



Theme: Food	Topic: Making Salad
Stage: 1	CLB Outcome Level(s): 2 - 3
Task: Learners plan and prepare a salad in class.	
Estimated time for the task: 3 – 4 hours	
<p>CLB Outcomes <i>By the end of this topic, learners will be able to ...</i></p> <p>Speaking</p> <ul style="list-style-type: none"> describe briefly an object, daily routine (3) <p>Listening</p> <ul style="list-style-type: none"> follow an expanded range of common basic cooking instructions (3) <p>Reading</p> <ul style="list-style-type: none"> get information from very basic short texts (2) <p>Writing</p> <ul style="list-style-type: none"> copy information (2) 	
<p>Suggested Resources</p> <ul style="list-style-type: none"> Canadian Crossroads 2 – text, cassette; Canadian Concepts 2, A Conversation Book (1) simple cookbook grocery store flyers cooking tools and utensils 	<p>Suggested Community Contacts</p> <ul style="list-style-type: none"> visit local grocery store
<p>Language Focus <i>Grammar, vocabulary, pronunciation</i></p> <ul style="list-style-type: none"> 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



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SAMPLE LESSON PLANS FEEDBACK FORM

I have used the lesson plan on:

THEME _____

TOPIC _____

MONTH POSTED _____

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:

Very useful

Somewhat useful

Not useful

Please circle your response

COMMENTS:

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