



<b>Theme:</b> Food	<b>Topic:</b> Cooking
<b>Stage:</b> 1	<b>CLB Outcome Level(s):</b> 4
<b>Task:</b> Learners prepare a recipe and serve a favorite dish. Prepare a class cookbook of multicultural recipes.	
<b>Estimated time for the task:</b> 4 hours plus cookbook preparation.	
<p><b>CLB Outcomes</b>  <i>By the end of this topic, learners will be able to ...</i></p> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• express food preferences (4)</li> <li>• give a set of simple everyday instructions using connected discourse (4)</li> <li>• ask and respond to simple familiar questions (4)</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• follow sets of sequentially presented four-to five-clause everyday instructions (4)</li> <li>• identify specific factual details in casual small talk (4)</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• follow the sequence of a simple six-step instructional texts (4)</li> <li>• get information from flyers (4)</li> <li>• understand the key information and details of a simple, explicit two-to-three paragraph texts (4)</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• copy short texts to record information to complete tasks (4)</li> </ul>	
<p><b>Suggested Resources</b></p> <ul style="list-style-type: none"> <li>• The Oxford Picture Dictionary—Canadian Edition. Unit 4: Food Preparation)</li> <li>• recipes</li> <li>• Food Network Canada—T.V. channel</li> <li>• Take Part. Unit 5: Food for Thought.</li> </ul>	<p><b>Suggested Community Contacts</b></p> <ul style="list-style-type: none"> <li>• local grocery store</li> <li>• visit to a public library</li> <li>• invite a guest speaker – cooking teacher, chef</li> </ul>
<p><b>Language Focus</b> <i>Grammar, vocabulary, pronunciation</i></p> <ul style="list-style-type: none"> <li>• vocabulary: weights and measures; food preparation; cooking utensils</li> <li>• grammar: past participles as adjectives; Wh- questions; imperative forms;</li> <li>• discourse connectors of time, sequence, and process</li> </ul>	

**Developing the skills**

*To achieve the outcomes learners could ...*

1. Warm-up – Teacher (est. 1.5 hours):
  - invites students to talk about their own favorite recipes
  - respond to questions such as: What is the name of that recipe? How do you prepare it? What is the best way to...?
  - leads class discussion of differences in food preparations across cultures
  - plays a short video recording of a cooking show, or brings pictures of recipes
2. Vocabulary-building Task – Learners, using a six-step simple recipe (est. 45 mins):
  - identify and underline verbs describing food preparation (e.g., break, beat, grate, steam, simmer, peel...)
  - identify and underline the past participles used as adjectives (e.g., sliced, trimmed, chopped, minced, halved..)
  - identify and underline the discourse connectors (e.g., first, then, now, finally)
  - list and discuss new vocabulary
3. Listening Task – Learners (15 mins.):
  - fill in missing information on an audio-taped recipe provided by teacher
  - compare what was heard
4. Reading Task – (1 hour)
  - teacher distributes several scrambled recipes to groups of learners.
  - learners re-order recipe using discourse connectors
  - read recipe to class
5. Reading and Writing Task – Learners (45 mins):
  - using recipes provided by teacher, write a shopping list of items needed to
6. Community Contact Task – Learners take list to a local store: find ingredients and determine the approximate cost for preparation of the recipe.
7. Final Task – Learners ( 1 hour):
  - prepare a favourite recipe and bring to class
  - respond to casual questions about how the recipe was prepared, why it was chosen, etc. AND/OR
  - prepare a class cookbook