<table>
<thead>
<tr>
<th>Theme: Food</th>
<th>Topic: Making Salad</th>
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</thead>
<tbody>
<tr>
<td>Stage: 1</td>
<td>CLB Outcome Level(s): 2 - 3</td>
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</table>

**Task:** Learners plan and prepare a salad in class.

**Estimated time for the task:** 3 – 4 hours

**CLB Outcomes**

*By the end of this topic, learners will be able to …*

**Speaking**
- describe briefly an object, daily routine (3)

**Listening**
- follow an expanded range of common basic cooking instructions (3)

**Reading**
- get information from very basic short texts (2)

**Writing**
- copy information (2)

**Suggested Resources**

- Canadian Crossroads 2 – text, cassette; Canadian Concepts 2, A Conversation Book (1)
- simple cookbook
- grocery store flyers
- cooking tools and utensils

**Suggested Community Contacts**

- visit local grocery store

**Language Focus**  *Grammar, vocabulary, pronunciation*

- vocabulary: food and cooking words (kitchen utensils, gadgets), vegetables
- grammar: verbs related to topic - cut, chop, slice, put, mix, etc.; basic sentence structure (S-V-O)
Developing the skills
To achieve the outcomes learners could …

1. Warm-up – Teacher (est. 30 mins.):
   • brings salad-making supplies/photos
   • brainstorms to get correct spelling, names of supplies
   • reviews questions using “how much” and ‘how many”
   • reviews the use of helping verbs to make questions
   • asks about likes/dislikes
   • asks about salad preferences

2. Vocabulary-building Task – Learners (est. 20 mins.):
   • label vegetables and answer questions

3. Reading Task – Learners (est. 30 mins.):
   • read text about vegetables and highlight vegetable names
   • work in pairs to complete chart of ways to eat vegetables (Can. Concepts 2 pages 78 -79.

4. Listening Task – Teacher distributes 2- 4 step instructions in scrambled order (est. 20 mins.):
   • learners listen to instructions for making salad
   • reorder steps
   • compare with a partner

5. Speaking and Listening Task - Learners (est. 45 mins.)
   • work in small groups/pairs to:
   • identify kitchen utensils and gadgets for making salad (e.g., peeler, tongs, spinner, grater, knife, spoon)
   • identify the purpose of each (e.g., It washes vegetables. It cuts vegetables, etc.)
   • complete question sheet together (fill in gapped instructions for making salad)

6. Listening Task - Learners (est. 30 mins.):
   • prepare shopping list by checking the items they hear on an audio tape
   • listen again for quantities

7. Final Task (Speaking) - Learners (est. 1 hour):
   • in groups, using a cooking show format, plan and prepare a salad
   • describe how to prepare a salad

Writer: Arush D’Silva
### SAMPLE LESSON PLANS FEEDBACK FORM

**I have used the lesson plan on:**

<table>
<thead>
<tr>
<th>THEME</th>
<th>TOPIC</th>
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**MONTH POSTED**

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**I used the lesson plan with these changes...**

**Another task to add to this lesson plan could be...**

**Here are some additional resources for this lesson ...**

**In general, I have found the sample lesson plans to be:**

<table>
<thead>
<tr>
<th>Very useful</th>
<th>Somewhat useful</th>
<th>Not useful</th>
</tr>
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</table>

*Please circle your response*

**COMMENTS:**

**CCLB Fax #: (613) 230-9305**