

EATING IN, EATING OUT

Compact A2 Key for Schools Unit 3

3

CLASS PROJECT: A RECIPE

Step 1: Plan

THE PROJECT

In groups, you are going to research typical meals people eat for breakfast, lunch and dinner in a country of your choice, and make a list of ingredients and prepare a recipe for one of these traditional meals. You may also have the opportunity to cook the meal. Finally, you will present your recipe to your classmates, and you will decide together which meal or meals you would most like to try.

1 Read the project description and answer these questions with a partner.

- 1 What kind of research will you do?
- 2 How will you present the information to your classmates?
- 3 What optional choice do you have in this project?
- 4 What decision will you make at the end?

2 Discuss these questions about the topic with your classmates.

- 1 What are the typical meals people eat for breakfast, lunch and dinner in your country?
- 2 Which meals are the most traditional in your country or region?
- 3 Do you know some traditional meals from other countries?



PREPARATION

3 Look at the food verbs and circle the correct instructions.

- | | | |
|--------|----------------------------------|------------------------------|
| 1 cut | A the onion with a knife. | B the soup with a spoon. |
| 2 boil | A the omelette in a frying pan. | B some water in a saucepan. |
| 3 mix | A the ingredients in a bowl. | B the burger with some milk. |
| 4 cook | A the vegetables in some butter. | B the salad in a frying pan. |
| 5 add | A some juice to the bread. | B some salt to the omelette. |
| 6 fry | A the jam in a glass. | B the eggs in a frying pan. |

4 Look at the recipe and match headings 1–4 with sections A–D in the recipe on page 2.

- | | | | |
|----------------|-----------|---------------|------------|
| 1 Instructions | 2 Timings | 3 Ingredients | 4 Servings |
|----------------|-----------|---------------|------------|



Hi! I'm Kemala from Indonesia. In my country, *nasi goreng* is a traditional meal that we eat for lunch or dinner. It's delicious!

Nasi Goreng

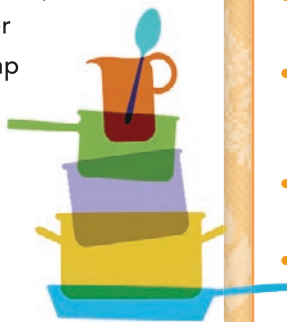


A :
25 mins (preparation)

B :
4 to 6 people
25 mins (cooking)

C

300 g rice
3 tablespoon vegetable oil
4 large eggs
100 g green beans
2 pieces of chicken
180 g large, peeled prawns
1 large onion
20 g garlic
1 carrot
1 tablespoon tomato purée
some chilli powder
1 tablespoon kecap manis (Indonesian sweet sauce)
1 tablespoon soy sauce
8 chopped spring onions



D

- (1) the rice in a saucepan with 520 ml of water. Turn down the heat, cover and (2) for 10 minutes. Remove the rice from the cooker and mix with a fork.
- Heat 1 tablespoon of oil in a frying pan. (3) the eggs together and add to the pan. Cook the egg to make an omelette.
- (4) the green beans with a knife and boil for 3 minutes in salted water. Drain and put them in cold water.
- Use a deep frying pan to heat 2 tablespoons of oil. The oil has to be very hot. (5) the chicken (cut into small pieces) and prawns (cut in half) to the oil and fry for 1 minute.
- Cut the onions, garlic and carrots and add to the pan. (6) with the chicken and prawns for 2 minutes.
- Add some chilli powder if you want your nasi goreng to be spicy.
- Add the tomato purée and kecap manis (you don't have to use this if you can't find it in the supermarket).
- Then add the rice and beans and fry for 2 minutes on a high heat.
- Finally, add the soy sauce and spring onions and mix together.
- Serve the nasi goreng and omelette in bowls or on plates with some cucumber and tomatoes fresh from the fridge.



5 Complete gaps 1–6 in the recipe with the food verbs in Exercise 3.

6 Discuss with a partner. Do you know any other traditional meals from this country or other parts of Asia?

EATING IN, EATING OUT

Compact A2 Key for Schools Unit 3

3

CLASS PROJECT: A RECIPE Step 2: Develop

1 In groups, decide on a country for which you would like to learn more about the food. If you are unsure, discuss different parts of the world, e.g. North America or Africa, and the types of food you know about from these places.

2 Find out the answers to these questions about the country you chose in Exercise 1. Use the *Online Research* to help you.

- 1 Do you know which foods are typically associated with this country?
- 2 Do you have these foods in your country?
- 3 Do you know any traditional meals from this country? Do people eat the meal for breakfast, lunch or dinner?
- 4 How can you find out the recipe for a traditional meal in this country?

Online Research: Using different sources



It's important to choose the right websites that give us correct information. Here are some tips:

- Use news websites
- Look at official information sites like *Wikipedia*
- Choose websites that specialise in your topic
- Consider official blog sites, but not personal blogs that focus on the writer's opinion
- Remember to always check the facts that you're looking for on at least three different websites.

3 You are going to do some online research to choose which meal you would like to prepare a recipe for from your chosen country. Use the *Useful Language* to help each other as you decide which meal would be the most interesting to plan, and perhaps cook for your classmates.

Useful Language: Making offers



If you like, I can ... ?

Shall I ... ?

Would you like me to ... ?

Can I give you a hand with ... ?

Please let me ...

You can do this, and I'll do that.

4 Plan, write and design your recipe. Don't forget to:

- work together to plan the ingredients and the instructions
- use vocabulary and grammar from Unit 3 where possible
- use the recipe for *nasi goreng* as a model
- write your recipe out and include photos of the meal
- remember to include which country the meal is from and what time of day people usually eat the meal

EATING IN, EATING OUT

Compact A2 Key for Schools Unit 3

3

CLASS PROJECT: A RECIPE Step 3: Present

PRESENTATION

- 1 When your recipe is ready, display it for the other students to see and present it to the class.
- 2 Look at the other groups' recipes and listen to their presentations. Then answer these questions with the members of your own group:
 - 1 Did anybody prepare a recipe from the same country as you? Was it the same recipe? Did it include exactly the same or slightly different ingredients and instructions?
 - 2 What did you learn about the different meals from around the world? Did anything surprise you?
 - 3 Which meal would you most like to try? Why?
 - 4 Is there a meal that you wouldn't like to try? Why?

SELF-EVALUATION

- 1 With the members of your group, answer these questions together. 1 = not very well, 6= very well

COLLABORATION

- 1 How well did we work together?

1 2 3 4 5 6

DIGITAL LITERACY & LEARNING TO LEARN

- 2 How well did we do the research for our project?

1 2 3 4 5 6

COMMUNICATION

- 3 How well did we talk about the planning and preparation of the recipe?

1 2 3 4 5 6

SOCIAL RESPONSIBILITIES

- 4 What did we learn about different cultures through this project?

1 2 3 4 5 6

- 2 Answer these questions about yourself. 1 = not very much, 6= a lot

- 1 How well did I contribute to the project?

1 2 3 4 5 6

- 2 How much English did I use to do the project?

1 2 3 4 5 6

- 3 Thinking about your answers above, how could you improve the next time you do a project?

TEACHER'S NOTES



PROJECT OVERVIEW

In this project, students work in groups to research the typical meals people eat for breakfast, lunch and dinner in a country of their choice, and then choose one of these traditional meals and make a list of ingredients and prepare a recipe for it. They will then present the recipe to their classmates. If you have the facilities at school, you may also want to have students cook their meal in the home economics classroom. Or students could cook the meal at home under the supervision of a parent. This would give students the opportunity to taste the meals. Finally, students look at all the recipes and decide together which meal or meals they would most like to try (and taste the different dishes if the meals have been cooked).

The project helps students to develop the following life competencies, which form part of the **Cambridge Framework for Life Competencies**:

COLLABORATION

Managing the sharing of tasks in a project

DIGITAL LITERACY & LEARNING TO LEARN

Taking control of own learning by identifying helpful resources online

COMMUNICATION

Using appropriate language for context

SOCIAL RESPONSIBILITIES

Understanding and describing own and others' cultures

EATING IN, EATING OUT

Compact A2 Key for Schools Unit 3

3

CLASS PROJECT: A RECIPE Step 1: Plan

Estimated time: 45 minutes

- 1** Explain that the project is about preparing a recipe for a traditional meal from another country. Get students to read the project description and then answer the questions in pairs.
[AK: 1 find out about different traditional meals in other countries; 2 by making a list of ingredients and preparing the recipe; 3 the opportunity to cook the meal; 4 which meal(s) we'd most like to try]
- 2** Discuss the questions about the topic as a class. Students talk about the typical meals people eat for breakfast, lunch and dinner in their country and identify those which are considered the most traditional in their country or region. Draw their attention to the photo of the pizza and ask if they know which country this is a traditional meal in (Italy). Talk about the traditional meals they know of from different countries around the world.
[AK: Students' answers]
- 3** Ask students to complete the exercise.
[AK: 1 cut the onion with a knife.; 2 boil some water in a saucepan.; 3 mix the ingredients in a bowl.; 4 cook the vegetables in some butter.; 5 add some salt to the omelette.; 6 fry the eggs in a frying pan.]
- 4** Draw students' attention to the recipe for nasi goreng. Ask them to look at the photos and try to guess what kind of food it is (fried rice with chicken and prawns and omelette). Tell them they are going to prepare their own later in the project. Then ask them to look through the recipe for *nasi goreng* and complete headings 1–4, ignoring the other gaps in the recipe for the time being.
[AK: A Timings; B Servings; C Ingredients; D Instructions]

- 5 Ask students to read through the recipe in detail, this time completing the gaps in the instructions with the food verbs in Exercise 2.
[AK: 1 Boil; 2 Cook; 3 Mix; 4 Cut; 5 Add; 6 Fry]
- 6 Students think of more foods they might know from Indonesia or Asia (e.g. other rice dishes, noodles, soups, etc). Discuss students' responses as a class.
[AK Students' answers]

Note: This is the end of Stage 1 of the project: Plan. You can continue now or in a future lesson. If you decide to continue in a future lesson, you could ask the students to prepare for the next stage by thinking about or researching traditional foods from other countries that they might want to prepare a recipe on.

EATING IN, EATING OUT

Compact A2 Key for Schools Unit 3

3

CLASS PROJECT: A RECIPE Step2: Develop

Estimated time: 90 minutes (this can be split into two sections, between Exercises 3 and 4)

Exercises 1–3: 45 minutes

Exercise 4: 45 minutes

- 1 In groups, students choose a country for which they would like to learn more about the food. Try to encourage students to choose countries in different parts of the world so that the class produces a variety of recipes. This will encourage more discussion at the final stage of the project, when students decide which meal they would most like to try.
- 2 Students should use these questions as guidelines to help them find the information they need to learn more about the food of their chosen country. Focus their attention on the *Online Research* box. Explain that when they are looking for information online, such as a recipe, it is important to check at least three different website sources so that they can be sure the information they need is accurate (e.g. quantity of ingredients, instructions for cooking, etc.).
- 3 Students do their online research to decide which meal they would like to prepare a recipe for from their chosen country. Encourage them to use the language in the *Useful Language* box to talk about which the meal to choose and which websites they can use to get the information about the recipe, etc. Students will then plan the actual recipe in Exercise 4.

Note: If you wish to stop here and continue in a future lesson, this stage of the project can be split at this point.

- 4 With all the information they have gathered from their online research, students can now plan and prepare their recipe together. Using the recipe for *nasi goreng* as an example, they write out the ingredients and instructions for their recipe on a large piece of card that can later be displayed in the classroom. Encourage students to use photos of the meal to make the recipe design more attractive. When their recipe is ready, students should have some time to practise presenting it. They should decide in their groups who will present different parts of the information.

If the group is also going to cook the meal, it should be done under supervision at a suitable time before the next lesson, or at home the evening before the next lesson with the help of a parent (the group should decide which student will prepare the meal at home to bring into class the next day).

Note: This is the end of Stage 2 of the project: Develop. You can continue now or in a future lesson.

CLASS PROJECT: A RECIPE
Step 3: Present**Estimated time: 30 minutes****PRESENTATION**

- 1** Have each group display their recipes around the classroom. They should take it in turns to present their recipe to the other groups.
- 2** Allow students enough time to look at all the recipes and listen to the presentations. Then ask students to work in their original groups to answer the questions. Take feedback on Questions 3 and 4 from the class, or hold a class vote, to establish which meal students would most like to try and the meal which they find least appealing. If the meals have been cooked for this lesson, provide forks or spoons and allow students to taste the different meals, and to give their opinions on those they really like and those they aren't so keen on.

SELF-EVALUATION

- 1** Explain that students are going to think about how well they did the project as a group, as this will help them to understand their strengths and their areas for improvement in future projects. Students discuss the questions together and give their group a score from 1–6 for each question. Ask for some examples as feedback for the entire class.
- 2** Explain that students are going to reflect on their own personal contribution, as this will help them to understand their strengths and their areas for improvement in future projects. Students consider the questions individually and give themselves a score from 1–6 for each question. Ensure that students understand that this is self-reflection and is not in any way a formal mark.
- 3** Students reflect on their answers in Exercises 1 and 2 and discuss as a group how they feel they could improve for the next project.