<table>
<thead>
<tr>
<th>Theme:</th>
<th>Food</th>
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<tbody>
<tr>
<td>Topic:</td>
<td>Cooking</td>
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<tr>
<td>Stage:</td>
<td>1</td>
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<td>CLB Outcome Level(s):</td>
<td>4</td>
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**Task:** Learners prepare a recipe and serve a favorite dish. Prepare a class cookbook of multicultural recipes.

**Estimated time for the task:** 4 hours plus cookbook preparation.

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

**Speaking**
- express food preferences (4)
- give a set of simple everyday instructions using connected discourse (4)
- ask and respond to simple familiar questions (4)

**Listening**
- follow sets of sequentially presented four-to five-clause everyday instructions (4)
- identify specific factual details in casual small talk (4)

**Reading**
- follow the sequence of a simple six-step instructional texts (4)
- get information from flyers (4)
- understand the key information and details of a simple, explicit two-to-three paragraph texts (4)

**Writing**
- copy short texts to record information to complete tasks (4)

**Suggested Resources**
- recipes
- Food Network Canada—T.V. channel
- Take Part. Unit 5: Food for Thought.

**Suggested Community Contacts**
- local grocery store
- visit to a public library
- invite a guest speaker – cooking teacher, chef

**Language Focus  Grammar, vocabulary, pronunciation**
- vocabulary: weights and measures; food preparation; cooking utensils
- grammar: past participles as adjectives; Wh- questions; imperative forms;
- discourse connectors of time, sequence, and process
**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

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