

## Grade 8 Food Cluster - Bon appétit!

### Lesson #4: Food - Food Preparation

<b>FSL Grade 8</b>	<b>Duration: 60 minutes</b>	
<b>Specific Learning Outcomes:</b>	<b>Learning Objectives:</b>	<b>Assessments:</b>
<p>Oral Production:</p> <ul style="list-style-type: none"> <li>- name, list, encourage, describe, explain, ask and answer questions, give simple commands, directions, instructions or advice, express needs, desires, wishes and preferences, make suggestions, give compliments, orally, providing some details, in a defined, structured and modelled fashion, with limited spontaneity, resulting in a prepared message expressed in the present, that is comprehensible and accurate.</li> </ul> <p>Listening Comprehension</p> <ul style="list-style-type: none"> <li>- understand in guided situations, by identifying key words or expressions previously taught, the main idea(s) and a few isolated details about a variety of concrete topics contained in authentic or adapted oral texts.</li> </ul>	<ul style="list-style-type: none"> <li>- Students will be able to use cooking vocabulary as they give directions about how to cook something.</li> <li>- Students will be able to listen as others give cooking directions, and guess what the recipe is for.</li> </ul>	<p>Formative:</p> <p>Observe: listen to how well students do with using the cooking vocabulary they have learned; and if they are using the imperative.</p>

#### Preparation Required:

- Print copies of “Lesson 1 - Recipes” for 2/3 of the class (they should have each received one recipe last class).
- Have enough recipe cards for each student.

**Introduction (2 minutes):**

*Today we're going to use the vocabulary we've learned during previous lessons to explain to someone how to make a common dish. If we explain it well enough, hopefully they'll be able to guess what dish we are explaining to them.*

**Pre-task (25 minutes):**

Ask students to get out the printed recipe they got last class for their task. Pass out additional recipes so each student has one of each of the three recipes from the last lesson. Have students do a consciousness raising activity by highlighting the imperative verbs used in the recipe directions (verbs that direct or command the reader). Go over these as a class. Tell students that for the task today, they are going to give directions to one of their classmates about how to make a common dish (this could be something very simple - Ichiban, Kraft Dinner, a sandwich, etc.). Their classmate is going to guess the dish based on the directions they give. *For example, you could say, "Mettez de l'eau dans une casserole" or "Remuez les pâtes."* Give students some time to prepare for the task. Give each student a recipe card on which he/she can write notes.

**Task (20 minutes):**

Have students work in pairs. Students take turns giving directions about how to make a common dish. The other student guesses what dish their partner is describing. Roles are then reversed. Have them swap partners and do the task again, giving directions to somebody else. If time permits, they can swap partners once again.

**Post-task (13 minutes):**

During the post-task, it is up to you as the teacher to determine what elements students struggled with or were brought up in the task. Examples include vocabulary, pronunciation, or grammatical elements.

The post-task is also a great time to have students share their accomplishments from the task. The post-task for this lesson might be the following:

Talk to students about the Imperative form of the verb, if they struggled to use it during the task. Tell students that recipes usually use the imperative form because they are directing or telling us what to do. The imperative form is only used for the second person singular, the first person plural, or the second person plural. *Which of these would we use for giving recipe directions? (Second person singular 'tu', and second person plural 'vous').* Go over a few of the verbs on the students' "Lesson 1 - Cooking Vocabulary" handout under the 'directives' section. Ask them how you would use these verbs in the imperative form for 'tu' and 'vous.' Write examples on the board in the present tense and have students tell you how to change it to the imperative.

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For example:

Present Tense - *Tu mets de la farine dans le bol.*

Imperative - *Mets de la farine dans le bol.*

Do a couple examples together. Remember that verbs with “er” endings don’t have an “s” when used with “tu” in the imperative form.

**Differentiation/ Accommodation**

- To accommodate this lesson for a lower level, give students lots of time to prepare for the task by writing notes and ideas on recipe cards.
- To accommodate this lesson for a higher level, give students less time to prepare by writing notes on their recipe cards for the task. If students have strong French language skills, they could also give directions for a second simple recipe without preparing in advance.