
WORLD OF THE KITCHEN –

KITCHEN OF THE WORLD

FOOD AND DRINKS, NATIONAL CUISINE

Type of module	Using the Internet
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Target group	12–15-year-old learners
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Level	A1
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A kiadvány az Educatio Kht. kompetenciafejlesztő oktatási program kerettanterve alapján készült.

A kiadvány a Nemzeti Fejlesztési Terv Humán erőforrás-fejlesztési Operatív Program 3.1.1. központi program (Pedagógusok és oktatási szakértők felkészítése a kompetencia alapú képzés és oktatás feladataira) keretében készült, a sulinoVA oktatási programcsomag részeként létrejött tanulói információhordozó. A kiadvány sikeres használatához szükséges a teljes oktatási programcsomag ismerete és használata.

A teljes programcsomag elérhető: www.educatio.hu címen.

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INFORMATION TABLE

TYPE OF MODULE	Using the Internet
DESCRIPTION OF MODULE	In this module Ls will learn the vocabulary of food and drinks, cooking and recipes, the grammar connected to it (countables and uncountables, imperatives). They search the Internet for recipes from five different countries and cultures from around the world. They learn how to cook some specialties of these cultures, invent a new recipe with typical ingredients. As a final product Ss will design the image/logo? and a menu for an international restaurant.
AIMS AND OBJECTIVES OF MODULE	<ul style="list-style-type: none"> <input type="checkbox"/> raising interest in different countries <input type="checkbox"/> raising interest in the topic of food and drink <input type="checkbox"/> revising / learning new vocabulary and grammar <input type="checkbox"/> collecting recipes <input type="checkbox"/> writing a new recipe <input type="checkbox"/> designing a menu for an international restaurant <input type="checkbox"/> development of group dynamics, working in cooperation
TIMEFRAME	6 lessons
TARGET GROUP	12–15-year-old learners
LANGUAGE LEVEL	A1
SUGGESTED LANGUAGE COMPETENCE	Learners can: <ul style="list-style-type: none"> <input type="checkbox"/> work in pairs and groups <input type="checkbox"/> ask questions and make short comments <input type="checkbox"/> write short compositions <input type="checkbox"/> use the Internet for searching for information <input type="checkbox"/> use the Word processor <input type="checkbox"/> give a short presentation
LINKS OF THE MODULE Cross-curricular links	Life skills

FOCI OF SKILLS-DEVELOPMENT**Communicative language skills**

Suggested level of previous competence:

- ability to work in groups
- ability to self-evaluate
- basic Internet searching skills
- ability to collect and process relevant information

Suggested level of language competence:

- vocabulary: food and drink
- cooking and recipes
- expressing the present
- countable/ uncountable nouns
- imperatives

General, educational skills

- Life skills
- Europe and the world

EVALUATION

Peer review by groups

It is very important in the first lesson to call Ls' attention to the need to take part in the module actively and take an interest in each other's work, because during the module and at the end they will be asked to evaluate each other in the groups. It would be useful if Ls did this continuously, making notes after each lesson about each other's involvement and work. This will make the final evaluation and marking easier.

Groups also may want to keep a "score book" for evaluating and giving feedback to the other groups.

SUGGESTIONS

It is advisable for the T to know how to search the Internet for information effectively.

Teacher should pre-check the availability of each website before each lesson and if an address is no longer valid, find a suitable replacement.

BACK UP SYSTEMS

On project work see:

Phillips D., Burwood S. and Dunford H. (1999) *Projects with Young Learners*, Oxford, OUP

Hutchinson T. (1991) *Introduction to Project Work*, Oxford OUP

Hortobágyi K. 1991 *Projekt Kézikönyv*, Iskolafejlesztési Alapítvány, Budapest, OKI

Iskolafejlesztési Központ

MAP OF THE MODULE

LESSON	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
1	Learning new vocabulary Learning and revising grammar Raising interest in the topic Co-operative work	Running dictation Introduction: Countables and uncountables Practice: Clap, stamp and shout!	Food and drink Countable and uncountable nouns	1.2 Fridge 1.2 Food and drink
2	Revising vocabulary and grammar Memorization Listening skills Guessing skills	Introduction to measurement and containers Memorizing Practice: Gap-filling (listening)	Food and drink Countable and uncountable nouns Measurement and containers	1.2 Fridge 2.2 Word cards 2.2 Picture cards 2.5 Gap-fill Blu-Tack
3	Evaluation of each other's work Intercultural awareness Real life skills Collecting information	Introduction to cooking verbs Listening: Recipes Practice: Recipes	Food and drink Cooking Recipes Imperatives	3.1 Potato recipes or digital worksheets 3.3 Recipes listening Computer Internet
4	Intercultural awareness Searching for information	Checking homework Searching for information	Food and drink Cooking Recipes Imperatives	4.2 Menu categories Computer Internet Word processor (Floppy discs)
5	Creativity Presentation skills Vocabulary	Lead-in: Collecting ingredients Practice: Creating a special meal Presentation: Recipe show	Food and drink Cooking Recipes Imperatives	4.2 Menu categories Computer Word processor Notebooks Data projector (Floppy discs, printer)

LESSON	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
6	Creativity Negotiation skills Art skills Presentation skills Evaluation	Lead-in: Designing an international restaurant Project work: Designing a menu card Presenting the restaurants	Food and drink Cooking Recipes Imperatives	Computer Internet Word processor PowerPoint Floppy discs Projector Stationery (poster papers, prints of the recipes, felt pens, glue, etc.)

PROCEDURE

LESSON 1: FOOD AND DRINK

AIMS OF THE LESSON

- learning new vocabulary (food and drink)
- learning/revising grammar (countable and uncountable nouns)
- raising interest in the topic

MATERIALS AND RESOURCES:

1.2 Fridge, 1.2 Food and drink

STAGE 1 Warm-up – What do you have for breakfast?

TIME 10 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Vocabulary
Drawing

ORGANISATION Frontal

AIDS AND MATERIALS Board, notebooks

TEACHER'S ACTIVITIES

- 1 Teacher asks Ls what they usually have for breakfast and gives them 1 minute to make a list in their notebooks.
- 2 Teacher explains the game and chooses a L to start the chain.

LEARNERS' ACTIVITIES

1. Ls make a short list in their notebooks .
- 2 One L goes to the board and draws ONE item from their list. Another L who knows the name of the item, goes to the board, writes the name of the item and draws another item, etc.

STAGE 2 Running dictation – What’s in the fridge?**TIME** 10 mins**SKILLS AND COMPETENCIES
IN FOCUS** Vocabulary**ORGANISATION** Pair**AIDS AND MATERIALS** 1.2 Fridge, 1.2 Food and drink**TEACHER’S ACTIVITIES**

- 1 Teacher puts the picture of the fridge on the board.
- 2 Teacher hands out 1.2 Food and drink and gives instructions.
- 3 Teacher checks the answers with the whole class and writes a list of new words on the board.

LEARNERS’ ACTIVITIES

- 1 Ls get into pairs. One L goes to the board, looks at the picture and names contents of fridge, partner writes a list of the items named. (This list might contain Hungarian words as well, as Ls do not have to know the names of all the items!)
- 2 Ls compare their list and the one on 1.2 Food and drink and do Exercise A on the worksheet.

STAGE 3 Introduction – Can you count them?

TIME 10 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Vocabulary
Grammar

ORGANISATION Individual

AIDS AND MATERIALS 1.2 Food and drink – Exercise B

TEACHER'S ACTIVITIES

- 1 Teacher explains Exercise B on 1.2 Food and drink.
- 2 Teacher checks the answers with the whole class.

LEARNERS' ACTIVITIES

- 1 Ls do Exercise B on 1.2 Food and drink.

STAGE 4	Exploitation – Using a/an and some
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Vocabulary Grammar
ORGANISATION	Individual
AIDS AND MATERIALS	1.2 Food and drink

TEACHER'S ACTIVITIES

- 1 Teacher makes two columns on the board and writes a/an and some as a heading. Then writes some countable nouns (e.g. apple, banana) in column 1 and uncountable nouns (e.g. milk, water) in column 2 and asks L to come to the board and write more nouns in either of the columns. The aim is to guess the rule of countable and uncountable nouns. If a L writes an item in the wrong column, the teacher, without saying anything, wipes it off.
This goes on until each L works out the rule. Then the teacher sums up the rule with the whole class.
- 2 Teacher tells Ls to do Exercise C on 1.2 Food and drink.
- 3 Teacher checks the answers with the whole class.

LEARNERS' ACTIVITIES

- 1 Ls go to the board one by one and write items in one of the columns. From the Teacher's reaction they make guesses and work out the rule of using a/an with countable nouns and some with uncountable nouns.
- 2 Ls do Exercise C on 1.2 Food and drink.

VARIATION

AIDS AND MATERIALS	Same as above
DESCRIPTION	If Ls are at a higher level of knowledge and do step 2-4 too quickly, do a contest with them: They can work in pairs and each pair writes as many food and drink items on a piece of paper they can within a given time limit. When time is up, have them read out the words from their papers. If the item is on other pairs' list too, they have to cross it out. The pair with the most items on their list is the winner. If you find it necessary, write those items on the board and have Ls copy them into their notebooks, too.

STAGE 5	Practice/Cooler – Clap, stamp and shout!
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Vocabulary Grammar
ORGANISATION	Frontal
AIDS AND MATERIALS	1.2 Fridge

TEACHER'S ACTIVITIES

- 1 Teacher explains the rules of the game and points at an item in the picture.

Note: This activity is very noisy, so if you don't wish to disturb other classes, choose other kinds of physical reactions like raising the left/right hand.

LEARNERS' ACTIVITIES

- 1 Students watch what item the teacher chooses in the picture. When the teacher points to a countable noun, they clap their hands and shout *a/an* and the name of the item (e.g. an apple). When the teacher points to an uncountable item, they stamp their feet and shout *some* and the name of the item (e.g. some milk).

STAGE 6 Homework – Vocabulary

**SKILLS AND COMPETENCIES
IN FOCUS** Vocabulary
Grammar

ORGANISATION Individual

TEACHER'S ACTIVITIES

- 1 Tell Ls to learn the new vocabulary and grammar they have learnt in this lesson. Tell them to make a written list of the (countable and uncountable) items in their own fridge at home.

LEARNERS' ACTIVITIES

- 1 Ls make a written list of the (countable and uncountable) items in their own fridge at home and learn the new vocabulary and grammar.

LESSON 2: MEASURING FOOD AND DRINKS

AIMS OF THE LESSON

- revision of vocabulary and grammar
- learning new vocabulary (measurements and containers)

MATERIALS AND RESOURCES:

2.2 Word cards, 2.2 Picture cards, 2.5 Gap-fill, 1.2 Fridge, Blu-Tack

STAGE 1. A

Revision – Hangman

TARGET GROUP

If Ls did not like the last activity of the previous lesson.

TIME

5 mins

SKILLS AND COMPETENCIES IN FOCUS

Vocabulary

ORGANISATION

Frontal

AIDS AND MATERIALS

Board

TEACHER'S ACTIVITIES

- 1 T chooses a word from the previous lesson and draws as many dashes on the board as there are letters in the word. As Ls call out letters the T writes them in the right places or draws the hangman.
- 2 When Ls find out the word, the T may choose another word or ask a L to write a new word.

LEARNERS' ACTIVITIES

- 1 Ls call out letters and guess which word is on the board.

STAGE 1. B**TARGET GROUP** If Ls liked the last activity of the previous lesson very much.**TIME** 5 mins**SKILLS AND COMPETENCIES
IN FOCUS** Vocabulary
Grammar**ORGANISATION** Frontal**AIDS AND MATERIALS** 1.2 Fridge**TEACHER'S ACTIVITIES**

- 1 T explains the rules again and starts pointing at the items in the picture.

LEARNERS' ACTIVITIES

- 1 Ls watch what item the T chooses in the picture. When the T points to a countable noun, they clap their hands and shout a/an and the name of the item (e.g. an apple). When the T points to an uncountable item, they stamp their feet and shout some and the name of the item (e.g. some milk).

STAGE 2 Introduction – Measurement and containers**TIME** 10 mins**SKILLS AND COMPETENCIES
IN FOCUS** Vocabulary**ORGANISATION** Frontal**AIDS AND MATERIALS** 2.2 Picture cards, 2.2 Word cards, Blu-Tack, board**TEACHER'S ACTIVITIES**

- 1 T cuts out the pictures and word cards and hands them out to Ls.
- 2 T helps and checks the solution with the whole class and explains the vocabulary.

Solution:

a piece of cheese
a jar of marmalade
a can of beer
a bottle of wine
a carton of milk
a tin of fish
a bar of chocolate
a slice / a loaf of bread
a cup of coffee
a packet of spaghetti

LEARNERS' ACTIVITIES

- 1 L1 goes to the board and puts a picture card on the board. Another L who has the matching word card goes to the board and puts it next to the picture. If s/he has a picture card as well, s/he puts it up as well. The next L goes to the board and puts up the matching word card, etc. The aim is to have all the matching pairs on the board.

STAGE 3 Memorizing – What was there a minute ago?

TIME 10 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Vocabulary

ORGANISATION Frontal

AIDS AND MATERIALS 2.2 Picture cards, 2.2 Word cards, Blu-Tack, board

TEACHER'S ACTIVITIES

- 1 T points at each card on the board and says what's on it out loud (e.g.: a packet of spaghetti); Ls repeat the words.
T takes the word cards off one by one and asks Ls to say the word out loud.
- 2 When all the cards are off the board, the T points at the picture cards one by one and asks Ls to say the full expression (e.g. a piece of cheese) from memory. Keep doing the exercise until Ls have memorized all the expressions.

LEARNERS' ACTIVITIES

- 1 Ls repeat the words after the T.
Ls say the words out loud.
- 2 Ls try to remember the full expressions and say them out loud as the T points at the picture cards.

STAGE 4 Exploitation – Find other expressions**TIME** 10 mins**SKILLS AND COMPETENCIES
IN FOCUS** Vocabulary**ORGANISATION** Frontal, individual**AIDS AND MATERIALS** 2.2 Word cards, board, Blu-Tack**TEACHER'S ACTIVITIES**

- 1 T takes the picture cards off and puts the word cards on the board.
- 2 As the Ls collect the words, other expressions might be needed (e.g. a dozen eggs, a jar of honey, a kilo of meat, a spoonful of sugar, etc.). The T writes the words of measurement and containers on the board and encourages Ls to come up with more similar expressions.
Before the lesson T might want to collect pictures of food and drink items to help Ls to come up with more similar expressions.

LEARNERS' ACTIVITIES

- 1 Ls go to the board and write the original food and drink words. When they are ready, they try to find other words and write them in the right place.
- 2 During and at the end of the activity Ls write the words in their notebooks.

STAGE 5 Practice – Fill in the gaps

TIME 10 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Vocabulary
Grammar

ORGANISATION Individual

AIDS AND MATERIALS 2.5 Gap-fill

TEACHER'S ACTIVITIES

- 1 T hands out 2.5 Gap-fill.
- 2 T checks the answers with the whole class.

LEARNERS' ACTIVITIES

- 1 Ls fill in the gaps in the story with the suitable words (measurement, containers, a/an, some).

LESSON 3: COOKING

AIMS OF THE LESSON

- revision of vocabulary and grammar
- learning new vocabulary
- raising intercultural awareness

MATERIALS AND RESOURCES

3.1 Potato recipes OR digital worksheets, 3.3 Recipes listening, computer, Internet

STAGE 1

Warm-up – Mixed recipes

TIME

10 mins

SKILLS AND COMPETENCIES IN FOCUS

Vocabulary

ORGANISATION

Individual / pair

AIDS AND MATERIALS

3.1 Potato recipes

TEACHER'S ACTIVITIES

- 1 T gives out 3.1 Potato recipes and explains the task.
- 2 T checks the answers with the whole class.

LEARNERS' ACTIVITIES

- 1 Ls do the exercise.
When they are ready they get into pairs and discuss their answers.

STAGE 2 Introduction – Cooking verbs

TIME 5 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Vocabulary

ORGANISATION Individual

AIDS AND MATERIALS 3.1 Potato recipes

TEACHER'S ACTIVITIES

- 1 T tells Ls to look at 3.1 Potato recipes again and to try to find out which words describe the activities connected with cooking.

LEARNERS' ACTIVITIES

- 1 Ls collect as many verbs as they can and check the meaning with the T.

STAGE 3	Exploitation – Recipes
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Listening Vocabulary Grammar
ORGANISATION	Frontal
AIDS AND MATERIALS	3.3 Recipes listening or digital worksheets

TEACHER'S ACTIVITIES

- 1 T gives out 3.3 Recipes listening and tells Ls to try to find out which words go into the spaces.
T reads the text two or three times, checks the answers, writes the new vocabulary on the board and explains the words to the whole class.

Solution:

John likes helping his Mom and he goes to the corner shop every day. He usually buys a *loaf/kilo* of bread, a *carton* of milk and *some* cheese. He loves cheese and takes three *slices* of cheese in his sandwich to school every day. Sometimes he buys a *bar* of chocolate for his little sister and a *bottle/can* of Coke for himself.

Sometimes he stops at the grocer's on the way home and buys half a *kilo* of carrots, *some* honey, a *kilo* of potatoes, *an* onion and *some* rice. At the butcher's he usually buys a *kilo* of meat and *some* ham or bacon.

Today he is going to the supermarket. His Dad asked him to get a *jar* of jam and a *tin* of fish for him. John also wants to buy a very nice *bar* of soap for his Mom because it is her birthday today. After the supermarket he goes to the sweet shop and gets 10 *slices/pieces* of cake for the birthday celebration tonight.

LEARNERS' ACTIVITIES

- 1 Ls guess which words go into the gaps.
- 2 Ls listen to the text and fill in the gaps. When they are ready they check the answers and the meaning of the words.

OR

Ls open the worksheets in a web browser and fill them in as they listen. At the end they give the T their results.

STAGE 4	Practice – Simple recipes from around the world
TIME	20 mins
SKILLS AND COMPETENCIES IN FOCUS	Reading Vocabulary Searching skills
ORGANISATION	Group / pair
AIDS AND MATERIALS	Computer, Internet, notebooks

TEACHER'S ACTIVITIES

- 1 T tells Ls to get into groups/pairs and gives each group a link to start the search. If time is short, give the direct link to the given food. (These recipes are very simple and easy to understand, however, Ls might need some help or explanation.)

T tells groups to look for the following dishes:

Indian – Onion salad
 Japanese – Yakitori
 Mexican – Guacamole
 Arabic – Hummus
 British – Scotch eggs

and collect the different ingredients, look at how they are made and collect more vocabulary.

LEARNERS' ACTIVITIES

- 1 Ls get into groups/pairs and search for the given dishes, note down the different ingredients and the way of preparing them. They should only take notes on the ingredients and cooking words. They ask the T for help and more information.

Indian
<http://www.cuisinecuisine.com/IndianRecipeBox.htm>
 – Onion Salad
<http://www.cuisinecuisine.com/OnionSalat.htm>
 Japanese
<http://asiarecipe.com/japmain.html>
 – Yakitori
<http://asiarecipe.com/japmain.html#yaki>
 Mexican
<http://www.mexican-embassy.dk/cuisine.html>
 – Guacamole
<http://www.mexican-embassy.dk/cuisine.html#recipe>
 Arabic
<http://www.arabicnews.com/recipes/recipes.html>
 – Hummus
<http://www.arabicnews.com/recipes/Hummus.html>
 British
<http://www.britainexpress.com/articles/Food/>
 – Scotch eggs
<http://www.britainexpress.com/articles/Food/scotch-eggs.htm>

STAGE 5 Homework – Remembering recipes

**SKILLS AND COMPETENCIES
IN FOCUS**

Writing
Vocabulary
Grammar

ORGANISATION

Individual

AIDS AND MATERIALS

Notes from the lesson

TEACHER'S ACTIVITIES

- 1 T explains the homework.
Ls might want to use the Internet for doing the homework, so remind them to use fully written, grammatically correct sentences when writing the recipes.

LEARNERS' ACTIVITIES

- 1 Ls rewrite a recipe from memory (using their notes) choosing one of the five dishes they saw on the pages. If they like, they can imagine what the dish looks like and draw a picture of it.

LESSON 4: RECIPES

AIMS OF THE LESSON

- evaluating each other's work
- revision of vocabulary and grammar
- learning new vocabulary
- raising intercultural awareness
- collecting information

MATERIALS AND RESOURCES

Computer, Internet, word processor, 4.2 Menu categories, (Floppy discs)

STAGE 1

Checking homework – Let's see the recipes!

TIME

10 mins

SKILLS AND COMPETENCIES IN FOCUS

Speaking
Reading
Vocabulary
Grammar

ORGANISATION

Group

AIDS AND MATERIALS

Homework

TEACHER'S ACTIVITIES

- 1 T tells Ls to get into groups, show their homework to each other, read it and check for mistakes.

LEARNERS' ACTIVITIES

- 1 Ls get into the groups they worked in during the previous lesson, look at each other's work, read it and check it for mistakes. They also evaluate it and give each other feedback.

STAGE 2	Searching – Find more recipes
TIME	30 mins
SKILLS AND COMPETENCIES IN FOCUS	Searching skills, Reading, Writing
ORGANISATION	Group
AIDS AND MATERIALS	Computer, Internet, word processor, Floppy discs, 4.2 Menu categories

TEACHER'S ACTIVITIES

- 1 T writes the web addresses and the following categories on the board:
Starter – Main course – Dessert – Drinks
Then T tells Ls to search for recipes according to the given categories.
The websites:
Indian recipes
<http://www.cuisinecuisine.com/IndianRecipeBox.htm>
http://india-tourism.com/en_cuisine.0.html
<http://www.thokalath.com/cuisine/index.php>

Japanese recipes
<http://asiarecipe.com/japan.html>
<http://www.japan-guide.com/e/e620.html>
http://www.sumitomo.gr.jp/english/discoveries/food_top.html
Mexican recipes
<http://www.mexican-embassy.dk/cuisine.html>
<http://mexicanrecipe.allrecipes.com/default.asp>
http://www.gourmetsleuth.com/mexican_recipes.htm

Arabic recipes
<http://www.arab.net/cuisine/>
<http://www.arabicnews.com/recipes/recipes.html>
<http://www.arabicslice.com/main.html>
British recipes
<http://www.britannia.com/cooking/recipes/>
<http://www.britainexpress.com/articles/Food/>
<http://www.bestbritishfood.freerve.co.uk/>

LEARNERS' ACTIVITIES

- 1 Ls search for more recipes on the Internet, and save them in 4.2 Menu categories on the word processor (on Floppy discs)²
The aim of the activity is to collect recipes from each country, so as to have 2-3 choices in each category and to send them to the T by e-mail.

LESSON 5: TASTE OF THE WORLD

AIMS OF THE LESSON:

- revision of vocabulary and grammar
- raising intercultural awareness
- inventing a special dish
- presenting the new recipe

MATERIALS AND RESOURCES

Computer, word processor, notebooks, 4.2 Menu categories from previous lesson, data projector, (Floppy discs, printer)

STAGE 1

Lead-in – Collect ingredients

TIME

15 mins

SKILLS AND COMPETENCIES IN FOCUS

Reading
Taking notes

ORGANISATION

Group

AIDS AND MATERIALS

Computer, word processor, notebooks, 4.2 Menu categories from previous lesson

TEACHER'S ACTIVITIES

- 1 T explains the task and gives help if needed.

LEARNERS' ACTIVITIES

- 1 Ls read through the recipes they found during the previous lesson and collect 2-3 typical ingredients from each nation's food in their notebooks, using 4.2 Menu categories from the previous lesson.

STAGE 2	Practice – Taste of the world
TIME	20 mins
SKILLS AND COMPETENCIES IN FOCUS	Reading Writing Vocabulary Grammar
ORGANISATION	Group
AIDS AND MATERIALS	Computer, word processor, notebooks

TEACHER'S ACTIVITIES

- 1 T explains the task and helps Ss to complete the task.

(T collects the Floppy discs and emails and prints all the recipes after the lesson.)²

LEARNERS' ACTIVITIES

- 1 Ls get into groups, and invent a new dish from the ingredients. The aim is to use as great a variety of ingredients as they can, create a new dish from them and write down its recipe. (The new recipe may be funny, serious, impossible or possible.)
Ls use their notes and write the recipes using the word processor. They send them to the T by email. (They save the recipes on Floppy discs.)³

STAGE 3	Presentation – Recipe show
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Speaking Presentation skills
ORGANISATION	Frontal
AIDS AND MATERIALS	Computer, word processor, notebooks, data projector

TEACHER'S ACTIVITIES

- 1 T explains the task and gives help if needed.
- 2 T gives some peer evaluation criteria.

Some criteria for peer evaluation can be:

How detailed is the work?

How big is the variety of ingredients?

How realistic is it? Could it really be cooked?

How well is it illustrated?

etc.

LEARNERS' ACTIVITIES

- 1 Groups choose a member who presents their new recipe to the others in 1-2 minutes, using a data projector.
Ls give each other feedback and evaluate each other's work.
- 2 Ls give each other feedback and evaluate each other's work.

LESSON 6: INTERNATIONAL RESTAURANT

AIMS OF THE LESSON

- revision of vocabulary and grammar
- raising intercultural awareness
- creating and designing a menu for an international restaurant
- presenting the menus

MATERIALS AND RESOURCES

Computer, Internet, word processor, PowerPoint, Floppy discs, projector, stationery (poster papers, prints of the recipes, felt pens, glue, etc.)

STAGE 1 Lead-in – International restaurant

TIME 5 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Speaking

ORGANISATION Group

TEACHER'S ACTIVITIES

- 1 T explains the task and helps Ls to complete it.

LEARNERS' ACTIVITIES

- 1 Ls get into groups and find a name for "their" international restaurant.

STAGE 2. A	Project work – Design a menu card
TARGET GROUP	For Ls who have better IT skills and can use
TIME	25 mins
SKILLS AND COMPETENCIES IN FOCUS	Reading Writing Speaking Listening
ORGANISATION	Group
AIDS AND MATERIALS	Computer, Internet, word processor, PowerPoint, Floppy discs

TEACHER'S ACTIVITIES

- 1 T explains the task and gives help to Ls if needed.

LEARNERS' ACTIVITIES

- 1 Ls design a menu card for “their” international restaurant, using the previously collected materials. They write the menu in PowerPoint, designing the image/logo, the prices, etc. of the restaurant.

STAGE 2. B**TARGET GROUP** For Ls who have weaker IT skills**TIME** 25 mins**SKILLS AND COMPETENCIES
IN FOCUS** Reading
Writing
Speaking
Listening**ORGANISATION** Group**AIDS AND MATERIALS** Stationery (poster papers, prints of the recipes, felt pens, glue, etc.)**TEACHER'S ACTIVITIES**

- 1 T explains the task and gives help to Ls if needed.

LEARNERS' ACTIVITIES

- 1 Ls design a menu card for “their” international restaurant, using the previously collected materials. They write the menu on a poster, designing the image/logo, the prices, etc. of the restaurant.

STAGE 3	Presentation – Our restaurant
TIME	15 mins
SKILLS AND COMPETENCIES IN FOCUS	Speaking Presentation skills
ORGANISATION	Frontal
AIDS AND MATERIALS	Prepared material by Ls projector3

TEACHER'S ACTIVITIES

- 1 T explains the task and helps Ls to complete the task.
- 2 T gives Ls the evaluation criteria.

Evaluation criteria:

Details, range of vocabulary

Image/logo of the restaurant

Quality of layout

Appearance of the menu

Quality of presentation

LEARNERS' ACTIVITIES

- 1 Groups present their work to the whole class.
- 2 Ls evaluate each other's work and give feedback.