

# My Favorite Recipe

**THEME:** BASIC NEEDS (FOOD/FOOD PREPARATION)

**LANGUAGE:** ANY

**STANDARD(S):** COMMUNICATION CULTURES CONNECTIONS COMPARISONS COMMUNITIES

1.2 1.3

2.2

3.1 3.2

4.1

5.2

## Time Frame:

Two or three 50-minute class periods

## Materials Needed:

- construction paper for recipe display
- color paper for prop creation
- markers or crayons for drawing
- basic cooking tools
- some cooking magazines and cookbooks from the target culture
- checklists and rubric for assessment (see samples provided)

## Description of Task:

### Context:

The teacher should create a space in the room for simulating food preparation. It will be helpful to make available basic cooking supplies to assist with the simulation. If possible, the teacher may collaborate with the home economics teacher for this activity.

### Vocabulary building:

Prior to the activities, the teacher shows a short (approximately three minute) video clip from a popular cooking show in the target culture. Students will then brainstorm the kind of vocabulary they may need to write and orally present a favorite recipe. The teacher should accept suggestions in English or the target language, but will write all words down

### Level:

Novice-High

### Purpose:

To deliver and follow oral commands necessary for food preparation

### Communicative

#### Function(s):

Directive: Giving and responding to instructions

### Language

#### Structure(s):

Imperatives (or others depending upon target language)

### Cultural Aspects:

Perception about and significance of food and food preparation in the target culture

### Modalities:

Writing

Speaking

Listening

## NOTES

only in the target language. This vocabulary will remain displayed on the blackboard throughout the recipe writing activity. (If no video in the target language is readily available, the teacher can show a short clip from a U.S. cooking program in English, such as *Cooking with Julia Child* or the *Frugal Gourmet*. The point is to stimulate thinking about the vocabulary needed.)

The teacher models and describes the preparation of one traditional dish from the target culture at the food preparation station. It will be important to use actual cooking supplies, gestures and photos from cookbooks to communicate effectively. In this manner, basic cooking vocabulary will be introduced, for example, chop, boil, bake, pot, frying pan, etc. The teacher should write the steps as she describes the preparation of the dish to model what the students will be expected to do. New vocabulary will be added to the blackboard by a student recorder as it surfaces during this demonstration. The words should be categorized (e.g., foods, cooking utensils, cooking terms, etc.). During this process, the teacher may also need to introduce or review the grammatical structure(s) necessary for carrying out the activity. In some languages, imperatives are commonly used in recipes, whereas in other languages, different structures are used. (In Spanish, for example, it is common to see the passive voice used in recipes.)

Sample cookbooks and magazines/newspapers with recipes from the target culture should be made available in the classroom as resources.

### ***During writing:***

Students will work in pairs to write their own favorite recipe (not a recipe from the target culture). Each student is responsible for a separate recipe and will be asked to choose something familiar. In their recipe they need to include the following information:

- name of the dish
- ingredients
- measurements
- picture of the dish (or cut-outs)
- at least five steps describing the instructions for preparation

During the writing activity, students may use dictionaries to find specific food preparation vocabulary when necessary. It is important to remember, however, that dictionary use needs to be monitored carefully and should be limited. Each pair will “donate” new vocabulary to the master list on the

blackboard which remains visible to the entire class. The teacher monitors the list and checks that only task-appropriate words are displayed.

### ***Pre-presentation:***

In pairs students will check that they have available to them all necessary props for making the recipes. If necessary, students will create additional props.

### ***During Presentation:***

Each individual student presents his/her own recipe to the class. Using the written recipe as a guide, students deliver the information on “how to make \_\_\_\_\_” orally to the class using the correct grammatical forms and vocabulary.

Student presenters are paired with a student volunteers to assist them in demonstrating the preparation of their favorite dish. Presenters may not choose their writing-task partners. The student demonstrator (who will in turn be the next recipe presenter) stands in front of the current recipe presenter facing the class. Student demonstrators will listen carefully to directions but may not look at the presenter or the displayed recipe. The demonstrator will act out the specific instructions using available props as necessary.

### ***Assessment:***

Throughout the activities, the teacher can observe the students’ interactions and comprehension in an informal way and assess student use of the imperative (or other structure), organization and clarity of recipe presentation, and fluency and pronunciation with a rubric (see multitrait rubric provided).

During the oral presentation, the remainder of the class will observe and participate in peer assessment. The students are divided into two groups; one group assesses the recipe presenter while the other focuses on the recipe demonstrator. Students use checklists modeled after Brown and Yule (1983) to assist in the assessment of the recipe presentation. Using a checklist matrix (see checklists provided), each student will record whether the presenter or the demonstrator fulfills specific task requirements, i.e. successfully identifies necessary utensils, communicates directives, completes step one, etc. Student presenters are successful if they are able

## NOTES

to give the appropriate instructions. Student demonstrators are successful if they are able to act out each instruction as given.

### **Extensions:**

#### ***Suggestions for adapting the task for various levels:***

*For beginning levels:* Students could be asked to focus on very simple recipes that require few steps and only basic vocabulary.

*For advanced levels:* These same activities can be done with traditional dishes from the target cultures. Advanced students are able to do research on traditional dishes prior to this activity. In addition to presenting the recipe, they will be asked to offer information about the dish such as when it is typically eaten, what cultural practice is it associated with, etc.

#### ***Other extensions:***

Modeling themselves after TV hosts such as *The Galloping Gourmet* and *Cooking with Julia Child*, students will become teaching chefs for the class. Presentations can be videotaped and viewed for peer assessment and/or shared with other classes.

#### ***Cultural extensions:***

- The teacher guides students through hypothesizing and investigating questions regarding food/food preparation:
  - Who typically prepares food in this culture? Consider various social classes.
  - How much time might be devoted to the preparation of a main meal?
  - How does the climate and geography of this culture impact the food/food preparation?
- The teacher can provide excerpts from target culture literature where food plays an important role (see resources). Underlying values should be discussed.
- Students can research idioms in the target language that reference food and compare and contrast these with idioms in the U.S. culture.

## References and Resources:

Brown, G., & Yule, G. (1983). *Teaching the spoken language*. New York: Cambridge University Press.

Tedick, D. J., & Klee, C. A. (1998). Alternative assessment in the foreign language classroom. In G. S. Burkart (Ed.), *Modules for professional preparation of teaching assistants in foreign languages*. Washington, DC: Center for Applied Linguistics.

### Target culture literature:

Mayle, P. (1989). *A Year in Provence*. New York: Vintage Books: A Division of Random House, Inc.

Esquivel, L. (1992). *Como agua para chocolate*. New York: Doubleday.

### Websites:

The following provide recipes in English:

All Recipes has thousands of recipes submitted by home cooks, a searchable database, and menu ideas.

<http://www.allrecipes.com>

Recipe Land: 48,772 recipes available seven days a week 24 hours a day for your cooking pleasure.

<http://www.recipelands.com>

**Reflections:**

## Checklist for Recipe Presenters (Speakers)

	Criteria	P1	P2	P3	P4
1	Identifies first ingredient				
2	Identifies first utensil				
	Communicates relationship between 1 and 2				
3	Identifies second ingredient				
4	Identifies second utensil				
	Communicates relationship between 3 and 2/1				
	Communicates relationship between 4 and 3/2/1				
5	Identifies third ingredient				
6	Identifies third utensil				
	Communicates relationship between 5 and rest				
	Communicates relationship between 6 and rest				

**Names:**

**P1** \_\_\_\_\_  
**P2** \_\_\_\_\_  
**P3** \_\_\_\_\_  
**P4** \_\_\_\_\_

Note: P = Presenter. The same checklist can be used for multiple presenters.

## Checklist for Recipe Demonstrators (Listeners)

	Criteria	D1	D2	D3	D4
1	Identifies first ingredient				
2	Identifies first utensil				
	Demonstrates relationship between 1 and 2				
3	Identifies second ingredient				
4	Identifies second utensil				
	Demonstrates relationship between 3 and 2/1				
	Demonstrates relationship between 4 and 3/2/1				
5	Identifies third ingredient				
6	Identifies third utensil				
	Demonstrates relationship between 5 and rest				
	Demonstrates relationship between 6 and rest				

Names:

D1 \_\_\_\_\_  
 D2 \_\_\_\_\_  
 D3 \_\_\_\_\_  
 D4 \_\_\_\_\_

Note: D = Demonstrator. The same checklist can be used for multiple demonstrators.



## Multitrait Rubric for Recipe Presentation

	<b>Organization and Clarity</b>	<b>Fluency and Pronunciation</b>	<b>Use of the Imperative (or other form)</b>
4	Presenter introduces all ingredients and utensils in an orderly, comprehensible manner. Listeners are able to follow along easily.	Smooth and fluid speech; few to no hesitations; no attempts to grope for words; phonemes used resemble native to near-native speech.	Excellent and accurate use of imperative (or other) form in both regular and irregular verb forms; attempts to use the imperative wherever appropriate in recipe.
3	Presenter names most ingredients and utensils, though organization is less clear and following the instructions is more difficult; more sequencing is necessary.	Speech is relatively smooth but is characterized by some hesitation and unevenness caused by rephrasing and/or groping for words; phonemes used are mostly understandable but some do not qualify as near-native.	Good and mostly accurate use of imperative (or other) form in both regular and irregular verb forms; less frequent use of imperative made.
2	Presentation lacks some critical vocabulary of ingredients and utensils; appropriate sequencing guides are missing which makes comprehension difficult.	Speech is frequently hesitant and jerky, with some sentences left uncompleted; some phonemes are not understandable and many do not qualify as near-native.	Adequate and sometimes accurate use of imperative (or other) form in most regular verb forms; some use made in recipe but several missed opportunities as well.
1	Organized presentation is so lacking that the listener/viewer is not able to follow easily.	Speech is slow and exceedingly hesitant and strained except for short or memorized phrases; difficult to perceive continuity in utterances; phonemes largely difficult to understand.	Weak and often inaccurate use of imperative (or other) form in both regular and irregular verb forms; few attempts made to appropriately use the imperative form.

**Presenter's Name:** \_\_\_\_\_

**Total Score:** \_\_\_\_\_

Adapted from rubrics in Tedick and Klee (1998).

© 2006, Regents of the University of Minnesota. These materials were created by members of the Minnesota Articulation Project and were edited by Diane J. Tedick. Permission is granted to duplicate these materials for educational purposes. Permission to reprint must be sought from the Center for Advanced Research on Language Acquisition.

Originally published in Tedick, D.J. (Ed.). (2002). *Proficiency-oriented language instruction and assessment: A curriculum handbook for teachers*. CARLA Working Paper Series. Minneapolis, MN: University of Minnesota, The Center for Advanced Research on Language Acquisition.