

Unit overview

Unit Healthy recipes

Date

Level / age 3/8

Text type (narrative, factual description, procedure...):

Recipe

= General aim of the unit

Text selected

written/oral/visual: written

Author:

Available at:

<https://learnenglishteens.britishcouncil.org/skills/writing/elementary-a2-writing/recipe>

Teaching points – specific aims (as relevant)

		Teaching point	Level expected
Textual	Text features (organization of ideas; narrator; use of direct speech; paragraphing; etc.)	title, a list of the ingredients, a set of instructions for preparing a particular dish (fruit/vegetables salad)	Pupils use the appropriate layout of a recipe.
	Text effect (creating tension; vividness of descriptions; objectivity; coherence; etc.)	person is not named, imperatives are used	Pupils write action verbs (imperatives) correctly. The cooking procedure is written in the correct order.
Linguistic	Language functions / structures	giving instructions, sequencing	Pupils write the instruction in the correct order.
	Vocabulary	fruit and vegetables, kitchen tools, action verbs	Pupils name and write all the ingredients, kitchen tools needed for their recipes. The cooking procedure includes action verbs.
	Pronunciation	x	x
	Academic language features	x	x
Cultural		x	x
Strategic (learning and thinking strategies)		using a graphic organizer to represent the text, using a mind map to organize the process of writing	Pupils organize their thoughts and ideas by using a graphic organizer and mind map.

Cross-curricular links	mathematics - units of weight, social studies - healthy diet	Students name units of weight and change kilograms into decagrams/grams. Students discuss the importance of a healthy diet.
Emotional skills	x	x
Development of values	x	x

Unit Plan

RECEPTION

A. Reading

Phase I. Pre-reading / listening (create hook / open gateway to literacy / contextualize / aid understanding)

Task(s)	Teaching point(s) – refer to table on p. 1	Language skill(s) practiced	Grouping/classroom setup	Teaching materials	Timing / lesson no.
Teacher introduces the topic by telling the pupils some real facts about piranhas - habitat, food.	introducing the pupils to the topic	listening and speaking	teacher - whole class	a photograph of piranhas; a book <i>Piranhas Don't eat bananas</i> by Aaron Blabey	2 min / 1
Teacher reads the story <i>Piranhas don't eat bananas</i> to the class.	fruit and vegetables vocabulary	listening	teacher – whole class	a book <i>Piranhas don't eat bananas</i> by Aaron Blabey	3 min / 1
Pupils talk about what piranhas eat and what they don't eat. What about pupils? Do they like to eat fruit and vegetables? Pupils choose from a list of fruit and vegetables what they do/don't like. Pupils share their opinion with their partners.	fruit and vegetables vocabulary; I like/I don't like _____. My favourite fruit is _____.	speaking and writing	in pairs, individually	likes and dislikes worksheet	20 min / 1

Brainstorm: Why healthy diet is important? What about the slogan “we are what we eat”? * <u>OPTIONAL</u> : We can ask pupils: Which part of the plant do we eat? (pre-teaching words: roots, leaves, stem, flowers, fruit)					
Vocabulary games (matching game, bam, pictiary)	fruit and vegetables vocabulary	speaking	in groups	vocabulary games, paper, pencils, instructions of the games	20 min / 1
Game “Silly Pirahna” - as the repetition of the vocabulary from lesson 1.	fruit and vegetables vocabulary	speaking	teacher - whole class	fruit and vegetables flashcards, instructions of the games	10 min / 2

Phase II. Understanding and connecting (literal understanding, inferring meaning, interpreting, relating to own experience, responding)

Task(s)	Teaching point(s) – refer to table on p. 1	Language skill(s) practiced	Grouping/classroom setup	Teaching materials	Timing / lesson no.
Teacher presents a visual layout of a recipe (without written words). Which text features can be identified? Which text type is it?	the layout of a recipe	speaking	teacher – whole class	a visual layout of a recipe without the words	3 min / 2
Pupils read separate sections of the text and try to organise them into the graphic organizer.	using a graphic organizer to represent the text	reading, speaking	in pairs	a recipe of pasta with bacon and tomato sauce: (https://learnenglish-teens.britishcouncil.org/skills/writing/elementary-a2-writing/recipe), cut into separate	5 min / 2

				sections (title, picture, ingredients, instructions), graphic organizer	
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B. Observing: recognizing text features (structure, narrator, vivid descriptions, factual information, objectivity of tone...)

Task(s)	Teaching point(s) – refer to table on p. 1	Language skill(s) practiced	Grouping/classroom setup	Teaching materials	Timing / lesson no.
Pupils read through the recipe they put together in the previous task and write down the words from the text to the suitable column (food, kitchen tools, action verbs).	vocabulary (fruit and vegetables, kitchen tools, action verbs)	reading, writing	individually	vocabulary categories worksheet (fruit and vegetables, kitchen tools, action verbs)	10 min / 2
Teacher and pupils discuss about the selected words. What do they tell us? Why are they important? How are they formed? Is the person named?	person is not named, action verbs (imperatives)	speaking	teacher – whole class	/	5 min / 2
Pupils are given three texts - recipe of smoothie, description of a fruit and a poem about vegetable and fruit. They read the texts and try to compare them, find the differences.	text features recognition	reading and speaking	teacher - whole class	types of texts - description of fruit, poem “Rabbit Habit”, a smoothie recipe	12 min / 2

C. Analysing: recognizing and practising language features (language functions, vocabulary, pronunciation)

Task(s)	Teaching point(s) – refer to table on p. 1	Language skill(s) practiced	Grouping/classroom setup	Teaching materials	Timing / lesson no.
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<p>Before the lesson teacher prepares the bank of extended vocabulary (kitchen tools, action verbs), cuts the word cards out and sticks them around the classroom. On the carpet there is a big card with two columns - kitchen tools, action verbs. Students stand up, walk around the class and try to put the found words in the correct place on the big card.</p> <p><u>*OPTIONAL:</u> What are these tools made of?</p>	<p>vocabulary (kitchen tools, action verbs), understanding and following instructions</p>	<p>speaking</p>	<p>individually</p>	<p>word cards: kitchen tools, action verbs</p>	<p>5 min / 3</p>
<p>Teacher checks it with the students and shows the flashcards.</p>	<p>vocabulary (kitchen tools, action verbs)</p>	<p>speaking</p>	<p>teacher - whole class</p>	<p>action verbs flashcards, kitchen tools flashcards</p>	<p>15 min / 3</p>
<p>Drilling activities - games (<u>matching</u>: half of the class gets word cards, half of the class gets flashcards, their task is to find a partner; <u>making sentences</u>: three different groups of word cards on the floor (fruit and vegetables, action verbs, kitchen tools) - Pupils are sitting down and the teacher says “Ana, put the knife in the bowl”, so this pupil stands up, takes the mentioned word cards and puts them in the correct order.</p>	<p>vocabulary (fruit and vegetables, kitchen tools, action verbs)</p>	<p>speaking</p>	<p>teacher - whole class</p>	<p>action verbs flashcards, kitchen tools flashcards</p>	<p>15 min / 3</p>
	<p>vocabulary (units of weight)</p>	<p>speaking</p>	<p>teacher - whole class</p>	<p>x</p>	<p>10 min/ 3</p>

<p><u>Elements of mathematics:</u> teacher introduces the units of weight (kilograms, decagrams, grams) and explains that we use them when we read/write recipes. Students with the teacher's help try to change kilograms into decagrams etc.</p>					
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PRODUCTION

A. Guided production (ordering parts of text, creating vivid descriptions, make information factual, creating word banks, changing the register, finding and correcting mistakes, etc.)

Task(s)	Teaching point(s) – refer to table on p. 1	Language skill(s) practiced	Grouping/classroom setup	Teaching materials	Timing / lesson no.
Teacher chooses one of the smoothie recipes and cuts it out into pieces. Pupils read given pieces of a smoothie recipe and try to put them in order. <i>*OPTIONAL: different levels of texts</i>	giving instructions	reading	in pairs	smoothie recipes	15 min / 4
One pupil reads a recipe and gives instructions on how to prepare a fruit/vegetable salad, the other pupil gets pictures that represent the same recipe and orders them.	giving and following instructions	reading out loud, listening	in pairs	salad recipes, vocabulary small cards	15 min / 4
Gap fill: Pupils read the recipe without imperatives and insert the verbs into the text.	giving instructions	reading, writing	individually	gap fill	15 min / 4

B. Free production (planning, organizing, drafting, editing...)

Task(s)	Teaching point(s) – refer to table on p. 1	Language skill(s) practiced	Grouping/classroom setup	Teaching materials	Timing / lesson no.
Teacher and pupils discuss about the criteria of success and create the table with self-assessment, peer-assessment, teacher-assessment.	text features recognition, organisation of ideas	speaking	teacher - whole class	criteria - writing a recipe	10 min / 5

Pupils look at the word bank, which is on the blackboard, and make a mind map with three categories (fruit and vegetables, kitchen tools, imperatives) in which they write the words they will later use in their own recipe.	organisation of writing	writing	individually	paper, pencils, a mind map with three categories	10 min / 5
Pupils create their first draft by writing the headings and their own recipe into a graphic organizer.	organisation of writing, the layout of a recipe	writing	individually	graphic organizer	15 min / 5
Pupils read their own recipe and fill in the self-assessment column. Then pupils read their partner's recipe and fill in the peer-assessment column. Pupils improve their recipes.	precision self- and peer-evaluation	reading	individually	paper, pencils, criteria - writing a recipe	10 min / 5
Teacher reads through pupil's recipes and fills in the teacher-assessment column.				criteria - writing a recipe	
Pupils write a final copy of their recipe and draw a picture of the salad. We collect all the recipes and create a salad cookbook.	precision	writing	individually	graphic organizer	45 min / 6
* <u>OPTIONAL</u> : We divide pupils into three groups. Each group draws a name card from the bag and the whole group prepares a salad according to that pupil's recipe.	understanding and following instructions	reading, speaking	in groups	salad ingredients, cards with pupils' names in the bag	45 min / 7



Co-funded by the
Erasmus+ Programme
of the European Union