife.

7. Which is the best way to start a recipe?

- A. I cook it now.
- B. First, wash the vegetables.
- C. Cut onion fast.
- D. I like rice.

8. Choose the correct sentence for a shopping situation:

- A. I go shop.
- B. Do you have tomatoes?
- C. Market me go.
- D. Tomato I want.

9. Which of these is a utensil?

- A. Blender
- B. Spoon
- C. Fridge
- D. Oven

10. What is the correct punctuation in this sentence?

can you pass the salt

- A. Can you pass the salt
- B. Can you pass the salt.
- C. Can you pass the salt?
- D. Can you pass the salt,

# COOK & SPEAK WRITING SKILLS ACTIVITY

*Multiple Choice  
Questions (MCQs)*

## Writing Activities: Crafting Recipes and Food Descriptions

Writing about food is a wonderful way to explore language. Whether jotting down a recipe, describing a dish, or explaining a cooking process, writing helps refine clarity and detail. In these activities, you'll compose simple recipes, create shopping lists, and write about textures and flavors. You'll also learn how to structure cooking instructions in a way that is clear and easy to follow—just like a professional chef.



11. Which of these is a good safety instruction?

- A. Don't touch hot pans.
- B. Cook the table.
- C. Knife cut hand.
- D. Don't cold food.

12. Choose the correct word to complete the sentence:

I need a \_\_\_\_\_ to stir the soup.

- A. fork
- B. whisk
- C. plate
- D. fridge

13. Choose the correct way to describe a dish:

- A. My food is eat.
- B. This meal is very delicious.
- C. This cooking is knife.
- D. I am stove rice.

14. What is the best sentence for giving a presentation?

- A. I show rice.
- B. Cooking now.
- C. Today, I will show you how to make a sandwich.
- D. Eat this please.

# COOK & SPEAK WRITING SKILLS ACTIVITY

## Writing Activities: Crafting Recipes and Food Descriptions

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## *Short Writing Tasks*

15. Write 3 items you can find in a kitchen.

Example: knife, pan, fridge

16. Write 3 steps to make tea.

Use: First, Then, Finally.

Example: First, boil the water.

Then, add tea. Finally, pour into a cup.

17. Write 2 safety tips for the kitchen.

Example: Wash your hands. Don't touch hot pans.

18. You are at the market. Write a sentence to ask for eggs and bread.

Example: Can I have a dozen eggs and some bread, please?

19. Describe your favorite dish.

Use 2–3 simple sentences.

Example: I love biryani. It is spicy and hot. I eat it with yogurt.





# COOK & SPEAK WRITING SKILLS ACTIVITY

## Writing Activities: Crafting Recipes and Food Descriptions

Writing about food is a wonderful way to explore language. Whether jotting down a recipe, describing a dish, or explaining a cooking process, writing helps refine clarity and detail. In these activities, you'll compose simple recipes, create shopping lists, and write about textures and flavors. You'll also learn how to structure cooking instructions in a way that is clear and easy to follow—just like a professional chef.

## Answer Key

1. B
2. C
3. B
4. A
5. B
6. C
7. B
8. B
9. B
10. C
11. A
12. B
13. B
14. C

15. Write 3 items you can find in a kitchen:

✓ knife, pan, fridge

(Other correct examples: spoon, stove, blender, sink)

16. Write 3 steps to make tea:

✓ First, boil the water. Then, add tea. Finally, pour into a cup.

(Other acceptable versions with the same structure are fine.)

17. Write 2 safety tips for the kitchen:

✓ Wash your hands.

✓ Don't touch hot pans.

(Other correct examples: Keep knives away from children. Turn off the stove after cooking.)

18. Write a sentence to ask for eggs and bread:

✓ Can I have a dozen eggs and some bread, please?

(Polite and complete sentences like: "Do you have eggs and bread?" are also acceptable.)

19. Describe your favorite dish (2–3 sentences):

✓ I love biryani. It is spicy and hot. I eat it with yogurt.

(Other correct examples: "I like pasta. It is soft and creamy. I eat it for dinner.")



# RUBRIC OF THIS BOOK



Criteria	Excellent (4 pts)	Good (3 pts)	Fair (2 pts)	Needs Improvement (1 pt)
Vocabulary Usage	Accurately uses new cooking and English vocabulary in context with little to no errors.	Uses most vocabulary correctly, with minor errors.	Uses vocabulary inconsistently; errors may affect understanding.	Struggles with basic vocabulary; frequent errors interfere with meaning.
Speaking & Pronunciation	Speaks clearly and fluently with correct pronunciation; confident in speaking tasks.	Mostly clear with minor pronunciation errors; generally confident.	Some hesitations and pronunciation issues; requires support.	Hesitant, unclear speech; pronunciation frequently hinders communication.
Listening & Understanding	Fully understands spoken instructions, questions, and cooking-related dialogues.	Understands most spoken content with occasional repetition.	Understands basic content with frequent need for clarification.	Has difficulty understanding instructions or questions without significant help.
Participation & Engagement	Actively participates in cooking activities and discussions; initiates conversation.	Participates well; responds when prompted.	Limited participation; needs prompting to engage.	Rarely participates; lacks engagement in activities.

# RUBRIC OF THIS BOOK



## Application to Each Chapter

Chapter	Focus in Rubric
1. Basic Vocabulary	Vocabulary Usage
2. Utensils and Appliances	Vocabulary + Listening
3. Naming Ingredients	Vocabulary + Speaking
4. Instructions	Listening + Speaking
5. Reading Recipes	Reading Comprehension + Vocabulary
6. Cooking Verbs	Vocabulary + Speaking
7. Tastes & Textures	Speaking + Descriptive Language
8. Conversations	Speaking + Listening
9. Hygiene & Safety	Vocabulary + Listening
10. Grocery Talk	Speaking + Role-play Participation
11. Describing Dishes	Speaking + Vocabulary
12. Presentations	Speaking + Engagement



**Thank You**