

KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET, DAN TEKNOLOGI
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English for Nusantara
untuk SMP/MTs Kelas VII

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Chapter 2

Culinary and Me



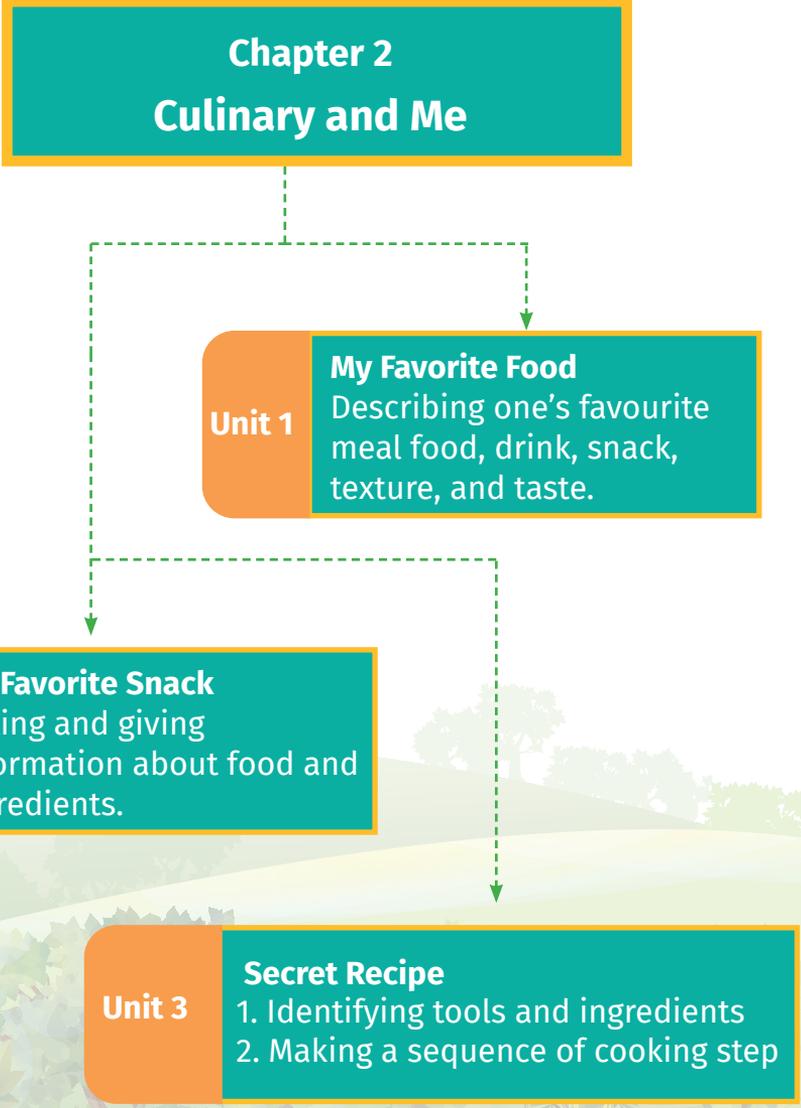
What's
your favorite
food?



Learning Objectives

Upon completion of Chapter 2, you should be able to:

1. describe one's favorite meals;
2. ask and give information about food;
3. identify tools and ingredients in a recipe, and
4. make a sequence of cooking steps.



Chapter 2 Culinary and Me

Unit 1

My Favorite Food

Describing one's favourite meal food, drink, snack, texture, and taste.

Unit 2

My Favorite Snack

Asking and giving information about food and ingredients.

Unit 3

Secret Recipe

1. Identifying tools and ingredients
2. Making a sequence of cooking step

Unit 1. My Favorite Food



Picture 2.1 Monita's favorite food

Section 1 – Say What You Know

- a. Are you familiar with these kinds of food and drinks? Tick the kinds of food and drinks that you have ever eaten and drunk. See the **Wordbox**.



Water



Rica-rica Chicken



Boba Milk Tea



Chocolate Cake



Orange Juice



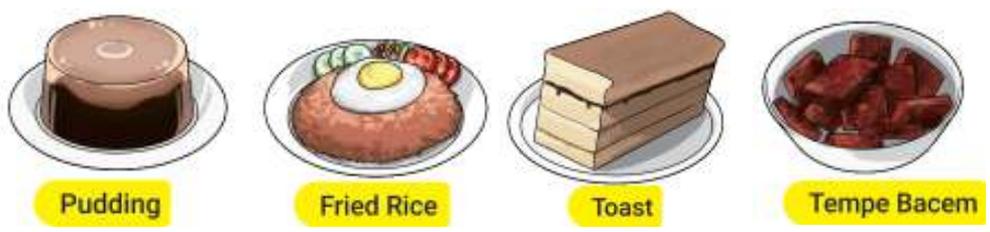
Fried Fish



Cassava Chips



Ice Tea



Worksheet 2.1

b. Write the kinds of food and drinks in Worksheet 2.1. at the appropriate categories. See the **Wordbox**.

Main meal	
Snack	
Drink	

Worksheet 2.2

c. What are your favorite food and drink? Write your answers in **Worksheet 2.3**.

Main meal	
Snack	
Drink	

Worksheet 2.3

Did You Know?
 Indonesia has abundant kinds of food due to its variety of ethnic groups and cultures. This gives different flavors and tastes in different places. Some kinds of food are popular across the country such as Rendang, Satay, Nasi Goreng, Bakso, and Soto. These kinds of food are also popular around the world. Find out more in <https://www.gramedia.com/best-seller/makanan-khas-indonesia-yang-mendunia/>



Section 2 – Reading



- a. Read and Listen to Monita and Galang are talking about their favorite food and drinks. See the **Wordbox**.

Part 1 ... Galang says Basmallah before eating.

What are you having, Monita?

I'm having some banana fritters ...

Yum... yum...

It's tasty!

Don't talk while eating!

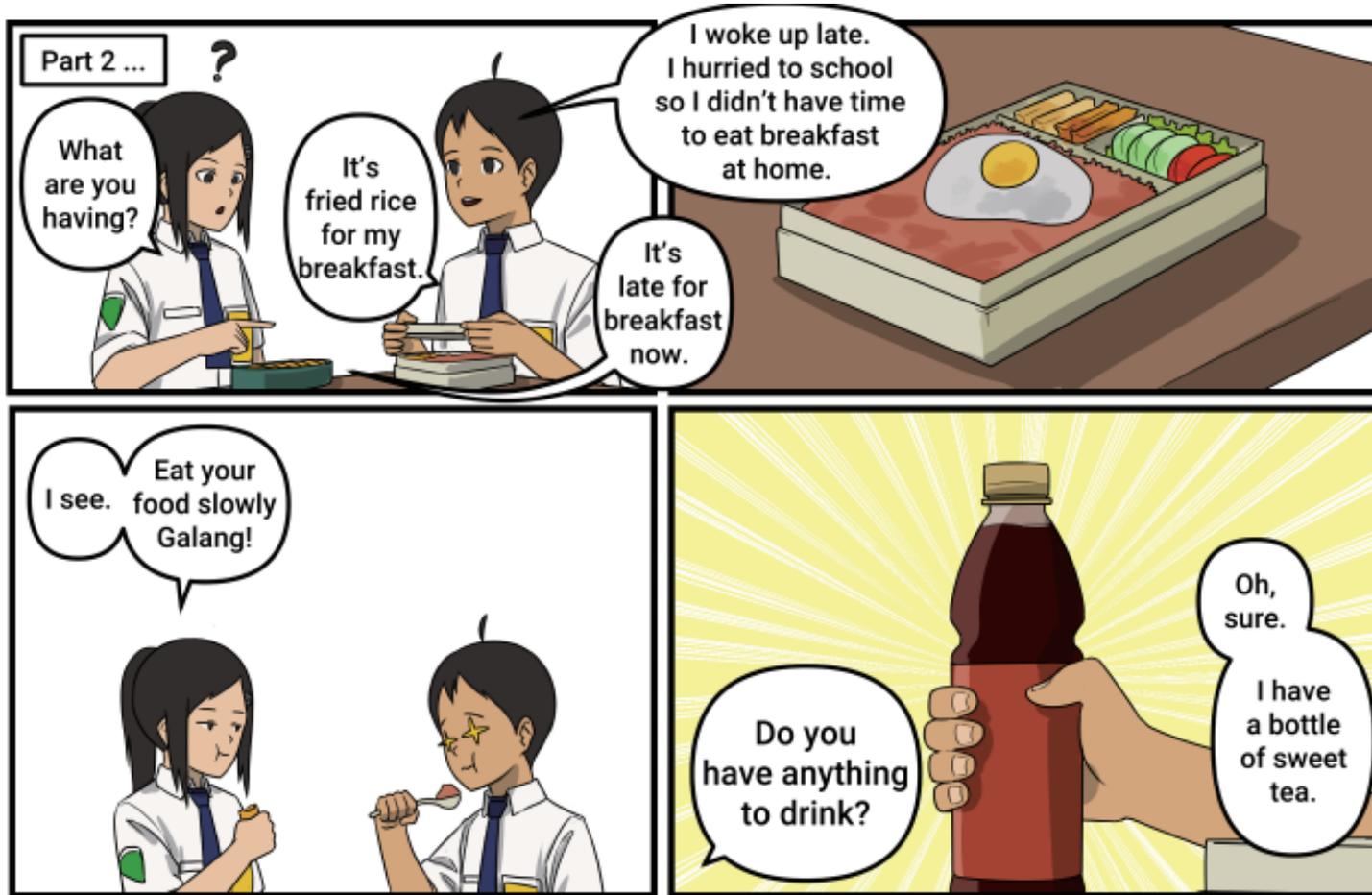
... Would you like to have some?

Sure.

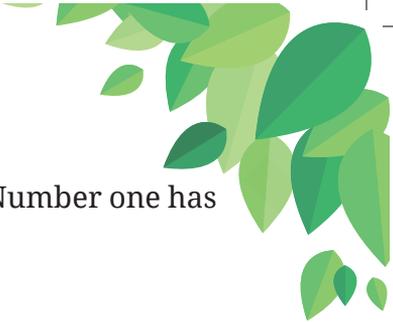
It's my favorite food for a snack. My mom made it for me.

Tasty!

Comic strip 2.1 Part 1 Monita and Galang's favorite meals



Comic strip 2.1 Part 2 Monita and Galang's favorite meals

- 
- b. Circle the correct words to complete the sentences. Number one has been done for you.



1. Monita loves ... for snacks.
 - a. Banana Fritters
 - b. Fried rice.
2. Galang and Monita like ...
 - a. Banana fritters
 - b. Donuts
3. Galang is having breakfast ...
 - a. At home
 - b. At school
4. Galang has ... to drink.
 - a. Water
 - b. Sweet tea

Worksheet 2.4

Section 3 – Your Turn: Listening



- a. Monita is having lunch with her family. Listen to their conversation in [Audio 2.2](#). See the [Wordbox](#).

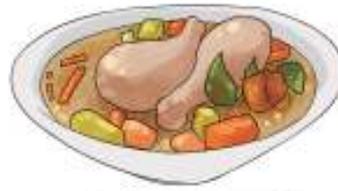


Comic strip 2.2 Part 1 Monita's family lunch

- b. Listen again to [Audio 2.2](#). Identify food and drinks that are not on Monita's dining table. Circle the words on [Worksheet 2.5](#).



Rica-Rica Chicken



Chicken Shoup



Coffee



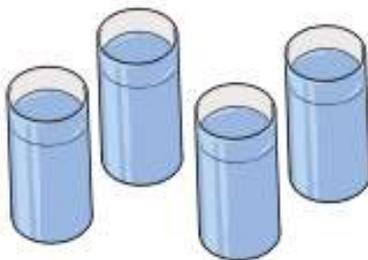
Rice



Pudding



Orange Juice



Water



Fruit Salad

Worksheet 2.5

- c. Listen to the rest of the conversation in [Audio 2.3](#). See the [Wordbox](#).



Comic strip 2.2 Part 2 Monita's family lunch



d. Draw a line from each taste to the food.



Worksheet 2.6



Section 4 – Speaking



- a. Here are some kinds of food with their textures and tastes. Listen to [Audio 2.4](#) and repeat the sentences. See the [Wordbox](#).



It's rica-rica chicken.
It's spicy and greasy.



It's iced-sweet tea.
It's cold and sweet.



It's coffee without sugar. It's bitter.



It's rice. It's plain and sticky.



It's dried fish.
It's crunchy and salty.

Picture 2.2 Kinds of Food



b. Think of at least two kinds of food and two kinds of drinks that have the following textures and tastes.

Texture

sticky
crunchy
crispy

greasy
salty
savory

Taste

spicy
salty
sweet
plain

sour
bitter
cold

c. Say the food and drinks and their descriptions of texture and taste to the class. Number one has been done for you.



1. It's tea with sugar. It's sweet.
2. _____
3. _____
4. _____
5. _____

Section 5 – Speaking

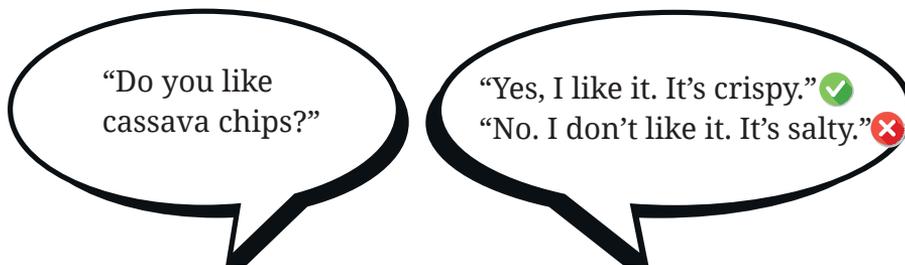


- a. Here are some expressions for asking and giving information about someone's favorite food. Listen to [Audio 2.5](#) and repeat.

Table 2.1

Questions	Responses
What food/drink do you like?	I love corn soup. It's creamy. I like fruit salad. It's sour and spicy from the fruits and the sauce.
Do you like fried fish?	Yes. I like it very much. It's tasty. No. I don't like it. It's greasy.

- b. Make a list of your favorite food and drinks. Ask your friend if she/he likes the same food. Write **Yes** if she/he likes it and **No** if she/he doesn't like it. Listen to the [Audio 2.5](#) for example.

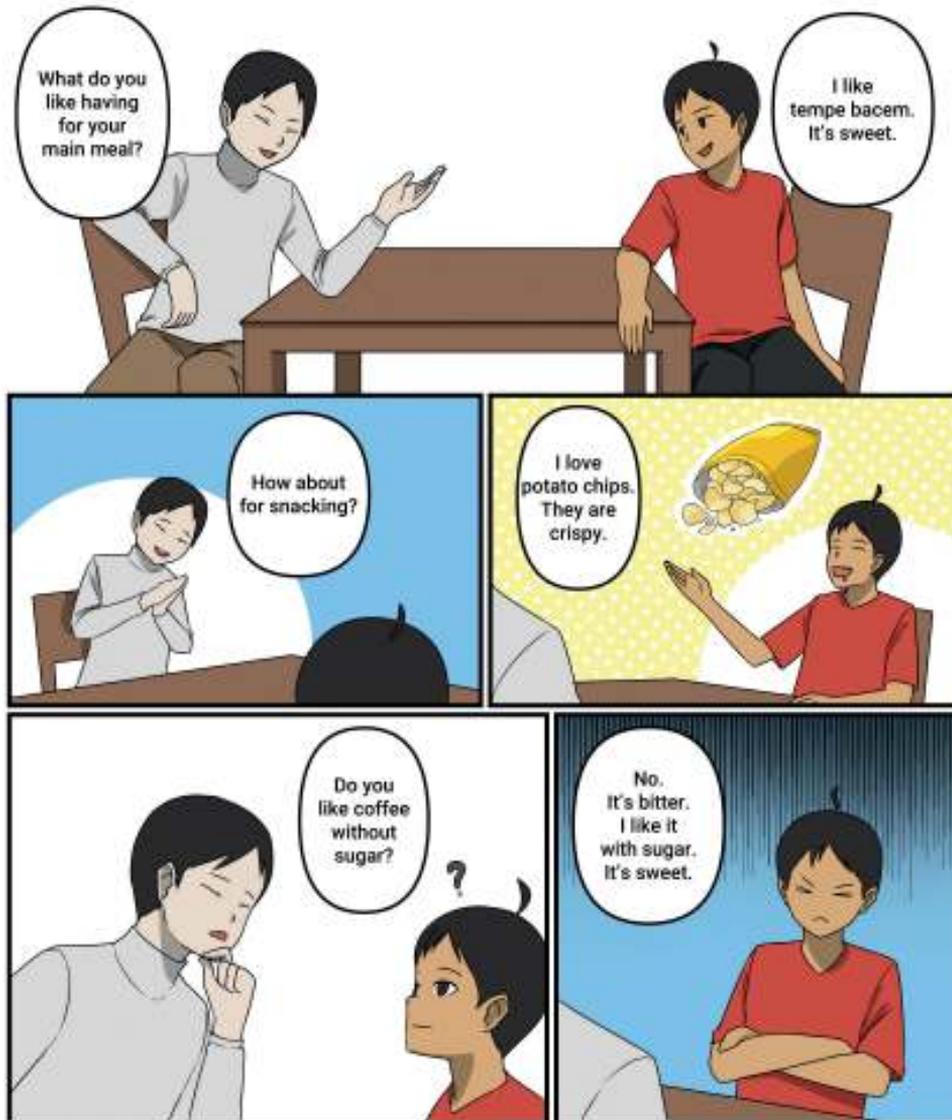


No	Main Meal/Snacks/Drinks	Like/Don't Like
1.		
2.		
3.		
4.		
5.		

Section 6 – Your Turn: Speaking



- a. Listen to [Audio 2.6](#) to the conversation between Andre and Galang. See the [Wordbox](#).



Comic strip 2.3 Andre and Galang favorite food.

- b. Practice the conversation with your friend.

- c. Write the food and drinks you like and you don't like in the table below.

Food and Drink		
	I like	Don't Like
Main Meal		
Snacks		
Drinks		

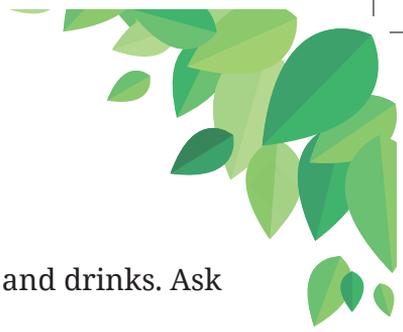
Worksheet 2.9

- d. Talk about some food and drinks you like and don't like with your friend. You can use the expressions in Section 3 and Section 4.



Picture 2.3 I like it! vs I don't like it.

Section 7 – Speaking



- a. Ask your family members about their favorite food and drinks. Ask them about the food and drinks' texture and tastes.

No.	Family Member	Favorite	
1.		Food:	Drink:
		Texture/Taste:	Texture/Taste:
2.		Food:	Drink:
		Texture/Taste:	Texture/Taste:
3.		Food:	Drink:
		Texture/Taste:	Texture/Taste:
		Texture/Taste:	Texture/Taste:

Worksheet 2.10

- b. Share your findings with your friends.



1. My father likes _____
2. My mother likes _____
3. My sister doesn't like _____
4. My sister likes _____
5. _____

Worksheet 2.11



Enrichment: Show and Tell



Choose your favorite food or drink. Take a picture of the food or drink. Show and tell about it to your friends in the class.



“My favorite meal is Nasi Goreng. It’s savory. It’s a bit greasy.”

Picture 2.4 Nasi goreng

Unit 2. My Favorite Snack

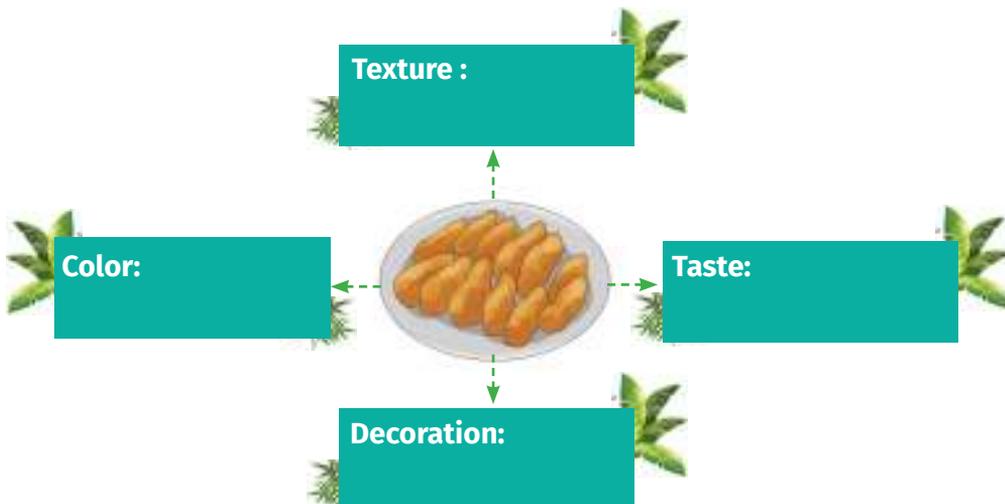
Section 1 – Say What You Know

- What is your favorite snack?
- Do you make your own favorite snack?

Section 2 – Reading



- Look at the picture of banana fritters. What do you think of their texture, taste, color, and decoration?



Worksheet 2.12

- b. Read a text about Galang's favorite snack. See the **Wordbox**.

Galang's Favorite Snack

My favorite snack is banana fritters. My mom makes them almost every afternoon. She fries them in hot oil until they look golden brown. I like them because they are crispy and crunchy outside, but sweet and soft inside. Sometimes, I add sprinkles, grated cheese, or palm sugar on top of them. Can you imagine how delicious they are? It's finger-licking good!

- c. Write true or false for each statement based on the text.



1. Banana fritters taste savory. (___)
2. Banana fritters are very soft outside. (___)
3. Galang loves grated cheese for topping. (___)
4. Galang's mom makes banana fritters for breakfast. (___)
5. Galang's mom uses a frying pan to make banana fritters. (___)

Worksheet 2.13

Section 3 – Reading

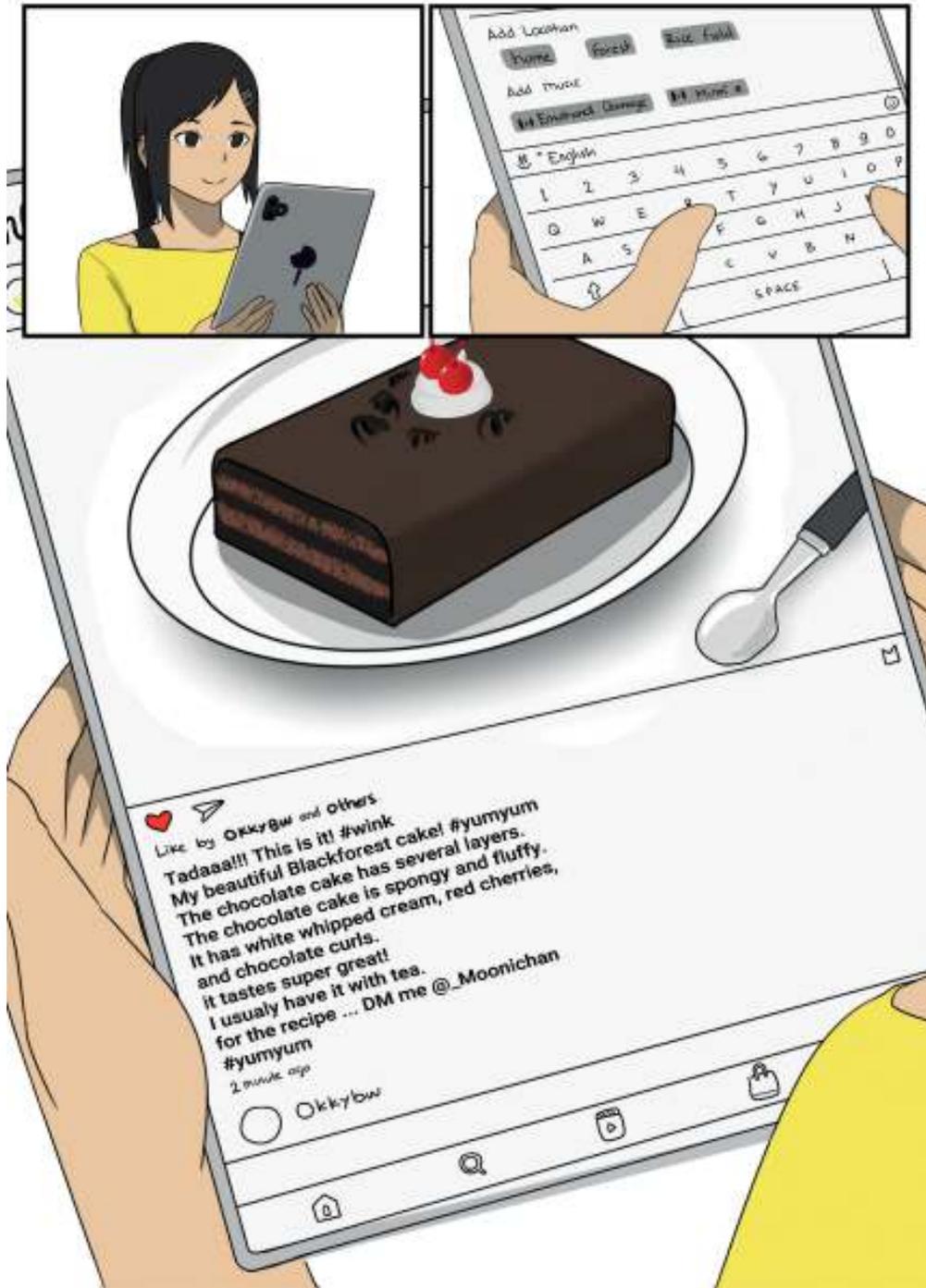


- a. Discuss with a friend. Read the shopping list. Guess what kind of cake Monita is making.



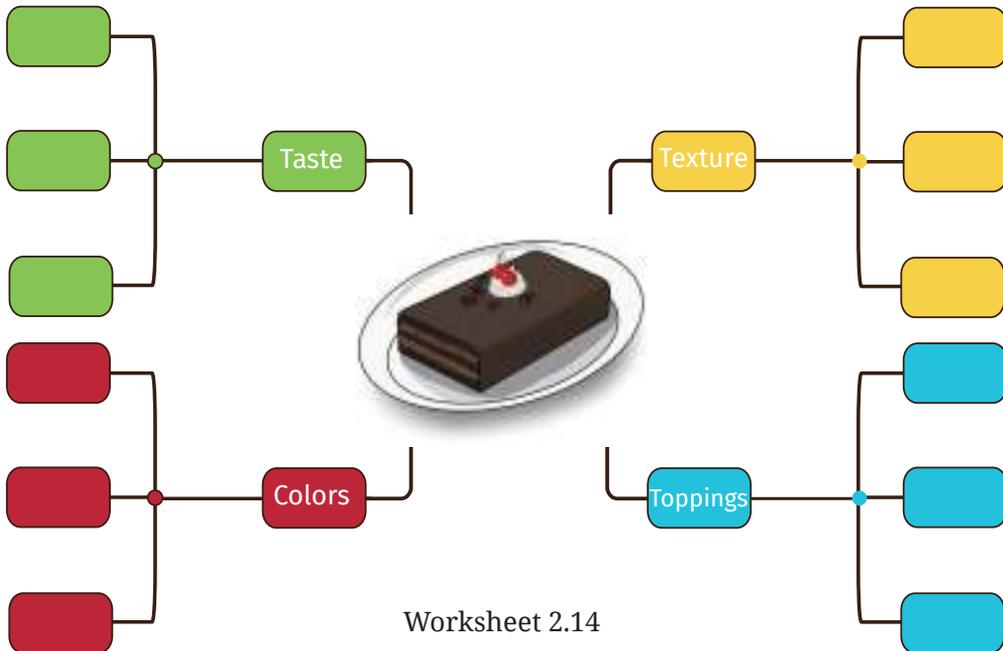
Picture 2.5 Monita's shopping list.

b. Read the text about Monita's cake. See the **Wordbox**.



Picture 2.6 Monita's post about her cake

c. Fill in the blanks in the mind map based on the text in **Picture 2.6**.



d. Answer the questions based on the text in **Picture 2.6**.

1. How many layers does Monita's cake have?

2. What are the toppings?

3. How does the cake taste?

4. What kind of drinks does she have when she eats the cake?

5. Where can we get the recipe?

Worksheet 2.15



Section 4 – Your Turn: Reading



Work with a classmate. Mind map the texts below. See the **Wordbox**.



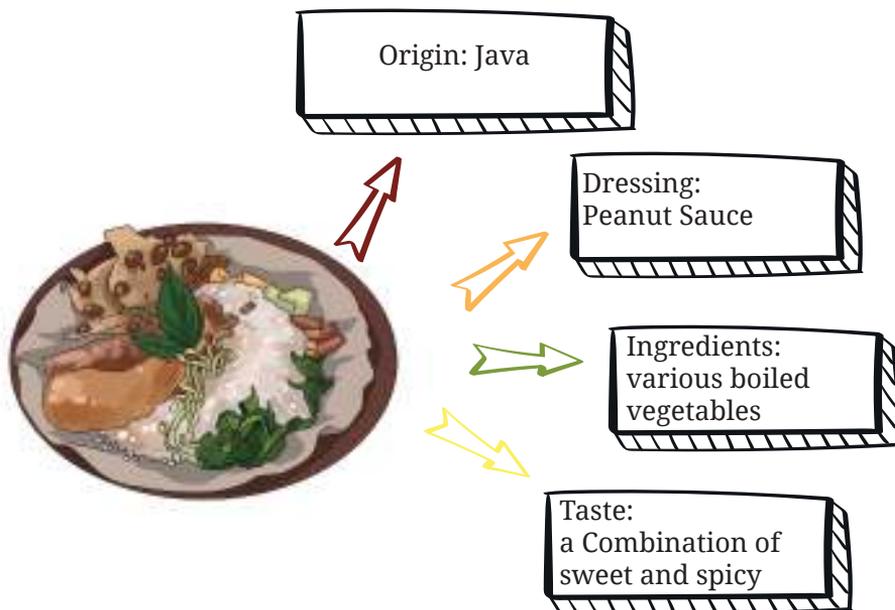
My favorite food is Pecel.

Pecel is a traditional Javanese salad.

It consists of various boiled vegetables.

It uses peanut sauce as a dressing.

The taste is a combination of sweet and spicy.





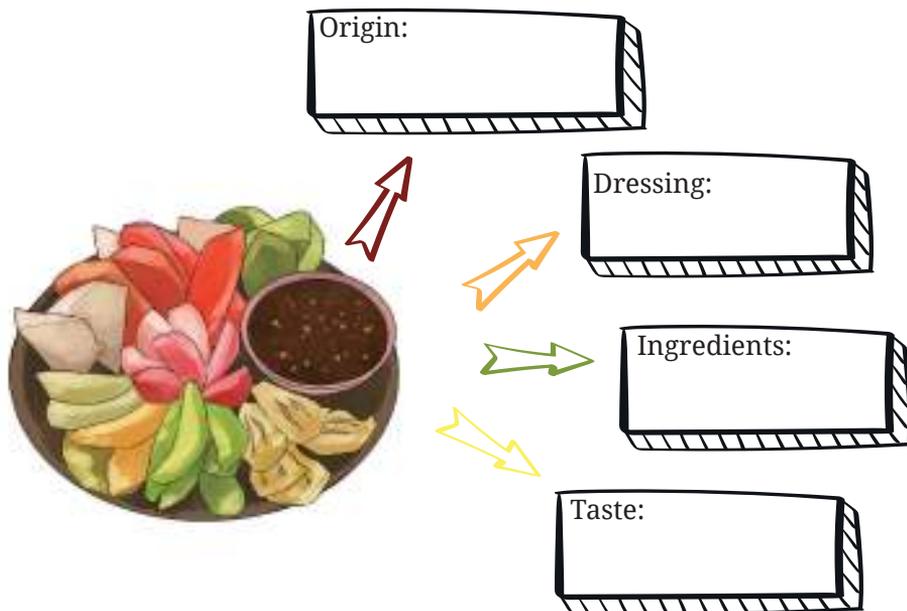
My Mom loves Rujak.

Rujak is a well-known dish in Indonesia.

It is a mixture of various sliced fruits.

It uses spicy palm sugar as a dressing.

The taste is sweet, hot, and spicy.



Worksheet 2.16



Section 5 – Language Focus

We use **a** and **an** with singular nouns. We use **a** before a consonant sound and **an** before a vowel sound.

- Monita is going to make **a cake**.
- Galang's mom asked him to buy **a bottle** of cooking oil.
- I have **a glass** of milk and **an omelet** for breakfast.
- Monita's father uses **an apron** when he cooks.

A and **an** are called articles. We don't usually use articles for:

1. People's names: My best friend is called **Nuno**.
 2. Countries: Is he from **Malaysia**?
 3. Meals: I have **breakfast** at 7 o'clock.
- a. Circle the article in the brackets (**a/an**) that completes each sentence correctly. See the **Wordbox**.

- 
1. Monita needs (a/an) oven to bake the cake.
 2. It takes (a/an) month for Monita to learn to make a black forest.
 3. Would you like (a/an) pack of cassava chips?
 4. There is (a/an) orange in the fridge.
 5. Can I have (a/an) bowl of soup, please?
 6. There is (a/an) egg in the basket.
 7. Monita's father makes (a/an) plate of fried rice for breakfast.
 8. Monita is reading (a/an) recipe.

Worksheet 2.17

Did You Know?

Tea Time

Every country has a tea culture.

It's more than just a beverage.

It's all about culture and the people.

In Great Britain, for example, tea time is a light meal in the afternoon.

British tea is usually served with both sweet and savory snacks.

Tea is the drink for any emotional situation. People drink it in hot and cold weather. In Turkey, people start their day with a cup of tea and drink it throughout the day. Tea is the drink of choice for breakfast, snacks, and meetups with friends. If you visit a Turkish household, your host will first offer you a cup of tea to welcome you.



Enrichment: Guessing Game

What is it?

It is an Indonesian traditional dessert. It is made of banana, brown sugar, coconut milk, and pandanus leaf. It is very popular in the holy month of Ramadan.

What is it?

It is an Indonesian traditional snack. It is made of banana. It is deep fried in hot oil. Some people add chocolate sprinkles on top of it.

What is it?

It is one of the very popular chocolate cakes. It is made of layered sponge cakes. Usually, it is covered with whipped cream and topped with some cherries.

What is it?

It is an Indonesian traditional iced dessert. It contains rice flour jelly, coconut milk, and palm sugar syrup. It tastes creamy and sweet.

Unit 3. A Secret Recipe

Section 1 – Say What You Know



Picture 2.7 Cooking

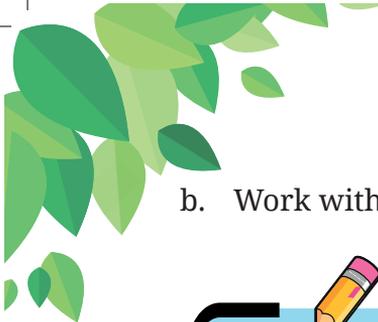
- Do you help your parents in the kitchen?
- Name three cooking utensils you can find in the kitchen.
- Name three cooking ingredients you can find in the kitchen

Section 2 – Language Focus

- Look at the **Picture 2.7** again. Label the picture with the correct number based on the list of utensil names in Table 2.2. See the **Wordbox**.

Table 2.2

1. ladle	4. wok	7. stove	10. knife
2. spoon	5. saucepan	8. pan	11. napkin
3. fork	6. spatula	9. tongs	12. chopstick



b. Work with a friend and discuss the following questions



1. What do you do with the utensils in the kitchen?

I use the ladle to _____

I use the spoon to _____

I use a napkin to _____

2. What do you do with the ingredients in the kitchen?

I _____ the vegetable into small pieces.

I _____ the stove to start cooking.

I _____ the oil into the pan.

Worksheet 2.18

c. Now, match the action verbs on the left column and the suitable description on the right column. See the **Wordbox**.

1. heat	a. the carrot and the potato
2. cut	b. the vegetable into small pieces
3. stir	c. the oil in the pan
4. mix	d. the water into the pan
5. turn on	e. the salt into the fried rice for seasoning
6. pour	f. the rice and the egg in the pan
7. put in	g. the stove
8. peel	h. the butter and flour mixture well

Worksheet 2.19

Section 3 – Reading



- a. Learn the words in the box. Then, label **Worksheet 2.20** with the correct words from the box.

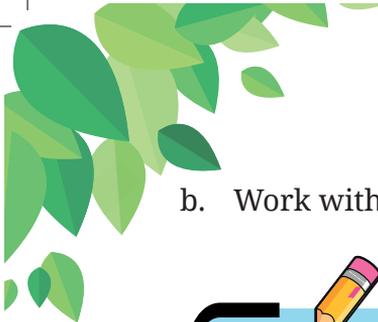
utensils

ingredients

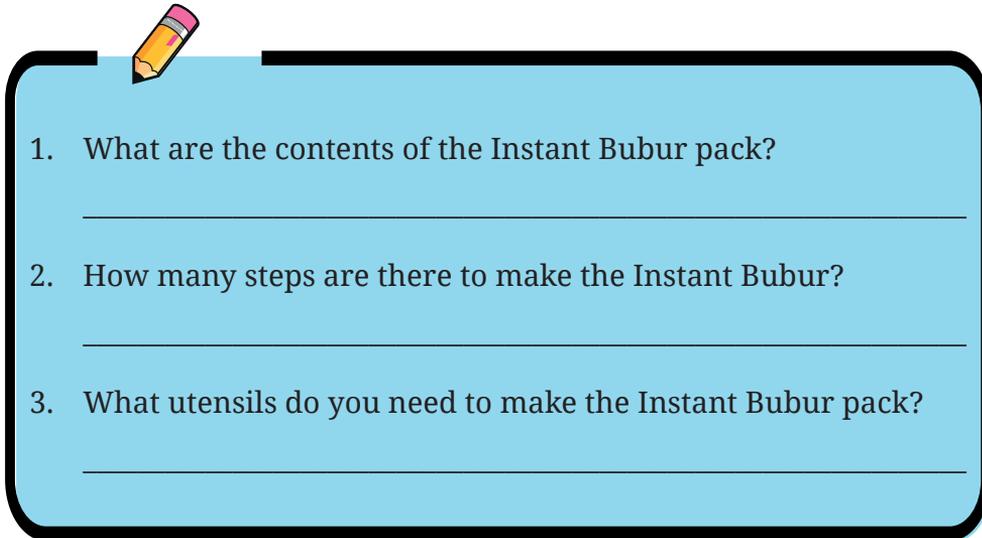
cooking steps



Worksheet 2.20



b. Work with a friend and answer the following questions.



1. What are the contents of the Instant Bubur pack?

2. How many steps are there to make the Instant Bubur?

3. What utensils do you need to make the Instant Bubur pack?

Worksheet 2.21

c. Discuss with your friend to write the cooking steps.



Step 1: _____

Step 2: _____

Step 3: _____

Step 4: _____

Step 5: _____

Worksheet 2.22

Section 4 – Reading



- a. Read the text. See the **Wordbox**.

Galang wants to try to cook dinner tonight. He prepares the cooking utensils. His mom writes a fried rice recipe for him. He looks up the recipe before he cooks.

Recipe for Traditional Fried Rice

Cooking utensils:

1. a wok
2. a spatula
3. a knife
4. a chopping board

Ingredients:

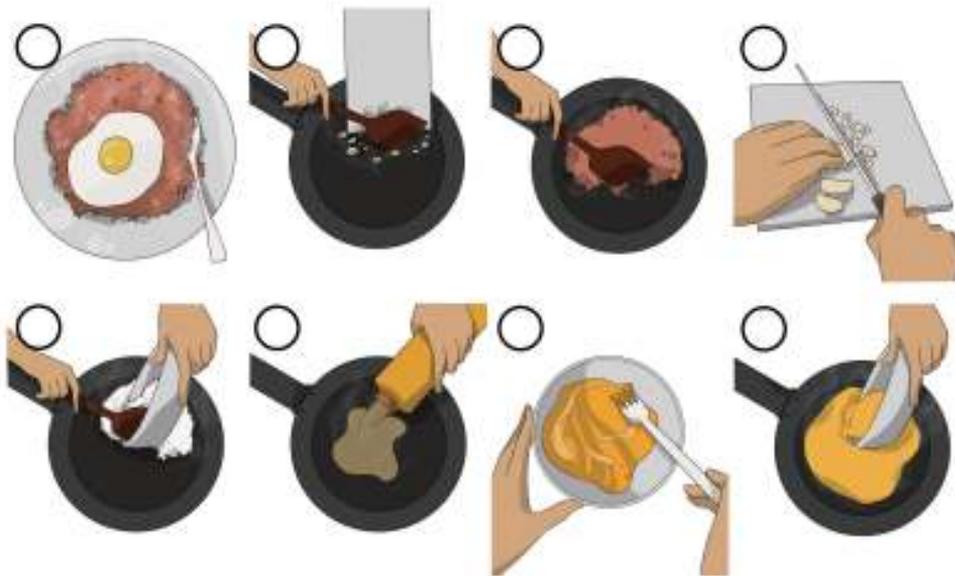
1. Cooked rice
2. Cooking oil
3. Eggs
4. Garlic
5. A pinch of salt

Steps:

1. Beat the egg.
2. Crush the garlic and cut it into smaller pieces.
3. Heat some cooking oil in the pan.
4. Put the eggs into the pan.
5. Stir the egg and scramble it.
6. Put in the garlic.
7. When the garlic smells nice, put the cooked rice into the pan.
8. Put a pinch of salt for seasoning.
9. Mix the rice and the salt evenly.

Now, the special fried rice is ready to eat.

b. Number the order of the cooking steps based on the text.



Worksheet 2.23

c. Let's learn the structure of Procedural text.

Procedural texts can be used to describe activities that include several steps to achieve the goal, such as cooking, making origami, and ordering online food. In the text, we have learned the steps of making fried rice. The table shows the structure of a procedural text.

Table 2.3

Structure	Description
The goal of the activity	Say what you are trying to do or make
Materials	List ingredients or tools
Steps	List steps of the activity. In a procedural text, the order of the steps is indicated using conjunctions such as first, second, then, next, and finally.

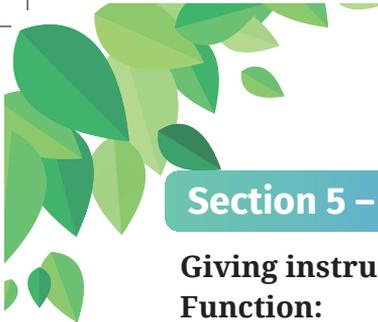


d. Observe the structure of a procedure text.

Table 2.4

Structure	Text
The goal of the activity (Say what you are trying to do or make)	Cooking fried rice.
Materials (List ingredients or tools)	Cooking utensils: 1. a wok 2. a spatula 3. a knife 4. a chopping board Ingredients: 1. Cooked rice 2. Cooking oil 3. Eggs 4. Garlic 5. A pinch of salt
Steps (List steps of the activity)	Steps: 1. Beat the egg. 2. Crush the garlic and cut it into smaller pieces. 3. Heat some cooking oil in the pan. 4. Put the eggs into the pan. 5. Stir the egg and scramble it. 6. Put in the garlic. 7. When the garlic smells nice, put the 8. cooked rice into the pan. 9. Put a pinch of salt for seasoning. 10. Mix the rice and the salt evenly.
Comment	Now, the special fried rice is ready to eat.





Section 5 – Language Focus

Giving instructions.

Function:

Giving a command or instruction is to tell us to do something

Form:

The form of an English imperative sentence uses the **base verb** with **no subject**. It may end with a **full-stop/period (.)** or an exclamation mark/point (**!)**. Imperative sentences can be in **positive** or **negative** form, and can refer to **present** or **future** time. Look at these examples:

Positive imperative	Negative imperative
Heat the oil in the pan. Cut the garlic into small pieces.	Don't forget to put in some salt. Don't put chili in the fried rice.

Write an instruction for the following situations. See the **Wordbox**.



1. Situation:

Monita's mom wants her to help by taking some eggs from the fridge.

Answer: Take some eggs from the fridge.

2. Situation:

Monita and her mom are in the kitchen. She wants Monita to peel and cut the carrot to make vegetable soup.

Answer:

3. Situation:

Ibu Posma asks Sinta to buy cooking oil.

Answer:



4. Situation:

Ibu Posma asks Galang to prepare some plates for dinner.

Answer:

5. Situation:

Sinta asks Ara to wash her hands.

Answer:

Worksheet 2.24

Section 6 – Writing



a. Put the following process into the correct order.

		
MIXING BOWL - WATER	FLOUR - SUGAR	PEEL - BANANA
		
BANANA FRITTERS	ROLL - DOUGH	PAN - HOT OIL

Worksheet 2.25



- b. Write the process of making banana fritters. You can use **first**, **second**, **then**, **next**, and **finally** to indicate the order.

Structure	Text
The goal of the activity (Say what you are trying to do or make)	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
Materials (List ingredients or tools)	<p>Cooking utensils:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>Ingredients:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
Steps (List steps of the activity)	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
Comment	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>



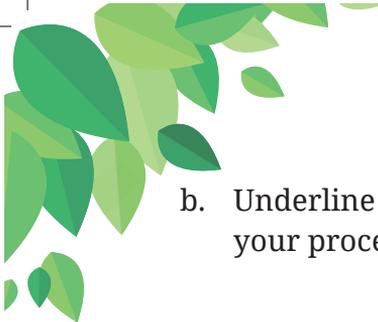
Section 7 – Your Turn: Writing



- a. You are going to write a recipe for making sweet potato fritters. Put a tick on the picture of the ingredients and tools that you need.



Worksheet 2.27

- 
- b. Underline the suitable action words/verbs that you need to write your procedural steps. See the **Wordbox**.



Worksheet 2.28

- c. Now, complete the recipe for making sweet potato fritters



The image shows a notebook page with a recipe template. At the top, there is a teal tab. The title is "Sweet potato fritters recipe". Below the title, there are three sections with dashed lines for writing: "Cooking utensils:", "Ingredients:", and "Cooking steps:". The "Cooking steps:" section has seven lines of dashed lines.

Worksheet 2.29





Enrichment: Writing



a. Planning and brainstorming.



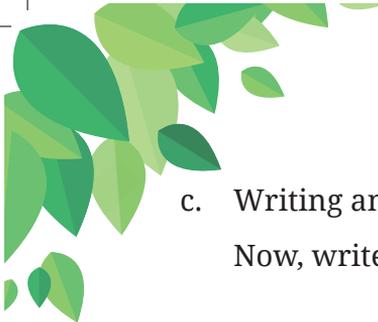
1. Think about the vegetables that you want to cook and other ingredients that you may need.
2. Think about the utensils that you need.
3. Think about the steps of making it.

Worksheet 2.30

b. Outlining and drafting.

<p>The goal of the activity (The type of cooking you want to make)</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>Materials (A list of ingredients and utensils that you need)</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>Steps (The steps of making it)</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>Comment</p>	<p>.....</p>

Worksheet 2.31



c. Writing and editing.

Now, write your procedural text here.



Worksheet 2.32



Learning Reflection

Name _____ Chapter _____ Date _____

How well did I do in Chapter 2?

A

Rate yourself by drawing an emoji next to each statement

Not So Well

OK

Very Well



I can describe people's favorite meal.



I can ask and give information about people's favorite meal.



I can use the correct article before a word.



I can write a description text.



I can describe how foods are cooked.



I can use imperative sentences.



I can write a procedure text.



B I learned these new words:

C I liked the Neighbourhood Walk



I liked the guessing game



D I share with my friends. I tell them my family's favorite food and drinks.

My Parent's signature



Wordbox



Unit 1 - Section 1.a

fried rice = *nasi goreng*
chips = *keripik*
fried fish = *ikan goreng*
sweet tea = *teh manis*



Unit 1 - Section 1.b

main meal = *makanan utama*
breakfast = *sarapan*
lunch = *makan siang*
dinner = *makan malam*



Unit 1 - Section 3.a

banana fritters = *pisang goreng*
hurry = *buru-buru*
chew = *kunyah*
“What are you having, Monita?” = “*Apa yang kamu punya, Monita?*”
“I woke up late” = “*Aku bangun kesiangan.*”
“I hurried to school so that I didn’t have time for having breakfast at home” = “*Aku buru-buru ke sekolah jadi aku tidak punya waktu untuk sarapan.*”
“Chew your food slowly” = “*Kunyah makanan mu pelan-pelan.*”



Unit 1 - Section 2.a

promotion = *promosi*
delicious = *enak*
“I have cooked special food for our lunch” = “*Saya sudah memasak makanan spesial untuk makan siang kita.*”
“What are we celebrating?” = “*Apa yang kita rayakan?*”



Unit 1 - Section 3.c

taste = *rasa*

plain = *hambar*

spicy = *pedas*

savory = *gurih*

sour = *kecut*

soft = *lembut*

“What does the rica-rica chicken taste like?” = “*Bagaimana rasa ayam rica-rica?*”

Unit 1 - Section 4.a

crunchy = *garing*

sticky = *lengket*

greasy = *berminyak*

bitter = *pahit*

salty = *asin*

Unit 1 - Section 6.a

“What do you like having for your main meal?” = “*Apa makanan utama yang kamu suka?*”

Unit 2 - Section 2.b

golden brown = *coklat keemasan*

almost = *hampir*

grated cheese = *keju parut*

palm sugar = *gula aren*

Unit 2 - Section 3.b

wink = *mengedipkan sebelah mata*

layers = *lapisan*

several = *beberapa*

spongy = *kenyal*

fluffy = *empuk*

Unit 2 - Section 4

various = *beragam/ beraneka macam*

boiled = *direbus*

dressing = *saus (untuk salad)*

combination = *kombinasi*

well-known = *terkenal*

mixture = *campuran*

sliced = *potongan/iris*

ingredient = *bahan*

origin = *asal (dari)*

Unit 2 - Section 5

bake = *memanggang*

fridge = *kulkas*

basket = *keranjang*

recipe = *resep*



Unit 3 - Section 2.a

ladle = *sendok besar*
spoon = *sendok*
fork = *garpu*
wok = *wajan*
saucepan = *panci*
stove = *kompot*

pan = *wajan datar*
tongs = *penjepit*
knife = *pisau*
napkin = *serbe*
chopstick = *sumpit*
utensils = *peralatan*
ingredients = *bahan-bahan*

Unit 3 - Section 2.c

heat = *panaskan*
stir = *aduk*
pour = *tuang*
peel = *kupas*

Unit 3 - Section 7.b

boil = *mendidihkan*
spread = *sebar*
prepare = *siapkan*
fry = *menggoreng*
take out = *mengeluarkan*

Unit 3 - Section 4.a

beats = *mengaduk (misalnya telur)*
crushes = *menghancurkan*
smaller = *lebih kecil*
scrambles = *mengorak-arik*
ingredients = *bahan-bahan*
evenly = *merata*

cooked rice = *nasi matang*
cooking oil = *minyak*
a pinch of salt = *sejumput garam*
ready to eat = *siap untuk disantap/dimakan*

Unit 3 - Section 5

“Monita’s mom wants Monita to help her take some eggs from the fridge.” = *“Ibunya Monita ingin Monita untuk membantunya mengambil beberapa telur dari kulkas.”*

“She wants Monita to peel and cut the carrot to make vegetable soup.” = *“Dia ingin Monita untuk mengupas dan memotong wortel untuk membuat sayur sop.”*