

# Functional English For Professional Cookery







# Skills for Inclusive Growth

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ISO 9001



# ACKNOWLEDGEMENT

Skills for Inclusive Growth is proud and delighted to share this brand-new course, *Functional English for Professional Cookery*, with the Sri Lankan vocational training sector.

The Skills for Inclusive Growth (S4IG) program is an initiative of the Australian Government in collaboration with the State Ministry of Skills Development, Vocational Education, Research & Innovations. S4IG is working with the skills development system to re-position skills development and strengthen training approaches to support employers across the tourism value chain with job ready skills that result in improved employment outcomes and income levels for graduates. Better skills across the workforce improves workplace quality which is a key contributor towards increased revenue for enterprises, especially those that depend on visitors purchasing products and services. A world class tourism industry has to provide world class products and services. A well-functioning tourism sector (the visitor economy) can significantly contribute towards inclusive growth across Sri Lanka generating improved revenues and better jobs for Sri Lankans.

The Functional English course was conceived as a supplement to the Professional Cookery Course, which is a training course designed for enterprises, training providers and trainees engaged in food preparation and cooking. The cookery training package uplifts the skills of professional cooking to international standards whilst promoting Sri Lankan cuisine and styles. It is a user-friendly tool to guide trainees through to completion of the Governments NVQ Level 4 requirements for cookery. The development of this training package has been driven and supported by the Chefs' Guild of Lanka (CGL), who provide industry expertise and leadership in professional cooking in Sri Lanka. As part of CGL's push to elevate professional cookery skills training of Sri Lankans to international standards, it was deemed vital that English communication skills be part of the package. Thus, the Functional English Course is a bespoke English course specifically designed for students who wish to embark on a career in professional cookery. As such, this English course is a unique and valuable asset to those studying professional cookery.

S4IG is firmly committed to the principle of **Better Skills, Better Jobs, Better Business and Better Futures through tourism**. S4IG further extends sincere gratitude to all those who worked tirelessly to prepare this training package and learning resources.

# INTRODUCTION

The Functional English Course comprises of an activity-based Student Workbook and a detailed Teacher's book. The Workbook supports students of professional cookery by linking their communication abilities to their occupational and workplace requirements. This in turn supports cookery training providers and ensures that future English training will be relevant to kitchens across the industry. The Teacher's Book supports teachers to deliver quality training and student support and encourages the growth of the self-aware student.

The course is designed to be flexible in its delivery timetable. It can be delivered over 4 weeks of intense daily learning or split into two, two-week intense daily learning or spread over six to eight weeks of learning.

The Teacher's Book is a self-contained instruction manual with ideas for activities, instructions for lessons, lesson plans, guidelines for assessments and testing as well as general support and advice for the training provider or teacher. This book is not divided into 4 separate parts since it is essentially a manual for the entire course and the training provider or teacher will be expected to be fully acquainted with the contents of the whole book.

The Student Workbook is divided into four parts – Book 1, Book 2, Book 3, Book 4. Each Book contains 5 lessons (1 lesson for each day of the week), and each lesson is based around a central theme. All the activities in the books are designed around the four skills for communication – listening, speaking, reading and writing. It is well known in the world of language acquisition that engaging and nurturing all four skills together helps the student see the connections between the skills and their communicative abilities.

S4IG believes the vocational training market will appreciate the flexibility of the Functional English Course. Since each book is designed to last a week, English training can easily be interspersed within the professional cookery training course. And since the language in the books get progressively harder, it matches the levels of difficulty that cookery students will face in their cookery training. In addition to this, the course highlights the fact that English communication skills are a necessary part of being a member of the tourism sector.

S4IG and the Australian Government sincerely hope that this book can help Sri Lanka become known for world class cookery practice in its hospitality industry.

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	Vocabulary	Grammar	Learning Outcomes	Homework	Learner Training Task
Week 1					
1. About Me	Family, Hobbies	To be, to have	<ul style="list-style-type: none"> <li>▶ Talk about me</li> <li>▶ Talk about my family</li> <li>▶ Talk about my hobbies</li> <li>▶ Describe my daily routine</li> </ul>	Create a conversation between you and a new friend	<ul style="list-style-type: none"> <li>▶ How to not repeat the same question</li> <li>▶ What would you say about yourself?</li> </ul>
2. Around Me	Places we live in Jobs and workplaces	There is, There are, Adjectives Prepositions of Place Open Question Form Closed Question Form	<ul style="list-style-type: none"> <li>▶ Describe where I live</li> <li>▶ Ask and answer closed questions</li> <li>▶ Ask and answer open questions</li> <li>▶ Describe where things are</li> </ul>	Describe your dream hotel.	▶ Describe a picture
3. Numbers	Numbers	Structures associated with numbers Present Continuous Tense	<ul style="list-style-type: none"> <li>▶ Listen and understand numbers</li> <li>▶ Read and understand dates, prices, temperatures, weight and volume</li> <li>▶ Tell the time</li> <li>▶ Use the present continuous</li> </ul>	Telling time	<ul style="list-style-type: none"> <li>▶ Practice reading measurements at home</li> <li>▶ Learn about the Baker's Percentage</li> </ul>
4. How Can I Help You?	Telephone Conversation Phrases	Contractions Imperative Form Prepositions of Place Review	<ul style="list-style-type: none"> <li>▶ Answer the telephone with confidence</li> <li>▶ Use the Imperative form</li> <li>▶ Give directions</li> <li>▶ Understand and use words related to hotel amenities</li> </ul>	Create your own telephone conversation Draw a map of your house and	▶ Practice a telephone conversation with a friend
5. Asking Politely	Verbs, Polite Phrases	Modals Tag Questions	<ul style="list-style-type: none"> <li>▶ Talk about my abilities</li> <li>▶ Make requests</li> <li>▶ Ask for permission, clarification, confirmation</li> <li>▶ Accept or refuse requests</li> <li>▶ Take adequate notes</li> </ul>	Make open, closed, or tag questions about the picture	▶ Practice your note-taking skills

Week 2		Learning Outcomes		Homework	Learner Training Task
Vocabulary	Grammar				
6. Hygiene and Safety	Imperative Form Modals of Obligation	<ul style="list-style-type: none"> <li>▶ Understand vocabulary related to hygiene and safety</li> <li>▶ Understand the reasons for good hygiene and safety</li> <li>▶ Understand the meaning of safety hazards</li> <li>▶ Use the imperative form</li> <li>▶ Use modal verbs</li> <li>▶ Give instruction (washing hands)</li> <li>▶ Discuss group presentation task</li> </ul>	<ul style="list-style-type: none"> <li>▶ What are the actions you can take to improve workplace safety?</li> <li>▶ Consider what makes a good presentation</li> </ul>	<ul style="list-style-type: none"> <li>▶ Look around your workplace and observe if there are any safety hazards and consider the solutions</li> </ul>	<ul style="list-style-type: none"> <li>▶ Find manuals or booklets about food hazards and food safety</li> </ul>
7. Kitchen and Food Safety Part 1	Imperative Form Review Modals Review	<ul style="list-style-type: none"> <li>▶ Understand vocabulary related to symptoms and disease</li> <li>▶ Understand what food safety hazards are</li> <li>▶ Use modals to give advice</li> <li>▶ Use modals to express obligation</li> <li>▶ Choose the topic for your group presentation</li> </ul>	<ul style="list-style-type: none"> <li>▶ Start preparing for your presentation by researching your topic</li> </ul>	<ul style="list-style-type: none"> <li>▶ Complete poster for group presentation</li> </ul>	<ul style="list-style-type: none"> <li>▶ Make a note - What can you see on a food label?</li> <li>▶ Make a note - Why is food stored in certain ways in a supermarket?</li> </ul>
8. Kitchen and Food Safety Part 2	Zero Conditional First Conditionals	<ul style="list-style-type: none"> <li>▶ Understand and identify food safety hazards</li> <li>▶ Understand how to prevent food safety hazards</li> <li>▶ Understand how to use zero and first conditionals</li> <li>▶ Report a problem</li> </ul>	<ul style="list-style-type: none"> <li>▶ Choose one kitchen appliance and answer the questions</li> </ul>	<ul style="list-style-type: none"> <li>▶ How do I improve pronunciation of the different utensils?</li> </ul>	<ul style="list-style-type: none"> <li>▶ Consider the importance of every job in the kitchen brigade.</li> </ul>
9. Kitchen Areas and Equipment	Prepositions of Place Review, Articles (a, an, the) Passive Voice	<ul style="list-style-type: none"> <li>▶ Understand words related to kitchen areas and equipment</li> <li>▶ Understand how to use a, an, the</li> <li>▶ Use this, that, these, those</li> <li>▶ Understand how to use passive voice</li> <li>▶ Describe objects and their uses</li> </ul>	<ul style="list-style-type: none"> <li>▶ Use pronunciation website to practice the job names</li> </ul>	<ul style="list-style-type: none"> <li>▶ Use simple prepositional / phrasal verbs</li> <li>▶ Use pronouns</li> </ul>	<ul style="list-style-type: none"> <li>▶ Understand words related to kitchen brigade</li> <li>▶ Pronounce kitchen job names</li> <li>▶ Understand words related to the catering industry and hospitality industry</li> <li>▶ Understand the difference between want / would like to/ like to</li> <li>▶ Use simple prepositional / phrasal verbs</li> <li>▶ Use pronouns</li> </ul>
10. Industry and Brigade	Prepositional phrases, want / would like to / like to Pronouns	<ul style="list-style-type: none"> <li>▶ Understand words related to kitchen brigade</li> <li>▶ Pronounce kitchen job names</li> <li>▶ Understand words related to the catering industry and hospitality industry</li> <li>▶ Understand the difference between want / would like to/ like to</li> <li>▶ Use simple prepositional / phrasal verbs</li> <li>▶ Use pronouns</li> </ul>	<ul style="list-style-type: none"> <li>▶ Use simple prepositional / phrasal verbs</li> <li>▶ Use pronouns</li> </ul>	<ul style="list-style-type: none"> <li>▶ Use simple prepositional / phrasal verbs</li> <li>▶ Use pronouns</li> </ul>	<ul style="list-style-type: none"> <li>▶ Use simple prepositional / phrasal verbs</li> <li>▶ Use pronouns</li> </ul>

	Vocabulary	Grammar	Learning Outcomes	Homework	Learner Training Task
<b>Week 3</b>					
11. Let's Talk About Food	Food Groups Food Nutrients Food descriptions	Singular and Plural Adjectives Review	<ul style="list-style-type: none"> <li>▶ Talk about my favourite meal</li> <li>▶ Talk about a dish or food they have eaten before</li> <li>▶ Describe food</li> <li>▶ Read and understand a long text</li> <li>▶ Understand how to find the topic of a paragraph</li> </ul>	Make a list of suitable paragraph topics	<ul style="list-style-type: none"> <li>▶ Learn the names of Sri Lankan fruits and vegetables in English</li> <li>▶ Expand your food knowledge by visiting a supermarket</li> </ul>
12. Menus and Recipes	Vocabulary related menus, recipes, measurements and quantities	Singular and Plural Review Quantifiers Synonyms and Antonyms Passive Voice Review	<ul style="list-style-type: none"> <li>▶ Understand vocabulary related to menus and recipes</li> <li>▶ Use quantifiers</li> <li>▶ Identify passive voice sentences in a text</li> <li>▶ Identify parts of a paragraph</li> </ul>	Write a recipe from my country OR Design my own menu	<ul style="list-style-type: none"> <li>▶ Watch a movie or watch television about kitchen staff</li> </ul>
13. Food Labels and Standard Recipes	Vocabulary related to food labels and food specifications	Conjunctions Grammar Review	<ul style="list-style-type: none"> <li>▶ Become familiar with vocabulary related to food labels and food specifications</li> <li>▶ Use conjunctions when speaking</li> <li>▶ Use conjunctions when writing</li> <li>▶ Understand the process of writing</li> <li>▶ Write a paragraph</li> </ul>	Bring a recipe to class to show and discuss OR Find a recipe and fill in the table	<ul style="list-style-type: none"> <li>▶ Go and read the food labels of food items in a supermarket – what can I learn?</li> </ul>
14. Mise En Place	Vocabulary related to mise en place	Conditionals Review Past Simple Tense with Regular Verbs	<ul style="list-style-type: none"> <li>▶ Understand and use zero and first conditionals</li> <li>▶ Understand past simple tense</li> <li>▶ Understand vocabulary related to mise en place</li> <li>▶ Understand the structure of a short essay</li> <li>▶ Practice pronunciation of non-English words</li> </ul>	Use the sample essay to identify parts of an essay	<ul style="list-style-type: none"> <li>▶ How to improve pronunciation on non-English words</li> <li>▶ Read a menu and practice pronouncing the items</li> </ul>
15. Questions About Food	Vocabulary related to cuisine from around the world	Passive Voice Review Question Forms Review	<ul style="list-style-type: none"> <li>▶ Pronounce non-English words</li> <li>▶ Use the passive voice adequately</li> <li>▶ Be able to describe dishes</li> <li>▶ Be able to explain a food order problem by telephone</li> </ul>	Complete a 3-paragraph essay	<ul style="list-style-type: none"> <li>▶ Practice writing – write a paragraph or a short story</li> </ul>

	Vocabulary	Grammar	Learning Outcomes	Homework	Learner Training Task
Week 4					
16. Bites and Beverages	Vocabulary related to beverages, sandwiches, salads and appetizers	Past Simple with Irregular Verbs	<ul style="list-style-type: none"> <li>➤ Develop my reading skills</li> <li>➤ Understand how to use past simple with irregular verbs</li> <li>➤ Pronounce non-English words</li> <li>➤ Be able to use vocabulary relate to beverages, salads, sandwiches and appetizers</li> </ul>	Create and describe your own sandwich	<ul style="list-style-type: none"> <li>➤ Practice beverage names by doing some research</li> </ul>
17. Hot Range	Vocabulary related to hot range items and team briefings and kitchen operations	Comparative and Superlatives	<ul style="list-style-type: none"> <li>➤ Understand and use comparative forms</li> <li>➤ Understand and use superlative forms</li> <li>➤ Understand language about hot range items</li> <li>➤ Understand language used in team briefings</li> </ul>	Create a closing checklist	<ul style="list-style-type: none"> <li>➤ Watch videos that show the experience of working in a professional kitchen</li> </ul>
18. Food of the World	Vocabulary related to ethnic cuisine	Present Perfect Tense	<ul style="list-style-type: none"> <li>➤ Pronounce non-English words</li> <li>➤ Understand the present perfect tense</li> <li>➤ Talk about my experiences</li> <li>➤ Answer present perfect closed questions</li> <li>➤ Be able to understand descriptions of ethnic cuisine.</li> </ul>	Choose a country and do some research on the cuisine and complete a country fact file card	<ul style="list-style-type: none"> <li>➤ What is fondue? Do some research on a country you are interested in and its food</li> </ul>
19. I Love Sweet Things	Vocabulary related to desserts	Vocabulary related to desserts	<ul style="list-style-type: none"> <li>➤ Understand and use future tenses</li> <li>➤ Talk about future plans</li> <li>➤ Understand and use reported speech</li> <li>➤ Understand descriptions of desserts</li> <li>➤ Pronounce dessert names correctly</li> </ul>	Make a monthly plan OR Think about your dream and how you are going to accomplish it	<ul style="list-style-type: none"> <li>➤ Why is correct pronunciation important?</li> </ul>
20. Course Review	REVIEW	REVIEW	<ul style="list-style-type: none"> <li>➤ Complete written assessment</li> <li>➤ Complete interview test</li> </ul>		<ul style="list-style-type: none"> <li>➤ Review learner training tips and keep learning!</li> </ul>

## **AIMS OF THIS COURSE:**

The Functional English was designed to complement the Professional Cookery Course and help students of cookery become familiar with the English they will face in their work environment. Thus, the course seeks to build some basic speaking and writing skills, enhance reading and listening skills, as well as prepare the students for the basic vocabulary used in the catering industry.

## **STRUCTURE OF THIS COURSE:**

Course Specifications

- ▶ Duration: 4 weeks, (20 working days) totalling 120 hours
- ▶ Lesson time: Morning session with one 15-minute break  
Lunch break  
Afternoon session with 15-minute break

## **WHAT THIS MANUAL CONTAINS:**

- Part 1 : Learner Centred Approach / The Communicative Approach to Language Learning
- Part 2 : Your students
- Part 3 : Classroom Management
- Part 4 : Correcting student work and giving constructive feedback and encouraging peer feedback
- Part 5 : Learner Training – how to access self-learning
- Part 6 : The Four Skills
- Part 7 : Assessment and Student Self-Assessment Methods
- Part 8 : Lesson Routine, Lesson Components and Activity Types
- Part 9 : Ideas for Warm Up and Wrap Up
- Part 10 : Assessment Resources

## **PART 1**

### **Learner centred approach**

The Functional English Course incorporates the learner centred approach in many of its activities and with its Learner Training and Self-Assessment components. The learner centred approach is a methodology that places the learner at the centre of the learning. This means that the learner or student is responsible for learning while the trainer is responsible for facilitating the learning. Taking a learner centred approach is important for an adult teaching environment as it helps to develop learners who can learn and work on their own. This means that it enables life-long learning and independent problem-solving.

**Some useful tips:**

- Avoid lecturing
- Turn theory into quizzes or competitions
- Ask and encourage questions
- Encourage teamwork and peer support
- Encourage presentations for students to share knowledge.
- Pace of a lesson – combine sit down and stand-up activities appropriately
- Have a variety of activities to activate different abilities and interests of the students.
- Students evaluate their own learning

**Communicative Approach to Language Learning**

The communicative approach is rooted in the concept that language learning comes from having to communicate real meaning. If a learner is involved in real communication, the learner will employ natural strategies to communicate their message, and this encourages them to expand their language tools in order to do this. When students are asked to practise the target language by using the target language to find out personal information of their classmates, or to present information about themselves, or to share information they have gathered in the task, this is the communicative approach.

Many of the activities in the Functional English Course are designed to encourage students to communicate real information or real ideas. This prepares them for when they must do so in their workplaces.

**PART 2****Your Students****Getting to know your students**

It is advisable to spend some time at the beginning of a course getting to know your students, i.e.. their names, backgrounds, reasons for taking the course. This allows you to establish a better rapport and put students at ease in their learning situations. It also helps a student to feel comfortable to approach you if they are having issues or require extra support to facilitate their learning. You should also take time to observe what works well for your students. Ask them to give you feedback on the classes/sessions to adjust your teaching methods to maximise their learning.

**Student Levels**

REFERENCE: <https://www.cambridgeenglish.org/exams-and-tests/cefr/>

This course uses the Common European Framework of Reference for Languages (CEFR) as its reference to evaluate student ability to use the English Language in a satisfactory manner. The CEFR is an internationally recognized framework for describing language ability and uses a six-point scale (see below).

The Council of Europe's **Common European Framework of Reference for Languages** (CEFR) is a series of descriptions of abilities which can be **applied to any language**. These descriptors can be used to **set clear targets** for achievements within language learning, to help **define language proficiency** levels and to **interpret language qualifications**.

Using the CEFR makes it easier to assess and evaluate student ability when teaching and testing. In the event students of this course decide to continue their English Language Learning and apply for formal language testing (any Cambridge Assessment English test such as IELTS, or CAE, etc.) they will be able to better understand their level and the level they need to achieve. This understanding will also help employers be able to recognize the language abilities of their cookery industry apprentices.

<b>PROFICIENT USER</b>	<b>C2</b>	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	<b>C1</b>	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
<b>INDEPENDENT USER</b>	<b>B2</b>	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	<b>B1</b>	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
<b>BASIC USER</b>	<b>A2</b>	Can understand sentences and frequently used expressions related to areas of immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	<b>A1</b>	Can understand and use familiar everyday expression and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and other and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person speaks slowly and clearly and is prepared to help.

## Dealing with mixed levels

You will most likely have a mixed level of students in the class. This means that some students will have very little prior English knowledge, while others might have had English tuition classes before. It is important for you to manage the different levels to allow all students to flourish and progress and enjoy their learning with you.

Some tips:

- Expect different levels of performance -do not expect the same from every student.
- During group work put students in groups according to their level. This allows stronger students to push themselves and this allows weaker students to go at a suitable pace.
- Encourage a helpful atmosphere. Encourage students to help each other as often as possible, even during competitions.
- If you are doing pair work, you can occasionally pair a weaker student with a stronger student and encourage the stronger student to act as 'teacher' and the weaker student to take the opportunity to push themselves.
- Do not penalise anyone for using their mother tongue during the lesson if it helps speed up understanding. However, encourage any questions in their mother tongue to be left till the end of the class or for any one-to-one chats with the student.
- If you know a student is struggling to keep up, set aside time to focus on this student during activities: adapt the activity to their level.
- You can encourage lower-level students to read their workbooks / lesson in advance and translate what they need to translate, before attending the lesson.

## **PART 3**

### **Classroom Management**

Classroom management describes the techniques, actions, or processes that teachers employ to ensure the smooth running of the lesson and allows students to achieve academic goals and encourage a good dynamic between students. All of this engenders a positive learning experience for the students and a positive teaching experience for the teacher.

To exercise good classroom management, consider these four points:

**Be attentive** – this is part of knowing your students and building a positive relationship with them. Be a mentor, not a best friend. Be a leader but listen to what they have to say. Be aware that they have lives outside of the classroom.

**Be organized** – have a plan, prepare your resources, know what is coming next at all times. This will prevent activities from taking too much time and prevent students from getting bored or confused or start misbehaving. Give or demonstrate instructions clearly. This will also prevent confusion.

**Be consistent** – this means be fair with each student. Teachers are also human and it can be easy to focus on the students that share the same interests as the teacher. But that means you might neglect other students who need your attention. Avoid playing favourites.

**Be kind** – when students misbehave, consider why they are misbehaving before getting angry. Sometimes talking to the misbehaving student one-to-one can help you understand their behaviour. This the same for students who are very quiet or very shy or very nervous. But do not forget – you are the boss. If someone breaks the rules then be clear explaining the consequences to that person.

Some techniques:

- Give praise and encourage good behaviour and good effort.
- Implement a reward system.
- Use a variety of activities, and variety of resources (for example, visual aids).
- Take small breaks if necessary.
- Keep instructions short and clear.
- Maintain a routine.
- Have an effective seating arrangement (do not always allow students to sit with the same people all the time).
- Be a role model of kindness and support for your students.
- Be confident and stay calm

## **PART 4**

### **Correcting Student Work**

In the Functional English Course, many of the activities require the teacher to check student answers as a whole class, rather than collecting work to check in class. There are also activities where students check with their peers first before checking their answers with you. IN these situations, rather than correcting students, you simply provide the answers and students should be asked to correct their own work in their book.

The work that you will spend the most time correcting will be the daily homework assignments and the writing task in Week 3. Please see Part 6 – The Four Skills – to get more information about correcting writing tasks.

When correcting homework task remember the following points:

1) What are you correcting and why?

If it is a grammar task then correct the grammar, not the spelling. If the task requires students to create a conversation, you must decide what areas you want to focus on – grammar? vocabulary? spelling? word order? Do not attempt to correct all areas of language of one task. Focus on the area that each student needs to improve the most.

2) Has the student achieved the task?

If the task was to complete a table or create a dialogue or make a list, and the student has completed the task, you can choose to not correct language and instead give general, written feedback about the task itself.

### **Giving constructive feedback and encouraging peer feedback**

In a course like this, your students will require frequent and effective feedback. The lesson plans in the Trainer's Guide give ample opportunity to provide feedback to your students. It helps students understand what they are good at and what areas they need to work on. When this is done well, it increases learning, productivity and enthusiasm. The way in which feedback is given is extremely important. It can either be very motivating for a student or it can demoralise them and not allow them to reach their potential.

#### **What to give feedback on and when:**

- A. Give feedback to the whole group when going through answers for a particular exercise. This means if you notice **common** mistakes, correct the whole class and not one student.
- B. Give feedback to pairs when they are practising conversation and role play by praising first and then focusing on areas for improvement. Do not interrupt the pairs when they present their role plays or conversations. Keep a written record of any mistakes or areas for improvement. These notes can go towards the student record and can be given in one-to-one feedback if you include this time in your scheduling.
- C. Give feedback to individuals if they have given individual speeches. Giving feedback to individuals is

time-consuming and best left to the end of the course. You will have to make separate one-to-one time to give individual feedback as it is best to keep such feedback personal.

D. If the task requires students to produce written work, give feedback on the written work ONLY. Do not deviate and give feedback on speaking or listening or reading skills.

BE SPECIFIC with your feedback.

E. Use expressions such as, *"Your performance/ speaking/ pronunciation/ is...."*

DO NOT say, *"You are \_\_\_\_\_."*

Do not make your comments about the student's character, only performance/work.

#### More tips for giving constructive feedback:

- The purpose of giving feedback is to improve the student's performance. Being harsh, critical, or offensive will not achieve this.
- Positive feedback is as important as telling the student what they need to work on to improve.
- Keep an eye out for what the student does well, remember it may not be cookery related skills to begin with as they are still learning.
- Even when you have something negative to say, you should start with something positive and then ease into the areas for improvement.
- Make sure the student is very clear on what they need to do to improve.
- Set goals and make plans to monitor their progress.
- They need to know you care and you really want them to succeed in their course.

#### **Peer Feedback**

Getting positive and constructive feedback from peers can help build student confidence, help build trust in the class dynamic, and also provide language models outside of the teacher-centred model.

If the activity you are doing requires students to give feedback to their fellow classmates, remind them of the same points stated above before doing peer feedback:

- Be kind – start positive before saying anything negative.
- Be specific – do not try to criticize everything – focus on one thing.
- Do not get personal – encourage students to use *"Your performance/ speaking/ pronunciation/ is...."* And avoid using words such as *"bad"* or *"good"*. Try *"easy to understand/follow"* or *"difficult to understand/follow"*.
- Do not say something is wrong – instead give a better example or model a better example.

## **PART 5**

### **Learner Training – how to access self-learning**

Learner training is encouraging critical and analytical thinking. This is important as students move up in their careers. Learning is also more effective when the students take ownership of their own growth and development.

The students should be encouraged to:

- Do the tasks explained in the Learner Training box found at the end of each lesson.
- Read the workbook thoroughly.
- Revise the vocabulary often – there are many terms that are specific to cookery in French and English. They must know these specific words. Repetition will help students to remember them.
- Write down questions to ask their trainer or classmates when studying at home.
- ASK lots of relevant questions during their lessons.
- Use the internet to extend their learning - look at the online links and do their own research. Watching clips or looking at pictures of procedures/techniques is very helpful.
- Listen carefully to feedback they get from your trainer and classmates.
- Learn to give constructive feedback well, as it helps them to think about their own performance too.
- Not to be afraid to make mistakes. Their best learning will come from how they deal with and reflect on their mistakes. Do not make students feel bad when they make mistakes.
- Take lots of notes.
- Start to notice what they see in restaurants and food shops, look for examples of what they learn in class in the world around them. For example, visit a supermarket and identify fresh and dry produce, or have a look at the labels of the produce.
- Study and practice with their classmates, work as a team and help each other to become better.
- Practice, practice, practice! The more they practise the better.

## **PART 6**

### **The Four Skills**

The foundation of the communicative approach is that exercising all four skills is required to for a student to become a proficient communicator in English. For example, reading activities often contain vocabulary building exercises, listening activities incorporate grammar noticing exercises, speaking activities require students to employ their listening skills and writing tasks require students to employ all their knowledge and skills of the language. The Functional English Course contains the necessary variety of activities that allow students to practice all four skills.

### The Receptive Skills – Listening and Reading

*Reading – When learning a language, reading can help with building vocabulary, building comprehension, improve sentence structure, which in turn, helps with writing skills. We encourage our children to read from a young age, and so we should encourage our language students to read everything and anything they can in English.*

In Week 3, Lesson 11, students are formally introduced to four basic reading strategies or skills:

- Skimming – Reading in order to obtain a general idea of the topic of the text.
- Scanning – Reading in order to obtain specific information.
- Intensive Reading – Reading for deeper understanding of the text and for absorbing the information.
- Extensive Reading – Reading for pleasure.

The students will have many opportunities to skim, scan and intensively read a text through the various reading activities found in the Course. However, reading for pleasure in English is an activity that you should encourage your students to start as a habit outside of class. There is no limit to what they can read – kitchen safety brochures, story books, magazines, comic books, etc. Additionally, they should read what they enjoy.

*Listening – Similar to reading, listening is a passive action. However, it still requires attention and throughout the course there are many opportunities for practising their listening skills.*

The two listening skills exercised in this Course are:

- Listening for gist – listening to get a general picture/ idea of what is being said. Here students will be listening for content words (nouns, verbs, adjectives).
- Listening for detail – listening to get specific details or information to answer a question or complete a task.

Most of the Course activities follow this pattern:

1. Listen once and try to catch as much information / words / phrases / ideas as possible (**gist**). Convey to the teacher what the listening content was about.
2. Listen for a second time for the purpose of capturing specific information / answers to specific questions (**detail**). This should be undertaken after students have read the listening comprehension questions.
3. Listen for a third time (or read the script) to confirm their answers.

There are many dialogues / conversations to be found throughout the Course and ideally you would use the audio track and script to run the listening activities. At present the **audio track is unavailable** and this means you have three alternatives:

- a) You read the dialogues / conversations out loud to the students, with you playing multiple roles in the dialogues / conversations.
- b) You read the dialogues / conversations out loud with students chosen to read the other roles in the dialogues / conversations. The students you choose should be of a strong level of ability, confident and who would enjoy playing a role.
- c) You treat the listening activities as reading activities.

**Note:** If you choose **c)** more than you choose **a)**, your students will have less opportunity to practice their listening skills.

Just like reading for pleasure, we also listen for pleasure and students should be encouraged to do the same. They can listen to everything and anything in English, from songs to watching movies to listening to English radio. The more they attune their ears to the sound of English, the better it is for their fluency (using a variety of vocabulary and grammar correctly) and pronunciation.

### The Productive Skills – Speaking and Writing

*Speaking* – speaking is an interactive process by which information is communicated. When we speak we need to understand how to use vocabulary and grammar accurately, have an awareness of pronunciation and intonation, have an ability to read and employ facial expressions and other body language, as well as have the ability to listen and understand what the other person is saying (listening skills).

Many of the speaking activities in the Course are pair activities. Here are some extra tips to encourage students to speak:

- Use the dialogues / conversations in the Course as models
- Use yourself as a model by demonstrating the task with a student
- Tell them not to worry about mistakes.
- Remind the students of why they are speaking – what is it they must communicate?
- Speak in English as much as possible – speak to your teacher in English, speak to your classmates in English, speak to your friends in English.
- Use full sentences whenever possible as this helps improve grammar accuracy.

**Correcting during speaking activities: Do's and Don'ts**

- Do not interrupt dialogues and role plays to correct students – this will disturb the flow. Write any noticeable problems and give common feedback afterwards.
- Do focus on the task – have the students communicated what they need to communicate or not? If not, then that is what you focus your feedback on.
- Do correct grammar mistakes IF the focus of the speaking activity is grammar accuracy.
- Do correct vocabulary mistakes IF the focus of the speaking activity is vocabulary usage.
- Do correct pronunciation mistakes IF the focus of the activity is correct pronunciation.
- Do not criticize students who are shy or speak quietly. Support them with praise for completing the task, and simply encourage them to increase volume next time.

*Writing* – writing is the process of using the written word to communicate information. To write fluently we need to understand how to use vocabulary and grammar accurately, have a knowledge of a variety of vocabulary and grammar, understand the purpose of writing, and write cohesively (have a good flow or structure).

There three ways in which students on this Course practice their writing:

- 1) grammar and vocabulary exercises
- 2) listening and reading comprehension questions
- 3) In Week 3, each lesson contains one or two writing tasks that lead to one paragraph writing activity (Lesson 13) and one essay writing activity (Lesson 15).

There are writing activities in the course that require students to be creative (writing dialogues / notes). Here are some extra tips to encourage students to write:

- Do the Homework tasks because many are writing tasks.
- Do the Learner Training tasks as this will require writing in a journal or diary.
- Write in English whenever you have free time – write a song, write a story, write a poem, write a recipe, write a letter.
- Look around their place of work or training facility and find information in English which they can copy into their journals or diaries.

**Correcting writing tasks and exercises: Do's and Don'ts**

- Do encourage students to answer in full sentences. By doing so, students can improve word order, sentence structure and grammatical accuracy.
- Do model full sentences on the board as often as possible.
- Do have a correction system when you are marking the paragraph or essay task. (See example below)
- Do not correct spelling and grammar only – observe if the student has completed the task, if the student has adequately communicated his or her information.

## **PART 7**

### **Assessment and Student Self-Assessment**

Assessment is a fundamental part of any form of learning. Assessment and self-assessment allow teachers and students to evaluate student performances / abilities and help the map out future actions to continue improving and expanding their learning. Assessment at the end of a course or during a course should not be seen as a final decision on a student's ability, merely a record of that student's progress at that time. There are many areas of assessment that will enable the teacher to build an overall performance record of each student's abilities. An overall performance record is a better tool for assessment because it looks at all areas of strengths and weaknesses rather than simply focusing on writing and testing ability. Thus, the two forms of assessment are: Formative and Summative

*Below is a brief break down of what these terms mean:*

#### **FORMATIVE ASSESSMENT**

**When**

**Why**

**HOW**

#### **SUMMATIVE ASSESSMENT**

**When**

**Why**

**HOW**

Under the terms and conditions (NCS) set out by TVEC regarding the Professional Cookery Course, to gain an NVQ Level 4 certification students must have training in Literacy (Module Code H55S010BM04). The Functional English Course easily covers all the requirements stated in this area and also provides a framework for assessment. The NCS states that both formative and summative assessment must be undertaken in order to provide evidence of the students completing NVQ requirements as well as the Course requirements.

The Functional English Course **Record Keeping:**

**1. Formative** – Students will need to maintain a portfolio. The portfolio will be used as an assessment of their ongoing work throughout the course.

This will include:

- their workbooks and completed exercises (including presentation task in Week 2)
- evidence of completed homework tasks (including the written task in Week 3)
- Learner Training journal
- Any evidence of self-learning (recipes, notes, pictures, etc.)
- completed Self-Assessment tables

You will need to monitor this portfolio throughout the course and remind the students to maintain these records carefully. To prevent backlog, it is advisable to check the elements of the portfolio after every week, if possible.

Workbook Check – Students must complete all exercises and tasks. Teachers should do the workbook checks weekly or fortnightly.

Teacher Observation – The teacher should make notes to record opinions/observations of individual student's OVERALL performance, attitude, participation and behaviour in class. This should be done on a weekly basis, when possible.

Role Play and Presentation Observation – The teacher should make a record of student performances during role play activities and presentation activities.

In Part 10 of these notes, you will find the relevant checklists, of which you should have one for each student. At the end of the course you should provide a copy of the checklists so that students also have a record of their progress.

**2. Summative** – this is an assessment of what they have learnt overall, and they will be required to answer questions about what they have learnt and demonstrate their abilities.

This will include:

- A written test (weekly, or bi-weekly or end of instructional period)
- An interview test (end of instructional period)

You will need to facilitate the tests during class time; therefore, it is vital that you schedule accordingly. In Part 10 of these notes, you will find the record sheets you may need for the summative assessments.

## **SELF-ASSESSMENT**

Students should be encouraged to monitor their own progress so that they can fully understand what must be done to tackle any weaknesses as well as how to continue to improve.

SELF ASSESSMENT TABLE: a self-assessment record is built into the student's Workbook.

Can-do statements are about assessing ability beyond the written word or grammatical knowledge and is especially conducive when using the communicative approach to language learning. The self - assessment criteria is based on a set of can-do statements related to the content of each day's lesson. These statements can be found in both the Trainer's Manual and the student Workbook. A copy of these statements is also in Part 10 Assessment Resources. You will need to make one set for each student, and you will use this to record your observations of each student's progress.

## **PART 8**

### **Lesson Routine, Lesson Components and Activity Types**

Each lesson in this Course contains the same flow of activities:

Greetings, Homework collection, Warm up activity, Main lesson content, Wrap up, Homework task, Self-Assessment check, Learner Training task, and Internet resources.

As the lessons are split into morning and afternoon sessions, you can choose to do a warm up activity before the start of the afternoon session if you wish.

Each lesson contains a variety of activities covering all four communication skills (listening, reading, writing and speaking). There are also vocabulary and grammar activities. You will also find Grammar Boxes containing the explanation of the grammar points particular to that day's lesson.

You will find that in many of the conversations (dialogues) for the listening and reading activities, there are characters whose names appear often. These are characters designed to help students feel some familiarity with the people having conversations in English. This is because these characters are also trainee chefs or apprentices. By following their conversations or personal stories, the students can visualize themselves as the characters more easily.

There are six recurring characters:

Pradeep	Benjamin
Kumari	Mary
Akyas	Shanika

### **Activity Types**

#### **Speaking Activities:**

dialogue practice  
dialogue building  
dialogue presentation  
role plays  
telephone conversations

#### **Writing Activities**

Listening and Reading  
Comprehension answers  
Grammar activities  
Paragraph writing  
Essay writing

#### **Listening and Reading Activities:**

Comprehension activities  
Vocabulary exercises  
Vocabulary building exercises  
Practice activities

#### **Grammar and Vocabulary Activities:**

Noticing activities  
Matching activities

There are also special tasks:

Week 1	Picture tasks
Week 2	Presentation Assignment – group presentation with poster about safety and hygiene
Week 3	Paragraph and Essay Writing Assignment
Week 4	Final Written Test and Interview Test

## **PART 9**

### **Ideas for Warm Up and Wrap Up**

Students benefit greatly from lessons that have a routine. Following a routine allows the teacher to signal to students what is happening at different stages of the lesson.

The warm up and wrap up stages of a lesson help open and close the lesson and helps bring a sense of order and organization. Students usually come to class with many things on their mind. An effective warm up activity can help them relax and focus their attention on the lesson and the lesson content. It is also a chance for the teacher to check and assess students' progress. Warm Up activities can be physical and fun for you and the students. If you like singing, teach your students a song and practice. If you like moving your body, you can start the class with stretches or on the spot jogging.

Equally, students need to know when a lesson has ended so they are able to focus on the homework task, the learner training task and any other information the teacher may give them at the end of the lesson. Allowing a final lesson activity to run till the end of a lesson can sometimes prevent students from getting clear closure and can lead students to feel that the lesson was not planned adequately.

It is important to remember that Warm Ups and Wrap Ups should not exceed 15 minutes, as this will eat into precious lesson time.

In this Trainer's Manual, each lesson plan starts with a Warm Up activity, written into each lesson for convenience. However, it is not obligatory to use the Warm Up activity shown in the lesson plans. You can choose to do anything based on your knowledge of your students.

The Wrap Up activity is not written into the lesson plans and so you can choose from the many ideas below.

Note 1: Warm Up activities should excite the student's English knowledge and give them energy to face the day. Wrap Up activities should help students wind down.

Note 2: Demonstrate the activities to your students rather than explain.

Note 3: As with any activity, make sure you are prepared (resources, theme, language).

## **Warm Up Ideas**

Below are many ideas for Warm Up activities but you should choose activities that you find fun and interesting as well. If you like singing, teach your students a song and practice. If you like moving your body, you can start the class with stretches or on the spot jogging.

### **Bingo**

This activity is good for listening skills and vocabulary review. Ask students to draw a bingo grid and write a list of words from the previous lesson on the board. Ask students to write each word into one box of their grid, at random. As you read out the words at random, students cross out the words on their grid. The student to get one row wins.

### **Charades**

Charades is good for bringing up students' energy levels and for communication skills. Write a list of words from the previous lesson on the board (verbs, nouns) and put students into groups. Each student must choose a word and use gestures and actions to communicate that word to their group mates.

### **Pictionary**

This is similar to Charades but instead of using gestures and actions, students have to draw an image of the word they chose from the list and their group mates must guess what they are drawing.

### **Memory Chain**

This is a good activity for triggering memory and vocabulary. You can choose any topic (for example, fruits, vegetables, food, desserts, kitchen utensils, Kitchen brigade, etc.). Put students into groups and stand in a circle. One student starts by saying one word – 'fork'. Then the second student continues the memory chain by saying – 'fork', 'spoon'. Then the third student continues by saying – 'fork', 'spoon', 'knife'. And so on.

### **Simon Says**

This activity is good for practising the Imperative Form. The teacher faces the students and all the students should stand up. If the teacher says – 'touch your face', the students should not move. If any student moves they are out of the game and have to sit down. If the teacher says – 'Simon says touch your face', all the students should touch their face. If a student does not follow the instruction then they are out of the game and must sit down.

### **Sentence Jumble**

Write jumbled sentences on the board and have the students re-order the words in the sentence. For example, dish / sweet / this / is / very / . /

The students can write the answer in their notebooks, call out the answer, or come up to the board to write the answer: This dish is very sweet.

Help students to notice where the full stop goes.

### **Question Jumble**

This activity is the same as Sentence Jumble but uses questions instead. For example, **do / where / live / you / ? /**

Help students notice where the question mark goes.

### Quick Fire Question Round

This is a very simple activity where the teacher asks questions, preferably lesson review questions, and the students answer (they should put their hands up to answer). This is a good activity for students to practise how to ask and answer common questions. This is a timed activity – this means the students should answer your questions within 5 - 10 seconds. After the teacher has led the activity, it is possible to have one student to lead the activity in their groups.

For example: Review questions

- What was yesterday's lesson about?
- What did you study yesterday?
- Have you done your homework?
- What does \_\_\_\_\_ mean?

For example: General questions

- Can you play football?
- Do you like listening to music?
- Where do you live?

### Ball Toss

This is the same as the Quick-Fire Question Round, but it uses a ball (or a paper ball if you do not have access to soft toy balls). Demonstrate by throwing the ball up and catching it. As you catch it ask a question (e.g., What is your name?) and answer the question (e.g., My name is \_\_\_\_\_.) Then throw the ball to a student and ask the same question when the student catches it. Encourage the student to answer and throw the ball to another student and ask the same question. This can be done as a whole class or by students in their groups.

To help them, you can write examples of questions on the board or direct the students to use open or closed questions.

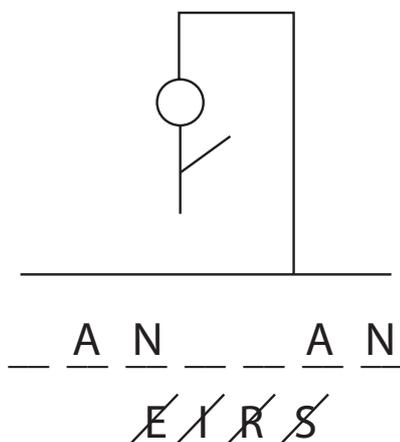
### Hangman

This is a good activity for reviewing spelling and the English alphabet. When possible, choose a category of words from a previous lesson (to review vocabulary).

For example, Kitchen Areas - dishwashing unit, stockroom, dry store, cold storage, hot ranger, office, staff toilets

Choose one word and write a number of dashes equivalent to the number of letters in that word on the board.

(for example, *dry storage*) → \_\_\_\_\_



Tell the students the category (Kitchen Areas) and have the students give you one letter at a time to help them fill in the blanks until they can guess what the word is. If the letter a student says is not in the word you start to draw the 'hangman' picture one stroke at a time. If the students fail to deduce the word before you complete the 'hangman' picture, the teacher is the winner!

This activity can be done as a whole class, or in teams and teams compete to deduce the word first. If you do not like to draw the 'hangman' then you can choose another picture (with more than 6 strokes).

### Word ladders

This activity is good for practising spelling, vocabulary building and thinking creatively. In this activity, a three-letter word must be transformed step by step into a target word. To illustrate the idea, write the word run on the board and explain that the target word is fit. For each turn, only one letter can be changed. Students can use a dictionary to make sure that each transformation is correctly spelled. Have a list of words ready if you are going to attempt this activity.

For example: run → fit  
 run → fun → fin → fit

Students can do this in pairs or in teams.

Another example:  
 sea → eat  
 sea → set → sat → eat

### The A to Z game

This activity is a good vocabulary building activity. Give students a theme, for example, jobs, dessert names, food safety hazards, personal hygiene tips, etc. Write the letters A to Z on the board. Teams of students must race to write an appropriate word next to each letter on the board, within the chosen theme.

For example – theme: dessert names

A – apple pie	E – éclair
B – blancmange	F – fruit tart
C – crêpe	G – gelato
D – doughnut	H – honey cake

### What's the common word?

This is a good activity for expanding vocabulary and finding connections. Find a group of compound words or collocations which share a common word. For example, bedroom, bathroom, living room, classroom, showroom, etc. Give students one of the word/collocation parts, such as bed and have them guess the missing part, add to the list writing bath, living, class, etc., until they successfully guess the common word. Here are some more examples:

- › ear, boxing, diamond, finger, wedding (*ring*)
- › tea, soup, table, dessert (*spoon*)
- › kitchen, tea, bath, beach (*towel*)
- › green, light, ware, boat, work, wife (*house*)

**Did you know?**

This is a good activity for writing practice and reviewing information. Set a five-minute time limit and in groups have students think up and write down as many facts (in full sentence form) as they can about a topic that you choose. You can choose topics that help students review past lesson content, for example, mise en place, food safety, personal hygiene, food specification, food groups. One point should be given for each true sentence.

**Name ten**

This is a good activity for reviewing vocabulary as well as vocabulary building. Put students into groups and have the groups think of 10 items that fit particular criteria.

For example:

- Jobs where you have to wear a uniform
- Ethnic Cuisine
- Kitchen Equipment
- Foods that contain egg
- Kitchen Brigade jobs
- Three letter parts of the body – eye, arm, leg, hip, ear, toe jaw, rib, lip, gum
- Symptoms of being sick

**Two truths and a lie**

This is a good activity for listening comprehension and writing practice. Write or dictate three sentences about yourself. Two statements should be true and one false, for example: *I used to be a firefighter, I can ride a bicycle, My favourite food is sushi.*

Now invite students to discuss in pairs which statement they think is the lie. Ask each pair which statement they think is untrue and have them explain why. Reveal your answer and ask students to come up with three sentences about themselves. Give students enough time to think of three sentences about themselves and monitor their progress. You can have them read the sentences to their partner or if students are willing, this can be done as a whole class activity (you read out one of the student's sentences and the rest of the class must guess which sentence is untrue).

**Word Chain**

This is a vocabulary building exercise. Put students into groups and give an initial word, for example, kitchen and each student in the group takes it in turns to say a word which they associate with the previous word. Stop the activity before the chains become too long!

For example: *kitchen – cook – food – eat – dish – menu – restaurant – etc.*

You can extend this activity to help students form sentences (verbal or written). Ask students to make sentences using the words from their word chains.

### First Conditional Train of Thought

This is an activity to help students practice the first conditional. First review the structure of the first conditional. Next, put students into groups and have them nominate who will go first in their group. Write on the board, *'If I win the lottery, and ask first student of each group to complete the sentence, for example, 'If I win the lottery, I will buy a house.'*

The rest of the group should then take turns to continue the train of thought, for example, *"If I buy a house, I will have a garden.'* – *'If I have a garden, I can have a swimming pool.'*

### Three things in common

This is a good activity for helping students get to know each other and practising asking and answering questions. Put students into pairs and say that they must find three things that they have in common and then report back to the class. You can change the topic to areas like *three things we both did at the weekend, three foods we both like, three things we both don't like about this city, three things neither of us has done yet but would like to, etc.*

### Organise yourselves!

Have students arrange themselves in order according to a given criterion. For example, by age, alphabetical order of first name or surname, the number of shoes owned, etc. This should be a timed activity to make it more fun.

### Draw It!

This is a good activity for listening skills. This is also good for practising there is and there are as well as prepositions of place and furnishing vocabulary. Have a simple picture of a room but do not show it to your students. Describe the picture and tell the students to draw what you describe. Allow students to ask you questions. At the end, have all the students compare their pictures with each other before revealing your picture. This activity can also be done by the students in groups (one student is nominated the teacher and given the picture to describe).

### What's Missing?

This is a good activity if you are teaching in a location that has a training kitchen. Collect 20 or more items and place them on a table. Ask students to look carefully at the items but only give them 10 seconds. Then ask the students to close their eyes and while their eyes are closed remove two items from the table. Ask students to open their eyes and tell you what's missing. Students can play this game with their groups using items from their bags or items from the training kitchen. Alternatively, you can use the dry food storeroom in the training kitchen and use one shelf of items.

### Pit Pat Putt – A Pronunciation Game

This is a good activity for practising pronunciation. For this activity, you will need a list of ten one syllable words which differ only in the vowel sound. Below are some examples. Choose a set that includes the sounds that the class or student finds particularly challenging.

- Pit Pat Putt Port Pert Part Pet Pot Pete
- But Bet Bat Bit Bought Bait Beat Bite Bot Boat But Bert
- Men Man Mine Min Moon Mean Moan Mourn Main

Write the numbers **0** to **9** across the board and underneath each number write one of the words.

**0 1 2 3...**

**Bet Bat But Beat...**

Drill the words with the class until you are satisfied the students can recognise and reproduce each different word. Tell the class that you are now going to give them your telephone number and using the code they need to write the numerals down.

You can also do this with beginning sounds that your students find challenging – for example: *van, vet, very, voice, vase, vine, venison, valley, video, volume*

### Wrap up Ideas

Many of the warm up ideas can be adapted to be done as a wrap up activity. You can practise the song you taught your students in the warm up. You can do the same stretches you started the day with. The main purpose is help students know the lesson has ended.

### Correction Activity

This is a good activity to review the lesson content or to review grammar points. Write some statements or sentences on the board that reflect the lesson content but that are false. Ask the students to correct the statements / sentences.

For example – Theme: Numbers

*We measure volume in grams.* → *We measure volume in litres.*

*We measure temperature in litres.* → *We measure temperature in degrees.*

*We measure weight in minutes.* → *We measure time in minutes.*

For example – Grammar point: Comparatives

*This car is gooder than my old car.* → *This car is better than my old car.*

*Chocolate mousse is the best tastier dessert.* → *Chocolate mousse is the tastiest dessert.*

*I am tallest than my brother.* → *I am taller than my brother.*

### Review

This is a very simple method to wrap up a lesson. Have students discuss in their groups what they learned today – ask them to think about what was interesting, what was difficult, what was easy, how they felt about the lesson. Then ask the groups to nominate a speaker and share their group's thoughts with the class.

If you have a lower-level class, they can discuss in their mother tongue but make sure that you have the students write down their ideas in English before sharing with the class.

**60 seconds**

This is also a review activity, but it is competition. Put the student into teams and ask them to write words or phrases that they have learned throughout the lesson. Say that they have only 1 minute to make their list and they cannot use their books. After time is up, have students count their words and the team with the longest list wins – but make sure the winning list is read out to class to confirm that all the words are words from that day’s lesson.

**PART 10 Assessment Resources**

You will need to make a copy of the following record-keeping resources for each of your students.

Note: Do not forget to make general observation notes when observing conversation / dialogue practice, role plays, student’s attitude, behaviour and of course, participation.

**When writing your observations, do write the date and lesson number.**

**Try to write down your observations during class and after class as this will help when you make your weekly comments or end-of-course comments. All your comments / notes should then help you write a Final Progress Report for each student. The Report should not be more than 100 words.**

**STUDENT ASSESSMENT RECORD**

Student Name: \_\_\_\_\_

Student Number: \_\_\_\_\_

Start Date: \_\_\_\_\_

WEEK 1	HOMEWORK ASSIGNMENT	LEARNER TRAINING	WORKBOOK	GENERAL COMMENTS
1. About Me				
2. Around Me				
3. Numbers				
4. How Can I Help You?				
5. Asking Politely				

WEEK 2	HOMEWORK ASSIGNMENT	LEARNER TRAINING	WORKBOOK	GENERAL COMMENTS
6. Hygiene and Safety				
7. Kitchen and Food Safety 1				
8. Kitchen and Food Safety 2				
9. Kitchen Areas and Equipment				
10. Industry and Brigade				

WEEK 3	HOMEWORK ASSIGNMENT	LEARNER TRAINING	WORKBOOK	GENERAL COMMENTS
11. Let's Talk About Food				
12. Menus and Recipes				
13. Food Labels and Standard Recipes				
14. Mise En Place				
15. Questions About Food				

WEEK 4	HOMEWORK ASSIGNMENT	LEARNER TRAINING	WORKBOOK	GENERAL COMMENTS
16. Bites and Beverages				
17. Hot Range				
18. Food of the World				
19. I Love Sweet Things				
20. Course Review				

**Observation Comments**

**Student Assessment Record – Four Skills, Grammar and Vocabulary**

<b>Lesson 1 ABOUT ME</b>			
<b>Student can...</b>	<b>Very well</b>	<b>OK</b>	<b>Need more practice</b>
Talk about oneself			
Talk about own family			
Talk about hobbies			
Talk about daily or weekly routine			

<b>Lesson 2 AROUND ME</b>			
<b>Student can...</b>	<b>Very well</b>	<b>OK</b>	<b>Need more practice</b>
Ask / answer closed questions.			
Ask / answer open questions.			
Describe where I live			
Describe where things are			

<b>Lesson 3 NUMBERS</b>			
<b>Student can...</b>	<b>Very well</b>	<b>OK</b>	<b>Need more practice</b>
Listen and understand numbers			
Read and understand dates, prices, and temperature, weight, and volume			
Understand numbers to express food quantities in recipes.			
Tell the time			
Use the present continuous tense			

Lesson 4 HOW CAN I HELP YOU?			
Student can...	Very well	OK	Need more practice
Answer the telephone with confidence			
Understand how to take a telephone message			
Know the names of hotel amenities			
Give directions			

Lesson 4 HOW CAN I HELP YOU?			
Student can...	Very well	OK	Need more practice
Answer the telephone with confidence			
Understand how to take a telephone message			
Know the names of hotel amenities			
Give directions			

Lesson 5 ASKING POLITELY			
Student can...	Very well	OK	Need more practice
Understand the vocabulary related to personal hygiene.			
Understand what a safety hazard is, and vocabulary related to safety hazards.			
Understand the reasons for why we have to have good hygiene and safety.			
Give instructions on how to wash hands correctly.			
Understand what the imperative form is and how to use it.			
Understand what modal verbs are and how to use them.			

<b>Lesson 6 HYGIENE AND SAFETY</b>			
<b>Student can...</b>	<b>Very well</b>	<b>OK</b>	<b>Need more practice</b>
Understand the vocabulary related to personal hygiene.			
Understand what a safety hazard is, and vocabulary related to safety hazards.			
Understand the reasons for why we have to have good hygiene and safety.			
Give instructions on how to wash hands correctly.			
Understand what the imperative form is and how to use it.			
Understand what modal verbs are and how to use them.			

<b>Lesson 7 KITCHEN AND FOOD SAFETY 1</b>			
<b>Student can...</b>	<b>Very well</b>	<b>OK</b>	<b>Need more practice</b>
Understand the vocabulary used for symptoms			
Understand the difference between disease and symptom			
Understand what food safety hazards are			
Use modal verbs to give advice			
Use modals to express obligation (the rules)			

Lesson 8 KITCHEN AND FOOD SAFETY 2			
Student can...	Very well	OK	Need more practice
Understand and identify food safety hazards			
Understand how to prevent food safety hazards			
Understand how to use zero conditional sentences			
Understand how to use first conditional sentences			
Report a problem			

Lesson 9 KITCHEN AREAS AND EQUIPMENT			
Student can...	Very well	OK	Need more practice
Understand words related to kitchen areas.			
Understand words related to kitchen equipment.			
Understand how to use "a", "an", and "the"			
Use "this", "that", "these", and "those"			
Understand how to use the passive voice.			

Lesson 10 INDUSTRY AND BRIGADE			
Student can...	Very well	OK	Need more practice
Understand the words related to kitchen brigade			
Say the different job names in the kitchen brigade			
Understand words related to the catering and hospitality industry			
Understand the difference between "want/would like" and "like"			
Use simple phrasal verbs			
Use pronouns			

Lesson 11 LET'S TALK ABOUT FOOD			
Student can...	Very well	OK	Need more practice
Understand singular and plural word spelling rules			
Read and understand a long text			
Understand about different food groups			
Talk about favorite meal			
Understand how to find the topic of a paragraph			

Lesson 12 MENUS AND RECIPES			
Student can...	Very well	OK	Need more practice
Understand words related to recipes and menus			
Identify countable and uncountable nouns			
Use quantifiers (a, an, some, a lot of, any)			
Identify passive sentences			
Identify parts of a paragraph			

Lesson 13 FOOD LABELS AND STANDARD RECIPES			
Student can...	Very well	OK	Need more practice
Use conjunctions to connect spoken sentences.			
Use conjunctions to connect sentences when writing			
Understand how measurements are used			
Use measurements when reading recipes			
Understand the parts of a standard recipe			
Understand what food specifications (specs) are			

Lesson 14 MISE EN PLACE			
Student can...	Very well	OK	Need more practice
Understand and use words related to mise en place			
Use zero and first conditionals			
Understand the simple past tense			
Pronounce non-English words correctly			
Understand the parts of a 3-paragraph essay			

Lesson 15 QUESTIONS ABOUT FOOD			
Student can...	Very well	OK	Need more practice
Understand that English verbs have different forms			
Use the passive voice			
Describe dishes to a customer			
Make telephone calls to food supplier to explain a problem			
Write a 3-paragraph essay			

Lesson 16 BITES AND BEVERAGES			
Student can...	Very well	OK	Need more practice
Pronounce non-English words correctly			
Understand words related to beverages, appetizers, salads, and sandwiches			
Understand the past simple tense			
Use the past simple tense correctly			

Lesson 17 HOT RANGE			
Student can...	Very well	OK	Need more practice
Pronounce non-English words correctly			
Use comparative forms			
Use superlative forms			
Compare two or more things			
Express an opinion			
Understand kitchen operations			

Lesson 18 FOOD OF THE WORLD			
Student can...	Very well	OK	Need more practice
Pronounce non-English words correctly			
Understand and use the present perfect tense			
Describe different ethnic cuisine			
Have a discussion with peers			

Lesson 19 I LOVE SWEET THINGS			
Student can...	Very well	OK	Need more practice
Read and understand about different types of dessert			
Pronounce names of different desserts correctly			
Understand future tenses			
Talk about plans			
Understand reported speech forms			
Convey what other people have said			

**STUDENT ASSESSMENT RECORD – SPECIAL ASSIGNMENTS**

**Presentation Assignment**

Score 1 to 5 with 5 being the highest

	1	2	3	4	5
Task Completion					
Use of Poster					
Clear Delivery					
Body Language					
Participation					

General Feedback:

Areas to improve:

**Writing Assignment**

Score 1 to 5 with 5 being the highest

	1	2	3	4	5
Task Completion					
Coherence					
Cohesion					
Accuracy					
Vocabulary					

General Feedback:

Areas to improve:

**FINAL WRITTEN TEST SCORE**

If you plan to conduct weekly written tests, ensure that you cover a variety of areas to be tested (vocabulary, grammar, concepts). It is equally important to have a simple marking system. If you plan to conduct a bi-weekly test or end of course test, remember to give your students time to prepare and take the test as all tests must be done during class time.

Be sure to record any and all test scores here:

Name of Student: \_\_\_\_\_

**Presentation Assignment**

Score 1 to 5 with 5 being the highest

	Score	Comment
Week 1		
Week 2		
Week 3		
Week 4		

BI-WEEKLY TEST SCORES:

	Score	Comment
End of Week 2		
End of Week 4		

END OF COURSE TEST SCORE:

	Score	Comment
Date of Test		

**FINAL INTERVIEW TEST SCORE**

The final interview test should only be undertaken in Lesson 20 at the end of the course (in the afternoon session). The instructions are in the Trainer’s Manual for how to set it up.

Name of Student: \_\_\_\_\_

TOPIC: \_\_\_\_\_

Score 1 to 5 with 5 being the highest:

	1	2	3	4	5
Task Completion					
Coherence					
Cohesion					
Accuracy					
Vocabulary					

General Feedback:

Areas for improvement:

**ROLE PLAY NUMBER:** \_\_\_\_\_

Score 1 to 5 with 5 being the highest:

	1	2	3	4	5
Task Completion					
Task Participation					
Accuracy					
Vocabulary					

General Feedback:

Areas for improvement:

**FINAL PROGRESS REPORT**

Student Name: \_\_\_\_\_

Student Number: \_\_\_\_\_

Start Date: \_\_\_\_\_

### List of Topics for Final Interview Test

- › What is your favourite meal of the day?
- › Tell me about your family.
- › Tell me about where you live / describe where you live.
- › Tell me about your hobbies.
- › Which country would you like to go to and why would you like to go there?
- › What is your favourite food and why is it your favourite food?
- › Do you want to be a chef? Why? Why not?
- › What is your dream?

### Role Play Cards for Final Interview Test

ROLE PLAY 1: Take a message and pass on the message

You answer the phone, and the caller is asking for your teacher. Let the caller know that your teacher is in a meeting.

- a) Take a message.
- b) Pass the message on to your teacher.

ROLE PLAY 2: Make an order by telephone

You call the supplier Agrigrow to order:

- a) 15 kilos of onions
- b) 25 tins of baby corn (brand = Happy Valley)

ROLE PLAY 3: Complain about an order by telephone

You call the supplier because there is a problem with the order. State the problem and ask for refund or find a solution:

- a) the lettuce is not fresh and is full of sand – can they refund the money, or can they send new batch?
- b) the 25 tins of baby corn are not there – they are missing – can they deliver by 11am?

## ROLE PLAY 4: Describe a dish to the guest

You are in charge of the Sri Lankan buffet. A guest is asking you questions about the sambols and curries:

- a) Describe two sambols
- b) Describe one cur

## ROLE PLAY 4: Describe a dish to the guest

You are in charge of the Sri Lankan buffet. A guest is asking you questions about the sambols and curries:

- a) Describe two sambols
- b) Describe one curry

## ROLE PLAY 5: Describe where the facilities are to the guest

You see that a guest is lost, and you offer your help.  
The guest wants to know:

- a) where is the bathroom
- b) where the is bus stop
- c) what time is lunch

## ROLE PLAY 6: Report a problem during the briefing

You opened the kitchen this morning and you saw three problems. You have to report these problems to the supervising chef BEFORE the briefing begins. The problems are:

- a) Fridge A thermometer is not working.
- b) Shanika is ill today, and she cannot come to work.
- c) The milk delivery did not come this morning

## ROLE PLAY 7: Ask for clarification

The F&B staff have come to give a special order for a cake delivery. There are a few special requests.

Listen to the special order (you may take notes) and ask any questions about the guest's special requests.



# ABOUT ME

<i>Time duration</i>	Morning
<i>Vocabulary Overview</i>	Hobbies, Family
<i>Grammar Overview</i>	To be, to have
<i>Objective</i>	Talk about myself and the things I like to do in my free time
<i>Materials</i>	Student's Workbook, Trainer's Manual

## The learning outcomes for this first lesson are that students can:

- › Talk about themselves
- › Talk about their family
- › Talk about their hobbies
- › Describe their daily routines

.....



## WARM UP AND REVIEW

As this is the first day of the course and all the students may not know each other, it is worth spending some time getting to know your students. This not only helps the students to feel comfortable with their classmates and you, the teacher, but it also helps you to determine the level of your students' English. You will find options for different warm up activity ideas in this Manual but for today you might want to use the quick and easy activity below.

1. Use a ball / ball of paper / or something small that you can easily throw and catch. Throw it up and catch it yourself and say, 'My name is .....', and repeat this action a few times.
2. Now throw to a student and encourage them to say the same phrase 'My name is ...' they then throw the ball to another student who also says their name.
3. Once students have done this a few times, model the question 'What's your name?' 'My name is ...' now throw the ball to a student and ask, 'What's your name?'.
4. Once the student answers, get them to throw the ball and ask another student the question 'What's your name?' Make sure all the students get a chance to ask and answer the question.

**Activity A** 

Ask students to listen or read the conversation and then ask the students what they heard (or what they could understand from reading):

*Option 1: Teacher reads the text aloud either alone or with 2 (strong) students*

*Option 2: Students read the text*

*Option 3: Teacher plays the audio*

**Pradeep:** Hi. My name is Pradeep Jayawardene.

**Kumari:** Hello. I'm Kumari Nallathamby. Nice to meet you.

**Pradeep:** Yes, nice to meet you too. How do you spell your first name?

**Kumari:** K-U-M-A-R-I. How do you spell you family name?

**Pradeep:** J-A-Y-A-W-A-W-A-R-D-E-N-E.

**Kumari:** Thank you.

**Pradeep:** You're welcome. This is my friend Akyas.

**Kumari:** Hi Akyas. Nice to meet you.

**Akyas:** Nice to meet you too. How are you?

**Kumari:** I am very well, thank you. And you?

**Akyas:** I'm good but I am a little nervous.

**Kumari:** Why? Akyas: It's my first day. Are you nervous?

**Kumari:** No, I'm really excited!

Ask students to read and answer the questions. Get them to check with their partner once they are finished before going through the answers as a whole class. Introduce or explain the idea of answering in full sentences.

**Answers:**

1. What is Pradeep's friend's name? **Pradeep's friend's name is Akyas.**

2. How does he feel? **He feels nervous.**

3. Why does he feel that way? **He feels that way because it's his first day.**

4. Is Kumari nervous too? **No, Kumari is not nervous.**

5. How does she feel? **She feels excited.**

Put students into groups of three and let them practice the conversation. Monitor as they practice. After they have practised the different roles, they can use the same conversation but use their own names. Get students to practice with as many other students as possible in the class.

**Feedback:** Ask a couple of groups to demonstrate the conversation to the class. Ask follow-up questions to those listening by asking what student A’s name is, how to spell their surname etc. Listen and help with pronunciation or intonation.

**Grammar Box – ‘to be’**

If you have a strong class you may be able to write ‘to be’ on the board and elicit the different forms from the students, e.g. I \_\_\_\_ Benjamin, You \_\_\_\_ a teacher etc.

With a weaker class you can point students to the Grammar Box – ‘to be’ in their workbook and go through it together. Drill the contracted forms so students are used to hearing and saying them.

GRAMMAR BOX – “To be”		
<p><i>We use the verb “to be” to show state of people, animals, things, places, and ideas. We can say what colour something is, or the size. We can express feelings. We can say what something is.</i></p>		
Structure	Contractions	Question form
<p><b>I <u>am</u> Benjamin.</b>  <b>You <u>are</u> a teacher.</b>  <b>She <u>is</u> a student.</b>  <b>He <u>is</u> nervous.</b>  <b>It <u>is</u> my book.</b>  <b>We <u>are</u> excited.</b>  <b>They <u>are</u> happy.</b></p>	<p><i>I am = I’m</i>  <i>You are = You’re</i>  <i>She is = She’s</i>  <i>He is = He’s</i>  <i>It is = It’s</i>  <i>We are = We’re</i>  <i>They are = They’re</i></p>	<p><i>What is it?</i>  <i>It is a pie. (It’s a pie.)</i></p> <p><i>What are they ?</i>  <i>They are chef’s knives.</i></p> <p><i>What are you doing?</i>  <i>I am cooking. (I’m cooking.)</i></p> <p><i>Are you cooking?</i>  <i>Yes, I am / No, I am not.</i></p>

## **Activity B**

Ask students to complete the sentences with the correct form of the “to be” verb. Encourage students to answer without looking at the Grammar Box if they can, and then referring back to it to check their answers:

Allow students to check their answers with a partner before whole class feedback.

### **Answers:**

1. We **are** very happy.
2. They **are** in the house.
3. Susan **is** good at tennis.
4. The dog **is** under the table.
5. Our friends **are** coming to our party.
6. He **is** funny.
7. My shoes **are** white.
8. This dress **is** expensive.
9. This **is** my house.
10. It **is** delicious.

## **Activity C**

Ask students to match the questions on the left to the correct answers on the right. Let them check with a partner / the other students on their table before going through answers together as a whole class.

**Feedback:** Nominate student A to ask student B the question, student B answers fully (i.e., don't accept answer “1 = b”). Then student B asks student C and so on. Give positive feedback.

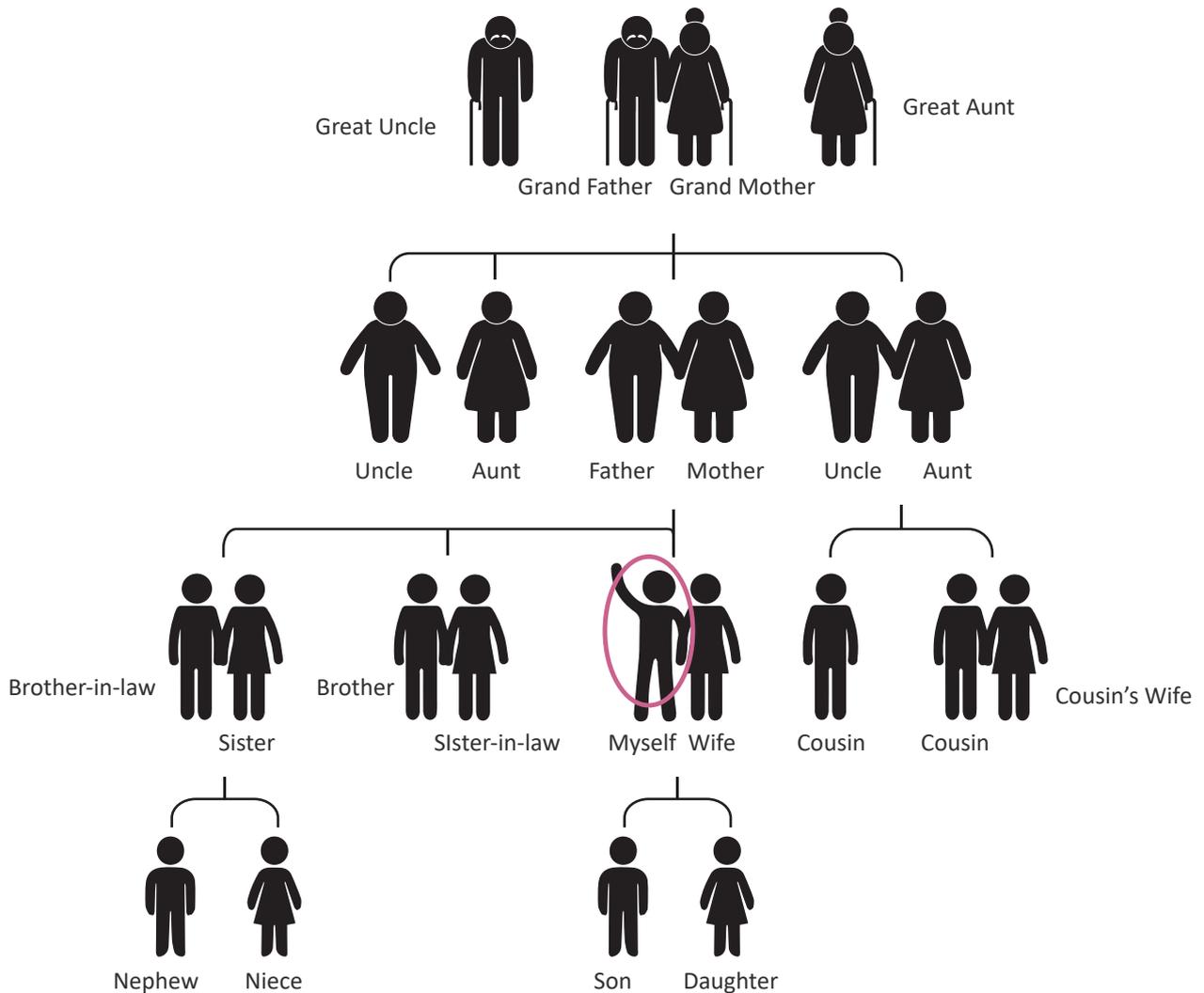
**Note for Teacher:** When students answer the questions you can encourage them to use full sentences as well as the contractions, e.g. “I'm crying because I'm sad” / “I am crying because I am sad”; both versions are valid and correct but you can explain that using contractions makes speech sound more natural.

**Answers:**

- |                           |   |
|---------------------------|---|
| 1. What is it?            | <b>b. It's a blender.</b>                 |
| 2. Where is the bus stop? | <b>d. It's next to the train station.</b> |
| 3. Why are you crying?    | <b>e. I am sad.</b>                       |
| 4. Who is he?             | <b>a. He is my friend.</b>                |
| 5. How much is it?        | <b>c. It is Rs. 500/-.</b>                |
| 6. When is your birthday? | <b>f. It's in April.</b>                  |

**Activity D**

Explain that students are going to discuss the topic of families. Try to elicit what a family tree is. Direct the students to the family tree picture in their workbooks and ask them to read the names of the different family members. Answer any questions they may have and drill the pronunciation of any difficult words. Teach the words “parents” and “grandparents”:



Ask students to look at the picture in their workbook. Elicit ideas of what they see, but do not agree or disagree yet; simply allow the students to brainstorm some vocabulary.

*Option: you could write up these ideas on the board and tick them off later on if they come up in the text below.*

Ask students to fill in the gaps of the text below using the picture:



### Answers:

Hi, my name is Benjamin. This is a picture of my **family**. I come from a big family. There are **11 (people)** in my family. That's me. I am carrying a backpack. I have **2 / two** parents, my mother and father. My **grandparents** live with us. They are my father's parents. My mother's parents live far away. I have **1 / one** older brother and **1 / one** older sister. I also have one **younger** brother and one younger **sister**. My older brother is **married**. He has a wife and a new **baby**.

Get students to pair-check their answers to see if they have the same answers. Monitor whilst students are doing this to see if there are any common mistakes or any interesting ideas. Check as a whole class by nominating students to answer. Direct the students' attention to the words 'younger' and 'older' and confirm student comprehension.

## Activity E

Ask your students to quickly draw a picture of their family. Once they have done this, ask them to write about their family using the text in Activity D as a guide:

*Option 1: If time is short you can ask students to read their sentences to their partner.*

*Option 2: Ask students to each read their text to classmates on their table / in their group.*

*Option 3: For a small group of students you could put the texts around the classroom and ask students to walk around and read each text*

**Feedback:** For each option, you can conduct brief feedback by asking, e.g., who knows how many brothers student X has?

You should error correct as a class any major mistakes that you observe or those which are common to many students.

You can also collect the workbooks in and 'mark' them for the students but do this at the end of the week.

### Grammar Box – 'to have'

If you have a strong class you may be able to write 'to have' on the board and elicit the different forms from the students, e.g. I \_\_\_\_ a big family, She \_\_\_\_ a sister etc. With a weaker class you can point students to the Grammar Box – 'to have' in their workbook and go through it together.

GRAMMAR BOX – "To have"	
<i>We use the verb "to have" to describe the things that belong to us, or to express a body problem.</i>	
<b>Structure</b>	<b>Question form</b>
I <u>have</u> a big family. You <u>have</u> a car. She <u>has</u> dengue. He <u>has</u> a dog. It <u>has</u> new apps. We <u>have</u> many clothes. They <u>have</u> a baby.	What do you have in your bag? I have lots of pencils.  Do you have a big family? Yes, I do / No, I do not (No, I don't).

We can also use the phrase “have got / has got”. It has the same meaning as “have”. But the structure of the question is different:

Structure	Question form
I <u>have got</u> a big family. You <u>have got</u> a car. She <u>has got</u> dengue. He <u>has got</u> a dog. It <u>has got</u> new apps. We <u>have got</u> many clothes. They <u>have got</u> a baby	What <u>have you got</u> in your bag? I have got (I've) got lots of pencils.  <u>Have you got</u> a pencil? Yes, I have / No, I haven't.

## Activity F

Ask students to underline the correct form of “have” in the 10 sentences and then ask them to check their answers with a partner before whole class feedback:

### Answers:

1. My dog **has** a long tail.
2. The coffee **has** milk in it.
3. They **have** the right answer.
4. The water **has** a good taste.
5. We **have** a small garden.
6. My sister **has** many toys.
7. Sri Lanka **has** beautiful beaches.
8. I **have** a big family.
9. The man **has** a yellow suitcase.
10. She **has** two brothers.

Put students into pairs and ask them to work together to use the sentences above to make “have got / has got” sentences. Once they have done this, ask them to try and make the question form. Show students the example to help them.

**Example:**

She has two brothers. → She has got two brothers. → Has she got two brothers?

**Feedback:** Explain to the students that “have got / has got” and “have / has” are used in the same way and mean the same thing.

**Activity G**

Tell the class that when you are not working you like to read. See if you can elicit the word ‘hobby’ or ‘hobbies’. Explain / elicit that this is something you do in your free time. See if students can come up with any other hobbies and write these up on the board.

Direct students to Activity G in their workbook. Ask them to look at the pictures and use the words in the box to label the pictures.

Give students a couple of minutes, and then ask them to check with their partner. Feedback as a class to go through answers / explain any new vocabulary.

**Answers:**



Dancing



Painting



Cycling



Cooking / Baking



Fishing



Exercising



Sculpting



Singing

## **Activity H**

Ask students:

**Q.** What are the people in the pictures doing?

**A.** They are enjoying their hobbies.

**Q.** What is your hobby? / What do you like to do in your free time?

**A.** (Student's own answer)

Ask students to write or draw their hobbies. If they do not know the English word, ask students to explain to their group to see if anyone can help them, if not then you can help them with the English word.

Explain that we have different ways we talk about our hobbies:

For example:

- › I like painting.
- › I enjoy painting.
- › My hobby is painting.
- › I like to paint in my free time.

Encourage all students to write at least one sentence about their hobby. Stronger students can write more, e.g., where they do it and when. Monitor and guide students as they are writing.

Now explain that we have different ways of asking people about their hobbies:

For example:

- › What is your hobby?
- › What do you like to do in your free time?
- › What do you like doing in your free time?

Get students to stand up and walk around the classroom to ask different students about their hobbies and find someone who has the same hobby as them. Encourage them to use different structures when asking and answering.

**Feedback:** Get feedback from students and find out if anyone found someone with the same hobby as them.

<i>Time duration</i>	Afternoon
<i>Vocabulary Overview</i>	Daily actions, routine actions
<i>Grammar Overview</i>	Present Simple, Adverbs of Frequency
<i>Objective</i>	Answer questions about myself
<i>Materials</i>	Student's Workbook, Trainer's Manual

**Activity I** 

Ask students to listen or read the conversation and then elicit from the students what they heard or read.

Option 1: Students read the text

Option 2: Teacher reads the text aloud and students follow in their workbooks

Option 3: Teacher plays the audio

This is Shanika. She is a student at this school. She lives in Dehiwela. She is 18 years old. There are four in her family – her father, her mother and her sister. Her sister is also a student. Her father is an electrician. Her mother is a housewife and part time worker in a supermarket. Shanika wants to be a chef one day in her own restaurant. She has many hobbies. She likes singing and dancing with her friends. She also likes watching television and travelling. Her favourite television show is Master Chef Australia. She wants to visit Australia and Japan one day.

Ask students to read the questions before reading or listening to the text for the second time. Students should then answer the questions. Get them to check their answers with their partner once finished before going through the answers as a whole class.

**Answers:**

1. Where does Shanika live?	<b>(She / Shanika lives) in Dehiwela.</b>
2. How old is she?	<b>She is 18 years old.</b>
3. Does she have any brothers or sisters?	<b>Yes, she has / has got one sister.</b>
4. What does her father do?	<b>He / Her father is an electrician.</b>
5. What are her hobbies?	<b>Her hobbies are singing and dancing (with her friends), watching television and travelling.</b>
6. Where does Shanika want to visit one day?	<b>Shanika wants to visit Australia and Japan one day.</b>

**Activity J**

Ask students to look at the questions from Activity I, 1-6. Elicit that they are all about Shanika but we would like to find out about information about our new friends in the class. Tell students that with a partner they are going to change each question to find out this information.

Write up the first sentence on the board: Where **does Shanika** live?

Elicit from the class how to change this using 'you'. Prompt as necessary.

**Example:** Where **does Shanika** live? → Where **do you** live?

Elicit / highlight the fact that 'does' becomes 'do'.

Put students into pairs and set a time limit. Once they have completed they can check with another pair. Feedback as a whole class and correct any errors.

**Answers:**

1. Where does Shanika live?	<b>Where do you live?</b>
2. How old is she?	<b>How old are you?</b>
3. Does she have any brothers or sisters?	<b>Do you have any brothers or sisters?</b>
4. What does her father do?	<b>What does your father do?</b>
5. What are her hobbies?	<b>What are your hobbies?</b>
6. Where does Shanika want to visit one day?	<b>Where do you want to visit one day?</b>

**Activity K**

Students are now going to practice asking questions to their partner to find out information. They should ask their partner the question, then make notes in the table below.

If your students are not confident you can allow them to look at Activity J's questions.

If you feel students need more practice, change their partners and repeat the activity and / or encourage students to ask the questions without looking at Activity J to see if they can remember the questions. (They can use the words in the left column of the table as prompts.)

**Feedback:** In feedback nominate a few students to tell the class about what they found out from their partner(s).

Name of Partner:	
live	
brothers and sisters	
father's job	
mother's job	
hobby	
favourite colour	
favourite food	
want to visit	

### Grammar Box – the present simple tense

If you have a strong class you may be able to elicit when we use the present simple (to ask and answer questions about ourselves when meeting people).

For example: Write the following on the board -

Q. What \_\_\_\_ your name?                      A. My name \_\_\_\_ Akyas.

Q. Where \_\_\_\_ you from?                      A. I \_\_\_\_ from Sri Lanka.

Q. Where \_\_\_\_ you live?                      A. I live in Dehiwela.

Try to elicit what goes in the gaps. Ask students to now read through the Grammar Box in their workbooks.

With a weaker class you can go straight to the Grammar Box and go through it together.

**GRAMMAR BOX –The Present Simple Tense**

*We can use the present simple tense to ask and answer questions about ourselves when we meet people. We use it to talk about our daily routine or our schedules or our families or what we like or do not like. We use it to talk about things in our lives that do not change.*

<b>What <i>is</i> your name?</b> <b>My name is Akyas.</b>	<b>What is his/her name?</b> His/her name is Kumari.
<b>Where <i>are</i> you from?</b> <b>I am from Sri Lanka.</b>	<b>Where is he/she from?</b> He/she is from Sri Lanka.
<b>Where <i>do</i> you live?</b> <b>I live in Dehiwela.</b>	<b>Where does he/she live?</b> He/she <u>lives</u> in Batticaloa.
<b>Do you live in an apartment?</b> <b>Yes, I do.</b> <b>No, I don't</b>	<b>Does he/she live in an apartment?</b> Yes, he/she <u>does</u> . No, he/she <u>doesn't</u> .
<b>What <i>do</i> you do? (What is your job)</b> <b>I am a student.</b> <b>I am a teacher.</b>	<b>What does he/she do?</b> He/she <u>is</u> an electrician.
<b>What <i>do</i> you like to do in your free time?</b> <b>I like taking pictures on my phone.</b> <b>I like spending time with my friends.</b>	<b>What does he/she like to do in your free time?</b> He/she <u>likes</u> taking pictures on my phone. He/she <u>likes</u> spending time with my friends.
<b>Do you <i>have</i> brothers or sisters?</b> <b>Yes, I do. I have one sister</b> <b>No, I don't. I am an only child.</b>	<b>Does he have children?</b> Yes, he <u>does</u> . No, he <u>doesn't</u> .

**Activity L**

Ask students to cover the grammar box with the present simple tense and correct the mistakes in the sentences in Activity L. Show the students that the first one has been done as an example. Ask students to work individually and set a time limit. Once completed, ask students to refer back to the Grammar Box and correct any mistakes they made.

Conduct quick feedback as a whole class to ensure everyone has the correct answers.

**Answers:**

1. <del>Do</del> you a student?	<b>Are you a student?</b>
2. <del>Does</del> you have any brothers or sisters?	<b>Do you have any brothers or sisters?</b>
3. What <del>do</del> he like to do in his free time?	<b>What <b>does</b> he like to do in his free time?</b>
4. <del>Has</del> you got a pencil?	<b>Have you got a pencil?</b>
5. What time <del>are</del> it?	<b>What time <b>is</b> it?</b>
6. I <del>doesn't</del> like snakes.	<b>I <b>don't</b> like snakes.</b>
7. He <del>work</del> in a bank.	<b>He <b>works</b> in a bank.</b>
8. <del>Do</del> he work in a restaurant?	<b>Does he work in a restaurant?</b>
9. Yes, he <del>do</del> .	<b>Yes he <b>does</b>.</b>
10. They <del>likes</del> dancing.	<b>They <b>like</b> dancing.</b>

**Activity M**

The next section is about daily routines. You could link with the previous section by stating that you **never** go dancing because you don't like it, but that you **sometimes** play tennis at the weekend and you **always** get a taxi there and back. Explain that these are 'routines', i.e., **all the things you do on a daily, weekly, monthly basis**. We often use words such as, **sometimes, always, usually, never**.

Ask students to look at the pictures (1-12) and with their group or partner ask them to label as many as they can with words or phrases given.

**Answers:**

1. get up	2. brush my teeth	3. get dressed	4. sleep
5. eat	6. take a bus	7. talk to my friends	8. check my email
9. use the computer	10. have tea / coffee	11. go home after work/school	12. exercise

Tell students that you drink tea or coffee every morning and read a book every night. Ask students to think about the actions they do daily and fill in the table in their workbook using actions from the pictures above or other appropriate actions that they know.

Morning	Afternoon	Evening / Night
<i>(Students' own answers)</i>	<i>(Students' own answers)</i>	<i>(Students' own answers)</i>

Direct students to the Grammar Box – ‘Adverbs of Frequency’ and ask them to read through the text. Go through together afterwards and clarify any parts students find difficult.

GRAMMAR BOX – Adverbs of Frequency			
<p><i>We use Adverbs of Frequency to describe how many times we do any particular action. We use words such as, “always, sometimes, often, never”, and so on.</i></p>			
Structure		Question form	
<p><b>I + adverb + verb (+time phrase).</b> For example: I <u>always brush my teeth</u> in the morning.  She <u>never eats</u> tomatoes.</p>		<p><i>What do you <u>always do</u> in the morning?</i>  <i>Do you <u>always brush your teeth</u> in the morning?</i> <i>Yes, I do / No, I do not (No, I don't).</i></p>	
Always	100%	Occasionally	30%
Often	80%	Rarely	20%
usually	60%	Never	0%
Sometimes	50%		
<p>(1 time) Once a day / week / month / year (2 times) Twice a day / week / month / year (3 times) Three times a day / week / month / year</p>			
<p>How often ? = How many times?</p> <p>Q. How often do you brush your teeth? A. <i>I always brush my teeth in the morning.</i> A: <i>Twice a day (two times a day).</i></p>			

## Activity N

Explain that words such as **sometimes**, **always**, **usually**, **never**, indicate frequency and can be seen on a scale of 0 – 100%.

Ask students to read the sentences in their workbook and decide what percentage of time is being spent on each activity. Options are given to help the students so they can match them up.

### Answers:

1. I play the piano <b>every day</b> .	<b>100%</b>
2. I <b>sometimes</b> make dinner for my family.	<b>50%</b>
3. I <b>usually</b> meet my friends on Saturday.	<b>80%</b>
4. My mother <b>always</b> makes breakfast for me.	<b>100 %</b>
5. My father <b>never</b> watches television.	<b>0%</b>
6. I <b>rarely</b> eat ice cream.	<b>20%</b>

Ask the students to look back at the pictures from Activity M and think about how often they do some of those actions. Ask students to write a couple of sentences about their own lives using the adverbs of frequency. Once completed they can read their sentences to their partner.

**Feedback:** Do a quick feedback session as a whole class by asking Student A what they can remember about their partner, e.g. He said he never plays football, she said she always drinks coffee in the morning.

## Activity O

Before starting this activity, make sure the students are familiar with the days of the week. Then direct students to their workbook and ask them to complete each character's timetable.

*Option 1: Write the days of the week on the board and read the text to students a couple of times.*

*Option 2: Write the days of the week on the board and ask one or two of the students to read the texts aloud.*

### Text and Answers:

Hi. I'm Kumari and I am 21 years old. I like cooking very much. I cook every day. I also like playing badminton with my family. We play three times a week, Monday, Wednesday, Friday. I love walking. I go once a week to the park, usually on Saturday or Sunday.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Cook	Cook	Cook	Cook	Cook	Cook	Cook
Play Badminton		Play Badminton		Play Badminton	Walk in the Park	Walk in the Park

Hello. My name is Pradeep. I am 18 years old. I am a student and I go to school five days a week. I like playing football with my friends. We play twice a week, Tuesday and Friday. I like playing the piano. I am in a band. We practice every Thursday night.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Go to school	Go to school	Go to school	Go to school	Go to school		
	Play football		Play the piano / band practice	Play football		

**Feedback:** Direct the students’ attention to the way we use the days of the week. We use “on” for days and we add an “s” (e.g., I study on Mondays) and “at the” for the weekend (e.g., I go to my friend’s house at the weekend).

**Activity P**

Ask students to look at the conversation between 2 people. They must complete the conversation with the words from the box. Ask students to work individually then check with their partner. Check answers as a whole class.

**Answers:**

**Kumari:** Hi Shanika! How **are** you today?

**Shanika:** I'm okay, thank you. And **you**?

**Kumari:** Me too. What **is** that?

**Shanika:** This is a book from the **library**.

**Kumari:** **Do** you like reading books?

**Shanika:** Yes, I do. I like reading and watching movies. How about you?

What do you **like** to do in your free time?

**Kumari:** I like cooking very much. I am always cooking!

I **always** cook dinner for my family.

**Shanika:** Wow! I sometimes cook dinner for my family.

**Kumari:** Do you like **going** to the cinema?

**Shanika:** Yes. But I **rarely** go to the cinema because I **am** busy with studies.

**Kumari:** I also like walking.

**Shanika:** How **usually** do you go walking?

**Kumari:** I go to the park once a week, on Saturday or Sunday.

**Shanika:** I like walking too.

**Kumari:** You **should** join me.

**Shanika:** Thanks!

Now focus students on the questions and ask them to complete the answers in their workbook. Encourage full sentences whenever possible.

**Answers:**

1. What does Kumari like doing in her free time?	<b>Kumari / she likes cooking.</b>
2. What meal does she usually cook for her family?	<b>(She usually cooks) dinner.</b>
3. What are Shanika's hobbies?	<b>Shanika's / her hobbies are reading and watching movies.</b>
4. When does Kumari go to the park?	<b>Kumari / she usually goes to the park on Saturday or Sunday.</b>

Once everyone has the correct answers, put students into pairs and ask them to practice the dialogue. Once they have done this a couple of times you can ask them to cover the dialogue and see if they can remember as much as possible.

Now ask students to imagine they are having a conversation with Pradeep. They should use Pradeep's information from Activity O to create the conversation and practise with their partner. Explain that they may be asked to perform the conversation for the class (one student in each group will perform as Pradeep). You can guide students by going through the following example and eliciting the answers too.

YOU: Hi Pradeep! How \_\_\_\_\_ you today?

Pradeep I'm okay, thank you. And \_\_\_\_\_?

YOU: Me too. What \_\_\_\_\_ that?

Pradeep: This is a FOOTBALL from a sports shop.

YOU: \_\_\_\_\_ you like \_\_\_\_\_?

Pradeep: Yes, I do. I like \_\_\_\_\_. How about you?

Explain to students that at the end of each module they will find:

- ▶ A Homework Task
- ▶ Self-Assessment
- ▶ Learner Training
- ▶ Website Links

See the Teacher's Notes for more information

## WRAP UP

Finish the lesson by setting the homework task, going through the Self-Assessment grid and reminding the students of the Internet box and the Learner Training box. If there is time, do a wrap up activity (see Teacher's Notes).



## Homework Task

Set the homework and make sure that all students understand the task.

### HOMEWORK:

**Create your own conversation between you and a new friend. Think about what questions you would like to ask. The conversation should be more than 10 lines long:**

\*All homework should be done on separate pieces of note paper, not in the workbook.

## Self-Assessment

Guide students to the self-assessment grid in their workbook and ask them to honestly rate themselves thinking about today's lesson. This may be the first time that some students have assessed themselves so it is worth explaining that there is no right or wrong but is based upon how they feel they have coped with the activities and whether they 'can' complete the 3 sections given. Explain that you will also 'assess' each student using the same criteria and only if there are big differences will the teacher and student need to discuss.

SELF - ASSESSMENT			
I can...	Very well	OK	Need more practice
Talk about myself			
Talk about my family			
Talk about my hobbies			
Talk about my daily or weekly routine			

## Learner Training

Learner Training is to help students raise their awareness of the language and how it is used; awareness of their own learning processes and actions; helping them to reflect on what they need to do to progress. If there is time, you can go through these questions in class.

*The students' answers or thoughts or ideas should be noted down in their notebooks, which you will collect at the beginning of the following week.*

### LEARNER TRAINING

Look at the conversation in Activity P. What are the questions Kumari and Shanika used instead of repeating the same questions?

How does Kumari invite Shanika for a walk?

We sometimes use "should" when we recommend something or give advice.

*For example:*

*You should do your homework (advice)*

*You should try the new Chinese restaurant. (recommendation)*

Think about the things you would talk about to someone new.  
What would you say about yourself?

Elicit from the students why it is important to watch short videos or even movies as well as to listen to music in English. Reinforce their opinions by explaining that listening is key to improving their pronunciation and grammar fluency. The website links provided here also provide a re-cap of some of the material they have learnt in today's lesson.

### **On the YouTube / Internet:**

There are many videos on the YouTube and there is a lot of information on the Internet to help you with your English vocabulary, grammar, listening and pronunciation.

Learn English British Council ([learnenglishteens.britishcouncil.org](https://learnenglishteens.britishcouncil.org))

<https://learnenglishteens.britishcouncil.org/skills/writing/beginner-a1-writing/my-favourite-meal>

Oxford Online English

[https://www.youtube.com/watch?v=uFpEp83Vh3k&list=PLD6t6ckHsruY\\_i7\\_rZhKcRBmXDdawiUM&index=9](https://www.youtube.com/watch?v=uFpEp83Vh3k&list=PLD6t6ckHsruY_i7_rZhKcRBmXDdawiUM&index=9)

# AROUND ME

<i>Time duration</i>	Morning
<i>Vocabulary Overview</i>	Places we live in
<i>Grammar Overview</i>	There is, There are, adjectives
<i>Objective</i>	Talk about where I live
<i>Materials</i>	Student's Workbook, Trainer's Manual

## The learning outcomes for this lesson are that students can:

- Ask / answer closed questions
  - Ask / answer open questions
  - Describe where they live
  - Describe where things are
- .....



## WARM UP AND REVIEW

On this second day of the course students will hopefully now be familiar with you as their teacher and with their classmates. However, a quick warm-up is always a good idea so they can get their brains into 'English mode' as well as to give a quick re-cap on what happened the day before. As mentioned previously you will find options for different warm up ideas in the Trainer's Manual but for today you might want to use the quick and easy activity below.

1. Use a ball / ball of paper / or something small that you can easily throw and catch. Throw it to a student and ask the question 'Where do you live?' and when they answer, encourage them to use full sentences ('I live in Colombo').
2. Then ask them to throw the ball to another student and ask the same question and the next student answers.
3. Repeat this as necessary around the classroom.

Other questions to ask could be:

- ▶ How old are you?
- ▶ Do you have any brothers or sisters?
- ▶ What does your mother / father do?
- ▶ What are your hobbies?

## HOMEWORK COLLECTION

All homework should be done on separate pieces of note paper. Please collect students' homework.

## Activity A

Ask students if they know what adjectives are and when we use them. (**To describe how something or someone looks, feels, or sounds**). Show students that in their workbook they can see adjectives and their antonyms (opposite meaning words). They must match the words on the left to the words on the right.

Allow students to check with a partner before whole class feedback. You could read out an adjective and ask students to shout out the antonym.

For example:



Happy



Sad



New



Old

**Answers:**

- 1) o big / small
- 2) f tall / short
- 3) b young / old
- 4) e rich / poor
- 5) a expensive / cheap
- 6) r good / bad
- 7) g narrow / wide
- 8) d empty / full
- 9) m noisy / quiet
- 10) k busy / calm
- 11) i interesting / boring
- 12) l dirty / clean
- 13) n crowded / deserted
- 14) q dry / wet
- 15) p round / square
- 16) j high / low
- 17) s safe / dangerous
- 18) h silly / serious
- 19) t hard / soft
- 20) c easy / difficult

**Activity B**

Ask students to either look in their workbooks at the pictures or give a set of the 4 pictures to each table. In their groups ask them to quickly brainstorm any vocabulary they know that relates to each picture, based on what they can see. As a whole class ask for some ideas and write these up on the board.

Ask students to now read the descriptions in their workbooks and match them to the pictures.

**Answers:**

1. A city is a place where there are many tall buildings (high-rise buildings or skyscrapers), a lot of offices, shopping centres, supermarkets, cinemas, theatres, hotels, large apartments, schools, hospitals and restaurants. There are a lot of roads, cars and people. Some cities have parks. Cities are crowded, noisy and full of energy.

**D**

2. A town is smaller than a city. There are a few large buildings, a town centre, shops, small restaurants, a hospital, one or two schools and houses. There are roads and cars and people, but it is not as busy as a city.

**C**

3. A suburb is very different from a town or city. A suburb is full of houses and some of the houses look the same. There are a few supermarkets, small shops and restaurants but suburbs are usually quiet. Some suburbs have many large parks and playgrounds.

**B**

4. A village is a group of houses that you can find in rural areas. There are many fields and possibly farms. There is sometimes a small school, and maybe one or two small shops. It is very quiet and relaxing because there is a lot of nature.

**A**

Ask students which picture best describes where they live.

**Activity C**

Direct the students to the underlined words in Activity B. Ask students if they know why some of the words in Activity B are underlined. Try and elicit that these are **adjectives** and that they **describe how something or someone looks, feels, or sounds**.

Ask them to read the passages again and fill in the table with underlined adjectives from the passages into the correct column.

**Answers:**

Number	Size	Age	Opinion	Colour
<i>e.g., three</i>	<i>e.g., tiny</i>	<i>e.g., new</i>	<i>e.g., busy</i>	<i>e.g., red</i>
<b>one</b>	<b>tall</b>		<b>crowded</b>	
<b>two</b>	<b>large</b>		<b>noisy</b>	
	<b>small</b>		<b>quiet</b>	
			<b>relaxing</b>	
			<b>different</b>	

Ask students to work with a partner and add other adjectives that they know into the different categories. Monitor while students are doing this activity and correct any mistakes. Get students to share some good examples / ideas in whole class feedback.

Direct the students' attention to the word "rural" (in description no. 4) and ask the students what they think it means. Then explain that it is an adjective and that it describes a place which is full of nature, farms, and does not have many houses. It is the opposite of "urban" which describes a city, or "suburban", which describes a residential area.

### **Activity D**

Ask students to read the description of Colombo and ask the students what the passage says about Colombo. Ask the students to read it again and write "T" for true and "F" for false next to the statements below. Let them check with a partner before whole class feedback.

Colombo is a charming port city in the Indian ocean. It has a rich history, and you can find many races, religions and cultures in one place. In the city there are many hotels, some are expensive, and some are reasonable. There is one famous hotel called the Galle Face Hotel. It is very old and very beautiful and if you have a chance, visit this hotel for high tea. Another place to visit is Fort Station and the Dutch Fort. The historical buildings at the Fort create a wonderful atmosphere. There are many shops to enjoy in Colombo. There are many types of food to try as well. And there are many chances to have famous Ceylon tea because there are many attractive cafes. There is a golf course near the centre.

#### **Answers:**

<b>1. Colombo has an interesting history.</b>	<b>T</b>
<b>2. There are many restaurants in Colombo.</b>	<b>F</b>
<b>3. There are no shops in Colombo.</b>	<b>F</b>
<b>4. There are two golf courses.</b>	<b>F</b>
<b>5. The Galle Face Hotel is new.</b>	<b>F</b>
<b>6. The Galle Face Hotel is famous.</b>	<b>T</b>
<b>7. All the hotels are expensive.</b>	<b>F</b>

Question 1 is tricky because students may not understand that if a country has a "rich" history it does NOT mean it is a rich country. "Rich" in this case means "interesting", or "deep".

### Activity E

Put the students into teams (this could be table groups) and set a time limit of a couple of minutes. Explain to students that they must make a list of all the buildings or sights they might see in a big city. They can use the pictures in their workbook and the words in Activity B or D to help them. Their team will get one point for each idea but two points if no other group has the same idea.

Once the time limit has ended, ask students to count up their words for each section. Start with the group which has the lowest number and ask them to read them out, as they do this you write them on the board. If any other group has the same word they get one point. Go round each group to see what can be added. Words which no other group has, gets awarded 2 points. The winner is the team with the most overall points. You can just have a round of applause for the winning team.

Buildings		Sights	
e.g., tower	e.g., hospital	e.g., statue	e.g., park
			
e.g., shopping centre			
			
<b>hotels, restaurant, café, boutique, bakery, office building, supermarket, shop, mall</b>		<b>tower, monument, memorial statue, botanical garden, zoo, park, bridge</b>	

Guide students to the Grammar Box – ‘there is, there are’. Ask students to first read through it on their own, then go through it together as a whole class, providing any support they need to explain the differences.

**GRAMMAR BOX – “There is, There are”**

*We use there is and there are with countable and uncountable nouns to describe the places we live and work in.*

Countable singular	Countable Plural	Uncountable
There is a restaurant.	There are two restaurants. There are many restaurants.	There is information on the Internet. There is much noise.
There is no hotel. There isn't a garden.	There are no hotels. There aren't many cafes.	There is no paper in the printer. There isn't any paper in the printer
Questions		
Is there a bathroom?	Are there any shops? Are there a lot of shops?	Is there a lot of fresh air?
Yes, there is. No, there isn't	Yes, there are. No, there aren't.	Yes, there is. No, there isn't.

**Activity F**

Ask the students to look at the pictures in their workbook and describe to their partner what they can see using “there is / there are.”

If you have a weaker class, the students can write out their sentences first before speaking. Encourage full sentences and when monitoring, encourage students who are making mistakes to self-correct (become aware of their mistake and correct themselves).



## Activity G

Ask students to listen or read the passages. Elicit what Pradeep and Kumari are talking about. Ask the students to listen or read the passages again before answering the questions:

*Option 1: Students read the text silently*

*Option 2: Teacher reads the text aloud whilst students read*

*Option 3: Teacher plays the audio*

1. Hi. My name is Pradeep. I am going to talk about my town. I live in Panadura. It is a big town not far from Colombo and it is noisy and busy. There are many buildings. There are many shops, cafes, small restaurants, schools and temples. There is a park. You can visit Bolgoda Lake. I like my town because it is not too big or crowded. But it is close to Colombo, so it is easy to travel to Colombo.

2. Hello. I am Kumari. I am going to tell you about my home. I come from a small village, not far from Trincomalee. There are not many many people in my village. There is one small primary school and there are three small shops. You can visit Koneswaram Kovil. It is sometimes very dry and hot in my village, but I like my village because it is quiet and comfortable. The beach is not far and sometimes my family and I go to the beach in the evenings. The beach is very beautiful.

### Answers:

1. Why does Pradeep like his town?

**Pradeep likes his town because it is not too big or crowded.**

2. Why does Kumari like her village?

**Kumari likes her village because it is quiet and comfortable.**

## Activity H

Explain to students that they are going to describe the place they live in by writing a short description. They must write a minimum of 5 sentences and explain if they like it and why, or if they do not like it and why. Give students a time limit and encourage stronger students to write more sentences and to include lots of adjectives to describe where they live. Whilst students are writing, monitor and correct any mistakes straight away.

Once students have completed their writing get them to practise reading it aloud. You can encourage them to keep cover their writing over, so they have to remember as much as possible.

<i>Time duration</i>	Afternoon
<i>Vocabulary Overview</i>	Job names, workplaces,
<i>Grammar Overview</i>	Question forms, Prepositions of Place
<i>Objective</i>	Ask and answer questions
<i>Materials</i>	Student's Workbook, Trainer's Manual

.....

**Activity I**

Explain to the students that they are going to learn different job names and workplaces. Ask them to work with a partner and to label the pictures with the correct job names and workplace, as bet as they can. Tell them it is okay if they do not know all the answers.

**Answers:**

<b>1</b>	commis	commercial kitchen
<b>2</b>	chef	commercial kitchen
<b>3</b>	nurse	hospital
<b>4</b>	hairstylist / barber	hair salon
<b>5</b>	farmer	farm
<b>6</b>	pâtissier	patisserie
<b>7</b>	doctor	hospital
<b>8</b>	fire fighter	fire station
<b>9</b>	waiter	restaurant
<b>10</b>	police officer	police station
<b>11</b>	teacher	school
<b>12</b>	construction worker	construction site

After the students seem finished, go through the answers with the whole class.

Practice pronunciation with all the students.

Now ask the students to add more jobs and workplaces using the empty table. They can do this with a partner.

Ask students to practice making sentences, using the example below:

**Example: He is a firefighter. He works at a fire station.**

Now get students to ask about the jobs of the people in their partner's family.

**For example: What does your older brother/sister do?**

### **Activity J**

Elicit from students what the responsibilities of a chef are. Ask about a teacher and a police officer too. Ask them to look at the two pictures (WORD CLOUDS) in their workbook. Ask them to label the left picture – pâtissier, and the right picture – commis (komi). Ask them to match the job responsibilities from the box to the correct picture:

**Answers:**

#### **Pâtissier**

- ▶ work in a bakery or cake shop
- ▶ decorate cakes
- ▶ make pastries
- ▶ make bread
- ▶ bake cakes
- ▶ create new desserts

#### **Commis**

- ▶ support the chef de partie
- ▶ work in a commercial kitchen
- ▶ prepare ingredients
- ▶ cut vegetables
- ▶ clean workstation
- ▶ deal with deliveries
- ▶ check stock
- ▶ prepare meat and fish

Put students into pairs to make sentences and practice saying them out loud to each other.

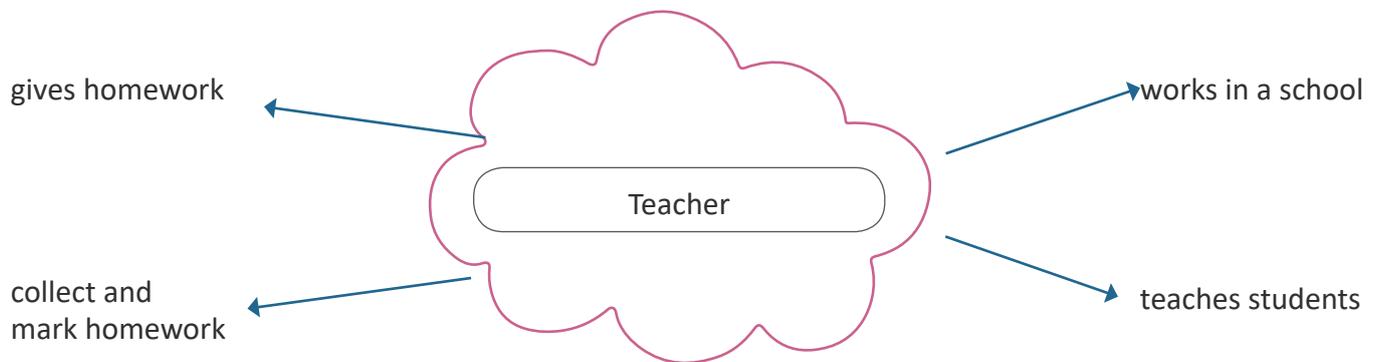
**Example:** She is a pâtissier. She makes pastries.

Get students to also make questions using the example:

Example: She makes pastries. —————▶ Does she make pastries?

Now ask students to select two jobs from Activity I and with their partner make their own word clouds with the job responsibilities.

**For example:**



### **Activity K**

Tell students they are going to listen / read a conversation where Mary is talking about her workplace to her friend Akyas:

*Option 1: Students read the text*

*Option 2: Teacher reads the text either alone or with 1 other student speaking the part of Akyas*

*Option 3: Teacher plays the audio*

**Akyas:** Hi Mary. How are you?

**Mary:** Well, thank you. And you?

**Akyas:** I'm good thanks. I heard you started a new job.

**Mary:** Yes, I am working **in** a restaurant now. It is new and very big!

**Akyas:** Do you like it? Tell me about it.

**Mary:** Yes, I think I like it. There are about 35 staff. Five to six staff members work in front of house. It's called the reception area – like a hotel. They take reservations and take customers to their seats. They also deal with the bills. There is a small office next to the reception area. That is the manager's office. He is in charge of everything. The dining area seats about 100 people. There are 15 waiters and 15 kitchen staff. There are six bathrooms and there is one bar, one private lounge and one dining counter. There is also a small salad buffet area. There is a giant parking area **behind** the restaurant. The suppliers park there.

**Akyas:** What is the kitchen like?

**Mary:** Huge! There are a lot of counters, 4 refrigerators, two cold storage rooms, and many, many cooking stations. The restaurant serves many kinds of cuisine. In the dishwashing area there is a special machine for washing and drying dishes and glasses and cutlery. I am still learning.

**Akyas:** Nice. It's exciting! Is there a staff changing room and bathroom?

**Mary:** Yes! The staff changing room is **at the back of** the kitchen, **next to** the dry storage room. The staff bathrooms are **opposite** the changing room.

After the first listening / reading, get students to tell you what they can about Mary's workplace (what words did they catch?). Ask the students to read the questions and find the answers by listening to / reading the conversation again.

Then they can check their answers with their partner, before getting whole class feedback.

**Answers:**

1. Where is Mary working now? <b>Mary is now working in a restaurant.</b>
2. How many staff work there? <b>About 35 staff work there.</b>
3. What is the job of front of house staff? <b>The front of house staff takes reservations, take customers to their seats and deal with the bills.</b>
4. How many bathrooms are there? <b>There are six bathrooms.</b>
5. Is there a parking area? <b>Yes, there is (a giant parking area).</b>
6. Where is the parking area? <b>The parking area is behind the restaurant.</b>
7. Are there many cooking stations? <b>Yes, there are (many cooking stations).</b>
8. Is there a dishwashing area? <b>Yes, there is (a dishwashing area).</b>
9. Is there a staff bathroom? <b>Yes, there are (staff bathrooms).</b>
10. Where are the staff bathrooms? <b>The staff bathrooms are at the back of the kitchen.</b>

Try to elicit from students how “there is” and “there are” are used. **(They are used to talk about places and things or objects and people that exist or that we can see.)** Now ask students to look around the classroom and make sentences about what they can see to their partner.

**For example:**

**(1 thing) There is a door.**

**(More than 1 thing) There are windows.**

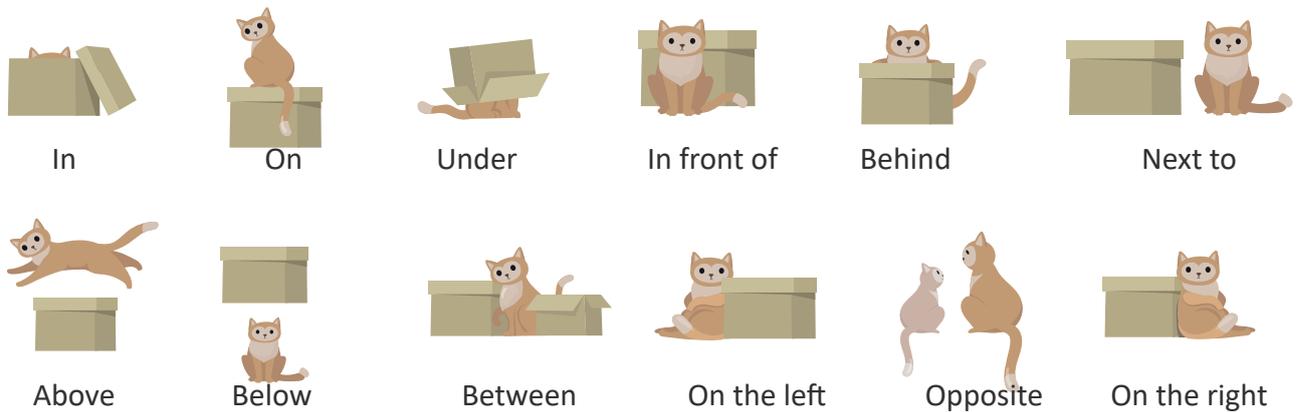
Once students have done this, ask them to make sentences about their own house and tell their partner. You can give them an example from your own house, e.g. **There is a kitchen. There are three bedrooms etc.**

### Activity L

Refer students back to the highlighted words in Activity K and see if students know what these are (**prepositions**) and what they do (**show the location of a place, person, or thing**). Direct students to the picture in their workbook and ask them to ask and answer questions with their partner.

Example: Q. Where is the cat?

A. It is in the box.



### Activity M

Ask students to look at the picture of a bedroom in their workbook and fill in the gaps of the sentences with an appropriate preposition. Allow them to check with their partner before whole class feedback.

#### Answers:

1. The socks are on the floor.
2. The trophy is on the shelf.
3. The lamp is beside / next to the bed.
4. The ball is under the chair.
5. The blue shirt is in the drawer.
6. The light switch is on the wall.
7. The poster is above the bed.
8. The window is behind the curtains.
9. The shelf is above the desk.
10. The cat is under the window.



Now ask students to look at the picture of the kitchen in their workbook and to correct the sentences.

Example: There is a roast chicken in the refrigerator. —————> The roast chicken is in the oven.

**Answers:**

- |  |
|--|
| 1. There is an oven next to the door. <b>There is an oven next to the refrigerator / There is a refrigerator next to the door.</b> |
| 2. There are wine glasses in the refrigerator on the right. <b>There are wine glasses in the cupboard on the right.</b>            |
| 3. There are plates under the cabinet. <b>There are plates in(side) the cabinet.</b>   |
| 4. There are magnets on the counter. <b>There are magnets on the fridge.</b>   |
| 5. The kettle is under the stove. <b>The kettle is on the stove.</b>   |
| 6. The jars are above the kettle. <b>The jars are on top of the cabinet.</b>   |
| 7. The kitchen gloves are in front of the tap. <b>The kitchen gloves are behind the tap.</b>                                       |
| 8. The clock is above the stove. <b>The clock is above the door.</b>   |
| 9. The knives are next to the tomatoes. <b>The knives are next to the garlic.</b>  |
| 10. There is a rug under the floor. <b>There is a rug on the floor.</b>  |

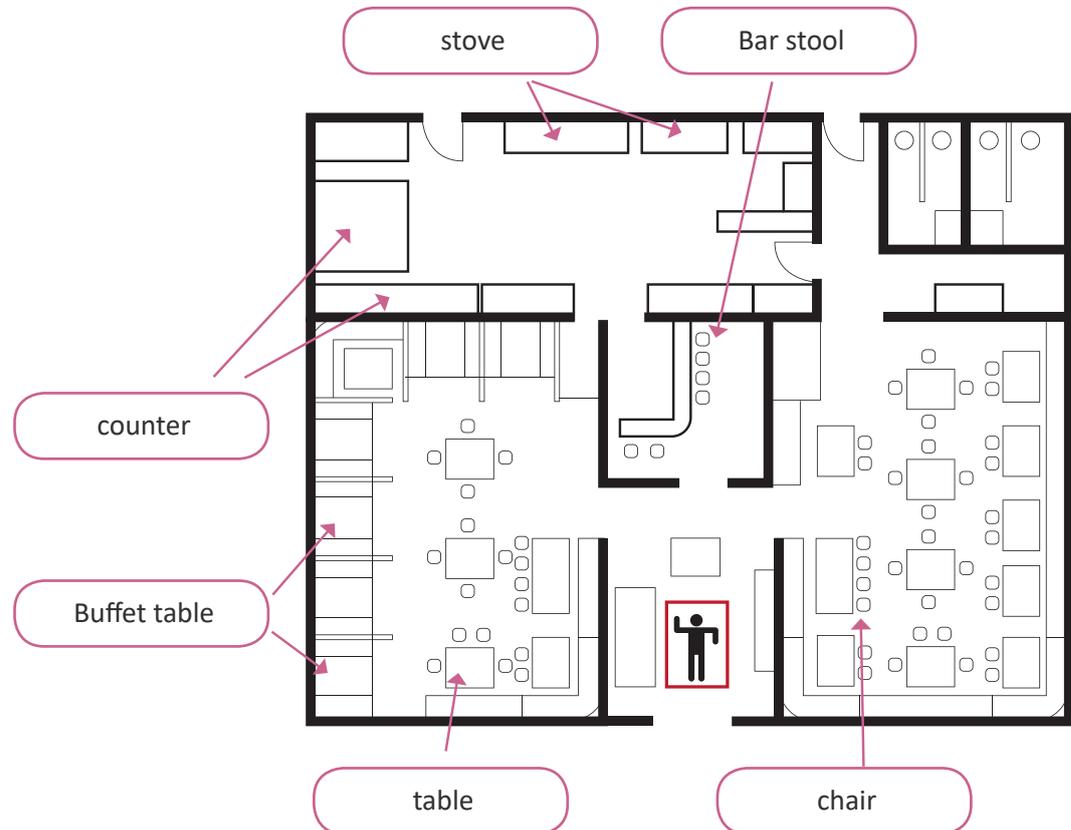
Guide students to the Grammar Box – ‘Prepositions of place’. Ask students to first read through it on their own, then go through it together as a whole class, providing any support they need to explain the differences.

GRAMMAR BOX – Prepositions of place	
<p>We use words such as <i>on, in, behind, under, next to, beside, above, across from, in front of</i> to describe where something is.</p>	
<p><b>Structure:</b> Object + be verb + preposition of place + location</p> <p>There is / There are + object + preposition of place + location.</p>	<p><b>For example:</b> The cup is on the table.</p> <p>There is a cat under the table. There are cups in the cupboard.</p>
<p>We also use prepositions in other ways:</p> <p><b>Time expressions:</b></p> <p>on Wednesday – I go to school on Wednesday. in March – My birthday is in March. at 3 o’ clock – I have to go home at 3 o’ clock.</p>	

## Activity N

Explain to the students that they are now going to practice making questions. Ask them to look at the picture in their workbook and to use the prompts to make questions. They should then practice asking and answering questions with their partner.

1. Is there..... ?
2. Are there.....?
3. Where is.....?
4. Where are.....?
5. How many .....?



Now direct students to the pictures of cutlery, crockery, glassware, and utensils that they can find in a professional kitchen. Briefly explain the difference between crockery, glassware and cutlery (or elicit if you can). Practice pronunciation of ramekins (*ram-uh-kins*) (picture number 2 – they are small, ceramic containers).

Tell students to listen / read a conversation between Benjamin and Pradeep. Ask the students to look at pictures of the shelves, counter and blue table and ask them to put the items in their correct place (see example, number 6). Have the students listen to / read the conversation again to check their answers. Then give whole class feedback.

*Option 1: Students read the text*

*Option 2: Teacher reads the text aloud*

*Option 3: Teacher plays the audio*

**Benjamin:** Hi, Pradeep. Can you help me?

**Pradeep:** Sure, what is it?

**Benjamin:** I am looking for the glasses.

**Pradeep:** Ah, okay. They are on the wall shelf. They are on the second shelf.

**Benjamin:** Above the blue table?

**Pradeep:** Yes. The cups and saucers are on the top shelf.

**Benjamin:** Where are the dinner plates and the ramekins (ram-uh-kins)?

**Pradeep:** The plates are on the counter, over there, and the ramekins are next to the plates.

**Benjamin:** And the pots and pans?

**Pradeep:** The pots and pans are under the counter.

**Benjamin:** Where are the forks, knives and spoons?

**Pradeep:** They are in the cutlery rack on the blue table.

**Benjamin:** Thank you!

### Answers:



Guide students to the Grammar Box – ‘Open and Closed questions’. Ask students to first read through it on their own, then go through it together as a whole class, providing any support they need to explain the differences.

GRAMMAR BOX – Open and Closed questions	
<p><i>Open questions use words such as “what”, “where”, “when”, “who”, “why”, “how”, “which”, “whose”.</i></p> <p><i>We use these questions to GET INFORMATION.</i></p>	
<p><b>Structure:</b>  <b>Question word + be / do / can + pronoun + main verb</b></p> <p>e.g., Where do you live?</p>	<p><b>Answer:</b>                      e.g. I live in Colombo.</p>
<p><i>Closed questions start with “are”, “is”, “can”, “do”, “have”.</i></p> <p><i>We use these questions to CHECK or CONFIRM INFORMATION.</i></p> <p><i>The answer is only YES or NO.</i></p>	
<p><b>Structure:</b>  <b>Are/Is/Do/Can/Have + pronoun + main verb/ noun</b></p> <p>e.g., Do you like chocolate?                      e.g., Can you play the piano?</p>	<p><b>Answer:</b>                      Yes, I do. / No, I do not (don’t).                      Yes, I can. / No, I cannot (can’t).</p>
<p><b>How to answer a question: Use the words in the question to answer in full sentences.</b></p>	
<p>Where <u>are you going</u>?</p> <p>Which <u>do you prefer</u>, chocolate or cake?</p> <p>What <u>is your name</u>?</p> <p><u>Do you</u> have brothers and sisters?</p> <p><u>Can you</u> play piano?</p> <p><u>Are you</u> excited?</p> <p><u>Is it</u> hot?</p> <p><u>Have you</u> got a pencil?</p> <p><u>Do you</u> have a pencil?</p>	<p><u>I am going</u> home.</p> <p><u>I prefer</u> cake.</p> <p>My <u>name is</u> Benjamin</p> <p>Yes, <u>I do</u>. / No, <u>I don’t</u>.</p> <p>Yes, <u>I can</u>. / No, <u>I can’t</u>.</p> <p>Yes, <u>I am</u>. / No, <u>I’m not</u>.</p> <p>No, <u>it isn’t</u>. / Yes, <u>it is</u>.</p> <p>Yes, <u>I have</u>. / No, <u>I haven’t got one</u>.</p> <p>Yes, <u>I do</u>. / No, <u>I don’t</u>.</p>

**Activity O**

Ask students to now match the following open question words to the correct question part. Allow them to check with their partner before whole class feedback.

**Answers:**

1) What does	d) the chef de partie do?
2) Where is	e) the bathroom?
3) Who are	a) they?
4) When do	i) you get up?
5) Why do	c) you like it?
6) Which do	f) you like better, chocolate or cake?
7) How do	h) you go to school?
8) What food	j) do you like to do in your free time?
9) What time	b) is it?
10) Which house	g) is your house

Now ask the students to match the questions above to the answers below (put the correct question numbers in the boxes):

**Answers:**

7 h	I go to school by bus.
3 a	They are the new students.
5 c	I like it because it is sweet.
9 b	It is 4pm.
1 d	He is in charge of the workstation.
6 f	I like cake better.
8 j	I enjoy singing.
2 e	It is next to the changing room.
10 g	The blue house is my house.
4 i	I get up at 6am.

## **Activity P**

Ask students to draw a map of the kitchen that they work in or their kitchen at home. Next, get students to show their picture to their partner whilst they describe the kitchen. They should explain where all the cutlery and utensils are kept and answer any questions their partner asks. Encourage the students to use the language they have learned today. You can help them by demonstrating (describe your own kitchen to the students).

## **WRAP UP**

Finish the lesson by setting the homework task, going through the Self-Assessment grid and reminding the students of the Internet box and the Learner Training box. If there is time, do a wrap up activity (see Teacher's Notes).



## **Homework Task**

Set the homework and make sure that all students understand the task.

### **HOMEWORK:**

Design your dream hotel. Then describe the hotel using the language you have learned in today's lesson:

How many rooms are there?

Is there a garden?

Is the garden big or small?

Is there a swimming pool?

Is there a restaurant or is there a café?

\*All homework should be done on separate pieces of note paper, not in the workbook.

### Self-Assessment

Guide students to the self-assessment grid in their workbook and ask them to honestly rate themselves thinking about today's lesson. Some students may still struggle with assessing their own performance so it's worth reiterating that there is no right or wrong but is based upon how they feel they have coped with the activities and whether they 'can' complete the 3 sections given. Explain that you will also 'assess' each student using the same criteria and only if there are big differences will the teacher and student need to discuss.

SELF - ASSESSMENT			
I can...	Very well	OK	Need more practice
Ask / answer closed questions.			
Ask / answer open questions.			
Describe where I live			
Describe where things are			

### Learner Training

Learner Training is to help students raise their awareness of the language and how it is used; awareness of their own learning processes and actions; helping them to reflect on what they need to do to progress. If there is time, you can go through these questions in class.

The students' answers or thoughts or ideas should be noted down in their notebooks, which you will collect at the beginning of the following week.

#### LEARNER TRAINING

A good way to practice describing something is to find a picture and practice speaking or writing about that picture.

What can you see?

What colours are there?

What objects are there?

What is happening in the picture?

Are there people in the picture?

What do these people look like?

## Website Links

Elicit from students why it is important to watch short videos or even movies as well as to listen to music in English. Reinforce their opinions by explaining that listening is key to improving their pronunciation and grammar fluency. The website links provided here also provide a re-cap of some of the material they have learnt in today's lesson.

### On the YouTube / Internet:

There are many videos on the YouTube and there is a lot of information on the Internet to help you with your English vocabulary, grammar, listening and pronunciation.

Learn more about "there is, there are":

<https://dictionary.cambridge.org/grammar/british-grammar/there-is-there-s-and-there-are?q=there+is%2C+there+are>

Learn about asking questions:

<https://www.bbc.co.uk/learningenglish/english/course/lower-intermediate/unit-1/tab/grammar>

A video about adjectives:

<https://www.youtube.com/watch?v=wC5GPzMb9BE>



# NUMBERS

<i>Time duration</i>	Morning
<i>Vocabulary Overview</i>	Numbers
<i>Grammar Overview</i>	Structures associated with numbers
<i>Objective</i>	Be able tell the time
<i>Materials</i>	Student's Workbook, Trainer's Manual

## The learning outcomes for this lesson are that students can:

- Listen and understand numbers
- Read and understand dates, prices, and temperature, weight and volume
- Understand numbers to express food quantities in recipes
- Tell the time
- Use the present continuous

.....

## WARM UP AND REVIEW



On this third day of the course students will now be familiar with you and their classmates but a warm-up is still an essential part of the lesson to engage them, get them into an English-speaking environment as well as providing an opportunity to recycle vocabulary and structures from previous lessons. Warm up activities can be simple (see Teacher's Notes), and if there is little time, a simple game of Simon Says is adequate.

For review, we will start with the same format as previous lessons. You will need a ball / ball of paper / or something small that you can easily throw and catch.

1. Throw to a student and ask the question 'What can you find in a city?' Once the student answers (e.g., a hospital), they throw the ball to another student and ask the same question. This student answers and throws to the next student and so on.
2. Once all students have had a turn or they have run out of ideas you can change the question to 'What can you find in a village?'

*Another option is to ask students to say an adjective that describes the place. For example, the teacher says, 'Describe a village' and throws the ball to student A, who says 'quiet', student A throws the ball to student B who might say 'rural', and this continues for as long as students can think of adjectives for each place.*

**HOMEWORK COLLECTION**

All homework should be done on separate pieces of note paper. Please collect students' homework.

**Activity A**

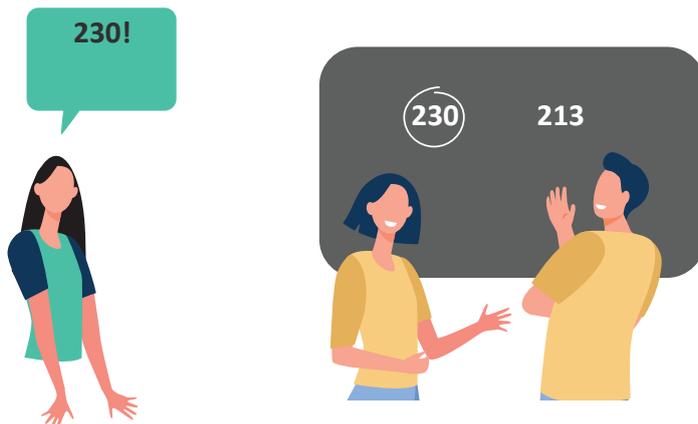
Explain to the students that they are going to play some number games.

**1) 1,2,3**

Put students into groups of 4 or 5 and ask them to make a circle. Explain that you will choose a number (for example 25) and one person in the group should start counting from 1 and he or she can stop at any number (saying no more than 5 numbers). The next person in the group has to continue counting and this continues until the group reaches the number the teacher said.

**2) Which is it?**

Write two different numbers on the board (for example, 230, 213) and ask two students to stand in front of the board. Say one of the numbers and ask the students to race and touch or circle the correct number that they hear. You can do this as a competition with two teams.



*(This activity is to test the students' ability to differentiate between "30" and "13". You can use 40/14, 50/15, 60/16, 70/17, 80/18, 90/19)*

### 3) Odd / Even

Put students into groups of 4 or 5 and explain that all odd numbers should be replaced by the word 'banana'. Each member of the group should count one number but say 'banana' for every odd number. The group must get to 20 without making a mistake.

You can change the game by making even numbers or multiples of 5 the 'banana' word.



### Activity B

Explain to the students that they are going to hear some numbers and they must write down what they hear. First ask them to write the numbers 1 – 8 in their books. Now read out the numbers at a normal speed.

Suggested numbers:

Number 1: 365

Number 2: 17

Number 3: 70

Number 4: 076817783

Number 5: 112

Number 6: 1872

Number 7: 13

Number 8: 30

*Ask students to check their answers with their partner. Nominate individuals for each answer and write what they say on the board. Check if all the class agrees and write down any other answers before giving the correct answer. Let students practise saying the numbers with their partner.*

### Activity C

Ask the students if they know what 'ordinals' are. Students may not be familiar with this word, but they might have heard them being used. Explain that **ordinals are the numbers we use to express dates, or a sequence**. See if any student can tell you an ordinal number.

Direct students to the table in their workbook which shows the months and dates. Read them to the students so they can listen and follow in their books. Now get students to repeat after you.

MONTHS	DATES					
January	First	1st	Eleventh	11th	Twenty-first	21st
February	Second	2nd	Twelfth	12th	Twenty-second	22nd
March	Third.	3rd	Thirteenth	13th	Twenty-third	23rd
April	Fourth	4th	Fourteenth	14th	Twenty-fourth	24th
May	Fifth	5th	Fifteenth	15th	Twenty-fifth	25th
June	Sixth	6th	Sixteenth	16th	Twenty-sixth	26th
July	Seventh.	7th	Seventeenth	17th	Twenty-seventh	27th
August	Eighth	8th	Eighteenth	18th	Twenty-eighth	28th
September	Ninth	9th	Nineteenth	19th	Twenty-ninth	29th
October	Tenth	10th	Twentieth	20th	Thirtieth	30th
November					Thirty-first	31st
December						

### Activity D

Write your birthday up on the board, e.g., September 21st. Ask students to say the date. Now ask what they think it is and see if they can guess that it's your birthday. Elicit the question 'When is your birthday?' and explain that students are going to ask as many people in the class as possible when their birthday is and write it down, for example, ('My birthday is on) April 22nd. When is your birthday?'

*This is also a good chance for students to ask for spelling of names and ask for repetition. Practice phrases such as:*

*"Excuse me, how do you spell your name?"*

*"Excuse me, what did you say?"*

*"Sorry, can you repeat that please?"*

Get students standing up, with their pen and paper and set a time limit for them to get all their classmates birthdays written down. Once completed ask different students to tell the class when student X's birthday is. Write on the board and check to see if what they heard or wrote down is correct.

**Activity E** 

Tell students they are going to listen to / read a passage about holidays in America. As they listen / read the first time they should note down the dates that they hear.

*Option 1: Students read the text*

*Option 2: Teacher reads the text aloud at normal speed*

*Option 3: Teacher plays the audio*

Before they listen to / read the second time, focus their attention on the questions and ask them to answer these during and after the second listening /reading.

Good evening and welcome to RDJ 48, here with you tonight and all night. It is holiday time again here and I thought I would take the time to talk about all the holidays we have here in the United States of America. Christmas is just around the corner, so I want to know what you are going to be doing December 24th. I will be wrapping presents of course! But no time to rest as we have New Year celebrations December 31st and January 1st. Personally I love the 4th of July – Independence Day barbecues and fireworks are the best! My kids love October 31st of course because of all the Halloween candy they get to eat. And then there's Thanksgiving, on the fourth Thursday of November. Of course, this year, 2021, that will be November 26th. So folks, what's your favourite holiday of the year? February 14th? Labour Day weekend? Ring in to tell me. Let's play some music.

Encourage full sentences when they write answers. Get students to check their answers in pairs before whole class feedback.

**Answers:**

- |  |
|--|
| 1. When is Independence Day in America? <b>Independence Day in America is on the 4th of July</b> |
| 2. What might you see on that day? <b>On that day you might see barbecues and fireworks.</b>     |
| 3. Is December 24th Christmas Day or Christmas Eve? <b>December 24th is Christmas Eve.</b>       |
| 4. What is celebrated on October 31st? <b>Halloween is celebrated on October 31st.</b>           |
| 5. What is celebrated on February 14th? <b>Valentine's day is celebrated on February 14th.</b>   |

Demonstrate the following conversation with a strong / confident student:

**Student: What is your favourite holiday?**

**Teacher: I like Diwali.**

**Student: Why?**

**Teacher: I like the decorating the floor with rangoli patterns. And you?**

Now demonstrate again by asking a different student the question 'What is your favourite holiday?' Ask students to find out what their classmate's favourite holidays are and why. Get some brief feedback on favourite holidays.

### Activity F

NOTE: If your students are unfamiliar with telling time in English, start with reading the hour hand numbers (1- 12) then the minute hand numbers (counting in fives – 5- 60). Then practice with saying digital time first before introducing analogue time-telling. Once you think the students can understand analogue time-telling, start Activity F.

Ask the class what time it is now and see if they can tell you both the analogue as well as the digital methods. Explain that it is important to know and understand both ways to tell the time in English. (It is important because English speakers use both styles of time-telling).

Direct students to the chart in their workbook which shows the **analogue** way of telling the time. Go through this together as a class. Elicit what they notice about the way we tell the time in analogue style.

Now ask them to write each analogue time shown in the pictures in digital. Do the first example together: 2 o'clock – 2:00

#### Answers:

1	2:00	Two
2	2:05	Two o' five
3	2:10	Two ten
4	2:15	Two fifteen
5	2:20	Two twenty
6	2.25	Two twenty-five
7	2:30	Two thirty
8	2.35	Two thirty-five
9	2.40	Two forty
10	2.45	Two forty-five
11	2.50	Two fifty
12	2.55	Two fifty-five

Put students into pairs and ask them to check together how to say the following times (both digital and analogue). Then they should write out the digital time and then write out the analogue time using the example to help them.

*e.g., 5:30 It's five thirty / It is half past five*

**Answers:**

1) 10:03 It's ten oh three / It is three minutes past ten
2) 9:45 It's nine forty-five / It's (a) quarter to ten
3) 11:55 It's eleven fifty-five / It's five to twelve
4) 4:10 It's four ten / It's ten past four
5) 1:08 It's one oh eight / It's eight minutes past one
6) 3:15 It's three fifteen / It's quarter past three.

**Activity G**

Write the following on the board and see if you can elicit the correct answers before directing their attention to their workbooks:

1 minute = \_\_\_ seconds

1 week = \_\_\_ days

1 hour = \_\_\_ minutes

1 month = \_\_\_ or \_\_\_ or \_\_\_ days

1 day = \_\_\_ hours

1 year = \_\_\_ weeks – \_\_\_ days

**Answers:**

1 minute = 60 seconds

1 week = 7 days

1 hour = 60 minutes

1 month = 28, 30, 31 days

1 day = 24 hours

1 year = 52 weeks or 365 days

Put students into pairs and ask students to solve the time problems.

1. A bus leaves for Colombo at 4:30am. It takes 1 hour and 25 minutes to reach Colombo. At what time will the bus arrive?
2. Mary has to watch a video on how to make chocolate mousse (*moo-s*). The video is 45 minutes long. It is now 11:30. What time will it finish?
3. Pradeep has cooking class for 4 and half hours every day, five days a week, for 6 weeks. How many hours of cooking class will he do in total?
4. Akyas has to prepare the cucumbers for the salad bar. It takes 5 minutes to prepare 250 grams. How long will Akyas take to prepare 2000g of cucumbers? Give the answer in seconds.
5. The class starts at 8:00am and it lasts for 3 and half hours. But the teacher was late, so the class was delayed by 50 minutes. What time will the class finish?

**Answers:**

1) 5.55am
2) 12:15
3) 135 hours
4) 2,400 seconds
5) 12:20

Guide students to the Grammar Box in their workbook. Ask students to first read through it on their own, then go through it together as a whole class, providing any support they need to understand.

GRAMMAR BOX –“half past, quarter past” and other time-related expressions		
<i>We have different ways of reading time.</i>		
<b>What time is it?</b>  <b>(Can you tell me the time?)</b> <b>(What is the time please?)</b>	It is half past six. (6:30)  <i>When we use “half” we always use the word “past”</i>	It is twenty to six. (5:40)  <i>After “half past” we calculate how many minutes to the next hour.</i>
<b>What time does lunch service start?</b>	In the next 25 minutes. In 25 minutes. 25 minutes from now.	
<b>How long do we have to make this dish?</b>	You have under an hour (less than an hour).  You have 55 minutes.	You have over an hour. (more than an hour)  You have 90 minutes
<b>How long will ___ take?</b>	It will take half an hour.	It will take 30 minutes.
<b>Noon = 12pm</b> <b>Midnight = 12am</b>		
<b>The 24-hour clock 00:00</b>  <b>00:00 to 12:00 (midnight to noon)</b>  <b>13:00 to 23:59 (afternoon, evening, night)</b>	08:00 = 8 o'clock in the morning (8am)  20:00 = 8 o'clock in the night (8pm)	

**Activity H** 

Ask the students to look at the phrases in the box under the dialogue in their workbook. Have a volunteer read the phrases aloud.

Tell students they are going to listen / read a conversation. As they listen / read they should fill in the blanks with the phrases from the box.

*Option 1: Teacher reads the text with a strong student (read from the Answers box below).*

*Option 2: Teacher plays the audio*

**Answers:**

Kumari: We are really busy today!

Shanika: Yes, we are. **(1) What time** does dinner service start?

Kumari: It starts at half past 6.

Shanika: What time is it now?

Kumari: It is **(2) quarter to five**.

Shanika: **(3) How long** does the soup take to make?

Kumari: About **(4) 90 minutes**. But chef said we have to finish it in 60 minutes!

Shanika: So, we have to **(5) finish by** quarter to 6?

Kumari: Yes. Shanika: What do we do first?

Kumari: We **(6) have to chop** onions, carrots, celery, and tomatoes.

Shanika: We have to hurry!

Allow students to check their answers with a partner before you give the answers to the whole class. If there is time you can ask students to practice the conversation with their partner. The students can change the numbers to make a slightly different conversation if they want to practice again. Monitor carefully to ensure students are saying the times correctly.

<i>Time duration</i>	Afternoon
<i>Vocabulary Overview</i>	Numbers
<i>Grammar Overview</i>	Structures associated with numbers
<i>Objective</i>	Be able to use numbers to identify different forms of numerals
<i>Materials</i>	Student's Workbook, Trainer's Manual

### Activity I

Ask students what the currency of their country is and if they know the currencies of different countries in the world.

Now direct students to the exercise and ask them to match the currency to the country. Let the students know that it is okay if they do not know all the answers. Ask them to try their best. Once they have finished they can check their answers with a partner before whole class feedback.

#### Answers:

1	Singapore dollar	g	£
2	Yuan	c	¥
3	Rupee	f	₹
4	Yen	b	€
5	USD	b	ﷵ
6	Euro	d	₹
7	Pound	a	\$\$
8	Emirati Dirham	e	\$

Again with their partner, ask students to write down how to say the following prices. Guide them to the example, which will help them.

**Answers:**

1	Rs.500	Five hundred Rupees
2	Rs.3569	Three thousand, five hundred and sixty-nine Rupees
3	\$305	Three hundred <u>and</u> five (US) Dollars
4	£100,000	One / A hundred thousand Pounds
5	\$1901	One thousand, nine hundred and one (US) dollars
6	€34,000	Thirty-four thousand Euros
7	Rs.51,350	Fifty-one thousand, three hundred and fifty Rupees
8	€15	Fifteen Euros

Elicit how the word “and” is used in reading out large numbers (“and” always come before the last two digits or last digit). For extra practice you can write more numbers (four to five digit numbers) and ask volunteers to read them out.

Guide them to notice the hyphen between the written double digits (*thirty – four*).

**Activity J**

Show the students the picture of a thermometer (or a real food thermometer) and elicit the name if you can. Write this on the board and ask what it is used for. (**Checking temperature of food**). Ask why it is important for to be able to tell the temperature? (**To ensure that food is cooked properly and safely**). Find out where thermometers are usually kept in a professional kitchen, and does each kitchen have a different place?

Ask students how to say °C in English.

Now direct them to the exercise and ask them to read each thermometer and write the temperature that they see. Allow them to check with a partner before whole class feedback.

**Answers:**

1	3 °C
2	27 °C
3	36 °C
4	19 °C
5	41 °C
6	45° C
7	8° C
8	12 °C
9	23 °C
10	30 °C

**Activity K**

Ask students to look at the recipe in their workbooks and ask if they know how to read the food quantities. Get students to match the abbreviations to the meanings.

1 pkt lasagna sheets (16oz)  
 1 pound fresh mushrooms  
 $\frac{3}{4}$  cup chopped green  
 pepper  
 $\frac{3}{4}$  cup chopped onion  
 3 cloves of garlic  
 1 tsp dried basil  
 2 tbsp vegetable oil



2 tbsp vegetable oil  
 12 oz ricotta cheese  
 4 cups mozzarella  
 2 eggs  
 26 oz tomato sauce  
 $\frac{1}{2}$  cup parmesan cheese

**Answers:**

1	pkt	packet
2	tsp	teaspoon
3	tbsp.	tablespoon
4	oz	ounce

Explain to or elicit from the students what the metric system is and the symbols associated with it (grams, kilograms, millilitres, litres, etc). Explain that not all recipes use the metric system so becoming familiar with conversion is important. Now ask students to use the conversion table to change the amounts to the metric system.

*Conversion Table:*

½ pound	227 grams (g)
1 ounce	28 grams (g)
1 U.S. cup	240 milliliters (ml)

**Answers:**

1 pkt lasagne sheets (16oz)	448 g
1 pound fresh mushrooms	454 g
¾ cup chopped green pepper	180 ml
¾ cup chopped onion	180 ml
12 oz ricotta cheese	336 g
4 cups mozzarella	960 ml
26 oz tomato sauce	728 g
½ cup parmesan cheese	120 ml

*\*Ask the students why using “cup” measurements might be better than using millilitres?*

### **Activity L**

Tell the students that they are going to listen to / read a cooking show monologue. As they listen / read they should try to catch the name of the dish, ingredients names and numbers.

*Option 1: Students read the text*

*Option 2: Teacher reads the text aloud*

*Option 3: Teacher plays the audio*

Good morning everyone. I am making an Italian favourite today, *Lasagne* (la-za-nya). It is a vegetarian lasagne. First let me get all the ingredients together. So, now I am boiling water to cook the lasagne pasta sheets. The pasta will take 10 minutes to cook. We want it to be al dente (al-den-tay). I am using mushrooms, green peppers, onions, garlic, in my vegetarian lasagne. I am heating up the oil and now. I am putting the vegetables in the frying pan, and I am sautéing the vegetables. I made my tomato sauce earlier and now I am adding the sauce to the vegetables. Now I am pre-heating the oven to 175 degrees Celsius. Next I need my cheese, ricotta, and mozzarella (mo-tsa-rella) and I am mixing them together with the eggs. Now I am taking out the sheets of lasagne. Now I am making layers of vegetables, lasagne sheets and cheese. I am putting the dish in the oven and the lasagne will cook for 40 minutes. It is going to be delicious!

Ask the students to check with their partner as to what ingredients they heard. Do not give feedback on any answers yet.

Now ask students to read the 6 questions in their workbook before they listen (or read) for the second time. This time as they listen (or read) they should write down their answers to the 6 questions. Again, allow them to check with a partner and repeat the recording if necessary before giving whole class feedback.

Encourage full sentence answers.

#### Answers:

1	Where is this dish from? <b>This dish is from Italy.</b>
2	What is the name of the dish? <b>The name of the dish is Lasagne.</b>
3	What does "ingredient" mean? <b>Ingredient means an item of food (that can be cooked).</b>
4	How long does it take for the lasagne pasta sheets to cook? <b>It takes 10 minutes for the lasagne pasta sheets to cook.</b>
5	What is the temperature for the oven? <b>The temperature of the oven is 175 degrees Celsius.</b>
6	How long does the lasagne cook in the oven? <b>The lasagne cooks in the oven for 40 minutes.</b>

Now ask students to put the actions from the recipe in order that they heard / read.

Once they think they have the correct order you can play the recording again for them / allow them to re-read the passage to check their answers

**Answers**

1. making
2. boiling
3. using
4. heating up
5. putting
6. sautéing
7. adding
8. pre-heating
9. mixing
10. taking out

Ask the students if they notice anything about the form of the verbs from the cooking show monologue. Do they know what for the verbs are in? (Present Continuous)

Guide students to the Grammar Box in their workbook. Ask students to first read through it on their own, then go through it together as a whole class, providing any support they need to understand.

<b>GRAMMAR BOX –Present Continuous</b>		
<b><i>We use the Present Continuous to describe the actions we are doing now.</i></b>		
<b>Structure</b> to be + verb + ing	I am cooking. You are cooking. She is cooking. He is cooking. It is cooking. They are cooking. We are cooking.	I am not (I'm not) cooking. You are not (aren't) cooking. She is not (isn't) cooking. He is not (isn't) cooking. It is not (isn't) cooking. They are not (aren't) cooking. We are not (aren't) cooking.
<b>Open Question form</b> What are you doing? Where are you going? Why are you doing that? Who is singing?		
<b>Close Question form</b> Are you cooking?                      Yes, I am. / No I'm not. Is he / she singing?                  Yes, he is. / No, she isn't. Are they doing homework?          Yes, they are. / No, they are not.		

## Activity M

Ask the students the question “What are you doing right now?” (Sitting in class, listening to the teacher etc.) Elicit as many verbs in the “ing” form either through actions or writing the Present Continuous form on the board.

Then ask the students to look at the picture in their workbooks and explain that with their partner they must write as many sentences as they can to describe all the actions in the picture. Elicit an example from the students (e.g., He is tasting the food). Now explain that you will set a timer and the pair with the most, correctly written sentences, is the winner.

During feedback ensure that students have written the correct form and ask some questions, e.g. “Is he sleeping?” “No, he isn’t sleeping, he’s ....”



*Examples:*

*He is mixing.*

*He is cutting.*

*He is tasting the food.*

*He is carrying a cake.*

*He is reading the recipe book.*

*He is boiling something.*

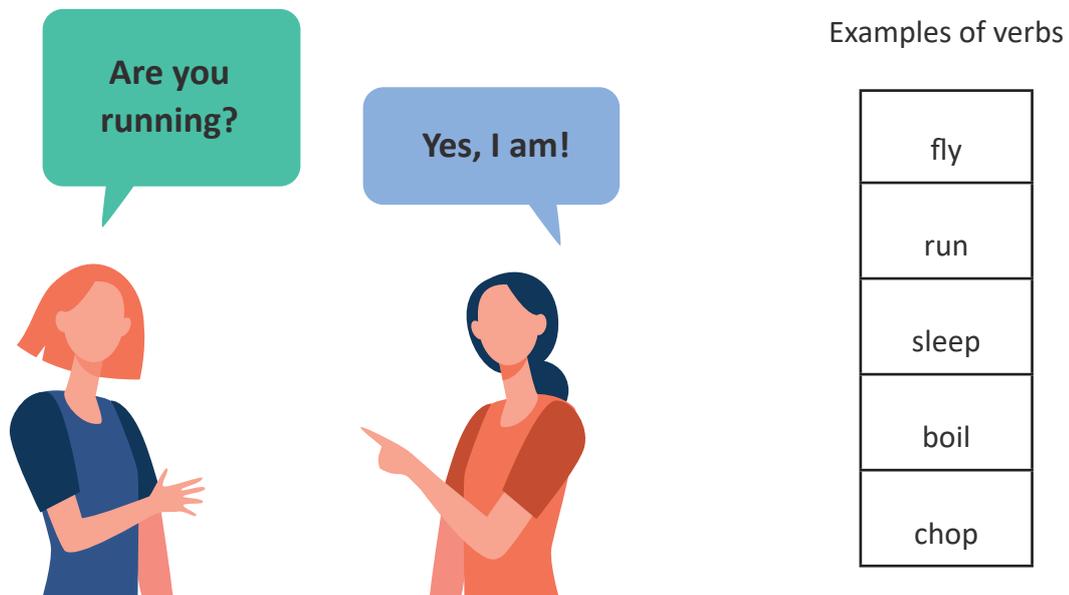
*He is checking the food.*

*He is baking.*

**Activity N**

Explain that now the students are going to play a game to practice the Present Continuous.

Elicit as many action words as possible (verbs) from students and write them on separate pieces of paper (you can also add in extra ones too). Now fold the pieces of paper. Put students into groups of 4 or 5 and share out the folded papers and put them in the centre of each table. Tell students they must take it in turns to take one paper, open it, and do the action. The first person to say, "Are you \_\_\_\_\_?" with the correct action will take the next turn. Practice with one group of students first for the class to see.

**Activity O**

Now students are going to practice measuring weight and volume. Direct students to the measuring cup pictures in their workbook and ask them to colour each measuring cups up to the number written below each one.

In the second part of the exercise students have to write down the amount of water in litres that are in the measuring cups.

**Answers: (for part 2)**

1	3 litres
2	20 litres
3	6 litres
4	40 litres
5	20 litres
6	9 litres
7	30 litres
8	60 litres

Now ask students to measure the weight of each object.

In feedback ensure that they have the correct unit of measurement (grams or kilograms)

**Answers:**

1	200 g
2	1 kg
3	400 g
4	4 kg
5	600 g
6	2 kg
7	800 g
8	5 kg
9	900 g

**Activity P**

Explain to the students that they are now going to do some mathematics! Ask them to look at the sums and word problems in their workbook and work out the answers with a partner. They should read aloud the sums and word problems to practice their English.

Go through the following together:

+ plus                      -      minus                      =      equals

**Answers:**

1	367
2	8,440
3	2/4 (or 1/2)
4	2/3
5	3 cups of flour
6	12 cups
7	2.25 kg
8	24 litres of milk, 10 litres of ice cream, 4 kg of strawberries. 6 litres of milk, 2.5 litres of ice cream, 1 kg of strawberries.
9	Rs. 960 (eggs) Rs. 2,160 (cheese) Total needed: Rs. 3,120
10	12 cups of flour and 24 tablespoons of sugar

Once students have finished, go through the answers by asking volunteer students to read the questions and answers out loud.

**WRAP UP**

Finish the lesson by setting the homework task, going through the Self-Assessment grid and reminding the students of the Internet box and the Learner Training box. If there is time, do a wrap up activity (see Teacher's Notes).

**Homework Task**

Set the homework and make sure that all students understand the task.

\*All homework should be done on separate pieces of note paper, not in the workbook.

**HOMEWORK:**

Can you tell the time from a 24-hour clock?

Write the following times in digital and analogue style and say whether it is AM or PM:

21:00 =

18:30 =

8:20 =

12:00 =

23:45 =

13:15 =

What does al dente mean? Find out as part of your homework.

**Self-Assessment**

Guide students to the self-assessment grid in their workbook and ask them to honestly rate themselves thinking about today's lesson.

SELF - ASSESSMENT			
I can...	Very well	OK	Need more practice
Listen and understand numbers			
Read and understand dates, prices, and temperature, weight, and volume			
Understand numbers to express food quantities in recipes			
Tell the time			
Use the present continuous tense			

## Learner Training

Learner Training is to help students raise their awareness of the language and how it is used; awareness of their own learning processes and actions; helping them to reflect on what they need to do to progress. If there is time, you can go through these questions in class.

The students' answers or thoughts or ideas should be noted down in their notebooks, which you will collect at the beginning of the following week.

### LEARNER TRAINING

Do you have a measuring cup at home? Practice reading the numbers for various volumes. Or do you have a scale at home? Open your fridge and weigh some food items. Practice saying the weight or write them down.

There will be many different numbers in your job. It is your responsibility to be able to understand time, money, weight, volume, temperature, etc. This is especially important when your supervisor is talking to you about recipes, portions and so on.

And practice your math skills!!

You can watch the video listed in the box below and learn about "Baker's Percentage".

<https://www.youtube.com/watch?v=yD1i3RRV2zg>

## Website Links

Elicit from the students why it is important to watch short videos or even movies as well as to listen to music in English. Reinforce their opinions by explaining that listening is key to improving their pronunciation and grammar fluency. The website links provided here also provide a re-cap of some of the material they have learnt in today's lesson.

**On the YouTube / Internet:**

There are many videos on the YouTube and there is a lot of information on the Internet to help you with your English vocabulary, grammar, listening and pronunciation.

Learn how math is used in the commercial kitchen:

<https://www.youtube.com/watch?v=yD1i3RRV2zg>

Practice Present Continuous:

<https://www.youtube.com/watch?v=0djfJqWhnpY>

(Oxford Online English has many great videos for learning English grammar.)

Grammar

<https://dictionary.cambridge.org/grammar/british-grammar/present-continuous-i-am-working>

# HOW CAN I HELP YOU?

<i>Time duration</i>	Morning
<i>Vocabulary Overview</i>	Telephone conversation phrases
<i>Grammar Overview</i>	Contractions
<i>Objective</i>	Answering telephone calls
<i>Materials</i>	Student's Workbook, Trainer's Manual

## The learning outcomes for this lesson are that students can:

- Answer the telephone with confidence
- Use the imperative form
- Help a customer find their way around an establishment / give directions
- Understand and use words related to hotel amenities

.....



## WARM UP AND REVIEW

Write up some random telephone numbers on the board and throw the ball to a student who must say the number correctly. Continue for a few minutes.

Alternative options:

- Throw the ball and ask students to spell a surname that you have written on the board.
- Ask students to read a date correctly.
- Ask students to tell the time (examples written on the board) in digital / analogue.
- Ask students to name a currency symbol that you have written on the board.

**NOTE:** You can prepare all the numbers / symbols in advance of the lesson and then point to the one the student must answer in order to save time.

## HOMEWORK COLLECTION

All homework should be done on separate pieces of note paper. Please collect students' homework.

**Activity A** 

Tell the students that today they are going to practice using the telephone.

First they are going to listen / read two telephone calls that Mary receives while she is working in the kitchen. Ask the students what expressions they think they might hear in the conversations. Focus their attention on the table and ask a volunteer to read each statement out loud. Explain to the students that they must tick the box (call 1 or call 2) in the table to indicate in which call they heard the information.

*Option 1: Teacher reads the text either alone or with 2 other students speaking the part of the caller and Mr. Punchihewa.*

*Option 2: Students read the text*

*Option 3: Teacher plays the audio*

**Mary:** Good morning. How can I help you?

**Caller:** Mr. Punchihewa.

**Mary:** I beg your pardon?

**Caller:** I would like to speak to Mr. Punchihewa.

**Mary:** Okay. Who's calling please?

**Caller:** Sorry?

**Mary:** May I have your name please?

**Caller:** My name is Sirisena.

**Mary:** Thank you. Please hold on.

**Punchihewa:** Mr. Punchihewa speaking.

**Caller:** Hello sir! The meeting is set for tomorrow sir.

**Punchihewa:** I see. Thank you for calling.

**Caller:** No problem sir. Goodbye.

.....

**Mary:** Hello? How can I help you?

**Caller:** Hello? This is Agrigrow, when do you need the order for mushrooms delivered by?

**Mary:** I am sorry. Could you repeat that please?

**Caller:** I'm calling from Agrigrow. When do you need the mushrooms?

**Mary:** Sorry, I'm not sure – I will ask. Please hold on.

**Caller:** Okay.

**Mary:** Thank you for waiting / holding. We need the order before 11am. Is that okay?

**Caller:** Okay sure. Before 11am.

**Mary:** Thanks for calling. Bye.

**Caller:** Bye.

After students have listened once only, get them to check with their partner before whole class feedback where you can go through the answers. Play the audio / read again if students found the task difficult so they can check their answers / understand where they went wrong.

**Answers:**

	Call 1	Call 2
a) The caller's name is Sirisena.	✓	
b) The caller is from Agrigrow.		✓
c) The caller is asking about the mushroom delivery.		✓
d) The caller wants to speak to Mr. Punchihewa.	✓	
e) The mushrooms need to be there before 11am.		✓

Now ask students to write "T" for true or "F" for false for the statements in their workbook. Get students to work together with a partner and see how much they can remember then have students re-read the text (or re-play the audio) so they can check their answers.

**Answers:**

1. Mr. Sirisena is calling to speak to Mr. Punchihewa.	T
2. Mr. Punchihewa is not there.	T
3. Mr. Sirisena is confirming the meeting.	T
4. Agrigrow is a supplier.	T
5. Agrigrow is calling to say that the mushrooms are not available.	F
6. The mushroom order must be delivered after 11am.	F

**Activity B**

Elicit from students the main parts of a call (Answering a call, introducing yourself, giving a reason for calling and finishing the call). Ask them to look at the four boxes in their workbook and read the sentences. Now refer them back to Activity A and get them to circle the phrases from the conversations in Activity A. Then ask the students to practice the telephone conversations with a partner.

**Answering a phone call**

Good morning. How can I help you?  
Who's calling please?  
May I have your name please?  
Please hold on.

**Introducing yourself**

My name is .....(name)  
It's .....(name)

**Giving a reason for the call**

Could I speak to .... ?  
I'm calling to.....  
I am calling from.....  
I would like to speak to .....

**Finishing the call**

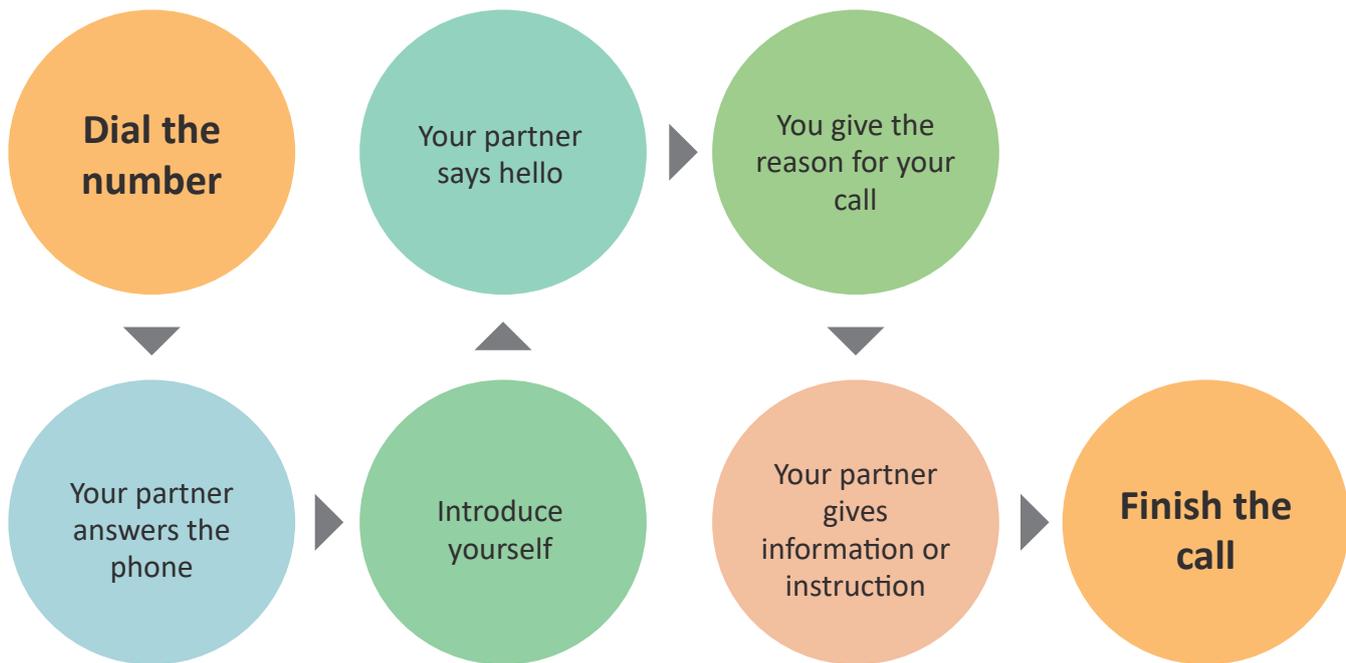
Thank you for calling.  
Thank you.  
Goodbye / Bye.

**Activity C**

Ask the students if they can use English in a telephone conversation. If they say it is difficult ask why (no facial expressions, can only rely on the voice / what they hear, maybe the caller speaks too fast, bad connection etc.).

Tell students that it is important to practise using the telephone and that this is what they are now going to do using the phrases from Activities A and B.

Direct students to look at this plan for making and answering phone calls. Go through the plan together, elicit different expressions from Activity B that can be used. Demonstrate using a volunteer.



Next, have the students read the three scenarios. Ask them to think of what they might say in each scenario.

(Caller 1 is calling from outside – the food supplier)

### Scenario 1

Caller 1 = Call the restaurant to say the strawberry order is ready and ask when to send the order.  
 Caller 2 = Answer the call and tell the supplier to send the order immediately.

### Scenario 2

Caller 1 = Call the restaurant to speak to the Head Chef.  
 Caller 2 = The Head Chef is not available now.

### Scenario 3

Caller 1 = Call the restaurant to say that red apples are not available now.  
 Caller 2 = Answer the call and accept the situation.

Now it is time for students to practice by themselves:

1. Put students in groups of 4.
2. One pair will practice the different scenarios using the speaking plan above. The other pair will take notes and give feedback. (Encourage this pair to be fair and helpful, not just to say, 'it was good'. This will really help students to improve.)
3. Then the pairs change turns and the speaking pair becomes the note-taking pair.

(To simulate real life, get each speaking pair to sit back to back so they cannot see each other's faces. If they have mobile phones you could also ask one of them to stand outside the door to make the call to their partner.)

4. Ask a confident pair of students to demonstrate to the class once the activity has finished. Monitor the students' participation / activity.

Guide students to the Grammar Box – 'Contractions'. Ask students to first read through it on their own, then go through it together as a whole class, providing any support they need to understand.

#### GRAMMAR BOX – Contractions

*In the conversations from Activity A, you will see that some words are contracted. That means they have been shortened. To help with your pronunciation it is good for you to practice using contractions.*

##### **Contractions (positive forms)**

I am → I'm  
 You are → You're  
 He is → He's  
 She is → She's  
 It is → It's  
 They are → They're  
 We are → We're

##### **Contraction (negative forms)**

I am not → I'm not  
 You are not → You're not / You aren't  
 He is not → He's not / He isn't  
 She is not → She's not / She isn't  
 It is not → It's not / It isn't  
 They are not → They're not / They aren't  
 We are not → We're not / We aren't

<p><b>Other important contractions to know:</b></p> <p>I would like → I'd like                  I will → I'll</p> <p><b>Open Question forms</b></p> <p>What is → What's                  Where is → Where's                  Who is → Who's</p> <p>There is → There's                  That is → That's</p>	<p>I cannot → I can't                  I do not → I don't                  I will not → I won't</p> <p>There is not → There isn't (any)                  There are not → There aren't (any)                  That is not → That's not / That isn't</p>
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**Activity D**

Ask students to contract the underlined words in the sentences and rewrite them. They can then practice by reading the sentences out loud to their partner ensuring that they say the contractions.

**Answers:**

<u>What is</u> your name? My <u>name is</u> Mary.	<b>What's your name? My name's Mary.</b>
<u>When is</u> the class starting?	<b>When's the class starting?</b>
<u>Where is</u> the teacher?	<b>Where's the teacher?</b>
<u>I am</u> making dessert.	<b>I'm making dessert.</b>
<u>He is</u> preparing the dessert	<b>He's preparing the dessert.</b>
<u>She is not</u> calling on the phone.	<b>She's not / she isn't calling on the phone.</b>
<u>There are no</u> tomatoes.	<b>There aren't any tomatoes.</b>
<u>That is not</u> my bag.	<b>That's not my bag.</b>

**Activity E** 

Write the following telephone number on the board and ask students how they would say it: 0094 778450544. Explain that phone numbers are sometime said in different ways and that there are also different ways of saying the number 0 (“zero”, “O” or “nought”)

First explain that the students will hear / read two telephone conversations. After they have both conversations, ask the students what each conversation was about. Write their ideas on the board if you wish.

Next, direct students to the questions in their workbooks and give them 30 seconds to read the questions before listening to / reading the text for a second time.

*Option 1: Students read the text*

*Option 2: Teacher reads the text either alone or with 2 other students speaking the part of Benjamin and Akyas.*

*Option 3: Teacher plays the audio*

**Benjamin:** Hello?

**Caller:** Hello, could I speak to Mr. Punchihewa please?

**Benjamin:** I’m sorry he is busy right now. Can I take a message?

**Caller:** Could you ask him to all me back as soon as possible?

**Benjamin:** Sure. Can I have your name and number please?

**Caller:** Yes, my name is Garrowson.

**Benjamin:** Could you spell that please?

**Caller:** G-a-r-r-o-w-s-o-n.

**Benjamin:** Was that “n” or “m”?

**Caller:** “n” for no.

**Benjamin:** Okay. And your number?

**Caller:** That’s okay – Mr. Punchihewa has my number.

**Benjamin:** Okay – I’ll make sure he gets the message.

**Caller:** Thanks. Bye.

**Benjamin:** Goodbye.

.....

**Akyas:** Hello?

**Caller:** Yes, hello, can I speak to the manager please?

**Akyas:** I am sorry, but he is in a meeting right now.

**Caller:** I see. Well, my name is Sirisena, and I am a producer of mushrooms. My company name is Agrigrow. I want to know if your establishment is interested in purchasing fresh mushrooms.

**Akyas:** Sorry, I am not in a position to say. Can I take a message?

**Caller:** Yes okay.

**Akyas:** Please tell me your name again.

**Caller:** Sirisena from Agrigrow. We grow and deliver fresh mushrooms. Would you like some mushrooms?

**Akyas:** Could you repeat that please?

**Caller:** I am Sirisena from Agrigrow. We grow and deliver fresh mushrooms. Are you interested?

**Akyas:** Can I have your contact number please?

**Caller:** 0777289476

**Akyas:** Let me repeat that – 0777289467.

**Caller:** No – 07772894-7-6

**Akyas:** Thank you. I will make sure the manager gets this message.

**Caller:** Thank you. What's your name?

**Akyas:** It's Akyas.

**Caller:** Okay. Thanks Akyas. Bye.

**Akyas:** Goodbye.

After students have written their answers get them to check their answers with their partner before listening / reading the dialogues again. Then give whole class feedback. As a follow up, have the students practice the dialogues in pairs.

*(You can split the questions into two parts. Ask students to read questions a), b), c), first, then do the first dialogue. After that, ask the students to read questions d), e), f), g) and then do the second dialogue.)*

**Answers:**

a) Who wants to speak to Mr. Punchihewa?

**Mr. Garrowson wants to speak to Mr. Punchihewa.**

b) What is the message?

**The message is to call him back as soon as possible.**

c) Does Mr. Punchihewa have the phone number of the caller?

**Yes, he does.**

d) Who does Mr. Sirisena want to speak to?

**Mr. Sirisena wants to speak to the manager.**

e) Why is he calling?

**He is calling to see if his establishment is interested in purchasing fresh mushrooms.**

f) What is his phone number?

**His phone number is 0777289476**

g) What does Akyas mean when he says, "I am not in a position to say"?

**This means that Akyas does not have the authority/power to order the mushrooms and he needs to check with his manager.**

**Activity F**

Direct students to the conversation in their books which shows a telephone conversation with gaps. Ask the students to choose five of the sentences to complete the phone dialogue. (Remind them that not all are needed and that there may be more than one correct option).

**Phrases:**

a) I am afraid she is not here today.

b) Could you ask her to call me back?

c) She is not in her office at the moment.

d) Could you spell that please?

e) Can I take a message?

f) Could I have your name and number?

g) I'll make sure she gets the message.

h) I'll call back later.

Once students have finished, get them to check with their partner before whole class feedback where you can go through the answers. Allow students to read again if students found the task difficult so they can check their answers / understand where they went wrong.

Once answers have been checked, put students into pairs so they can practise the dialogues.

### Answers:

Mary: Hello?

Caller: Could I speak to Ms. Gunawardene please?

Mary: **(a) I am afraid she is not here today. / (c) She is not in her office at the moment.**

Caller: I see. **(b) Could you ask her to call me back?**

Mary: Of course. **(e) Can I have your name and number?**

Caller: Yes, my name is Garrowson. That's G-a-r-r-o-w-s-o-n

Mary: Did you say "G"?

Caller: Yes. "G" for good. And my number is 0778775100

Mary: 0778775100

Caller: That's correct.

Mary: Okay sir, **(g) I'll make sure she gets the message.**

Caller: Thank you goodbye. Mary: Bye.

### Activity G

Elicit what messages people sometimes leave when they call. Ask students what they need to take a message (pen and paper) and make sure that they have both for this activity. Put students into pairs and ask them to use the Message Template in their workbooks and fill it in using the information from conversations in Activity E and F.

### Answers:

#### TELEPHONE MESSAGES

Calling for: Mr. Punchihewa

Time of Call: not sure / not recorded

Name of Caller: Mr. Garrowson

Number of Caller: not necessary

Message: Please call Mr. Garrowson back as soon as possible

This message was taken by: Benjamin

TELEPHONE MESSAGES

Calling for: **the Manager**

Time of Call: **not sure / not recorded**

Name of Caller: **Mr. Sirisena from Agrigrow**

Number of Caller: **077289476**

Message: **Please call Mr. Sirisena back about mushrooms**

This message was taken by: **Akyas**

TELEPHONE MESSAGES

Calling for: **Ms. Gunawardene**

Time of Call: **not sure / not recorded**

Name of Caller: **Mr. Garrowson**

Number of Caller: **0778775100**

Message: **Please call Mr. Garrowson back**

This message was taken by: **Mary**

**Activity H**

Direct students to the table in Activity H which shows six basic steps for taking a message on the phone. Have the students read the phrases in the box under the table. Answer any questions and then ask students to complete the table with the appropriate phrases from the phrase box. Have students practice the phrases with their partner. Demonstrate with a volunteer before asking the students to practice.

**Answers:**

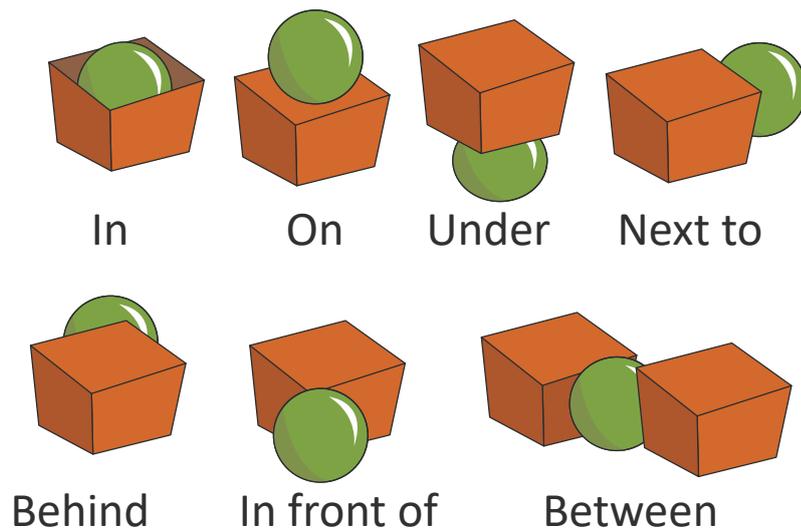
Steps for taking a message	Appropriate Phrases
1. Answer the call and explain that the person is not available.	<ul style="list-style-type: none"> <li>➤ I'm sorry but _____ is not available / out / busy at the moment.</li> <li>➤ Sorry but I'm afraid _____ is in a meeting.</li> <li>➤ Sorry, I am afraid it is _____ day off.</li> </ul>
2. Get the caller's name and number.	<ul style="list-style-type: none"> <li>➤ May I ask who's calling?</li> <li>➤ Can I ask who is calling?</li> <li>➤ Could I have your name please?</li> <li>➤ May I have your name please?</li> </ul>
3. Offer to take a message.	<ul style="list-style-type: none"> <li>➤ Can I take a message?</li> <li>➤ Would you like to leave a message?</li> </ul>
4. Clarify anything you did not understand.	<ul style="list-style-type: none"> <li>➤ Sorry I didn't catch that – you said.....</li> <li>➤ Sorry – could you repeat that please?</li> </ul>

5. Confirm the message.	<ul style="list-style-type: none"><li>▶ Let me confirm the message.</li><li>▶ Let me repeat the message.</li></ul>
6. Say goodbye.	<ul style="list-style-type: none"><li>▶ Thank you for calling. Goodbye.</li><li>▶ I'll pass on the message. Thank you and goodbye.</li></ul>

<i>Time duration</i>	Afternoon
<i>Vocabulary Overview</i>	Words related to hotel amenities
<i>Grammar Overview</i>	Prepositions of place review, Imperative Form
<i>Objective</i>	Give directions
<i>Materials</i>	Student's Workbook, Trainer's Manual

### Activity I

Ask students what they remember about prepositions of place (**these are words used to show the location of something, for example, next to, behind, in front of, etc.**).



Ask the students to look at the picture of the hotel room and ask them to imagine that they are the guest on the bed. Ask students to use prepositions to fill in the gaps of the text about a hotel room. Once completed get them to check their answers with a partner before whole class feedback.



### Answers:

“Hi, mom! I am **in** my hotel room now. Yes, it is beautiful! I am **on** the bed now. It is queen sized and it is very comfortable. The bed is **between** two bedside tables. There is a lamp on each table. The light switches are **on** the wall. There is a television **opposite** the bed. There is a charging station **next to / behind** the television. There is a lovely balcony. The bathroom? Yes, it is spacious but there is no bath **in** the bathroom. Okay, I have to go now. I must look for my red shoes. I think I put them **under** my clothes **in** the wardrobe. Okay, bye!”

### Activity J

Explain that students will need to know all about the places they work in, whether it is a restaurant, hotel, or guesthouse. They should know about the different amenities that are available for guests.

Ask them to read the hotel brochure in their workbook and answer the questions that follow. Then they should label the pictures using the correct amenity.

### ARALIYA TREE GUEST HOUSE

We welcome you to our guest house. We hope you will have a wonderful stay! To help you enjoy your stay we offer the following services and amenities:

#### Amenities

- FITNESS GYM
- POOL
- BADMINTON COURT
- RESTAURANT
- TERRACE CAFÉ and BAR

#### Business Amenities

- CONFERENCE ROOM (up to 10)

#### Services

- Laundry
- Room Service
- WIFI



#### Answers:

1. How many amenities are there?

**There are six amenities.**

2. What is the maximum number of people who can use the conference room?

**The maximum number of people who can use the conference room is 10.**

3. What services does the guesthouse offer?

**The guesthouse offers laundry, room service and Wi-Fi.**

**Answers:**

<b>1. Restaurant</b>	<b>2. Conference Room</b>
<b>2. Fitness Gym</b>	<b>4. Terrace Café and Bar</b>
<b>3. Swimming Pool</b>	<b>6. Badminton Court</b>

**Activity K**

Tell students they are going to listen to / read a conversation between a guest and an employee of the guesthouse. First, have the students study the hotel floor plan. Have the students mark where the conversation is happening (see picture below – blue cross). Then have the students listen to / read the conversation. After the students listen / read, they should label the map of the guesthouse ground floor. Ask students to check with a partner before doing whole class feedback. If there is time, allow students to practice the conversation with a partner.

*Option 1: Students read the text*

*Option 2: Teacher reads the text aloud*

*Option 3: Teacher plays the audio*

**Guest:** Excuse me.

**Kumari:** Yes, how can I help you?

**Guest:** Yes I am looking for the Terrace Café and Bar.

**Kumari:** Yes, it is on the ground floor. Go into the garden and turn left.

**Guest:** Thank you. Is there a toilet downstairs?

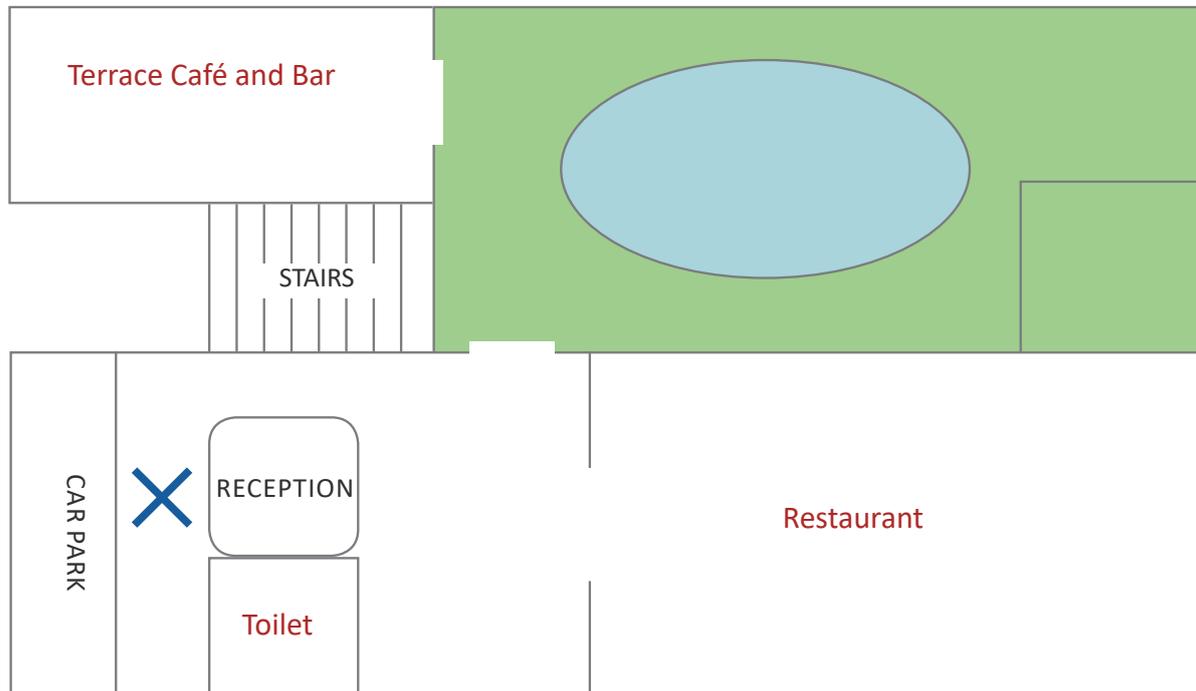
**Kumari:** Yes, there is a toilet next to the reception.

**Guest:** Where is dinner served?

**Kumari:** In the restaurant. It is on the ground floor.

**Guest:** Thank you very much.

**Kumari:** You are welcome.

**Answers:****Activity L** 

Tell students they are now going to listen to / read a conversation between a guest and an employee of a large hotel. Have students look at the floor plan of the hotel. Ensure that they understand that the top floor has a swimming pool. After students listen / read they should number the floors in the picture and write the amenities for each floor. Students should then listen / read one more time. Then the students should answer the questions.

*Option 1: Students read the text*

*Option 2: Teacher reads the text aloud*

*Option 3: Teacher plays the audio*

**Akyas:** Hi, madam, can I help you?

**Guest:** Oh yes, I am a little lost! Where's the swimming pool?

**Akyas:** It's on the 4th floor, madam. The rooftop.

**Guest:** I see. Thank you. Oh, and I also want to know where the hair salon is.

**Akyas:** The hair salon and the spa are on the 2nd floor.

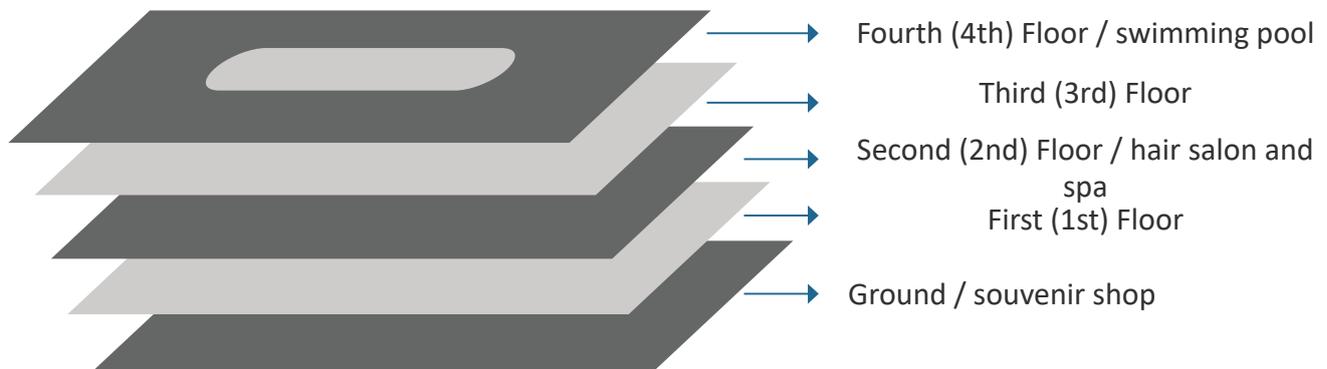
**Guest:** Is the souvenir shop on the second floor too?

**Akyas:** No, it's on the ground floor. The

**Guest:** Thank you very much.

**Akyas:** You're welcome, madam. Have a nice day!

If there is time, allow students to practice the conversation with a partner.

**Answers:****Answers:**

1. Where is the spa?

**The spa is on the 2nd floor**

2. What do you think a souvenir shop is?

**A souvenir shop is somewhere that sells local products related to the place, for example, local handicrafts, traditional clothes, postcards etc.**

**Activity M**

Tell students that they are now going to play a game. Explain that in addition to knowing the prepositions of place, it is important to be able to give directions. Go through the examples below (in red) and practice with some volunteers.

Put students into pairs and ask each student to take a pencil from their partner and hide it somewhere in the classroom (they should not let their partner see). Then student A will ask, "Where is my pencil?" and student B must give directions through the classroom, using the list of phrases in their workbook and any prepositions of place. Demonstrate with a volunteer.

**Examples:**

Go straight / Go along... / Go past... / Go through...

Turn right / Turn left

It's on your left / right.

It's across from / opposite.....

**Activity N** 

Direct students to the floor plan in their workbook of the 2nd floor of a hotel. Students are going to listen to / read a conversation and label the floor plan as they do so. They must then answer the questions that follow.

*Option 1: Students read the text*

*Option 2: Teacher reads the text aloud*

*Option 3: Teacher plays the audio*

**Guest:** Hello, can you help me please?

**Pradeep:** Of course.

**Guest:** I am looking for the souvenir shop.

**Pradeep:** Yes, it is on the second floor. Take the lift. When you come out of the lift, turn right and go straight. It is at the end of the corridor, on your left. It is opposite the hair salon.

**Guest:** Thanks. And where is the fitness centre?

**Pradeep:** It is also on the 2nd floor. When you come out of the elevator, go straight, past the boutique. It's at the end of the corridor, on the right.

**Guest:** Thanks.

**Pradeep:** You're welcome

Allow students to check their answers with a partner before repeating the conversation. Let them check again with a partner before giving whole class feedback.

**Answers:**

<b>1. Souvenir shop</b>
<b>2. Hair salon</b>
<b>3. Fitness Centre</b>
<b>4. Boutique</b>

**Answers:**

1. What is between the souvenir shop and the boutique?

**The tea shop is between the souvenir shop and the boutique.**

2. What is next to the supermarket?

**The hair salon is next to the supermarket.**

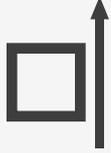
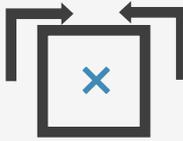
Guide students to the Grammar Box – ‘Giving Directions’. Ask students to first read through it on their own, then go through it together as a whole class, providing any support they need to understand.

**GRAMMAR BOX – Giving directions**

*Giving someone directions is the same as giving someone instructions. When we want to give directions/instructions we use the imperative form and words for direction and prepositions of place.*

	<i>Imperative form</i>
<b>Verb + object</b> To do + object = to do homework To cut + object = to cut tomatoes	<b>Structure of the imperative form</b> Do + object = Do homework. Cut + object = Cut tomatoes.

**Words for giving directions**

					
Turn Left	Go straight	Turn right	Go through	Cross	
					
Go up	Go down	Go towards	Turn left/right at..	Turn around	
					
It's on the left.	It's on the right.	It's at the end of...	It's across from / opposite		

## Activity O

Direct students to the floor plan of a private villa in their workbook. With their partner, ask students to write the directions to answer the questions that follow (imagine you are standing at the red dot). Remind them that they must write directions and not the location!

*(If they do not have enough room in their workbook to write the directions, they can write on notepaper.)*



### Suggested Answers:

1. Where is the swimming pool? **Go straight (into the foyer) and turn left. Then turn right into the family room. Go straight through to the outdoor lounge. You can see the swimming pool.**

2. Where is the 1 car garage? **Go straight (into the foyer) and then turn right into the family room. The dining room is on the left. Go through the dining room and then turn right into the utility room.**

3. Where is the Master Suite? **Go straight (into the foyer) and turn left. Then turn right into the family room. The Master Suite is on the right (side) of the family room.**

4. Where is Bedroom 3? **Go straight (into the foyer) and turn left. The third bedroom is at the end of the corridor, on your left.**

5. Where is the utility room? **Go straight (into the foyer) and turn left. Turn right into the family room. The dining room is on the left (side). Go through the dining room and you will find the utility room straight ahead.**

## **Activity P**

Tell students that they should use the questions below to take turns and practice speaking with their partner. They should imagine that one of them is the guest and the other is the villa manager. Direct them to Activity M examples (in red) and the Grammar Box so they can review the dialogue and get some ideas. Demonstrate with one or more students before putting students into pairs.

### **Asking for directions**

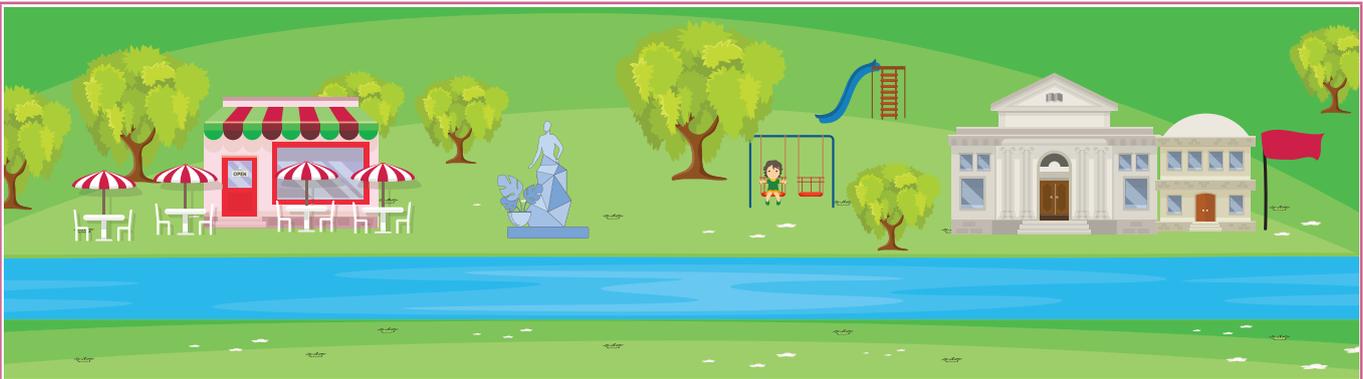
- ▶ Excuse me. How do I get to the.....?
- ▶ Excuse me. Where is the ....?
- ▶ Excuse me, is there a .....?
- ▶ Excuse me, can you tell me the way to the.....

### **Alternative Activity**

You can do this activity with a weaker class or if you have extra time you can do this activity in addition to Activity P.

1. Put students into pairs and have them choose who is A and who is B. Give A students the A picture/ instructions the B students the B picture/instructions.
2. Demonstrate using your own picture with a volunteer.
3. Both students will take turns to describe their picture whilst their partner draws a picture of what their partner is saying to them in their workbook.
4. Once finished they can look at each other's pictures and check whose is closest to the original.

**Student A**



**Student A Instructions**

1. Describe the picture above to your partner as best you can. Answer any questions they have.
2. Use the words below to help you give instructions.

river    buildings    park    restaurant    trees    statue    slide  
 swings    tables chairs    museum    flag    windows

**Student B**



**Student B Instructions**

1. Describe the picture above to your partner as best you can. Answer any questions they have.
2. Use the words below to help you give instructions.

street    buildings    cinema    clinic    playground    school    café    shoe  
 shop    hotel    trees

**WRAP UP**

Finish the lesson by setting the homework task, going through the Self-Assessment grid and reminding the students of the Internet box and the Learner Training box. If there is time, do a wrap up activity (see Teacher's Notes).

**Homework Task**

Set the homework and make sure that all students understand the task.

**HOMEWORK:**

**Using the scenarios below create your own telephone conversation and write it out:**

## Scenario 1

Caller 1 = Call and leave name and number and name of your business.

Caller 2 = Answer the call and take the message.

## Scenario 2

Caller 1 = Call and ask to speak to the manager.

Caller 2 = Answer the call and take the message.

**OR**

**Draw a simple map of your house. Imagine your friend is with you in the living room. Describe where all the rooms are.**

\*All homework should be done on separate pieces of note paper, not in the workbook.

**Self-Assessment**

Guide students to the self-assessment grid in their workbook and ask them to honestly rate themselves thinking about today's lesson.

SELF - ASSESSMENT			
I can...	Very well	OK	Need more practice
Answer the telephone with confidence			
Understand how to take a telephone message			
Know the names of hotel amenities			
Give directions			

## Learner Training

Remind students of the importance of learner training. Go through today's task to ensure students understand. *The students' answers or thoughts or ideas should be noted down in their notebooks, which you will collect at the beginning of the following week.*

### LEARNER TRAINING

You can practice telephone conversation or giving directions with a classmate, friend or even your family members at home. Practice using the many different phrases found in this lesson.

Practice the Imperative Form – you can play a game like Simon Says with friends or classmates or pretend to be a hotel/restaurant guest and ask your friend and family to tell you where something is in English.

The more English you speak outside the classroom the better!

## Website Links:

Explain to students again that the website links below provide a re-cap of some of the material they have learnt in today's lesson.

### On the YouTube / Internet:

There are many videos on the YouTube and there is a lot of information on the Internet to help you with your English vocabulary, grammar, listening and pronunciation.

Here are some links:

Giving directions

<https://learnenglishteens.britishcouncil.org/skills/listening/elementary-a2-listening/giving-directions>

The BBC have an English Learning portal where you can watch and listen to short episodes of English with different language points.

(EPISODE 161) <https://www.bbc.co.uk/worldservice/learningenglish/flatmates/episode161/index.shtml>

(EPISODE 161 Language Point) <https://www.bbc.co.uk/worldservice/learningenglish/flatmates/episode161/languagepoint.shtml>

# ASKING POLITELY

<i>Session</i>	Morning
<i>Vocabulary Overview</i>	Verbs, polite phrases
<i>Grammar Overview</i>	Using Modal verbs (can, could, etc.)
<i>Objective</i>	Talk about my abilities, ask for permission, make a request
<i>Materials</i>	Student's Workbook, Trainer's Manual

## The learning outcomes for this first lesson are that students can:

- Make requests
- Ask for permission
- Accept or refuse requests
- Ask for clarification
- Ask for confirmation
- Take adequate notes

## WARM UP AND REVIEW



We will finish this week with the same warm up of throwing a ball / ball of paper / or something small to start the session and revise vocabulary and structures from yesterday.

Throw the ball and ask students to continue a phone conversation, e.g. teacher starts with 'Good morning, can I speak to the manager please?' and the first student must respond appropriately and continue the conversation. Direct students to the diagram they have seen last lesson to help them / show this on the board. Continue until every student has had a turn.

### *Options:*

- *Throw the ball and ask students to give you directions to the nearest café, for example.*
- *Throw the ball and ask students to explain where something in the classroom is (using prepositions)*
- *Throw the ball and ask a student to tell you a common amenity in a hotel. The next student who catches the ball must name another one, and so on.*

**Activity A**

Direct the students to the pictures in their workbooks which show different actions (verbs). Put students into pairs and ask them to label the pictures using words from the box.

**Answers:**

1. speak English	2. swim	3. draw
4. play an instrument	5. play basketball	6. cook
7. sing	8. drive a car	9. use a computer

Conduct whole class feedback and drill the pronunciation of each action.

Now put students into small groups of 4 or 5 and explain that each person must choose an action and act it out to the rest of their group. The rest of the group must guess what action it is. Ensure that everyone gets a turn at acting.

**Activity B**

Tell the students that they are now going to form questions using 'can'. Ask students to write 5 questions with 'Can you ....?' using the verbs from Activity A. Encourage fast finishers / stronger students to come up with their own questions too. As students write, monitor carefully and check for any mistakes. When they have finished, elicit the answer to a 'Can you...?' question ('Yes, I can', or 'No, I can't'). Put students into pairs and get them to ask the questions they wrote down to their partner.

During feedback, ask a couple of students what they discovered about their partner, e.g. 'Cherie can swim, Hemantha can't play the drums'.

Guide students to the Grammar Box – 'can'. Ask students to first read through it on their own, then go through it together as a whole class, providing any support they need, explaining the concept of using 'can' for abilities.

**GRAMMAR BOX – “Can”**

*We use can talk about our abilities (what we can do).*

<b>Structure can + verb</b>	<b>NEGATIVE</b>	<b>QUESTION and ANSWER</b>
I can ride a bicycle. You can ride a bicycle. She / He can ride a bicycle. They can ride a bicycle. We can ride a bicycle.	I cannot / can't speak Chinese. She can't play the piano.	Q. Can you play the piano? A. Yes, I can. A. No, I can't.  Q. What (sports) can you play? A. I can play football.  Q. What (food) can you cook? A. I can cook rice and curry.

**Activity C**

Elicit from students what ‘soft skills’ are and if they have thought about what their own soft skills are. The class might be able to come up with some examples here. If not, ask them to look at the first column in the table below and go through each one making sure all students understand the vocabulary. Practice pronunciation.

Now get students to think about what they are good at and to fill in the survey for themselves.

<b>What are you good at?</b>	<b>YES</b>	<b>NO</b>
Are you good at communicating with people?		
Are you good at solving problems?		
Are you good at speaking different languages?		
Are you good at making decisions quickly?		
Are you good at thinking of new ideas?		

Are you able to drive a car?		
Are you able to finish tasks on time?		
Can you use a computer?		
Can you make a cake?		
Do you like traveling?		
Do you like working in a team?		
Do you like working by yourself?		
Do you enjoy working long hours?		
Do you enjoy cleaning?		

Once students have finished, ask them to compare their profile with their partner. Get them to think about if there were any similarities, if there were a lot of differences, and if there is anything they would like to get better at?

Explain to students that in the table there are two more ways to talk about what you can do (abilities); see if students can tell you what they are. **(Are you good at ...? / Are you able to ?)**

Write these on the board.

**Activity D** 

Tell the students they are going to listen to / read a conversation where the speakers use ‘can’ in different ways (underlined). First get the students to look at the three different options in the table; expressing ability, asking for permission, and making a polite request.

Make sure the students understand each category. Students must add the phrases with ‘can’ from the conversation into the correct column after they have listened to / read the conversation once. Have the students listen to / read the conversation again so they can check their own answers.

*Option 1: Students read the text*

*Option 2: Teacher reads the text aloud, either alone or with 1 other student speaking the part of Akyas*

*Option 3: Teacher plays the audio*

**Benjamin:** Hey Akyas, can you play the drums?

**Akyas:** No, why?

**Benjamin:** I was just wondering. My friend is looking for a musician for her band. I can play the piano, but she needs a drummer.

**Akyas:** My brother can play the drums. Shall I ask him?

**Benjamin:** Could you? That would be great!.

**Akyas:** Do you like band shows?

**Benjamin:** Yes, how about you?

**Akyas:** Yes, I do.

**Benjamin:** She will have a show next Sunday.

**Akyas:** Can I come?

**Benjamin:** Of course, it’s free! Can you pass me my phone? I will call her.

**Answers:**

Expressing an ability	Asking for permission	Making a polite request
Can you play the drums? (I) can play the piano (My brother) can play the drums	Can I come?	Can you pass me my phone?

Allow students to discuss the answers in pairs before whole class feedback. Have students practice the conversation with a partner.

Note: Make sure students understand the meaning of “permission”. Review the fact that “can” is used in three different ways.

### Activity E

Ask the students if they know of other ways to ask for permission, or to make polite requests? Give them a minute in their groups to come up with any ideas, putting them into a sentence if they can. If they are stuck you can prompt as necessary. Write their ideas on the board.

For example, instead of ‘can you pass me my phone?’ we might say ‘could’ or ‘would’ – ‘could you pass me my phone’ or ‘would you pass me my phone?’. We also use ‘may I / can I...?’ to ask for permission.

### Activity F

Explain to students that we can answer requests and questions for permission in different ways but it is important to be polite. Demonstrate with a couple of students to see what they say. For example, you ask ‘Would you open the window please?’ and see what the student responds. You can ask the class if it was polite or not.

Tell students they will now see more phrases of how to respond politely. Get them to read the sentences 1 – 12 and match them with the appropriate answers a – l. Get them to check with a partner before whole class feedback. During feedback one student can ask the question and choose another to answer it. That student then also reads the next question and chooses a different student to answer his/her question and so on.

#### Answers:

1. Can you pass me the frying pan please? **g.**  
**I’m sorry the frying pan is not here.**

2. Can you switch on the lights please? **b.**  
**Yes, of course**

3. Could you repeat that please? **f.**  
**Yes, I will repeat it.**

4. Could you help me with my homework? <b>h.</b> <b>I'm sorry, I can't. I'm a little busy now.</b>
5. Would you open the window please? <b>a.</b> <b>Sure, are you feeling hot?</b>
6. Would you mind writing that down for me? <b>k.</b> <b>No, I don't mind. Can you give me some paper?</b>
7. Would you mind clearing the counter? <b>l.</b> <b>I am so sorry! I will do it right now.</b>
8. Could you take these dishes away? <b>i.</b> <b>Yes, I can take them away.</b>
9. Can I help you? <b>j.</b> <b>Yes, please.</b>
10. Can I use the cream that is in the fridge? <b>d.</b> <b>Yes, you can. It's a new carton of cream.</b>
11. Can I taste this dish? <b>e.</b> <b>No, sorry. This dish is for the guest.</b>
12. Can I have a new chef's hat? <b>c.</b> <b>I'm not sure – please ask the head chef.</b>

### Activity G

Re-iterate to the students that there are other ways to ask for permission or to make polite requests. Go through the table together with student and do some pronunciation practice to ensure students have the correct intonation.

Asking for permission	Making a polite request
Can I ..... ? May I.....? Do you mind if I.....? Is it okay if I .....? Shall I .....?	Would you .....? Can / could you .....? Would you be able to .....?

Now put students into pairs and get them to look again at the questions from Activity F (1 – 12). Explain that they should try and change the question by using a different way of asking (using the phrases in activity G).

For example:

Activity F, no. 9: Can I help you? —————> May I help you? / Shall I help you?

### Answers:

There will be different, possible answers here. Ensure that students understand and are able to use different phrases rather than getting comfortable using the same one again and again.

### Note:

Students may find the answer to questions such as “Do you mind if I open the window?” difficult. They might want to answer ‘yes’ to show agreement but this would actually be incorrect / seen as disagreement. Possible responses might be ‘No, go ahead / No, not at all / No, please do’ / No, I don’t mind.

For example: Question: Do you mind if I open the window?

Answer 1: No, I don’t mind. (Go ahead / Sure, no problem)

Answer 2: Please keep the window closed.

## Activity H

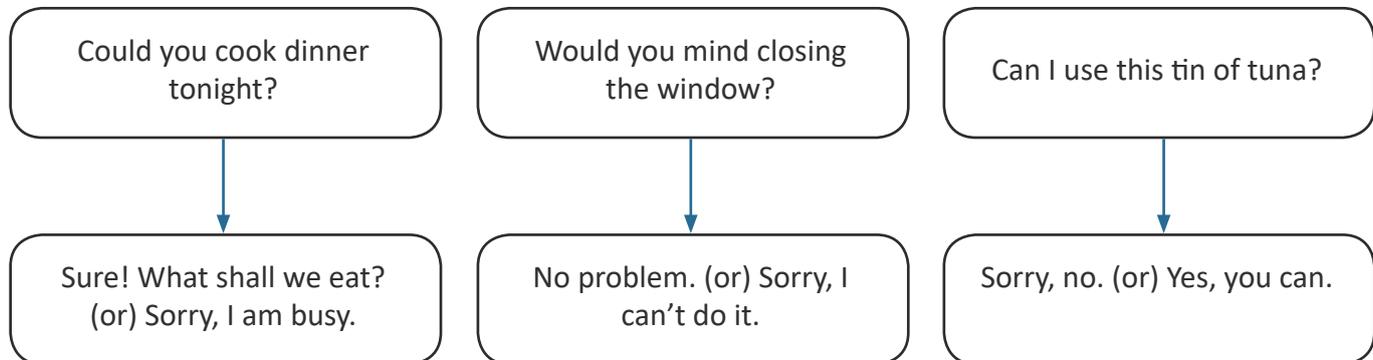
Explain to the students that they are now going to practice asking and answering polite requests or questions for permission. Give each student 3 separate pieces of paper and ask them write down a request or question for permission on each separate piece of paper and make sure that no-one else sees what they are writing. Monitor carefully during this. Now ask them to turn those papers over and on the back to draw a big X on two pieces and a big ✓ on the third piece of paper.

Now ask the students of each table to collect the pieces of papers, shuffle them and place them face down in the centre of their table. Demonstrate the activity by holding up a piece of paper from one of the tables ( so that the students can see the mark X or ✓ ), asking the question written on it to the class and encouraging the students to answer politely, either negatively (if there is a X), or positively (if there is a ✓).

Ask the students to take turns taking a paper from the middle of their table and holding it up, asking the question and listening to their classmates’ responses (negative or positive). Remind them that when answering:

X = say sorry and give a reason ✓ = say yes

If students need more support you could brainstorm some initial questions and responses together such as:



**Alternative option:** If you have confident students or lots of time.

Ask students to select a paper with a question on and to go around the classroom asking the same question to as many students as possible within a set time-limit. They must ask their question and listen to the response and also answer their partner's question. Once they have asked as many people as possible you can get feedback by asking a few students for the best responses they heard.

<i>Time duration</i>	Afternoon
<i>Vocabulary Overview</i>	Phrases for asking for clarification and confirmation
<i>Grammar Overview</i>	Tag Questions
<i>Objective</i>	Follow a briefing, asking for clarification or confirmation, note taking
<i>Materials</i>	Student's Workbook, Trainer's Manual

### Activity I

Write the word 'Briefing' on the board and ask the students if they have heard this word before. Tell the students what a 'briefing' is (*it is the set of tasks and instructions that is given before a work shift*). Ask students what kind of tasks/instructions a 'briefing' might include. Write their ideas up on the board. Set a time limit and ask the students to read the following text.

#### What is a "Briefing"?

The briefing is a short and concise instruction about the duty to be performed during each work shift to facilitate two-way communications between the management and the lower level staff. The briefing is taken by the team leader at the beginning of each work shift. It is a daily routine and the presence of all the work related staff is deemed important.

Briefing of food and beverage staff is important because of following reasons:

- The briefing will help the employees know their special jobs of the day.
- It will help them to know about the operations, menu, and service.
- Review of general rules and policies is updated during the briefing.
- Likes and dislikes and allergies of regular guests can be prioritized.
- To let staff know if there are VIP guests that day.
- Briefing helps to bring employees suggestion on a day-to-day work for smooth functioning.
- Briefing helps in solving any problems faced by the staff in their work.

Ask the students if their ideas of what a 'briefing' is were correct. Set a time limit again and ask the students to answer the questions individually. Once students have finished answering question 1, get them to check their answers with a partner before whole class feedback.

**1. Answers**

a) Who usually leads a briefing?

**The team leader**

b) Give three reasons why a briefing is important?

**Allow any of the bullet points from the text as answers.**

Have the students find and underline the following words in the text. Then ask them to match to the words in question 2:

*at the beginning of*

*daily*

*employee*

*review*

*prioritized*

*solving*

**2. Answers**

a) worker - **employee**

b) go through again - **review**

c) highlighted - **prioritized**

d) at the start of - **at the beginning of**

e) every day - **daily**

f) fixing - **solving**

***Explain to the students that when they listen to a briefing, they might not always understand everything the first time and they might need to check the information again. Ensure that students know it is okay to say if they do not understand or hear clearly and that they must not pretend to understand. Rather they should ALWAYS say if they did not understand and ask for clarification. This is an important skill.***

Ask students to close their workbooks. Put students into small groups and give them the two headings:

- Expressing a lack of understanding (*what to say when you do not understand*)
- Asking for clarification (*what to say if you need to check the information*)

Ask them to write down as many ideas as they can for each heading. You might need to give them an example of each to start with. During feedback back elicit some good ideas that you might have heard when students were working. Add in more from the answers below if students haven't mentioned these.

**Possible answers:**

Expressing a lack of understanding

- I am sorry, I didn't catch that.
- I'm sorry, I am not sure what I have to do now.
- I beg your pardon?
- I beg your pardon, but I don't quite understand.
- I'm not quite sure I know what you mean.
- I'm not quite sure I follow you.
- Sorry, I didn't quite hear what you said.

Asking for clarification

- What do you mean by...?
- Do you mean...?
- I'm sorry, could you say that again, please?
- Sorry, could you repeat number 3 again?
- I'm sorry, could you repeat please?
- Sorry, could you clarify that, please?
- Would you elaborate on that, please?
- Could you be more explicit?
- Could you explain what you mean by...?
- Could you give us an example?
- Could you put it differently, please?
- Could you be more specific, please?
- Excuse me, did you say.....?
- Excuse me, what do you mean by "....." ?

Once students understand the phrases, drill the correct pronunciation as well as intonation of the sentences.

Get students to practice saying the phrases with their partner, encouraging them not to read from their books.

**Activity J**

Explain to the students that you are going to read out 2 separate briefings. Tell the students you will read it only once and you will read at normal speed. Explain that if they do not hear something, or they could not understand something, they need to ask you for clarification or confirmation (using the phrases from Activity I) so that they can complete the gaps in the briefing notes. As you read the texts, you can mumble, speak quietly or fast or cough where the gaps in the text are.

**Answers:**

1. Good morning team. Today we are expecting **150** for breakfast and **170** for lunch. Lunch is at **12:30** today, not 12:00 because we have some **VIPs** arriving at **11:15** Please be on your best behavior. Today, **Pradeep's** group is preparing the **staff** meals. Staff lunch is **spaghetti carbonara** and **green salad**. Dessert special is **caramel pudding**. Please check plating design.

2. Good afternoon, everybody! Is everyone okay? Did you have a good lunch? Thank you to Pradeep's team for preparing the staff lunch. Right, dinner is coming. We have to prepare **200 covers**, so we are very busy. We have one **birthday** group coming in **at 7:30**. 15 guests. **Two** of the guests have peanut allergies. Please be aware. Specials are fish and chips and **cream of corn soup**. We need **25** portions of fish and chips and 100 portions of **the soup portions** of the soup – who is on specials preparation? Yes, production time is tight – you have **1 hour** before doors open so please watch your time.

After the students have asked all their questions – have two volunteers read out the briefings. or handout the teacher's transcript/answers. Check the answers and give feedback.

If there is time, you can ask students how they felt asking for clarification or expressing lack of understanding.

Next, ask the students to look at the words on the left and to match them to the meaning on the right hand side. Allow them to check with their partner before whole-class feedback.

**Answers:**

1. VIP	d. Very Important Person
2. behaviour	g. manners / performance
3. plating design	b. how to present the food on the plate
4. covers	c. guests / people who dine in
5. allergies	a. bad reaction to some ingredients
6. portions	e. servings
7. production time	f. time to cook and serve dish

**Activity K**

Explain that asking questions is a very important skill and that in English we have open questions, closed questions, and tag questions. Direct students to the list of 10 questions and get them to think about what type of questions they are. They should write OQ for open questions, CQ for closed questions and TQ for tag questions. These concepts might be new to some of the students so allow them to discuss together with their classmates.

**Answers:**

1. What are you doing?	OQ
2. Where are the plates for the VIPs?	OQ
3. Are there any peanuts in this dish?	CQ
4. You are cleaning the refrigerator today, aren't you?	TQ
5. Is he delivering the chicken this morning?	CQ
6. Do you have any brother and sisters?	CQ
7. What time is it?	OQ
8. Why are we starting lunch early?	OQ
9. There aren't strawberries in the storeroom, are there?	TQ
10. You can cook, can't you?	TQ

Now direct students to the Grammar Box – ‘question tags’. Ask students to first read through it on their own, then go through it together as a whole class, providing any support they need to understand.

GRAMMAR BOX – Tag Questions	
<p><i>We use tag questions to confirm or asking for information. If you feel very sure of the information, your tone will drop at the end of the question (confirming).</i></p>	
<p><b>Structure: positive statement + negative tag</b> negative statement + positive tag</p>	
<p><b>INFORMATION</b></p> <p>I can ride a bicycle. I have a dog. You have to wash the dishes here. This is the soup station. There are no peas available today. That is not your job.</p>	<p><b>TAG QUESTION</b></p> <p>You can ride a bicycle, can't you? You have a dog, don't you? We have to wash the dishes here, don't we? This is the soup station, isn't it? There aren't any peas available today, are there? That isn't my job, is it?</p>

You will need to make sure that students have the correct intonation for the question tag so model and drill the sentences for the students, asking them to repeat as a class then individually.

### Activity L

Students will now try practicing the intonation of tag questions. Direct them to the 7 questions in Activity L and explain that the direction for the arrows indicates if the voice should go up or down at the end. Get them to practice asking the questions with their partner before writing if each one is asking for or confirming information.

#### Answers:

1. I have to take this to the storeroom, don't I? 	Asking
2. He is sick, isn't he? 	Confirming
3. She isn't coming to work today, is she? 	Asking
4. It is 12pm, isn't it? 	Confirming
5. We have to wash our hands here, don't we? 	Asking
6. This is my locker, isn't it? 	Confirming
7. You don't like chocolate, do you? 	Asking

Ask the students what they notice about the tone at the end of each question (they should notice that when we want to confirm some information, the tone goes down and when we want to get information, the tone goes up).

### Activity M

The students are now going to practice asking questions with their partner using the picture prompts in their workbook. Explain that when you say “Open Questions” or “Closed Questions” the students can only ask open questions or only closed questions to their partner. If you say “Tag Questions” they can ask only tag questions. Their partner should try and answer the question before they ask another question.

#### Example questions:

*(OQ) What is he/she doing/eating/drinking?*

*Where is this place?*

*Who made the treehouse?*

*(CQ) Is it a park?*

*Is this a robot?*

*Can he paint?*

*(TQ) That is a robot, isn't it?*

*This isn't a school, is it?*

*They are playing with a ball, aren't they?*



**Example questions:**

(OQ) *What are they doing?*

(CQ) *Are they in the kitchen?*

(TQ) *They are preparing salads, aren't they?*

**Activity N**

Write the phrase 'note taking' on the board and put students into groups to discuss how to take good notes when someone is speaking. Ask them to write up their best ideas in their workbooks. Set a time limit.

*Option 1: Groups can present their ideas to the whole class.*

*Option 2: Ideas can be copied onto A3 sheets of paper and pinned up around the classroom and groups can go around and read the other groups' ideas.*

Now get students to read the advice in their workbook and see if those ideas were already mentioned. Ask students to underline what they think is the best advice for them.

**Note Taking Techniques and Tips**

**Be prepared.** Make sure you have your pencil/pen and writing pad. Do not use pieces of paper. They will get lost. Use a small notebook or paper pad.

**Be an active listener.** Listen – look at the speaker – ask questions.

**Do not be afraid to ask questions!** Clarify and confirm information when you need to.

**Write phrases, not full sentences.** Only record the key words that you need to get the idea of the point.

**Take notes in your own words.** Do not copy what the speaker is saying. Try to use your own words. Structure your notes. Use numbers, make a list, draw a table, draw a picture.

**Code your notes**—use color, or underline words or use symbols to highlight what information is very important.

**If you miss something,** write key words, skip a few spaces, and get the information later. Leave a space on the page for your own notes and comments.

**Compare your notes with a teammate.** Help each other.

**Cross off tasks you have completed.** If you have a list of jobs, cross off the ones you have completed so you know what you have to do next.

**Activity O**

Explain to the students that they should imagine they are in the kitchen and that you are the executive chef and are about to give a briefing. They must listen carefully and take notes to be able to answer the questions below.

Give students a couple of seconds to quickly read the questions before you give the 'briefing'.

After the students have completed the questions as best they can, they can compare notes with their partners or groups and consolidate their answers. Then do whole class feedback.

(Or you can give a copy of the teacher's transcript.)

(Trainer's Transcript)

Good morning, everybody! Hope you are feeling full of energy! Yesterday all of you did a great job so please keep up the good work. Right, let's get the lunch service ready. Lunch service today starts at 12:00 pm, as usual. Today is Saturday so we have the Saturday buffet, as you know, and the special cuisine for today is Chinese cuisine. Today's specials are the dumplings, hot and sour soup, chili crabs and fish ball noodle soup. At 3pm there is a VIP group arriving. They are Chinese business people so we have to impress them, don't we? Yes! No special requirements for this group because they will have the buffet. So, do you all know your tasks for this morning? Your main job is to prepare all the ingredients for cooking and to assist with preparing the buffet counter. Please, do not forget your masks and please wash your hands well. You should wear a new mask every day. Now, yesterday, there was a problem with refrigerator no. 3. It was not working. But maintenance fixed the problem and it is working today. All the ingredients have been replaced. Right, any questions? No, good, let's get started.

**Answers:**

1. What is the service you are preparing for?

**We are preparing for lunch buffet service.**

2. What is the cuisine you will be preparing?

**We are preparing Chinese cuisine.**

3. What are today's specials?

**The specials are dumplings, hot and sour soup, chili crabs and fish ball noodle soup**

4. What is happening at 3pm?

**A group of VIPs are coming. They are Chinese business people.**

5. What are the special requirements for this group?

**There are no special requirements.**

6. What does the executive chef say about hands and masks?

**He says not to forget to wear a mask and wash hands well and wear a new mask every day.**

7. What are your tasks for today?

**The tasks are to prepare the ingredients and assist with preparing the buffet counter.**

8. There was a problem with the refrigerator – what is the problem and has it been fixed?

**Refrigerator no.3 was not working yesterday but maintenance fixed it and all the ingredients were replaced.**

### **Activity P**

Explain to the students that they are going to do a role play. Put students into groups of 2 or 3 and give each group the role-play cards. Ask the students to choose A, B, or C. Role A will be the chef de partie or supervisor (green card) and Roles B and C will be trainee chefs (orange). Students must follow the instructions on the cards. Students who feel confident with their English should start with Role A.

**Monitor the role plays and the students. Make note of how students are doing (this is part of their on-going evaluation). Do not interfere or try to correct students. Answer any questions they ask you.**

If there is time, ask students to change roles and do the role play again.

Before Wrap Up, give the class general feedback (for example, comment on any common problems the students had or give praise to the effort students made).

#### **ROLE A (Chef de Partie or Supervisor)**

You are the Chef de Partie or supervisor of a small restaurant. Give a briefing. You can use the briefings from Activity J. You can also use other briefings, which your teacher can give you. Say the briefing only once. Use the text of the briefing to help you answer any questions.

#### **ROLE B (Trainee)**

While you are listening, try to take notes. You could not hear all the numbers from the briefing. Clarify the information.

#### **ROLE C (Trainee)**

You do not understand what you have to do. Say you do not understand and ask for help or clarification.

Extra Briefings for Activity P, Role A

Good morning all. Today's breakfast buffet is Sri Lankan and Continental. We need 170 portions of sausages, scrambled eggs and 250 slices of toast. We need 100 portions of pol sambol. Trainee C - prepare the pol sambol ingredients before 7:00am. Trainee - prepare the idli batter before 7:30am. Do you know what you have to do?

Good afternoon everybody. It is time to prepare for dinner service. We have 15 reservations tonight. Table 1, 2, and 3 are coming at 6:30. Table 4, 5, 6, 7 are coming at 7:00 and the rest at 7:30. Table 7 is a large group – 10 people. It is a birthday dinner. Please do not forget the specials. The soup special is tomato soup and the dessert special is apple pie with ice cream. Trainee B – please check the birthday cake order. Trainee C – please prepare the apple pie ingredients before 5pm. Are we clear?

**WRAP UP**

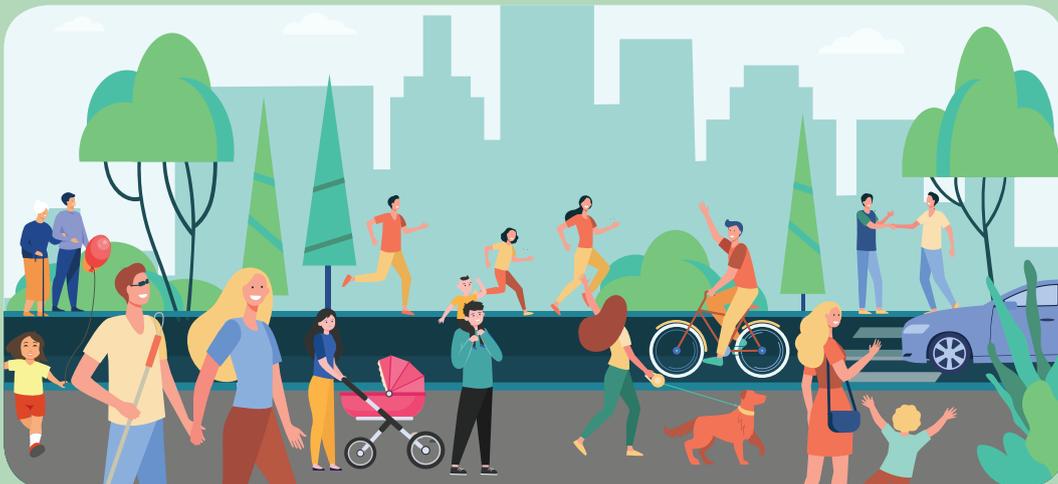
Finish the lesson by setting the homework task, going through the Self-Assessment grid and reminding the students of the Internet box and the Learner Training box. If there is time, do a wrap up activity (see Teacher's Notes).

**Homework Task**

Set the homework for this evening and make sure that all students understand the task.

**HOMEWORK:**

Make as many open or closed or tag questions as you can about this picture:



### Self-Assessment

Guide students to the self-assessment grid in their workbook and ask them to honestly rate themselves thinking about today's lesson.

SELF - ASSESSMENT			
I can...	Very well	OK	Need more practice
Make requests			
Ask for permission			
Accept or refuse requests			
Ask for clarification			
Ask for confirmation			
Take adequate notes			

### Website Links

Explain to students again that website links below provide a re-cap of some of the material they have learnt in today's lesson.

#### On the YouTube / Internet:

There are many videos on the YouTube and there is a lot of information on the Internet to help you with your English vocabulary, grammar, listening and pronunciation.

Here is a link for tag questions:

<https://dictionary.cambridge.org/grammar/british-grammar/tags>

Here is a link for asking questions:

<https://learnenglish.britishcouncil.org/grammar/beginner-to-pre-intermediate/question-forms>

Here is a VIDEO link for practising question asking:

<https://www.youtube.com/watch?v=nsBnelSa-YO>

There are mini-English lessons presented by the British Council – take a look!

<https://www.youtube.com/channel/UckRdaYH5K2TpM3rYAC1Gnzg>

**Here is some information about briefings:**

<https://www.theforkmanager.com/en-au/blog/restaurant-management-briefing>

## Learner Training

Remind students of the importance of learner training in raising awareness of their own learning processes and actions; helping them to reflect on what they need to do to progress. Go through today's task to ensure students understand. The students' answers or thoughts or ideas should be noted down in their notebooks, which you will collect at the beginning of the following week.

### LEARNER TRAINING

Practice your notetaking skills. Find some YouTube videos of the daily news or of people making speeches and try to take notes about the content.

You can do this with a friend, and you can compare notes with each other. The more practice the better.

# HYGIENE AND SAFETY

<i>Time duration</i>	Morning
<i>Vocabulary Overview</i>	Words related to personal hygiene and safety
<i>Grammar Overview</i>	Imperative form
<i>Objective</i>	Understand workplace rules and obligations, commands
<i>Materials</i>	Student's Workbook, Trainer's Manual

**The learning outcomes for this lesson are that students can:**

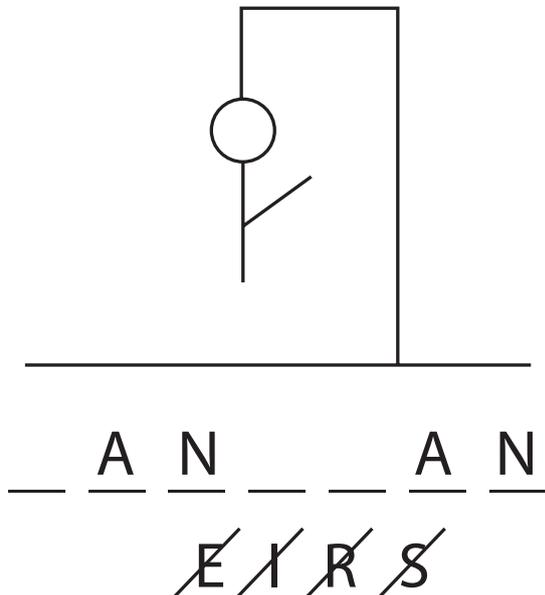
- Understand the vocabulary related to personal hygiene.
- Understand what a safety hazard is, and vocabulary related to safety hazards.
- Understand the reasons why we have to have good hygiene and safety.
- Give instructions on how to wash hands correctly.
- Understand what the imperative form is and how to use it.
- Understand what modal verbs are and how to use them.

.....



**WARM UP AND REVIEW**

In today's warm-up the students will play a game called 'hangman'. If students are not familiar with the game you need to explain that you will think of a word or phrase and write dashes on the board to show how many letters it is. Students take it in turns to say a letter and if it is in your word / phrase you will write it on the board. If it is not in your word, you write the letter at the bottom and cross it out and start the process of hangman (1. semi-circle for hill, 2. straight line, 3. horizontal line, 4. line to make triangle, 5. small line, 6. head, 7. body, 8. left leg, 9. right leg, 10, left arm, 11, right arm. If students really struggle you can also add hats, a face, grass, whatever you want!)

**Example Hangman:**

Today's phrase will be **hygiene** so mark 7 dashes on the board ( \_ \_ \_ \_ \_ \_ \_ )

Allow students to guess a letter, one at a time. Once students have found the phrase, or think they know what it is, you can explain that this is one of the themes for today's lesson.

You can also use vocabulary from last week's lessons, as part of a review, (e.g., hobbies, parents, suburban, briefing).

**HOMEWORK COLLECTION**

All homework should be done on separate pieces of note paper. Please collect students' homework.

**Activity A**

Explain to students that they are going to see how much they know / can remember about personal hygiene and safety in the workplace. Show them the quiz in their workbook and ask them to complete on their own before checking their answers with a partner. Go through the answers as a whole class and see if anyone got full marks.

**Answers:**

1. What parts of the body can lead to food contamination?

- A. Feet
- B. Hands**
- C. Head

2. When should you wash your hands if you are working in the kitchen??

- A. Many times, all day**
- B. Once before work
- C. Twice, before and after work

3. Which of the following should you NOT do in the kitchen?

- A. Chew gum
- B. Smoke
- C. Touch your head and nose.
- D. All of the above**

4. What should you do if you wear glasses?

- A. Keep them in your pocket.
- B. Tie them around your neck.**
- C. Wear contact lenses.

5. Why shouldn't you wear nail polish if you are working in the kitchen?

- A. It can react with the food.
- B. It can fall into the food.
- C. All of the above.**

6. When should you wear disposable gloves?

- A. When you have a cut.
- B. When you handle delicate food.
- C. All of the above.**

7. What should you do if you have a fever at work?

- A. Tell your supervisor and go home immediately.**
- B. Keep working.
- C. Take some medicine.

8. What should you do if there is a fire?

- A. Wait and see what happens.
- B. Follow protocol (procedure).**
- C. Hide.

9. What should you do if you have a cut or burn?

- A. Stop working and inform your supervisor.**
- B. Cry
- C. Keep working

10. Why should you wear coloured plasters?

- A. It makes you happy.
- B. It is fashionable.
- C. You can see if they fall off.**

11. You have a cough and you do not feel well, but it is your shift today. What do you do?

- A. Go to work.
- B. Stay at home and call your supervisor.**
- C. Go to work and lie down for a few hours.

12. It is important to have a First Aid kit in the kitchen. Why?

- A. In case of emergencies or accidents.**
- B. It is not important.

## Activity B

Elicit from the students why the answer for Question 4 is B. Put students into pairs and ask them to think of reasons for all the answers in Activity A. As students are discussing ideas, monitor closely.

Once students have come up with their own ideas, direct them to the sentences below and ask them to match reasons to answers. This can be done as a whole class activity.

### Answers:

Question and Answer	Reason why
Question 4 answer B	We do this to stop the glasses from falling into the food, falling on the floor, and breaking.
Question 11, answer B	We stay home because we must not spread our illness.
Question 5, answer C	If this happens it will contaminate the food.
Question 1, answer B	Our hands touch many things, so they can carry germs from surfaces to food.
Question 10, answer C	We do this so we can put a new one on quickly. All wounds must be covered at all times.
Question 8, answer B	We do this to maintain our safety during a fire emergency.
Question 9, answer A	Any wound or injury can become worse if you do not take care of yourself.
Question 12, answer A	The kitchen can be a dangerous place, so we need a First Aid kit.
Question 7, answer A	We must never work with a fever – it is dangerous for your health.
Question 6, answer C	Disposable gloves help stop contamination of food from our hands.
Question 2, answer A	We have to wash our hands every time before we touch food, to stop food contamination.

### Activity C

Explain to students that there are some key words they must know the meaning of. Hand out dictionaries if possible or ask students to use an online dictionary to find the meaning of the following words. They can also write the key words in their mother language to ensure understanding.

#### Example Answers:

**Contamination** = the process of making a substance or place dirty by adding a substance that is dangerous or carries disease.

**Food Contamination** = the process of making food unhygienic or dangerous to consume by adding a substance that is dirty, dangerous or carries disease.

**Disposable** = something you can throw away after using it once

**Injury** = damage done to a person's body, for example in an accident (a cut, a burn)

**Emergency** = a sudden serious and dangerous event or situation that needs immediate action to deal with it

### Activity D

Write the word 'uniform' on the board and elicit what it is. Put students into small groups and give each group a large piece of paper (or they can use the space in their workbooks).

Explain that:

- 1) They must draw a picture of a chef's uniform.
- 2) Discuss and add notes as to why the uniform is designed the way it is.
- 3) Discuss and add notes on how the uniform protects the chef.

Do the above in stages and give examples if students seem stuck. Once they have completed all three stages, ask them to stick up their drawing and notes on the wall for other groups to look at. Ask everyone to stand up, walk around and read all the different ideas. Get some quick feedback on whether there were any differences / if any group had added something different or if all groups had the same 'uniform' and notes.

Now direct students to their workbook and ask them to match the parts of the chef's uniform to the explanations below and write the correct number in the circles.

**Answers:**

1. Protects from spills and hot liquids. It also protects the uniform. The length should be down to the knees.

2. Usually double-layered and protects from spills. It is made from heavy cotton which protects the body from heat.

3. The main purpose of this is to prevent hair fall into the food. It also absorbs sweat.

4. These should be loose and comfortable. They can have a check pattern, or they are plain black.

5. These are comfortable and non-slip. This helps to prevent falling in the kitchen. They should be made of thick materials to protect the feet from falling items.

**Activity E** 

Tell students they are going to listen to / read a text about chef's uniforms.

*Option 1: Teacher reads text aloud*

*Option 2: Students read the text*

*Option 3: Students listen to the audio*

First, ask the students to listen to / read the text. Then ask them what information they could gather/ understand. Next they should read questions 1 – 6 so they know what to listen out / read for before listening or reading a second time to get the answers.

If students have listened to an audio recording, allow them to check their answers with a partner before they listen for a third time or before giving whole class feedback. If reading the text, students can check their answers with their partner before whole class feedback.

The chef's toque is the most famous part of the chef's uniform. The toque helps other people and staff identify the chefs easily. Chef's uniforms are usually white to show cleanliness and good **hygiene**. The uniform protects the chef. The kitchen environment is hot, busy, and sometimes dangerous. Chefs need to protect themselves from cuts, **spills**, **burns** and **contamination**. The toque, a bandana or a triangle (scarf) worn around the neck, help to keep **sweat** and hair from falling into food. This helps prevent cross-contamination (bacteria or **dirt** entering the food). The coat ( or jacket) is double layered for extra protection and the long sleeves protect the arms. The trousers and the shoes should be **non-flammable** and **durable** to protect legs and feet from **stains**, burns and other kitchen accidents. Trousers usually do not have **hems** because **bacteria** can collect in the folds. Shoes are slip-resistant in case there is liquid on the floor. On top of the uniform the chef wears an apron. This provides extra protection. The knot of the apron must be tucked away to prevent it from catching on pot and pan handles, which can cause an **accident**.

**Answers:**

- |   |
|---|
| 1. Why is it important for the feet to be protected well? <b>It is important for the feet to be protected well to avoid burns and other kitchen accidents.</b>  |
| 2. Why is it important to prevent hair and sweat from falling into food? <b>It is important to prevent hair and sweat from falling into food to prevent cross-contamination (bacteria or dirt entering the food).</b> |
| 3. Some chefs also wear a triangle or scarf around their neck. Why do you think they do that? <b>Some chefs also wear a triangle or scarf around their neck to keep sweat and hair from falling into food.</b>        |
| 4. The chef's coat is also called a jacket. It has big and long sleeves. Why? <b>The chef's coat has long sleeves to protect the arms.</b>  |
| 5. It is important for the knot of the apron to be tied well and covered. Why? <b>The knot of the apron must be tucked away to prevent it from catching on pot and pan handles, which can cause an accident.</b>      |
| 6. Chef's trousers usually have no hem. Why do you think that is? <b>Chef's trousers usually do not have hems because bacteria can collect in the folds.</b>  |

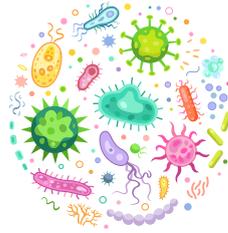
**Activity F**

Direct students to the words in purple in the text from Activity E. Put them into pairs and ask them to label the pictures with the correct words.

stain      dirt      hem      sweat      spill      bacteria



hem



bacteria



spill



sweat



stain



dirt

Now ask students to match the underlined words from the passage to their definitions. Go through the first one together as a class as this has been done for them as an example. Allow students to pair check before checking answers together as a whole class.

**Answers:**

1. accident	b. a sudden event that can cause damage or injury
2. burn	f. damage or injury from touching something hot
3. non-flammable	e. something that does not burn easily
4. contamination	c. when something has become dirty or infected
5. hygiene	a. about cleanliness and sanitation
6. durable	d. strong and long-lasting

## Activity G

Ask students to use the words (in purple or underlined) from Activity E to complete the sentences. Show the students that the beginning letter of each word is given in their workbooks.

### Answers:

1. It is important to prevent <b>accidents</b> .
2. Good, personal <b>hygiene</b> is necessary if you want to work in a professional kitchen.
3. <b>Dirt, bacteria,</b> and <b>sweat</b> can cause contamination.
4. It is important to wear <b>non-flammable</b> materials.
5. If there is a <b>spill / liquid</b> on the kitchen floor it must be wiped up immediately.
6. Be careful when using the stove because it is easy to <b>burn</b> yourself.
7. Shoes should be <b>durable</b> to protect the feet.

Once students have the correct answers, get them to practise speaking the sentences out loud with their partner. Once they are confident, one student in the pair can turn over their paper and their partner can prompt them to complete the sentence, e.g.

Student A: 'Be careful when using the stove because ...'

Student B: '... it is easy to burn yourself'

## Activity H

Ask students to look in their workbook at the 15 sentences. Ask students in pairs to discuss what they think might go into the gaps.

Option 1: direct students to the words in the box below the sentences, and ask them to fill in the blanks using these words.

Option 2: cut out these words onto pieces of paper and stick them around the room. Give students a very short time limit for them to find them all and write them into the correct space in their workbooks (they must not remove the paper from the wall).

Once they have completed either option, get them to check with a partner before whole class feedback. Ask different students to read the full sentence and check everyone agrees.

**Answers:**

How to maintain personal hygiene
1) <b>Show</b> er every day and brush your teeth every day.
2) Wash your hair.
3) Shave, or keep beard short and trimmed or wear a beard neat.
4) Brush your hair
5) <b>Tie</b> long hair away from your face.
6) Keep fingernails <b>short and clean</b>
7) Avoid wearing strong <b>perfume or aftershave</b>
8) Any <b>cuts or open wounds</b> must be covered/dressed.
9) Wear <b>clean clothes</b> to work.
10) Remove jewelry such as earrings, rings, necklaces and bracelets.
11) Remove your <b>watch</b>
12) Wear a clean uniform.
13) Wash your <b>hands</b> .
14) Wear an apron.
15) Wear <b>comfortable</b> , non-slip shoes.

Now ask students to work with a partner to ask questions using the checklist.

**For example:**

Wash your hair = Do you wash your hair every day? How often do you wash your hair?

Do you remove your watch at work? Where do you keep it?

Guide students to the Grammar Box – ‘Imperatives’. Ask students to first read it on their own, then go through it together as a whole class, providing any support they need to understand. See if they can add any more sentences to each construction. If they struggle, direct students to the sentences in Activity H and see if they can identify them.



<i>Time duration</i>	Afternoon
<i>Vocabulary Overview</i>	Words related to safety hazards
<i>Grammar Overview</i>	Imperative Form Review Modals of Obligation
<i>Objective</i>	Understand workplace rules and obligations
<i>Materials</i>	Student's Workbook, Trainer's Manual

.....

**Activity I**

Review the actions from Activity H (if possible put a copy on the board or hand out copies to each table). Direct students to the sentences in this activity, which show the reasons why we do the actions from Activity H. Individually ask students to match the actions to the reasons, you can support them by going through the examples together (a – 11, k – 3). Students can then check their answers with a partner.

For feedback read out a sentence and ask student X to say the full sentence for the answer (not just the number). Student X then reads out sentence b and asks any student s/he wants to answer the question. Continue until all questions have been answered.

**Answers:**

a) Prevents loss of watch or watch falling into food. 11
b) Prevents cross-contamination of food from bacteria or dirt on your hands. 13
c) Prevents items such as gemstones, metals and pins from falling into food. 10
d) Prevents odors and infestation from lice. 2
e) Prevents dirt and bacteria from collecting under the fingernails. 6
f) Maintains a good image, and prevents cross-contamination. 9
g) Protects the uniform and the body from burns and spills and stains. 14
h) Removes loose hair. 4
i) Prevents body odor, bad breath and maintains a healthy look. 1
j) Prevents food from smelling strange. 7
k) Prevents hair falling into food, etc. 3, 5

l) Prevents wound from getting infected and leading to more serious disease. 8  
Also prevents spread of bacteria.

m) Prevents accidents, damage and injury. 15

Explain that in English there are many ways of saying the same things.

Write the following verbs on the board:

- ▶ Prevent
- ▶ Maintain
- ▶ Protect
- ▶ Remove

#### Options:

For a strong class: Put students into small groups and ask them think of other ways of saying those 4 words. If students struggle to come up with any ideas you can ask them to use a dictionary (either online or paper) making sure it is an English to English dictionary.

For a weaker class or if students struggle with the option above: ask them to match the verbs to their synonyms by writing the following on the board:

- ▶ keep
- ▶ take off
- ▶ stop, avoid
- ▶ look after, guard

Allow students to check their answers with a partner or in a small group before checking as a whole class.

#### Answers:

*Prevent* – **stop, avoid**

*Maintain* – **keep**

*Protect* - **look after, guard**

*Remove* – **take off**

Explain to students that they are going to further check their understanding of the vocabulary by completing the sentences below with an appropriate verb.

**Answers:**

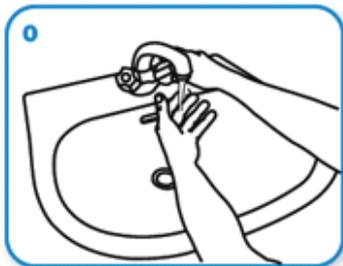
- |   |
|---|
| 1. It is important to wash your hands frequently to <b>prevent</b> contamination.             |
| 2. We have to wear an apron so we can <b>protect</b> ourselves from stains, spills and burns. |
| 3. I should tie up my long hair to <b>prevent</b> hair from falling into food.                |
| 4. We must <b>maintain</b> personal hygiene at all times.                                     |
| 5. I should <b>remove</b> any jewellery.  |

**Activity J**

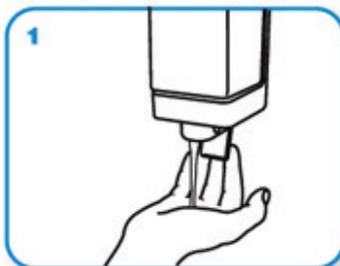
Show students the pictures which demonstrate how to wash hands correctly. Explain that they must un-jumble the sentences under each picture to make a correct sentence. Do the first one together as an example.

**Example:** hands / wet / water / with ----- **wet hands with water**

**Answers:**



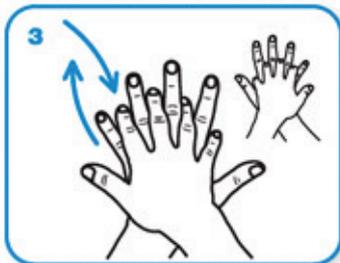
Wet hands with water.



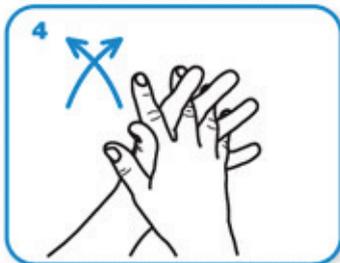
Apply enough soap.



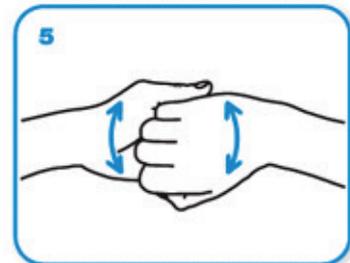
Rub the palms of hands together.



Wash the back of hands.



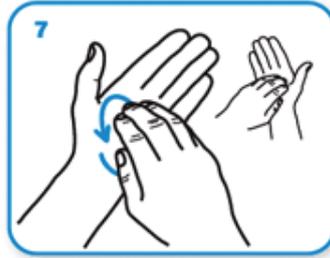
Interlace the fingers and rub.



Rub the backs of fingers together.



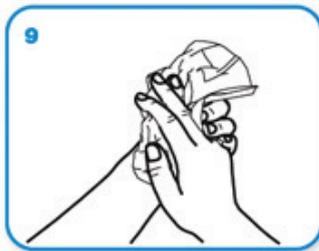
Wash each thumb.



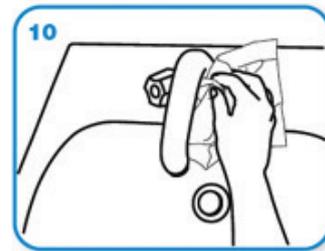
Clean fingertips and nails.



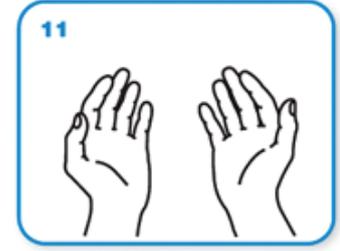
Rinse hands thoroughly.



Dry hands with single use paper towel.



Turn off tap with paper towel.



Do not touch anything else.

Go through together as a class to make sure everyone has the correct sentence order. Now put students into pairs and get them to practice giving instructions to their partner. As they give the instructions their partner should do the actions. Make sure students take it in turns to speak. Once they feel confident they can cover the sentences to see if they can remember them from the pictures. Alternatively you can give each table / group cut outs of the picture cards and students use them as prompts to remember the instructions.

### Activity K

Tell students they are going to read and listen to a conversation between two people, Kumari and a new Commis Apprentice.

Option 1: Students read the text whilst listening to the audio.

Option 2: Students read the text whilst teacher reads aloud.

**Kumari:** Hello! Welcome to the kitchen. Where is your toque?

**Commis Apprentice:** They did not give me one yet.

**Kumari:** Then you must wear a hair net or haircap. You can find some in the changing rooms. Where is your apron?

**Commis Apprentice:** Here. I will put it on now.

**Kumari:** Are you wearing sandals?

**Commis Apprentice:** Yes.

**Kumari:** You cannot wear sandals. Your feet might get burned or you might drop something on your feet. Or you might slip and fall down. The kitchen floor can be very slippery. You need to wear non-slip shoes made of a solid material. Tie the apron like this.

**Commis Apprentice:** Yes Kumari. Where can I put my day clothes?

**Kumari:** You can put them in a locker in the changing rooms. Each locker has a key. Keep the key in your trouser pocket. You must put dirty uniform jackets in the laundry basket in changing rooms. You can find clean jackets in the linen room, next to the changing rooms.

**Commis Apprentice:** Yes, Kumari. Are my trousers okay?

**Kumari:** Yes, they are black. Are they made from polyester?

**Commis Apprentice:** No.

**Kumari:** Good. Polyester is highly flammable. Have you washed your hands?

Commis Apprentice: Not yet. Where can I wash my hands?

**Kumari:** When you come here you have to wash your hands in the changing room bathroom. Before you work in the kitchen you must wash your hands again at this wash station. And don't forget to keep hand sanitiser in your locker. There are hand sanitisers all over the kitchen. Where is your face mask?

Commis Apprentice: Here, in my pocket.

**Kumari:** Good. Put it on now.

Ask the students what Kumari is doing (she is explaining the rules of the kitchen to the new apprentice). Elicit from the students some of the rules Kumari explains.

Ask students to answer the following questions by re-reading the text. They can then check their answers with a partner before whole-class feedback.

**Answers:**

1. Who is Kumari talking to? <b>Kumari is talking to the new Commis Apprentice.</b>
2. Can he wear sandals at work? <b>Why or why not? No, he cannot wear sandals at work because his feet might get burned, he could drop something on them, or he might slip and fall.</b>
3. Are there lockers in the changing rooms? <b>Yes, there are lockers in the changing rooms.</b>
4. Are the trousers made of polyester? <b>No, the trousers are not made of polyester.</b>
5. Why is polyester bad? <b>Polyester is bad because it is highly flammable.</b>
6. Where must he put dirty uniforms? <b>He must put dirty uniforms in the laundry basket in the changing rooms.</b>

Now direct students to the table in their workbook and go through the three different headings. Ask them to put the underlined phrases from the conversation into the correct spaces in the table. Do the first one together as an example.

Once students have finished, get them to check with a partner before whole class feedback. You can write these up on the board or give out a sheet with the correct answers so students can mark their answers themselves.

<b>It is necessary to do it (obligation/duty)</b>	<b>It is possible/impossible</b>	<b>An order/instruction</b>
You must wear Need to You must put You have to wash	Can find The kitchen floor can be You can put You can find You cannot wear	Tie the apron Keep the key don't forget to Put it on

Guide students to the Grammar Box – ‘Modals’. Ask students to first read it on their own, then go through it together as a whole class, providing any support they need to understand.

GRAMMAR BOX – Modals		
<i>Modals are verbs that show if something is necessary or if something is possible/impossible.</i>		
<b>Structure: positive statement + negative tag</b> negative statement + positive tag		
Necessary (or obligation/duty) <b>Have to / Need to</b> <b>Must / mustn't</b> <b>Shall / shall not</b> <b>Will / will not</b>	Possibility <b>Can / cannot (can't)</b> <b>Could / couldn't</b> <b>Might</b> <b>May</b>	
<b>Structure:</b> Pronoun + <u>modal verb</u> + <u>verb</u> + object		
Example:  You <u>must see</u> the doctor if you are sick. He <u>has to clean</u> all the sinks. They <u>must wear</u> their uniforms.	Example:  You <u>can use</u> this locker. You <u>cannot use</u> this locker. It <u>might be</u> slippery. You <u>could get</u> hurt.	Closed Questions:  <b>Do I</b> have to / need to wear non-slip shoes? <b>Must I</b> wear a uniform? <b>Can / Could / May I</b> smoke?.

### Activity L

Ask students to read the following sentences and match them to the correct modal verb sentence. Do sentence number 1 with them so that they have an example (have the students draw a line between 1 and a.)

#### Answers:

1. It is necessary to wash your hands before touching food.	a. You have to wash your hands before touching food.
2. It is possible to use this locker.	d. You can use this locker.
3. It is not possible to use this door.	c. You cannot use this door.
d. It is not necessary to finish your homework today.	e. You don't have to/need to finish your homework today.
4. You are prohibited from smoking here.	f. You must not smoke in here.
5. It is your obligation/duty to wear your uniform.	b. You must wear your uniform

Now ask students to complete the sentences by choosing the correct option from a, b or c.

Allow students to pair check before nominating students to read out the full sentences to check answers (not just giving the letter).

**Answers:**

1. I <b>cannot</b> make this dish because I do not know the recipe. (C)
2. We <b>must</b> sweep and wash the floors every day. (A)
3. Before you touch food you <b>have</b> to wash your hands. (A)
4. If there is a fire you <b>must</b> go to the assembly point. (A)
5. You <b>have to</b> remove your watch and jewellery before cooking. (B)
6. You <b>can</b> use the staff bathroom at any time. (C)
7. You <b>don't have to</b> fix the coffee machine, that is a job for maintenance. (C)
8. You <b>mustn't</b> smoke in the kitchen or restaurant. (B)

**Activity M**

Ask students to look at the signs and see if they recognise any / have seen them before. Nominate some students to read the expressions 1- 14. Ask them to match the signs to the expressions.

**Answers:**

				
9 Slippery	10 Flammable (easy to burn)	7 High Voltage	14 Poison	8 Fragile/ Breaks easily
				
6 Must wear apron	3 Must wear gloves	13 Fire Extinguisher	5 First Aid	1 Danger / Attention
				
2 Hot Liquid	12 Emergency Assembly Point	11 Must wear hair net	4 Must wash hands / wash hands here	

Ask students to note down why it is important to know the meaning of these symbols then get them to compare their notes with a partner. Elicit some ideas from different pairs of students and write them on the board.

### Activity N

Ask the students what a hazard is (**a dangerous situation or condition that can lead to injury or damage**). Direct students to the poster, which shows different types of safety hazards. Put students into small groups and ask them to discuss why they think they are hazards. Monitor whilst students are discussing.

Elicit that safety hazards must be dealt with or removed. Ask students to match the pictures to the description, going through the example that is done for them.

#### Answers:

1. Toxic (poisonous) chemicals are together with food items.	<u>a</u>
2. Boxes are blocking the emergency fire exit door.	<u>f</u>
3. He is running and the floor is wet.	<u>c</u>
4. The emergency fire tool is missing (hammer for breaking glass).	<u>e</u>
5. He is not looking at the machine.	<u>d</u>
6. He does not know what to do because he is not an electrician.	<u>b</u>

Direct students to the words related to safety hazards in the box. Model and drill the pronunciation for students.

Now ask them to match the words to the pictures.

fire extinguisher (fie-er x-ting-gui-sheer)	smoke alarm	
bollard = safety cone (boh-lard)	First Aid kit (fer-st-ade kit)	wound (woo-n-d)
disinfectant (dis-in-fek-tint)	socket = plug point	

**Answers:**

1. Socket



2. Smoke Alarm



3. Disinfectant



4. Fire extinguisher



5. Bollard



6. Wound



7. First Aid kit

**Activity O**

Write the word 'protocol' on the board and see if students know what this is. **(A protocol is a set of instructions or rules for a certain situation to protect the safety of workers and customers).** Elicit ideas of a fire protocol, i.e. what must be done if there is a fire, e.g. leave all personal belongings, go to the nearest fire exit, go to the designated fire safety areas etc.

Ask students to think about work place safety protocols that they should know and follow. Get them to look at the situations and then match them to the safety protocols examples. Go through the answers together after they have discussed in small groups.

**Answers:**

1. Faulty or broken cables or wires	<b>F.</b> Do not touch the cables. Report to supervisor or maintenance team immediately. Cordon off the area.
2. Spill on the floor	<b>A.</b> Cordon off the area (place bollards). Inform supervisor or housekeeping team.
3. Fire emergency	<b>E.</b> Do not take anything and go immediately to the assembly point. Wait for further instructions.
4. Burn accident.	<b>B.</b> Stop working. Do not put ice or plaster (cool with clean water). Use a clean towel or sheet. Inform supervisor and use First Aid kit for non-serious burns. Call emergency or go to hospital for serious burns.
5. Knife injury	<b>C.</b> Stop working. Inform supervisor. Use First Aid kit to bandage the wound. Call emergency or go to hospital for serious wounds.

Elicit from students where they can get information about safety protocols (procedures) in their own workplace (worker manuals, employee manuals, safety pamphlets).

**Activity P**

Explain to students at the end of this week, they will be making a small group presentation.

Put students into their groups and write the following prompts on the board for them to discuss.

- ▶ What is a presentation?
- ▶ What is a group presentation?
- ▶ What makes a good presentation?

Monitor whilst students are discussing and get some feedback from different groups.

Possible answers:

►What is a presentation?

It is a speech that you give to explain something or present an idea.

►What is a group presentation?

A group presentation is a presentation made by a group of people. You have a group leader, and every member of the group presents a part of the presentation.

►What makes a good presentation?

A good presentation is clear and easy to follow and interesting.

A good speaker is someone who speaks clearly (not speaking too fast or too slow), makes eye contact, and knows what he or she is talking about.

Now make sure that students understand the purpose of the presentation - why they are being asked to do this, i.e. that it is important to have the skill of public speaking. This will help their confidence in English speaking and give them an experience that will be useful in any job / work situation.



**WRAP UP**

If there is time, do a wrap up activity (see Teacher's Notes). Praise the students for the hard work they have done. Finish the lesson by setting the homework task, going through the Self-Assessment grid and reminding the students of the Internet box and the Learner Training box.

**Homework Task**

Set the homework for this evening and make sure that all students understand the task.

**\*All homework should be done on separate pieces of note paper, not in the workbook.**

**HOMEWORK:**

Look around your workplace, your own kitchen, or your own house and see if there are any safety hazards. If there are, write them down here. What kind of safety hazard was it (physical? electrical? fire-related?) What did you do about the hazard? How did you fix it?

**Self-Assessment**

Guide students to the self-assessment grid in their workbook and ask them to honestly rate themselves thinking about today's lesson.

SELF - ASSESSMENT			
I can...	Very well	OK	Need more practice
Understand the vocabulary related to personal hygiene.			
Understand what a safety hazard is, and vocabulary related to safety hazards.			
Understand the reasons for why we have to have good hygiene and safety.			
Give instructions on how to wash hands correctly.			
Understand what the imperative form is and how to use it.			
Understand what modal verbs are and how to use them.			

## Learner Training

Learner Training is to help students raise their awareness of the language and how it is used; awareness of their own learning processes and actions; helping them to reflect on what they need to do to progress. If there is time, you can go through these questions in class.

The students' answers or thoughts or ideas should be noted down in their notebooks, which you will collect at the beginning of the following week.

### LEARNER TRAINING

How do you think you can learn more about workplace safety in English? Have you ever done a First Aid class? Would you like to? What signs can you find in your workplace? At the end of the week, you will take part in a group presentation. You can prepare by watching videos of presentations. See the white box below for links. What do you think makes a good presentation?

## Website Links

Explain to students again that website links below provide a re-cap of some of the material they have learnt in today's lesson and it would be helpful for them to recap again at home.

### On the YouTube / Internet:

There are many videos on the YouTube and there is a lot of information on the Internet to help you with your English vocabulary, grammar, listening and pronunciation.

Here is an example of a good and bad presentation:

<https://www.youtube.com/watch?v=V8eLdbKXGzk>

Here are some tips for a group presentation:

<https://www.youtube.com/watch?v=uHZYqKdZ7PA>

Learn about kitchen safety and prevention on this website and watch the videos:

<https://www.worksafefbc.com/en/resources/health-safety/videos/kitchen-safety-focusing-on-safety?lang=en>

<https://www.youtube.com/watch?v=VHGtPeH4tCg&t=124s>



# KITCHEN AND FOOD SAFETY PART 1

<i>Session</i>	Morning
<i>Vocabulary Overview</i>	Words related to kitchen and food safety
<i>Grammar Overview</i>	Imperative form and Modal Verbs review
<i>Objective</i>	Give advice, express obligation/duty
<i>Materials</i>	Student's Workbook, Trainer's Manual

## The learning outcomes for this lesson are that students can:

- › Understand the vocabulary used for symptoms
  - › Understand the difference between disease and symptom
  - › Understand what food safety hazards are
  - › Use modal verbs to give advice
  - › Use modals to express obligation (the rules)
- .....



## WARM UP AND REVIEW

We will start today's lesson with another hangman game. Remind students that you will think of a word or phrase and write dashes on the board to show how many letters it is. Students must take it in turns to say a letter to see if it is in your word / phrase.

Today's phrase will be **Food Safety** so mark 4 / 7 dashes on the board ( \_ \_ \_ \_ / \_ \_ \_ \_ \_ )

Allow students to guess a letter, one at a time.

Once students have found the phrase, or think they know what it is, you can explain that this is the theme for today's lesson.

You can also use words from the last lesson to help review vocabulary (e.g., contamination, hazard, safety protocol, personal hygiene).

## HOMEWORK COLLECTION

All homework should be done on separate pieces of note paper. Please collect students' homework.

## Activity A

Direct students to the questionnaire about personal health and safety. Get them to answer the questions individually and then check their answers with a partner before checking as a whole class.

Go through the answers together as a whole class and ask if anyone got 4/4.

### Answers:

Circle the correct answer. There is only one correct answer:

I. *Why is it dangerous to work with an open wound?*

- a) You may hurt yourself again because you cannot work properly with an open wound.
- b) You may spread germs to your guests and to any food you touch.
- c) Your wound can get infected by germs from different surfaces.
- d) All of the above.**

II. *Why is it dangerous to work when you are sick?*

- a) You cannot work well and you may have an accident.
- b) You may spread germs to your guests who will complain to the manager.
- c) You may get sicker and sicker.
- d) You contaminate any food you touch.
- e) All of the above.**

III. *If you feel sick and cannot go to work what should you do?*

- a) Stay at home so you do not spread the germs.
- b) Do not call anyone.
- c) Call the owner/manager and inform him/her that you cannot come to work because you are sick.
- d) Answer a) and c).**
- e) Go to work.

IV. *You have been sick for three days but now you are better. Can you go back to work?*

- a) Yes.
- b) No, you must stay at home for 7 days.
- c) That depends on the rules of your workplace. Usually, you can return to work two days after your symptoms stop.**
- d) Yes, but you have to take your medicine to work because you still have a small cough.

## Activity B

Ask students to read the statements about personal hygiene and safety and kitchen safety. Nominate a few students to read the statements out loud. Practice any pronunciation issues with the whole class. Next, ask the students to put the sentences into the correct list. Allow them to check in small groups before going through answers as a whole class.

### Answers:

#### Personal Hygiene and Safety TIPS

- ▶ Stay healthy by sleeping and eating well.
- ▶ Maintain personal hygiene (brush your teeth and shower every day).
- ▶ Keep your nails short.
- ▶ Keep hands clean and tie up long hair.

#### Kitchen Safety Reminders

- ▶ Check all equipment before starting work.
- ▶ Keep your watch and jewelry and other valuables in a safe place (locker).
- ▶ Do not touch broken or faulty cables or plugs.
- ▶ Keep floors clean and dry.
- ▶ Keep counters clean and dry.
- ▶ Check electricity and gas is working.

## Activity C

Ask students if they can remember what type of verbs they learned last lesson (modal verbs) and elicit what they do (**modal verbs show what actions are necessary / advisable or possible / impossible.**)

Get students to look at the verbs in Activity B (underlined) and make 4 sentences using modal verbs. Write 'must', 'need', 'have to', 'can', 'should', on the board to help weaker students.

For example: keep nails short → I must keep my nails short.

As students write their sentences, monitor carefully and get feedback from different students, encouraging them to use all the different modals from last lesson.

Now ask students what actions they have to do / should do / can do / can't do on a daily basis. Put them into pairs and get them to tell their partner about the obligations in their own life.

**Activity D**

Put the following words on the board and ask students if they remember them.

- ▶ prevent
- ▶ maintain
- ▶ protect
- ▶ remove

See if they can remember the synonyms. If not, then add them to the board and get students to match them up.

- ▶ keep
- ▶ take off
- ▶ stop, avoid
- ▶ look after, guard

**Answers:**

prevent	→	stop, avoid
maintain	→	keep
protect	→	look after, guard
remove	→	take off

Now ask students to use the verbs to answer the questions.

**Possible answers:**

1. Why do we have to stay healthy? **We have to stay healthy to prevent sickness / getting sick.**

2. Why do we have to keep the floors dry and clean? **We have to keep the floors dry and clean to remove any dirt and maintain good hygiene. / to prevent contamination.**

3. Why should not touch broken or faulty plugs and cables? **We should not touch broken or faulty plugs and cables to protect ourselves from any electrical shocks.**

**Activity E**

Ask students to look in their workbook at the pictures / stick up the flashcards on the board. Ask students in pairs to discuss what they see. Get quick feedback as a whole class but don't provide any answers or corrections just yet.

Now direct students to the words in the box and ask them to label the pictures using these words.

**Answers:**



fever



headache



cough



sore throat



stomach ache



sneeze

Get them to check their answers with a partner before whole class feedback. Model and drill the pronunciation of each one.

## Activity F

Ask students if they have ever experienced any of these symptoms. Tell them to fill in the gaps in the sentences using the words from Activity E. Allow students to quickly check with their partner before reading out the full sentences in whole class feedback. Check that all students agree and have the correct answers. **Note:** make sure that students see the correct spelling of sneezing (the 'e' dropped).

### Answers:

1. My head hurts very badly. I have a <b>headache</b> .
2. His throat hurts. He has a <b>sore throat</b> .
3. Her stomach hurts. She has a <b>stomach ache</b> .
4. I have a temperature. I have a <b>fever</b> .
5. I am <b>coughing</b> .
6. My nose is itchy. I am <b>sneezing</b> .

## Activity G

Write the words 'disease' and 'symptoms' on the board and see if anyone can explain what they mean. Ask students what the difference is between these two words. Explain that a **disease** is the name of a sickness and **symptoms** are the signals your body gives you to show that you are sick.

Direct students to Activity G in their workbook and check they understand what a food-borne disease is (**something you get from bad / contaminated food**). Ask them to put the following words in the correct place in the table. Have them do the activity in pairs or groups of three.

Check answers by giving students a worksheet which they can mark themselves or show the answers on the board. Check that students understand the meaning of 'nauseated', 'cramps', 'diarrhoea'.

**Answers:**

Food-Borne DISEASE	SYMPTOMS
<b>Norovirus</b> <b>Salmonella</b> <b>E.Coli</b> <b>Hepatitis A</b>	<b>cough</b> <b>fever</b> <b>sore throat</b> <b>sneezing</b> <b>runny nose</b> <b>stomach ache</b> <b>headache</b> <b>vomiting</b> <b>feeling nauseated</b> <b>stomach cramps</b> <b>diarrhoea</b>

Ask students if they noticed anything about the disease names and the symptoms (**disease names are names, symptoms are actions or a description of the body's condition**).

Tell students about a time that you experienced food poisoning and include where you were, what you ate and how you felt. Now ask if anyone else has ever experienced food poisoning. Most people have probably had this experience so get them to tell their partner or group. Make sure they express how they felt (their symptoms). Students can first write their experience if it helps them before they speak to their partners.

### **Activity H**

Tell students they are going to listen / read a conversation between two people. First, ask the students to listen to / read the text. Then ask them what information they could gather/understand. Ask them to look at questions 1 - 5 so they understand what to listen out for / what to look for in the text. Have the students listen to / read the conversation again and answer the questions.

*Option 1: Teacher reads text aloud either on their own or with a strong student*

*Option 2: Students read the text*

*Option 3: Students listen to the audio*

**Pradeep:** (coughing) Good morning!

**Kumari:** Good morning. What's the matter?

**Pradeep:** I don't know. I can't stop coughing.

**Kumari:** Oh dear. Do you have a sore throat?

**Pradeep:** No, but my throat feels very dry and itchy. Can you get me some water please?

**Kumari:** Sure. Here you are. Do you have a fever?

**Pradeep:** I don't think so but I did not check this morning.

**Kumari:** You should check your temperature. And you should go home. You cannot work in this condition.

If students are listening to the audio, get them to check their answers with a partner after the second listening and then let them read the text to check their answers on their own.

#### Answers:

1) What is the matter with Pradeep? **He can't stop coughing.**

2) Does he have a sore throat? **No, he doesn't have a sore throat but it feels dry and itchy.**

3) Did he check his temperature this morning? **No he didn't (check his temperature this morning).**

4) What is Kumari's advice? **Kumari's advice is that Pradeep should check his temperature and go home.**

5) Why does she say he cannot work? **She says that he cannot work in this condition.**

Once answers have been checked, ask students to read the conversation with a partner. After students have had a turn speaking each role, get them to try changing the health problem and create their own conversation.

Guide students to the Grammar Box – 'modal verbs' in their workbook. Ask students to first read through it on their own, then go through it together as a whole class, providing any support they need to understand.

**GRAMMAR BOX –Modal verbs**

*We use these phrases to give advice:*

**Should**

You should go home.  
 She should see the doctor.  
 He should go to a hospital.  
 We should inform the supervisor.

**Shouldn't (should not)**

You shouldn't smoke. He shouldn't touch anything. She shouldn't work when she is sick

**Ought to**

I ought to check my temperature.  
 You ought to inform the kitchen manager.

*We use these phrases to express necessity or obligation/duty:*

**Have to / Need to = It is necessary**

I have to go to the hospital  
 You need to take some rest.

**Must = It is your obligation/duty**

I must take care of my health

**Mustn't (must not) = Never do this!**

You must not work when you are sick.

*Closed question forms*

**Have to / need to**                      **Do I have to / need to \_\_\_\_\_?**

**Should**                                      **Should I \_\_\_\_\_?**

**Must**                                         **Must I \_\_\_\_\_?**

*Open question forms*

**Have to / need to**                      **What / where do I have to / need to \_\_\_\_\_?**

**Should**                                      **What / Where should I \_\_\_\_\_?**

**Must**                                         **What / Where must I \_\_\_\_\_?**

<i>Time duration</i>	Afternoon
<i>Vocabulary Overview</i>	Words related to kitchen safety and food safety
<i>Grammar Overview</i>	Modals Verbs review
<i>Objective</i>	Identify food safety hazards
<i>Materials</i>	Student's Workbook, Trainer's Manual

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### Activity I

Ask students to read the sentences and look at the words in the box. They must write a sentence that gives advice or expresses obligation to suit the situation. Do the first sentence together as an example.

Write on the board: It might rain today

Ask what word from the box might be useful for this sentence (**umbrella**)

See if they can make a sentence:

1. It might rain today. **You should take an umbrella.**

Note: students might ask the difference between should, ought to and must. You don't have to give an in-depth explanation but can explain that:

- ▶ **should** is usually the best thing to do
- ▶ **ought** to implies some sort of moral obligation or duty
- ▶ **must** denotes that something has to be done

Ask students to work in pairs and write the remaining sentences.

**Answers:**

2. We have a test tomorrow morning! **We should / ought to / must study.**

3. Children eat too many sweets these days. **They ought to / should eat healthy food. They shouldn't eat too many sweets.**

4. He is not feeling well. **He should see the doctor.**

5. This is a library. **People must be quiet.**

6. She has a cut on her finger. **She should use a plaster.**

7. The car has broken down. **They should call a mechanic.**

**Activity J**

Now ask students to complete the sentences using **must, have to, don't have to or mustn't**.

Remind students that in general:

- ▶ Have to = It is necessary
- ▶ Must = It is your obligation/duty

*However, these categories are often blurred by native speakers and often, either could be used.*

**Answers:**

1. You **must / have to** have clean hands in the kitchen.

2. We **have to** start work at 7am.

3. I **have to / don't have to** work on Sundays.

4. We **must / have to** prepare the vegetables before 11am.

5. You **must not** leave anything on the floor.

6. You **don't have to** buy lunch – you can eat at the staff canteen.

7. We **mustn't** forget our uniforms.

8. You **mustn't** wash your hands in the food preparation sink. Use the staff hand basin.

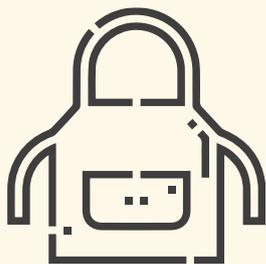
9. You **must** put rubbish in the bins.

10. We **must** clean counters, floors and bins regularly.

### Activity K

Ask students to look at the personal hygiene poster in their activity book and ask what is missing (the words).

Explain that in their groups or with a partner, they should complete the poster, add a title as well as sentences to communicate the message of the pictures. Set a time limit for students.



Once students have completed the task, ask the students to walk around and look at each other's workbooks. They can decide which group / pair has the best poster and why.

**Activity L**

Write the word 'hazard' on the board and ask students to remember what it means. Elicit any ideas students have. **(A hazard is a situation that creates danger and can lead to accident, injury, infection and sickness, or even death).**

Ask students to look at the table which shows different situations. Students must think about whether it is a safety hazard or not in a professional kitchen. Ask students to discuss with a partner and then tick the yes or no column.

**Answers:**

Situation	YES	NO
A greasy or wet floor	✓	
Mixing cleaning chemicals	✓	
Listening to the chef de partie		✓
Moving heavy tables or furniture	✓	
Cloudy day		✓
Leaving bags in the hallway	✓	
Leaving kitchen utensils out	✓	
Carrying things up and down stairs	✓	
Broken glass	✓	
Getting ready for work		✓
Cooking with hot oil	✓	
A guest asking where the bathroom is		✓
Chopping vegetables in a hurry	✓	
Resting in the changing rooms		✓
Talking with co-workers		✓
Blocked emergency exit	✓	
Bullying in the workplace	✓	
Overworking	✓	

Now ask students to think about what would happen if the hazards were not removed. Go through the first example together as a class to give students a model. Now ask them to work with a partner to discuss some more of the situations. Accept any reasonable answers from students.

**Possible answers:**

Situation	What could happen in these situations?
A greasy or wet floor	<b>Falling, broken bones</b>
Moving heavy furniture	<b>Straining backs, dropping heavy items onto feet</b>
Leaving bags in the hallway	<b>Spilling contents, falling over the bags</b>
Cooking with hot oil	<b>Spitting oil, possible burns, fire</b>
Overworking	<b>Tiredness can cause accidents.</b>

Direct students to the pictures in their workbooks and ask them which is a safety hazard and which is a food safety hazard.



**Safety Hazard**



**Food Safety Hazard**

Now ask them to read the 2 explanations to check their answer and write the correct explanation under the matching picture.



#### Answers:

A safety hazard is a situation in the workplace that creates danger. It can lead to accident, injury, infection, and sickness, or even death.

Food safety hazard is a situation that can contaminate the food. If food is contaminated the food is cannot be served for eating. If someone eats contaminated food is eaten he or she can become very sick and possibly die.

Elicit from students why good personal and kitchen hygiene is important for FOOD SAFETY.

Ask them to read the statement in their workbook and to circle the correct answers. (There is more than 1 correct answer).

- a) It is important because I handle food.
- b) It is important because I am responsible for the health of my customers.
- c) It is important because I want to look good.
- d) It is my responsibility as an employee.

**Activity M**

Remind students that a food safety hazard is a situation or thing that puts food in danger of contamination. You could make a note on the board that:

*If food is contaminated the food is not suitable for eating. If contaminated food is eaten then the person who eats it can become very ill and even die.*

Ask students to look at the words and pictures in Activity M in their workbook. The words describe the different ways food gets contaminated. Students must match the food safety hazard to the definition. Show them that one has been done for them by asking the students to draw a line between number 1 and a. If students are struggling do number 2 with them.

**Answers:**

- |  |
|--|
| 1. Pests – <b>(a) Small animals and insects that leave fur and droppings.</b>  |
| 2. Natural Toxins in food – <b>(e) Natural poison that is found in some food</b>                                     |
| 3. Physical hazards – <b>(d) Small objects that can easily enter food.</b>   |
| 4. Chemical Hazards – <b>(b) Items that contain chemicals.</b>   |
| 5. Perishables – <b>(g) Food products that easily spoil or become bad</b>  |
| 6. Microbiological hazards - <b>Tiny organisms that cause disease</b>  |
| 7. Allergenic - <b>Describes anything that can cause an allergic reaction, such as breathing problems and rashes</b> |

Now model the names of the hazards and make sure that students can pronounce them.

Physical Hazard (fizi-kal ha-zerd)

Chemical Hazard (kemi-kal ha-zerd)

Allergenic (al-uh-jenik)

Perishables (peri-sha-bulls)

Microbiological Hazard (my-kro-bio-lojikal ha-zerd)

Toxins (tok-sins)

## Activity N

Direct students to the table in their workbook which shows the different types of food safety hazards, their examples and their consequences.

Ask students to match the food safety hazards from Activity M to the examples and consequences in order to complete the table. Show them that one has been done for them as an example. Allow students to work with a partner and then check their answers as a group before whole class feedback.

### Answers:

Type of Hazard	Example	What could happen (consequences)
<b>Microbiological hazards</b>	bacteria, viruses, fungus, and mould.	This contamination can lead to serious disease.
<b>Physical hazards</b>	sand, stones, hair, glass pieces, wood pieces, soil	This contamination can lead to injury.
<b>Chemical Hazards</b>	pesticide, herbicide, tobacco, soap, detergent, bleach	This contamination can lead to sickness/poisoning.
<b>Allergenic</b>	Foods containing allergens such as milk, eggs and shellfish.	Sickness and maybe death.
<b>Perishables</b>	Bread, pasta, all dairy products	Sickness, food poisoning
<b>Natural Toxins</b>	Mushrooms, kidney beans, cassava, potatoes	Sickness
<b>Pests</b>	Rat droppings, cockroach droppings, ants	Sickness, food wastage, financial cost

Ask students to work with a partner to make sentences using the words from the table and write the sentences in their workbooks.

For example:

- Contamination from detergent can cause sickness
- Cassava (manioc) contains natural toxins.
- An example of physical hazards is sand in food.

## **Activity O**

Explain that students are now going to do some role-plays with a partner. Ask them to decide who is Role A and who is Role B and give out the corresponding role play cards to each student. Explain to students they should read their card carefully and act out the scenario. Encourage them to be dramatic with their actions! Try to encourage students to react naturally and not write anything down. If they are not confident and want to write, then ensure it is in note form only (not full sentences).

Once students have had time to practice, ask some pairs of students to perform their role-play for the class.

### **Answers:**

<b>Scenario 1</b>	
<p>Role A</p> <p>You are a new apprentice and you have come to work very late. You are looking dirty because you did not have a shower this morning and your clothes look dirty.</p>	<p>Role B</p> <p>You are the Commis 1 and you need to give some strong advice to the new apprentice about personal hygiene.</p>
<b>Scenario 2</b>	
<p>Role A</p> <p>Your co-worker is looking sick and is coughing. Ask what the matter is and give some advice.</p>	<p>Role B</p> <p>You felt a little sick this morning but you came to work because you took a Panadol. Now you are coughing and you have a fever.</p>
<b>Scenario 3</b>	
<p>Role A</p> <p>Your co-worker is putting boxes of fruit in front of the service doors. This is a safety hazard. Tell your co-worker why it is a safety hazard and offer to help.</p>	<p>Role B</p> <p>You have to carry twenty boxes of fruit but you are feeling tired and so you put the boxes down in front of the service doors.</p>

## **Activity P**

In the last lesson students discussed presentations. Explain that today students will form groups of 4 or 5 and choose a topic. They should decide who will be the group leader. Explain the task.

Presentation Task:

Imagine that your supervisor has asked you and your group to make a small presentation about safety protocols to new staff members.

Choose ONE of the following topics

- Fire
- Cuts and Burns, Accidents (First Aid)
- Electric Equipment / Utensils / Cutlery and Crockery
- Food safety and hygiene
- Personal Safety

Explain that they will work on this presentation task throughout the week.

## **WRAP UP**

If there is time, do a wrap up activity (see Teacher's Notes). Praise the students for the hard work they have done. Finish the lesson by setting the homework task, going through the Self-Assessment grid and reminding the students of the Internet box and the Learner Training box.



## **Homework Task**

Set the homework for this evening and make sure that all students understand the task.

\*All homework should be done on separate pieces of note paper, not in the workbook.

**HOMEWORK:**

You can start doing some research for your group's topic.

**Think about: What do you want to say?**

**Why is this topic important?**

**How are you going to present your topic?**

You can start collecting materials for the presentation.

**Self-Assessment**

Guide students to the self-assessment grid in their workbook and ask them to honestly rate themselves thinking about today's lesson.

SELF - ASSESSMENT			
I can...	Very well	OK	Need more practice
Understand the vocabulary used for symptoms			
Understand the difference between disease and symptom			
Understand what food safety hazards are			
Use modal verbs to give advice			
Use modals to express obligation (the rules)			

## Learner Training

Again, remind students of the importance of learner training. Go through today's task to ensure students understand.

### LEARNER TRAINING

Where can you get more information about food hazards and food safety?

Is this information available in your place of work? Who can you ask at your workplace about this information?

Find manuals or information booklets about food safety hazards in your mother language and read them to increase your understanding.

## Website Links

Explain to students again that website links below provide a re-cap of some of the material they have learnt in today's lesson and it would be helpful for them to recap again at home.

### On the YouTube / Internet:

There are many videos on the YouTube and there is a lot of information on the Internet to help you with your English vocabulary, grammar, listening and pronunciation.

How to give a good group presentation: [https://www.youtube.com/watch?v=\\_GRHmJcTi0](https://www.youtube.com/watch?v=_GRHmJcTi0)

About food safety hazards: <https://www.youtube.com/watch?v=IEZbSaikBTw>



# KITCHEN AND FOOD SAFETY PART 2

<i>Time duration</i>	Morning
<i>Vocabulary Overview</i>	Words related to good food safety and hygiene practices
<i>Grammar Overview</i>	Zero Conditional
<i>Objective</i>	Identifying food safety hazards
<i>Materials</i>	Student's Workbook, Trainer's Manual

## The learning outcomes for this lesson are that students can:

- Understand and identify food safety hazards
- Understand how to prevent food safety hazards
- Understand how to use zero conditional sentences
- Understand how to use first conditional sentences
- Report a problem

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## WARM UP AND REVIEW

We will start today's lesson with another hangman game. Remind students that you will think of a word or phrase and write dashes on the board to show how many letters it is. Students must take it in turns to say a letter to see if it is in your word / phrase.

Today's phrase will be **hazards** so mark 7 dashes on the board ( \_ \_ \_ \_ \_ \_ \_ )

Allow students to guess a letter, one at a time.

Once students have found the phrase, or think they know what it is, ask them to elicit what 'hazard' means and the different types of hazards they can remember from the last lesson.

## HOMEWORK COLLECTION

All homework should be done on separate pieces of note paper. Please collect students' homework.

## **Activity A**

Direct students to Activity A in their workbooks and explain that they are going to learn more useful vocabulary related to the topic of today. Ask them to look at the left hand side of their page and match the words with a definition or synonym on the right hand side. They can work together in pairs and once completed, check with another pair on their table.

In whole class feedback, ask different pairs for an answer and ensure that everyone understands each word / phrase.

### **Answers:**

1. a wound	<b>e. an injury, a cut</b>
2. germs	<b>b. bacteria</b>
3. infect	<b>h. pass on germs, disease, sickness</b>
4. dangerous	<b>d. not safe</b>
5. contaminate food	<b>f. poison food, pass germs or dirt/sand onto food</b>
6. inform	<b>a. tell, report</b>
7. symptoms of disease	<b>g. signs of disease, sickness</b>
8. hazard	<b>c. danger, threat, unsafe situation</b>

## **Activity B**

Explain that students are going to review their understanding of different safety hazards. Ask students to look at the list of situations in their workbook and put them in the right table (Safety Hazard / Food Safety Hazard). One example is done for each table to help them.

Once they have added the situations, pair students up to check their answers and then to think about what could happen if the hazard is not removed. Have the students write their ideas into the right side of the tables. Nominate pairs to share their ideas.

- Leaving dishes on the floor
- **Oily or wet floor**
- Garbage bin has no lid / cover
- Fresh yogurt is outside
- Broken fire alarm
- **Freezer is broken**
- Emergency exit is blocked
- Broken or chipped cups and glasses



**(Possible) Answers:**

Safety Hazard	What could happen in these situations?
<b>Oily or wet floor</b>	<b>Slipping and falling, broken bones</b>
Leaving dishes on the floor	Falling over them, germs and bacteria
Emergency exit is blocked	Trapped inside if there is a fire / accident.
Broken fire alarm	Staff / Guests unaware of a fire. Possible injuries or death.

Food Safety Hazard	What could happen in these situations?
<b>Freezer is broken</b>	<b>Frozen food defrosts and germs grow</b>
Fresh yogurt is outside	Germs and bacteria can develop if the yogurt becomes warm.
Broken or chipped cups and glasses	Danger to users and possibility of germs.
Garbage bin has no lid / cover	Possibility of insects, pests which can spread germs and disease.

### Activity C

Go through the different food safety hazards, examples and reasons (in blue boxes), practice pronunciation if necessary. Have the students study the table and explain that they must fill in the missing information using food safety hazards, examples or reasons from the blue boxes. Go through the example (Perishable food) to ensure they understand the task. Now ask students to try and complete the table in Activity C with their groups.

#### Answers:

Food Safety and Hygiene Hazard	Examples	Reasons they are a hazard
Allergy-inducing food (Allergens)	<b>Milk, eggs, shellfish, peanuts</b>	If you eat something that you are allergic to, you get very sick and you may die.
Perishable food	<b>Dairy products Cooked rice or pasta</b>	If you do not store this type of food correctly it gets spoiled easily. Then you cannot use it or eat it.
Contains natural toxins	Shellfish Mushrooms	<b>If you eat too much, or you eat the wrong type, you can get very sick.</b>
Microbiological hazards	<b>Bacteria, mould, virus, fungus</b>	Tiny organisms that can enter food and cause disease.
Pests	Flies, ants, rats, mice	<b>If there are pests, they can spread disease, or eat the food in storage. The food is wasted.</b>
Chemical hazards	<b>Pesticide, disinfectant, detergent, bleach</b>	If chemical poisons mix with food, the food is contaminated.
Physical hazards	Sand, pieces of glass, ceramic, stones	Small objects that can enter food and cause injury.

### Activity D

Write the word 'contamination' on the board and ask students to remember what it means. Get some brief feedback from different pairs.

Tell the students that they are going to learn about cross-contamination. Have the students read the pamphlet about cross-contamination. Ask the student what they could understand from the text.

Have the students quickly read questions 1- 7 before reading the text again about cross- contamination to find the answers. Get them to answer individually then check their answers with a partner.

### Be Aware of How Cross-Contamination Happens

How can food be contaminated? Contaminants can enter food in many ways. This means food can become bad or spoilt in many ways. When you are preparing food or dishes or meals, we have to think very carefully about the hygiene of our hands, our counter tops, our utensils and our kitchen. Here are some examples of how food can be contaminated:

**Person to Person** – you can spread bacteria or viruses or dirt when you shake hands with someone who has not washed their hands after going to the toilet, or if you are near someone who is coughing and sneezing



**Person to Food** – You can spread bacteria or viruses or dirt when you touch food or drink without washing hands, or without covering up open wounds. You can spread bacteria or viruses or dirt when you touch garbage or animals or chemicals before you touch food. Loose hair, nail polish, cigarette smoke, pesticide spray can also contaminate food.



**Food to Food** – Bacteria, viruses or dirt can pass from raw meat or eggs to fresh vegetables or fruit or cooked dishes (food splatter). Allergens (for example, from peanuts or shellfish) can pass from one food to another if they are prepared in the same place.



**Linen to Food** – You can pass bacteria or viruses or dirt when you wipe your hands on a dirty towel or handkerchief or use dirty tablecloths or wear dirty clothes / uniforms.

**Equipment to Food** – You can spread bacteria or viruses or dirt when you use the same knife to cut meat and vegetables or fruit. If a storage container is broken/is faulty the food inside will spoil. You can spread bacteria or viruses or dirt when you use dirty cutlery/ dishes/blenders/water dispensers.



**Chemicals to Food** – If you spray chemicals near in the kitchen you can contaminate food. If you put chemicals in food storage areas you can contaminate food.



**Answers:**

1. b) Food contamination means the food has become bad.
2. a) Cross-contamination means the different ways food can be contaminated.
3. a) Cross-contamination happens if you do not wash your hands after shaking hands with someone.
4. a) Blood can contaminate food. You must cover any wounds with a plaster and gloves.
5. b) If you touch any animal and then touch food, you contaminate food.
6. a) If raw fish or meat is next to raw vegetables or fruits, cross-contamination can happen.
7) b) If you spray insect repellent (bug spray) near food, the chemicals from the spray falls into the food.

**Activity E**

Tell students that in Activity D there are some sentences using “if” and “when”. Ask them to find these sentences, underline them and then check with a partner (see answers above). See if you can elicit from students what these sentence mean / show. (**They show how one action creates another action or effect**).

Ask students to now read the sentences and match those on the left to the sentences on the right to make a correct sentence.

**Answers:**

1. You spread bacteria, viruses or dirt	c. if you do not wash your hands before touching food.
2. If a storage container is broken	a. the food inside spoils
3. If you use the same knife to cut meat and vegetables	d. you spread bacteria from the meat to the raw vegetables
4. If there are chemicals near food	b. the chemicals contaminate the food.

Guide students to the Grammar Box – ‘zero conditional’. Ask students to first read through it on their own, then go through it together as a whole class, providing any support they need to understand.

**GRAMMAR BOX –Zero Conditional**

*We use this type of phrase to explain something that is a fact or a general rule*

**Structure: positive statement + negative tag**  
negative statement + positive tag

Structure: If / When + present simple + present simple

E.g., If it rains, the grass gets wet.

If I eat too much, I get fat.

If you do not wash your hands, you spread germs to food.

If you see a problem, you have to report it immediately.

If you are feeling sick, you should go home.

*We can put the 'if' or 'when' at the beginning or middle of the sentence:*

E.g.

If you touch any animal, wash your hands before you touch food.

Wash your hands before you touch food if you touch any animal.

When I cook with hot oil I am always careful.

I am always careful when I cook with hot oil.

Now ask students to complete the following sentences appropriately. Guide them back to the structure of the zero conditional in the Grammar Box to help them. Go through the example together.

Monitor carefully whilst students are writing and correct any errors. Once they have finished students can read their sentences to their partner. Get a few different answers in feedback (any grammatically correct answers are acceptable).

**Possible answers:**

1. If I am thirsty, I have some water.

2. I eat if I feel hungry.

3. If I am late for class, the teacher is angry.

4. Coffee tastes good if it is made correctly.

5. When ice melts, it turns to water.

6. If a glass drops on the floor, it breaks.

7. If the food is spoiled, we should bin it.

8. If you do not stay healthy, you become sick.

9. If he cannot sleep, he should read a book.

10. If you are sick, you must see the doctor.

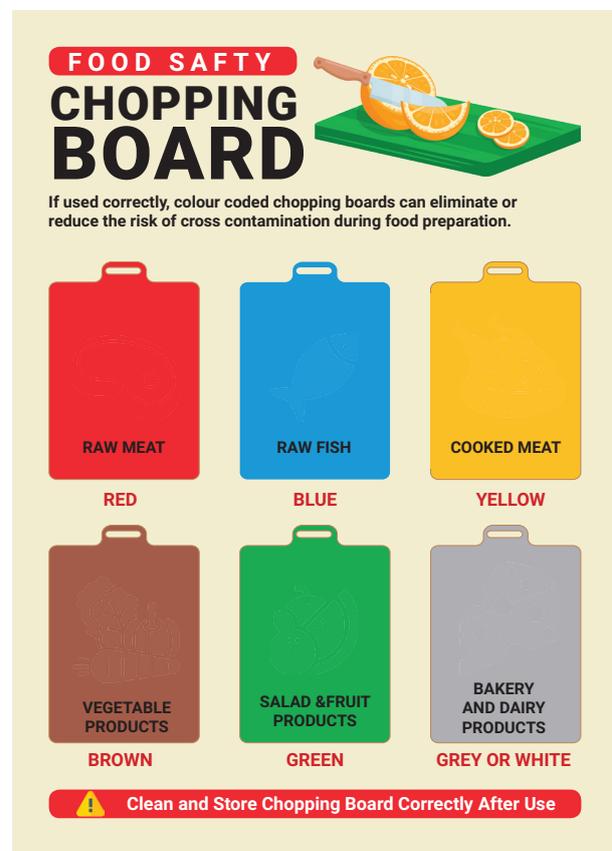
11. If I get sick, I stay in bed.

12. When I am tired, I go to sleep.

### Activity F

Put students into pairs and direct them to the 4 food safety posters in their workbook. Ask students to make a list of 10 food safety rules for working in a professional kitchen using the information in these posters. Set a time limit.

Once students have completed their list of rules ask them to swap with another pair to see how different or similar the rules on their posters are. Did everyone have the same rules?



# FOOD + SAFETY

**Cover All Four Bases To Avoid Foodborne Illness**



## CLEAN

Your hands, tools, and food preparation area should all be clean before you cook.



## SEPARATE

Steer clear of cross-contamination by keeping raw meat, poultry, seafood & eggs separate from all other foods.



## COOK

Cook to proper temperature and serve hot: Don't stay in the danger zone!  
Cook your food completely before eating. Use 75°C for leftover re-heating. Avoid the danger zone between 5°C and 60°C.



## CHILL

Chill quickly: Don't be in the danger zone!!  
Chill leftovers quickly or within 1-2 hours. Defrost food in the refrigerator or under cold running water. Serve and store cold food below 5°C.

## 5 Steps to

# FOOD SAFETY

1	2	3	4	5
Be Clean, Be Healthy	Keep It Cool, Keep It Hot	Don't Cross-Contaminate	Wash, Rinse, & Sanitize	Cook it & Chill It
 Wash hands when necessary	 Keep cold foods at 41°F / 5°C or below	 Don't store raw foods over cooked or ready-to-eat food.	 1. Wash  2. Rinse  3. Sanitize Properly wash, rinse and sanitize all food contact utensils and equipment	 Cook food until it reaches a proper internal temperature  Rapidly cool food to 41°F / 5°C or below.
 Do not work with food if you are ill  Never touch ready-to-eat food with bare hands	 Keep hot foods at 140°F / 60°C or above	Never prepare ready-to-eat foods on the same surface or with the same utensils used to prepare raw animal proteins.		

### Activity G

Ask students what they notice about the language of these posters. **(They use the imperative form)**. Students looked at this in Lesson 6 – see how much they can remember by asking them what imperatives are used for? **(Commands, giving directions or giving instructions)**. Explain that we can use the imperative form with zero conditional..

Tell students they are now going to listen to / read a conversation between three people, Akyas, Mary and Benjamin. Before they listen, they should read the questions so they know what to listen out for. Have the students read the text while they listen.

*Option 1: Teacher reads text aloud (possibly with stringer students playing the different parts)*

*Option 2: Students read the text*

*Option 3: Students listen to the audio*

**Akyas:** Hey Benjamin, hi Mary, sorry I am late.

**Mary:** That's okay but we have to hurry. We have to finish before 11am.

**Akyas:** What are we doing?

**Mary:** We are preparing the salad buffet.

**Benjamin:** Yes, we have to check the vegetable and fruit stock and then we need to wash today's salad ingredients.

**Akyas:** Okay, what should I do if I find something that is spoiled?

**Mary:** If we find something spoiled, write it on this checklist. Then, throw it away.

**Benjamin:** If you have any problems, tell us. Could you do the fruits, Akyas?

**Akyas:** Sure. What do I do when I finish checking?

**Benjamin:** When you finish, take today's fruits to the counter A please, and wash the fruits.

**Akyas:** Got it!

Ask students to check their answers with a partner. If they listened to the audio, allow them to listen for a second time before going through the answers as a class.

#### Answers:

1. What are Akyas, Mary and Benjamin doing this morning?

**They are preparing the salad buffet.**

2. What do they have to do first?

**First they have to check the fruit and vegetable stock and wash the salad ingredients.**

3. What should they do if they find something that is spoiled?

**If they find something spoiled they should write it on the checklist then throw it away.**

4. What should they do when they finish?

**When they finish they must wash today's fruit and take it over to the counter.**

## Activity H

Ask students to complete the sentences by thinking of an appropriate command or instruction. Go through the example that has been done for them. Monitor carefully whilst students are writing.

Once students have finished, ask them to read their sentences to their partner and get them to choose the best advice for each. Get some feedback from different pairs.

### Possible answers:

- |   |
|---|
| 1. If you wear a watch, <b>remove it before working in the kitchen.</b>                   |
| 2. If you have long hair, <b>tie it back.</b>   |
| 3. If you feel sick, <b>go home, and see a doctor.</b>                                    |
| 4. If you touch the garbage or you smoke a cigarette, <b>wash your hands immediately.</b> |
| 5. If there is a problem, <b>inform your supervisor.</b>                                  |
| 6. If a machine is not operational (not working), <b>tell your boss immediately.</b>      |

Now ask students to complete the sentences by using 'if', 'when' or 'before'. Go through the example that has been done for them. Monitor carefully whilst students are writing.

Once students have finished, ask them to read their sentences to their partner and again get them to choose the best advice for each. Get some whole class feedback from different pairs.

### Possible answers:

- |  |
|--|
| 1. Brush your teeth and have a shower, <b>before you start work.</b>         |
| 2. Use different cutting boards, <b>when preparing different food items.</b> |
| 3. Do not come to work, <b>if you feel sick.</b>                             |
| 4. Call the maintenance team, <b>if a machine stops working.</b>             |
| 5. Wash your hands very well, <b>before you touch any food.</b>              |
| 6. Inform chef if there is a problem with a delivery order.                  |

<i>Time duration</i>	Afternoon
<i>Vocabulary Overview</i>	Words related to good food hygiene and safety practices
<i>Grammar Overview</i>	First Conditional
<i>Objective</i>	Reporting a safety or food safety hazard
<i>Materials</i>	Student's Workbook, Trainer's Manual

### Activity I

Explain to students that now they know what food safety and cross-contamination means, they are going to think about how to prevent food safety hazards. Write the following questions on the board:

- How do we prevent food safety hazards?
- How can we improve food hygiene?

In small groups, ask students to discuss these questions and write some ideas down in their workbooks. Once students have come up with some ideas, share as a whole class.



#### Possible Answers

Always wash hand thoroughly before you handle food.
Keep long hair tied up.
Remove jewelry, watch.
Store food correctly.
Keep cooking utensils clean at all times.

## **Activity J**

Write 'Pillars of Food Safety' on the board and ask students for some ideas about what they think this means. Do not comment or give any answers just yet.

Ask students to read the passage about the Five Pillars of Food Safety very quickly to see if their ideas were correct. Set a time limit and get some quick feedback. Ask students what the 5 pillars are and ask them what they understand by this.

Next, ask students to re-read the text in more detail in order to complete the tasks that follow.

How can you avoid cross contamination and protect the hygiene of food preparation?

You can think about the Food Safety Pillars and create a checklist for each pillar, so that you know what actions to take every day. These pillars support a clean and safe workplace.

### **PILLAR 1 : Good Personal Hygiene**

This pillar is probably the most important if you want to stop (1) **cross-contamination**. Hand washing and clean hands (2) **awareness** are very important to food safety.

### **PILLAR 2: Cleaning and Sanitizing Procedures and Schedules (disinfecting)**

The second pillar is about creating a food safety system, which looks at the (3) **fundamental** points of cleaning and sanitizing.

- Have a cleaning schedule.
- Have a daily cleaning and (4) **sanitizing** procedure (follow your establishment's (5) **S.O.P**)
- Clean as you go.
- Know how to clean food storage areas, chillers, dishwashers.
- Deal with pests immediately.
- It is useful to have a checklist of the areas that need to be cleaned/prepared in order to (6) **prevent** contamination of food.

**PILLAR 3: Good Food Storage Practices**

The third pillar is about supply and delivery chains, (7) **food labelling**, best before dates, safe food storage, dry foods storage, fruits and vegetable storage, chilled food storage, frozen food storage and stock rotation (FIFO).

First learn how you should store different food and why. Then learn what to do when you have to store different kinds of food.

**PILLAR 4 : Temperature Control**

The fourth pillar of food safety is a fundamental rule in stopping growth of bacteria in food.

- Hot food must be kept hot. Cold food must be kept cold.
- Frozen food must be stored in the freezer.
- (8) **Perishable food**, like bread, milk, yoghurt, strawberries, must be stored in a cool temperature.
- (9) **Thaw** frozen food in the refrigerator.
- Understand the Temperature Danger Zone.

**PILLAR 5: Food Handling**

The fifth pillar of food safety is about how food is handled during storage and preparation. Handling food in the wrong way causes cross-contamination. Actions such as thawing, cooking and (10) **re-heating**, cooling down food, are the times when the danger of cross-contamination is highest. Be aware.

- (You must store and label food items.
- (You must use different cutting boards and knives for different food ingredients.
- (Use clean (11) **cutlery** and (12) **crocker** and cooking (13) **utensils**.
- (Store food in clean, strong, unbroken and airtight containers.

**Pillar 6: Kitchen Layout and Waste Management**

This pillar is about good kitchen workflow. All the spaces of a professional kitchen should be clean and easy to use. If the kitchen space is not (14) **well-organized** the (15) **risk** of accidents and cross-contamination is high.

if the workstations are badly designed, it is easy to have an accident

If there is no clearly marked place for garbage separation and (16) **disposal**, there is danger of cross-contamination.

Direct students back to the highlighted words in the text and show them that in the table below are the meanings of those words. Ask students to match them and write the correct number. Show them that one is done as an example to start them off.

### Answers

13	tools we use to cook with
12	cups, glasses, dishes, plates
9	melt, un-freeze
1	when bacteria, viruses or dirt move from one item to another
3	basic, very important
16	removal, throwing away
11	forks, knives, spoons
2	knowledge, understanding, mindfulness
6	stop
8	food that is fresh, delicate and easy to become bad
10	make food hot again
15	danger, hazard
4	disinfecting, sterilizing
14	well-ordered, disciplined, effective
7	put labels on food items
5	Standard Operating Procedure

**There is an error in the Student Workbook. Their example is given as 7 – please ask them to change the number to 9 (Number 9 = thaw = melt, un-freeze)**

Now ask students to use nine of the words from the text (highlighted words) in order to complete the sentences. Show students that one has been done as an example for them. The beginning letter of each correct word has been written. Allow students to pair check before going through answers as a whole class. For speed, you may wish to read out the sentences and ask students to all shout out their answers at the same time.

**Answers:**

If we want to have good food safety and hygiene, awareness is fundamental. We must know how to thaw frozen food correctly and how to store perishable food correctly. We must understand cleaning and sanitising procedures. We must use clean crockery, cutlery and utensils when we handle food. We must understand garbage disposal procedures. If we practice good food safety and hygiene, we can prevent cross-contamination.

Now ask students to focus on the 7 questions below and write their answers down.

**Answers:**

- 1) What are the pillars of food safety? **The pillars of food safety are Good Personal Hygiene, Cleaning Procedures and Schedules, Good Food Storage Practice, Temperature Control, Food Handling and Kitchen Layout and Waste Management.**

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- 2) What is useful to have for cleaning? **For cleaning it is useful to have a cleaning schedule and a cleaning and sanitizing procedure.**

---

- 3) For Pillar 3, what should you learn? **You should learn how different food should be stored and why.**

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- 4) Give three examples of perishable food. **Perishable food includes bread, milk and yoghurt.**

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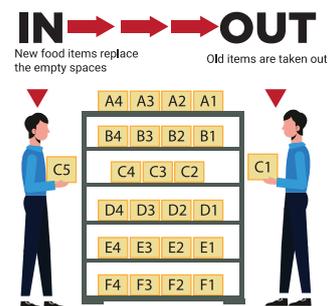
- 5) What do you think “airtight” mean? **Airtight means that no air can get inside and the food is completely sealed.**

---

- 6) If a kitchen is not well-organized, what happens? **If a kitchen is not well-organized the risk of accidents and cross-contamination are high.**

---

- 7) FIFO means “First In First Out” and this is for tins and packets of food. What do you think that means? **Below are two images that explain. Which one is correct? Circle the correct image. The image on the left is correct: If tin A1 or packet A1 was put into the storeroom first, it should be used first.**



## Activity K

Explain to students that in Activity K they will see the movement of a food item (a packet of frozen chicken) in a professional kitchen. Have them look at the flow diagram in their workbooks. (Have the same flow diagram on the board.) For each stage, elicit from students what problems might happen and how to prevent such problems. Ask students to look at the sentences in the blue box. Tell the students they must put the sentences in the correct places on the diagram. They can do this in pairs or as a group before checking during whole class feedback.

### Answers:

#### Delivery

- ▶ Possible Hazard = frozen chicken packet is broken
- ▶ How to prevent = check packet for damage before storing

#### Storage:

- ▶ Possible Hazard = frozen chicken packet kept in fridge and not freezer
- ▶ How to prevent = put in freezer immediately

#### Handling:

- ▶ Possible Hazard = not cooked properly
- ▶ How to prevent = cook chicken properly and thoroughly

**\* Explain to students that this process of checking for hazards and ways to prevent these hazards is a system called HACCP – Hazard Analysis and Critical Control Points. Students will learn more about this in their job.**

## Activity L

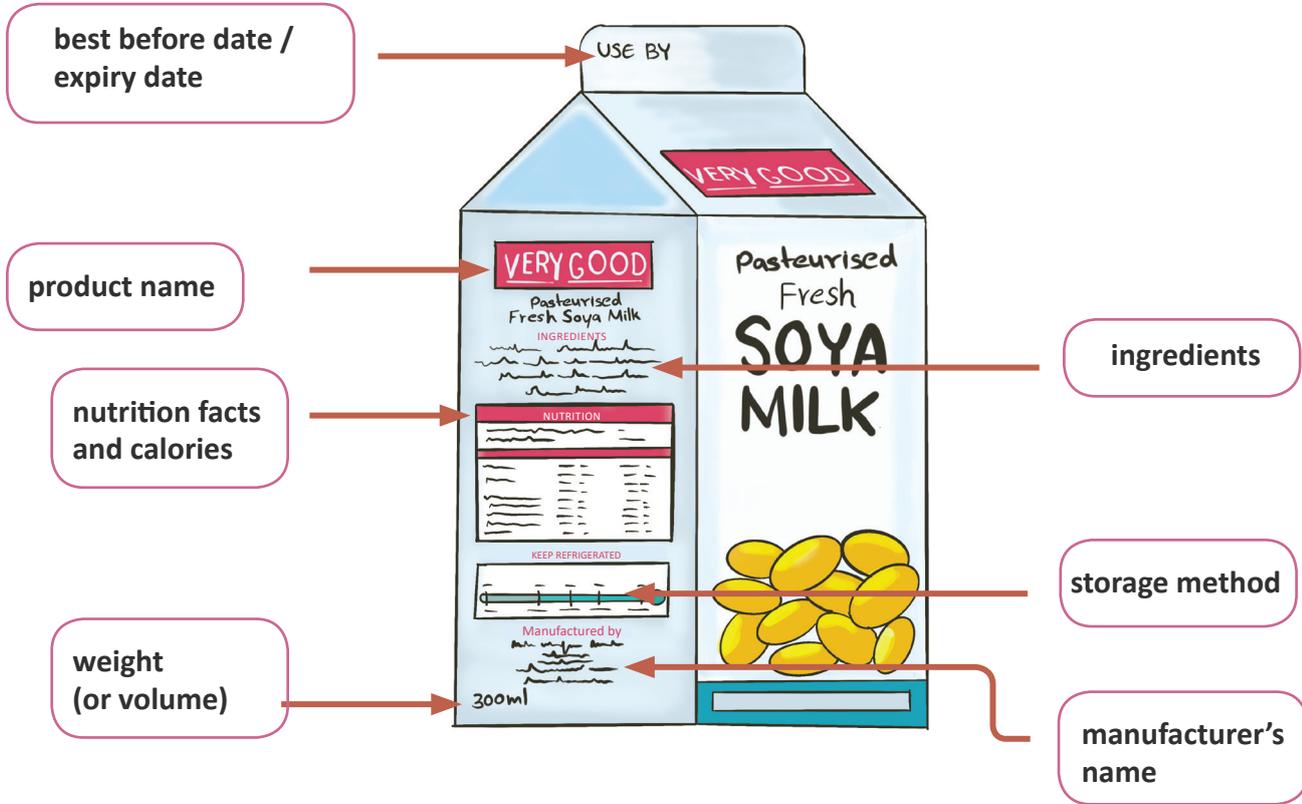
Direct students to the picture and ask what it shows (**a food label**). Explain that many food items have food labels and they give us very important information about the food. Put students with a partner or in a small group and ask them to discuss what kind of information they can find on a label?

Monitor and ask for some feedback but don't comment on answers given.

Now ask students to label the picture with the words and see if they discussed these pieces of information previously.



Answers:



Real World Task:

*\*This task requires you to prepare some food items that have clear labels. If you are teaching in a training kitchen this should not be a problem. If you are teaching in a classroom, prepare these items beforehand (ideally 3-4 items per table).*

Put students into pairs and make one student 'A' and the other 'B'. Ask students to choose a food item and to study the food label. Give out the worksheet (see template below) for A and B and explain that students need to ask their partner questions in order to complete their worksheet. As a class, go through the questions needed to ensure they are formulating them correctly (use the worksheet as a prompt). Monitor carefully whilst students are doing the activity and give feedback once completed.

Possible questions :

What is the product name?

What is the expiry date?

Who is the manufacturer?

**Answers:**

<b>Product Name</b>	
<b>Expiry Date</b>	
<b>Manufacturer's Name</b>	
<b>Ingredients (first 3)</b>	
<b>Weight or Volume</b>	
<b>How to store</b>	
<b>How many calories</b>	

**Activity M** 

Ask students what they should do if there is a problem in the kitchen (**it is important to report them quickly**). Find out if students know how to report a problem? Listen to their answers but do not make any comments. Have the students listen to / read the conversation and ask them what the conversation is about.

Before they listen to / read the text again, they should read the questions to they know what to listen / read for. Students should answer the questions before doing whole class feedback.

*Option 1: Teacher reads text aloud (with stronger students taking the different parts)*

*Option 2: Students read the text*

*Option 3: Students listen to the audio*

**Kumari:** What do you mean?

**Shanika:** It is not switching on. Is there gas?

**Kumari:** Yes, the gas cylinder is new.

**Shanika:** What shall we do?

**Kumari:** We have to tell team leader during the briefing.

**Shanika:** This morning? No, I am too shy. Maybe team leader will get angry with me.

**Kumari:** No, he will not. Do not worry. We have to check all the machines and we must report any problem. That is our job. If we don't report a problem now, there will be a bigger problem later.

**Shanika:** Okay.

**Team Leader:** Good morning, everyone.

**Everyone:** Good morning!

**Team Leader:** Let's begin our briefing. This morning, Mary and Akyas, you prepare the vegetables for the salad dishes today. Benjamin, please do **inventory**. The rest of you will help me with main course preparation for lunch. Okay? Any questions?

**Shanika:** Sir?

**Team Leader:** Yes, Shanika?

**Shanika:** Sir, there is a problem with the cooker.

**Team Leader:** Which cooker?

**Shanika:** Workstation B Cooker, sir. It is not working.

**Team Leader:** I see. Okay, Mary, please **call Maintenance** now. Shanika, please write the problem in the Report Book. The rest of you, do not use Workstation B today. Anything else?

If students have listened to the audio, allow them to pair check with a partner before playing the audio again. After the second time, allow students to do another check with their partner before getting answers.

### Answers

- |  |
|--|
| 1) What is the problem with the cooker? <b>The cooker is not switching on.</b>   |
| 2) Does Shanika fix the problem? <b>No, Shanika does not fix the problem.</b>  |
| 3) Which cooker is it? It is workstation B cooker.   |
| 4) Why doesn't Shanika want to report the problem? <b>Shanika doesn't want to report the problem because she is shy and she thinks the team leader might get angry with her.</b> |
| 5) Why is it important to report problems in the kitchen? <b>It is important to report problems in the kitchen so that there is not a bigger problem later.</b>                  |
| 6) Who will fix the problem? <b>Maintenance will fix the problem.</b>  |

Now ask students to match the highlighted words to their meaning.

### Answers

1. the briefing

d) a short meeting to give instructions, report problems and talk about menu and tasks/duties for the day.

2. report ( a problem)

c) inform, tell someone about a problem

3. inventory

a) stock or supply – take inventory means to check the stock of food items using a checklist

4. call Maintenance

b) telephone the maintenance team, who can repair the machines / equipment

### Activity N

Ask students to look back at the underlined sentence in the dialogue in Activity L and ask them what will happen if Shanika does not report the problem? **(There will be a bigger problem later).**

Now give the students the following situations and ask them to come up with ideas as to what will happen? They can discuss with a partner and then write their ideas down.

Get feedback from different pairs. Accept any reasonable answers which are grammatically correct. If the students are struggling, you can do this a whole class activity. Prompt ideas with gestures.

### Suggested answers:

If you do not report a problem now – **there will be a bigger problem later / it will become worse.**

If the refrigerator breaks – **all the food will spoil.**

If the dishwashing machine breaks – **we will have to wash the dishes by hand.**

If the food delivery is late – **we will have to work faster to get everything ready in time.**

If there are rats in the storeroom – **we will have to call the exterminator.**

Guide students to the Grammar Box – ‘the first conditional’ in their workbook. Ask students to first read through it on their own, then go through it together as a whole class, providing any support they need to understand.

GRAMMAR BOX – the first conditional	
<i>We use the first conditional to imagine the possible results of our actions</i>	
<b>Structure</b> IF + <u>present simple verb</u> + <u>will</u> + <u>present simple verb</u>	<b>Example:</b> If I <u>study hard</u> , I <u>will pass</u> the exam.
<b>You can use modal verbs too:</b>  <b>e.g., If I get a good job, I will buy a car.</b>  <b>If the freezer breaks, all the frozen food will spoil.</b>	

Ask students individually to complete the sentences with their own ideas, then to share with their partner. As students write and share, monitor carefully to ensure their sentences are grammatically correct.

Get feedback from different pairs. Accept any reasonable answers which are grammatically correct.

**Suggested answers:**

1. If I get a good job, my mother and father **will be so happy.**
2. If I see a famous person, **I will take a picture of them.**
3. If I am free tomorrow, **I will go to the cinema.**
4. If my sister gets the job she wants, **we will have a party for her.**

### **Activity O**

Tell students that they are going to do create a short dialogue and do some role-playing. Ask students to read the situations in the box and select one with their partner / small group. They must think of the characters and create a dialogue using zero and first conditional sentences. Review the structures of zero and first conditionals.

Explain that they will have time to practice their dialogue before presenting it to another group or to the class.

Before students start, see if you can elicit some useful phrases for reporting problems.

#### **Examples might be:**

*There is a problem with .....*

*Something is wrong with .....*

*I have a problem to report, .....*

#### **ROLE PLAY Situations – There is a problem, and you must report it!**

- ▶ There is a big oil spill on the floor of the kitchen
- ▶ There is no gas or electricity.
- ▶ There are ants everywhere.
- ▶ Someone left the cold storage room door open and all the ice cream has melted.
- ▶ Your co-worker has a very high fever and has fainted in the changing room.

### **Activity P**

Explain that in Lesson 2, students chose a topic for their presentation. Now, they must design an A3 Safety Poster for the Presentation. Encourage students to work together with their group to decide what information to put in the poster, the design and layout. Students can be as creative as they want! Hand out A3 paper.

Monitor whilst students are on task.

**WRAP UP**

If there is time, do a wrap up activity (see Teacher's Notes). Praise the students for the hard work they have done. Finish the lesson by setting the homework task, going through the Self-Assessment grid and reminding the students of the Internet box and the Learner Training box.

**Homework Task**

Set the homework and make sure that all students understand the task.

**HOMEWORK:**

Complete the poster for the presentation.

\*All homework should be done on separate pieces of note paper, not in the workbook.

**Self-Assessment**

Guide students to the self-assessment grid in their workbook and ask them to honestly rate themselves thinking about today's lesson.

SELF - ASSESSMENT			
I can...	Very well	OK	Need more practice
Understand and identify food safety hazards			
Understand how to prevent food safety hazards			
Understand how to use zero conditional sentences			
Understand how to use first conditional sentences			
Report a problem			

## Learner Training

Remind students of the importance of learner training. Go through today's task to ensure students understand.

### LEARNER TRAINING

Next time you go to the supermarket, look at the product information on the product labels. What information can you find? Look around the supermarket and notice how different food items are stored. Why are they stored differently?

## Website Links

Explain to students that website links below provide a review of some of the material they have learnt today and it would be helpful for them to recap this at home.

### On the YouTube / Internet:

There are many videos on the YouTube and there is a lot of information on the Internet to help you with your English vocabulary, grammar, listening and pronunciation.

Learn more about HACCP:

<https://www.youtube.com/watch?v=14G16-JMHDs>

Learn about food safety and hygiene:

[https://www.youtube.com/watch?v=0J2Qv\\_72Xzo](https://www.youtube.com/watch?v=0J2Qv_72Xzo)



# KITCHEN AREAS AND EQUIPMENT

<i>Time duration</i>	Morning
<i>Vocabulary Overview</i>	Vocabulary related to kitchen areas and kitchen equipment
<i>Grammar Overview</i>	Prepositions Review, Articles (a, an, the)
<i>Objective</i>	Describe location of a kitchen area or piece of equipment
<i>Materials</i>	Student's Workbook, Trainer's Manual

## The learning outcomes for this first lesson are that students can:

- Understand words related to kitchen areas.
- Understand how to use 'a', 'an' and 'the'
- Use 'this', 'that' and 'these', 'those'
- Understand how to use the passive voice.

.....



## WARM UP AND REVIEW

We will start today with another hangman game. Ask for one student to come to the board and give them a slip of paper with a word or phrase from the last lesson. They will be 'teacher' and write the number of dashes onto the board that their classmates can see. They will play the same game as a whole class. Once the word has been guessed make sure that students understand the word by asking for a definition or putting it into a sentence. Continue for a couple of rounds with different students coming to the board.

**Vocabulary ideas:** toque / apron / stains / non-flammable / durable / contamination / hem / prevents / maintains / protects / removes

## HOMEWORK COLLECTION

All homework should be done on separate pieces of note paper. Please collect students' homework.

## Activity A

Explain that this lesson is focused around the professional kitchen layout and professional kitchen equipment. Ask students what they can usually find in a professional kitchen. Now ask them to look at the pictures and with a partner, label them using the words from the box.

After feedback, ask students how they chose the correct words.

### Answers:



hot range



stockroom / storage room



dishwashing area



cold storage

\*If you are teaching in a place that has a training kitchen, use the actual spaces.

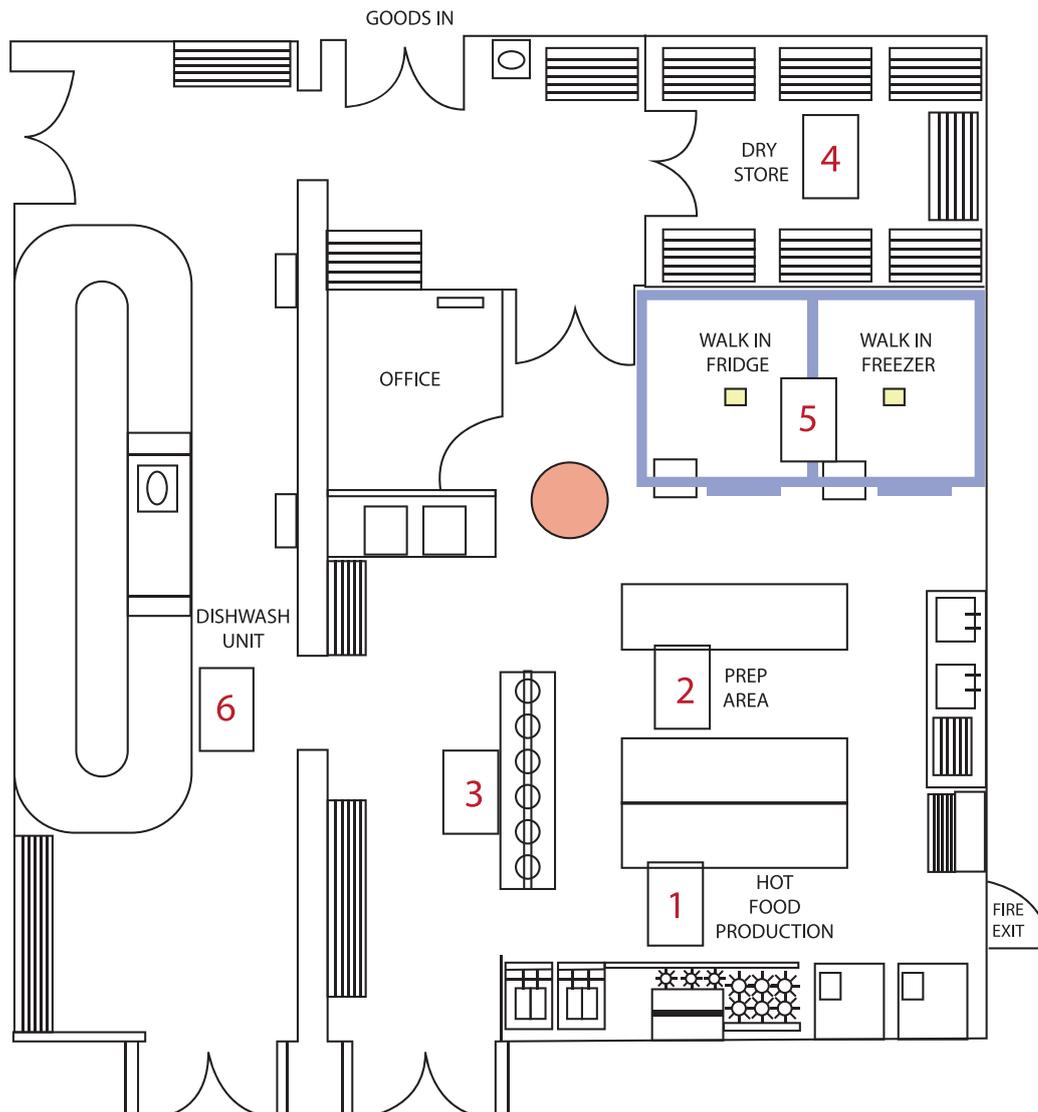
### Activity B

Explain that all professional kitchens are designed differently, but they should all have the same important areas.

Ask the students to look at the kitchen layout / floor plan in their workbooks. With their partner, they should match the words from Activity A (on the right hand side) with the words from the diagram (on the left hand side). See if students can locate the areas on the diagram.

#### Answers:

- |                                 |   |   |   |                          |
|---------------------------------|---|---|---|--------------------------|
| Walk in Freezer /Walk in Fridge | ● | → | ● | Hot Range                |
| Hot Food Preparation            | ● | → | ● | Cold Storage             |
| Dishwash Unit                   | ● | → | ● | Stockroom./ Storage Room |
| Dry Store                       | ● | → | ● | Dishwashing area         |



Now ask students to look at the next exercise and nominate students to read through the sentences on the right hand side. Go through any vocabulary if necessary. Then ask the students to match the kitchen areas with their uses (left to right). Allow them to check their answers with a partner before whole-class feedback.

**Answers:**

1. The hot range	c. hot food is prepared in this area.
2. The preparations (prep) area	f. raw ingredients are prepared in this area.
3. The service area	d. orders are placed and collected by F&B staff in this area.
4. The storeroom	a. small equipment and the non-perishable goods are stored in this area.
5. The cold storage room	e. perishable goods are stored in this area.
6. The dishwashing area	b. crockery and cutlery are washed and stored in this area.

**Activity C**

Ask students why they think this kitchen (in Activity B) has this layout / floor plan and what the different areas are used for. Students should discuss this with their partner by asking each other questions. With a strong class you can elicit some question prompts from the class as well as answers. With a weaker class you could just have these ready on the board to help them.

**Suggested question prompts:**

a. Why do you think the kitchen in the picture has this layout?	<i>I think it has this layout because.....</i>
b. Can you find the sinks?	<i>Yes, they are .....</i>
c. What is inside the dry store?	<i>Inside the dry store there is/are.....</i>
d. What is inside the walk-in freezer?	<i>Inside the walk-in freezer, there is / are</i>
e. What is the prep area for?	<i>The prep area is for .....</i>
f. What is the office for?	<i>The office is for .....</i>
g. Why is the dry store near the back entrance / exit?	<i>I think it's because.....</i>

## Activity D

Ask students to read the passage in their workbooks and then do each activity in turn. Set a time limit for each activity and ask students to check with their partner or group before going through the answers as a whole class after each activity.

Kitchen design depends on the following things: the location of the establishment, the type of customer, the number of covers, the menu, the type of service and the number of staff.

There are two basic design rules that most professional kitchens follow. Rule 1 is the linear production line. A **linear production line** means that there is an **easy and efficient** flow of movement from preparation to food service. Rule 2 is the **separation of processes**. A **separation of processes** is to ensure there is no cross-contamination between **raw food / perishables** and non-perishables, **packaging, leftovers, and kitchen waste**. For example, storage areas should be separated from food preparation **areas to** prevent cross-contamination.

Other important design factors are:

- ▶ the kitchen should be between the delivery/storage areas and the dining areas. This is because there must be smooth flow, from the delivery of raw ingredients to storage, to food preparation and cooking, to food service and finally to waste disposal.
- ▶ Delivery vehicles should have good parking facilities and **easy access** to storage areas.
- ▶ Small storage rooms are better than big **storage** rooms. This helps a regular movement of ingredients and prevents food waste. Big storage rooms are hard to keep clean so there is a **risk of contamination**.

Inside the kitchen the spaces are divided according to purpose. Each area or workstation should have all the **appropriate utensils** and each area should have easy communication with the other **stations**. For example, the preparation section should be next to the cold storage rooms, where **perishables** are stored. The hot range stations should be directly connected to the service areas, where **F&B staff** place and collect customer orders.

### Explanation of terms:

**Linear production line =**

a clear line of production of food ( prepare → cook → serve )

**Separation of processes =**

Different areas for different jobs / duties / purposes

**F&B Staff =**

Food and Beverage Staff (the people who take food orders from guests and who serve guests)

Ask the students to look at the words on the left and nominate students to read them out. Or you can go through pronunciation with them. Ask students to re-read the passage, find the words on the left (1-10) and circle them in the passage.

Now ask them to match the word to its meaning. Set a time limit. Allow students to check in a small group before whole class feedback.

### Answers

1. ensure	b. make sure, guarantee
2. separation	g. division, partition
3. perishables	d / f. food that can spoil quickly
4. raw	a. uncooked, fresh
5. access	c. entry to
6. contamination	e. pollution, infection
7. perishables	f / d. easy to spoil, delicate
8. efficient	h. time-saving, effective
9. risk	j. danger
10. appropriate	i. proper, correct

Refer students back to the underlined words in the passage and nominate students to read out the words. Then get them to match these words to the definitions given in their workbook. Do the first one with the whole class, as an example. Allow students to check their answers together before doing hole class feedback.

### Answers:

1. The container or material that a product is wrapped in - <b>packaging</b>
2. Food items which remain after the meal is finished - <b>leftovers</b>
3. A place to keep ingredients safely - <b>storage</b>
4. Tools that you need to do a job - <b>utensils</b>
5. Items to be thrown away / disposed of - <b>waste</b>

Ask students to find two prepositions of place in the passage, e.g. (between, next to). If students cannot identify these tell them not to worry, as this is the next learning point.

Explain that students are going to practice using prepositions. Ask them to look at the kitchen diagram in Activity B again and to imagine they are standing in front of the office in the kitchen (where the red dot is). They need to describe the location of as many areas in the kitchen as they can to their partner. Go through the example together to make sure that students understand the task.

**Example: The dishwashing area is behind the office.**

Allow students time to either write their answers down or to discuss with their partner. Ask students for their descriptions and go through as a whole class.

The container or material that a product is wrapped in - packaging 2. Food items which remain after the meal is finished - leftovers 3. A place to keep ingredients safely - storage 4. Tools that you need to do a job - utensils 5. Items to be thrown away / disposed of - waste

Have the students read questions 1-4 in their workbooks. Ask students to go back to the text and answer the 4 questions in their workbook. Again, they can check with their partner before going through the answers as a whole class. Answer question 5 as a whole class.

#### Answers:

1. What are the two basic rules that most commercial kitchens follow? **The two basic rules that most commercial kitchens follow are 1) a linear production line and 2) a separation of processes.**

2. What might happen if different preparation areas are not separated? **If different preparation areas are not separated there could be cross-contamination between raw food materials, packaging, leftovers and kitchen waste.**

3. Why should the hot range be near the service areas? **The hot range should be near the service areas to ensure a smooth flow from cooking to service.**

4. Why should storage areas be small? **Storage areas should be small so they do not waste space, food or stop the regular flow of raw materials, which in turn can lead to contamination.**

5. What does cross-contamination mean? **Cross-contamination is the transfer of harmful bacteria from one person, object or place to another.**

**Activity E**

Tell students they are going to listen to a conversation between two people, Benjamin and Shanika. Before they listen, they should read the conversation and tell you what they think the conversation is about (ask them not to look at the words in the blue box). Ask them to predict what might go into the gaps using phrases from the blue box. Then let them listen to the conversation so they can fill in the gaps.

*Option 1: Teacher reads text aloud (possibly with a stronger student reading one of the parts)*

*Option 2: Students listen to the audio*

Now ask students to check with a partner and see if they got the same answers.

Let them listen to the conversation one more time before going through the answers as a whole class.

**Answers:**

**Benjamin:** What ideas **do you have** for our kitchen design?

**Shanika:** First of all, **what kind of** restaurant is it?

**Benjamin:** Mmm, how about a pizza restaurant? Maybe with twenty menu items?

**Shanika:** Okay, that sounds good.

**Benjamin:** Where **What do you think** the dry and cold storage be?

**Shanika:** I think the dry storage **should go here** next to the delivery entrance.

**Benjamin:** I agree. **Let's put** the cold storage next to the dishwashing area.

**Shanika:** I don't agree. **I prefer to** put it next to the prep area.

**Benjamin:** OK. **What about** the dishwashing area?

**Shanika:** I don't know –**What do you think** ?

**Benjamin:** Hmmm, between the prep area and service area.

**Shanika:** Oh wait! **is this a** dine-in restaurant or delivery only?

**Benjamin:** We didn't talk about that!

Once they have checked their answers together and whole-class feedback has been conducted, ask students to practice speaking the conversation aloud with their partner. They can take it in turns to play each role and when they feel confident they can turn the dialogue over so they are not just reading it.

### Answers:

1) What are Benjamin and Shanika doing? **Benjamin and Shanika are designing their kitchen floor plan.**

2) How do they give their opinions? **Give two examples: How about a ....? / Let's ....**

3) Do they always agree with each other? **No, they don't always agree with each other.**

4) Where do they put the dry storage? **They put the dry storage next to the delivery entrance.**

### Activity F

Explain to students that in their groups they are going to discuss and design their own kitchen layout / floor plan.

Elicit ideas from the whole class as to what things must be considered, if students struggle you can prompt them, for example:

- ▶ the type of restaurant
- ▶ the type of food
- ▶ the type of service (dine in or delivery)
- ▶ the size, the number of covers
- ▶ the number of menu items etc.

Before students start discussing their ideas it would be good to go over some phrases to help them give their ideas and opinions. Elicit some phrases that they already know before giving them more suggestions. Encourage students to use these when they are discussing ideas.

### Useful phrases:

How about...?

What about....?

Why don't we....?

I suggest ....

Let's .....

I suggest .....

What do you think?

What do you suggest?

I agree... / I don't agree .....

I like ... / I don't like ....

I think (it should) ..... I prefer.....

Once students have had some time to discuss their ideas, give out a large sheet of paper to each group and explain that they must make a drawing of the floor plan of their kitchen. Encourage students to again use the phrases to express their ideas and opinions and also the prepositions of place to describe locations of items.

Once they have finished, pin them up on the wall so students can see their classmates' designs. They can vote on the best kitchen design giving the reasons why.

### Activity G

Explain that each area of the kitchen will have different equipment. Ask students to look at the pictures of big and small pieces of equipment and label them using the words from the blue box. Do one together as a whole class, as an example (**Bratt Pan**).

Once students have correctly matched the words to the pictures, do some pronunciation practice by modelling and drilling the words.

**\*If you are teaching in a place that has a training kitchen, show the actual equipment, if possible.**

Answers:



griddle



grill



microwave oven



gas stove with an oven



**Bratt Pan**



deep fat fryer



refrigerator



preparation counter



glassware and crockery rack

### Activity H

Ask students to match the equipment from Activity G with the job / purpose of each piece of equipment. Go through the example together to show students how to do it.

#### Answers:

1. This is a **Bratt Pan**. It is used for cooking a lot of food at the same time.
2. This is a **deep fat fryer**. It is used for deep frying ingredients.
3. This is a **refrigerator**. It is used for keeping things cool or cold.
4. This is a **gas stove with an oven**. It is used for cooking or baking or roasting food.
5. This is a **preparation counter**. It is used for preparing / cutting ingredients.
6. This is a **grill**. It is used for grilling vegetables, meat or fish.
7. This is a **glassware and crockery rack**. It is used for storing glassware or crockery.
8. This is a **griddle**. It is used for cooking many different ingredients at the same time.
9. This is a **microwave oven**. It is used for cooking or re-heating food.

Once students have checked their answers together, get them to practice speaking the sentences out loud to their partner.

Now ask them to make their own sentences using the pieces of equipment in the three pictures below. Monitor whilst students are writing. Once they have finished then can read their sentences to their partner. For feedback, ask different pairs of students for sentences.



Dishwasher



Freezer



Bain-Marie (ban-muh-ree)

Elicit from students if they know the rules for using 'a', 'an' or 'the'. If they are not sure of the rule, direct them to the examples to see if they can figure out the rule.

a refrigerator

a book

a cookie

a grill

a car

a cake

a rack

a room

a papaya

an oven

an area

an orange

**RULE:**

**If the noun starts with a vowel (a,e,i,o,u) then 'an' should be used. 'The' is not used here because we are not talking about a specific or particular item.**

Guide students to the Grammar Box – 'articles' in their workbook. Ask students to first read through it on their own, then go through it together as a whole class, providing any support they need to understand.

**GRAMMAR BOX –Articles – a, an, the**

***In English, all nouns (object words) start with “a” or “an”, in a sentence, and if there is only one object you can see.***

Example:

a desk = one desk  
a chair = one chair  
a student = one student

an apple = one apple  
an egg = one egg  
an ink pen = one ink pen  
an ocean = one ocean  
an umbrella = one umbrella  
an important meeting  
an interesting idea  
an unhappy person

***An = for words or phrases beginning with a, e, i, o, u (short and long sounds)***

**In English, we use “the” when it is clear which object / noun we are talking about.**

Example:

I see a dog. (I see one dog = It is not clear which dog I am talking about).

The dog is hungry. (The dog I see is hungry – it is clear which dog I am talking about)

**You can also say: this dog is hungry / that dog is hungry**

**Some nouns always use “the”**

e.g., the Sun, the Moon, the sky, the Indian Ocean, the Kalu river

**Some nouns do not need “a”, “an” or “the”**

e.g., I go to school every day.

I go home at 4 pm.

I like **the** cheese and **the** coffee.

Let students practise using articles by asking them to fill in the gaps in the passage with ‘a’ or ‘an’. Allow students to check their answers with their partner and then go through the answers as a class.

**Answers:**

It is a beautiful day. Let us go for a walk and buy a kite. I want to eat an ice cream and I want to see a ship. Let’s go to a zoo and watch an ape eating an orange. Do you have an ink pen? I want to write a story!

Now ask students to fill in the gaps in each sentence with 'a', 'an', 'the' or 'X' (when an article is not necessary). Allow students to check their answers with their partner and then go through the answers as a class. Encourage students to refer back to the grammar box to explain why they have chosen their answers.

**Answers:**

1. There is **a** man and a woman and they are sitting on **a** bench. **The** man is reading **a** newspaper and **the** woman is talking on her phone. She has **a** bag and on **the** bag is a gold key.

2. My shoes are broken. I need a new pair of **X** shoes. I prefer black shoes so I will go to **the** DSI shop in **X** Majestic City.

3. Pradeep: What are you eating?

Kumari: I am eating **a** panini.

Pradeep: What is that?

Kumari: It is **a** kind of sandwich. It has **X** vegetables and cheese and chicken inside.

4. Thank you for **the / an** interesting and wonderful party! I have to wake up early tomorrow morning so I should go **X** home soon. But, you have **a** lot of cleaning up to do. Can I help you with **the** cleaning up?

5. Akyas: What do you usually have for **X** breakfast?

Benjamin: I usually have **X** curry and rice. Sometimes I eat a sandwich. And you?

Akyas: I usually eat **a** boiled egg, **an** apple, and a glass of orange juice.

<i>Time duration</i>	Afternoon
<i>Vocabulary Overview</i>	Vocabulary related to kitchen areas and kitchen equipment
<i>Grammar Overview</i>	This, That, These, Those, Passive Voice
<i>Objective</i>	Describe an object and its uses
<i>Materials</i>	Student's Workbook, Trainer's Manual

### Activity I

Write the word 'appliances' and 'utensils' on the board and elicit the meanings (**Appliances are electrical machines/tools and utensils are hand tools**).

Explain that, although a professional kitchen is full of big equipment, there are a lot of smaller appliances and utensils that are very important for cooking.

Direct students to the pictures in their workbooks. Label the pictures together as a class.

Do any pronunciation practice if necessary.



**pots and pans**



**knives / kitchen knife set**



**food processor**



**rice cooker**



**measuring cup**



**roasting tin**



whisk



ramekins (ra-muh-kins)



toaster



coffee machine



electric soup tureen



blender

Now ask students to look at the table in Activity I in their workbooks. They should put the name of the utensil or appliance from the labelled pictures, into the correct column of the table. Students should check their answers with a partner before you do whole class feedback.

**Answers**

Appliances (a-ply-yun-suz)	Utensils (you-ten-sils)
food processor	pots and pans
rice cooker	knives / kitchen knife set
toaster	measuring cup
coffee maker	roasting tin
electric soup tureen	whisk
blender	ramekins

## Activity J

Have the students read the phrases (on the left). Ensure students understand meaning, Then ask students to match the appliances or utensils from Activity I to their uses. Do one as an example: weigh flour, sugar or milk = measuring cup

### Answers:

› weigh flour, sugar or milk = <b>measuring cup</b>
› chop or slice vegetables = <b>knives</b>
› roast potatoes and meat = <b>roasting tin</b>
› cook rice = <b>rice cooker</b>
› boil vegetables or stew meat = <b>pots and pans</b>
› keep soup warm = <b>electric soup tureen</b>
› bake sweet or savoury food = <b>ramekins</b>
› beat / whip = <b>whisk</b>
› blend = <b>blender</b>
› mince or puree = <b>food processor</b>
› toast bread = <b>toaster</b>
› make coffee = <b>coffee maker</b>

## Activity K

Tell students they are going to listen to / read some descriptions of cooking utensils and they must fill in the blanks in the text.

Before they listen, they should read the text and the words in the blue box predict what might go into the gaps. Give students a couple of minutes to read through on their own, then let them listen to the text so they can fill in the gaps.

Option 1: Students read the text whilst teacher reads aloud.

Option 2: Students read the text whilst listening to the audio

Now ask students to check with a partner and see if they got the same answers.

Let them listen to the text one more time before going through the answers as a whole class.

**Answers:**

A frying pan is a (1) **round** or oval-shaped utensil. It has one long handle. It is usually (2) **made of** aluminium (*a-loo-mini-um*), steel or iron. It (3) **is used for** frying, sautéing (very light frying) (*saw-tay-ing*) or roasting. A stockpot is a (4) **wide** and high pan, with one or two handles and a (5) **lid**. It is usually (6) **made of** aluminium and it is used for (7) **boiling** pasta or making stock for soups. A casserole dish has one or two handles and a lid. It is wide and (8) **deep** and it is made of aluminium, iron or ceramic (*se-ra-mik*). A wok is a very wide and (9) **low** frying pan and it is usually made of (10) **iron** or steel. It is used for stir-frying, steaming, deep-frying, poaching, and braising. It is a very durable utensil!

Now ask students to match the descriptions to the pictures. Show them the example.

**Answers:**

Wok



Stock Pot



Frying pan



Casserole dish

## Activity L

Tell students they are going to listen to / read a conversation between two people, Mary and Benjamin. Let the students listen to / read the conversation. Ask the students what they think the conversation is about.

Allow students to read the questions 1-4 before they listen to / read the conversation for a second time.

*Option 1: Teacher reads text aloud*

*Option 2: Students read the text*

*Option 3: Students listen to the audio*

Mary: Benjamin, could you please pass me the garlic press?

**Benjamin:** What is that?

**Mary:** That one, over there.

**Benjamin:** What does it look like?

**Mary:** It has two handles, it is made of steel and it is used for crushing garlic. That one.

**Benjamin:** This one?

**Mary:** Yes. And can you pass me the mortar and pestle.

**Benjamin:** Excuse me, the what?

**Mary:** It is made of ceramic, and it is used for grinding spices and chili.

**Benjamin:** Oh, yes, this one – I see, this is called a mortar and pestle.

**Mary:** Yes, it is important to learn the English names of utensils.

**Benjamin:** You are right, I must study more



Allow students to check their answers with their partners or group before giving whole class feedback.

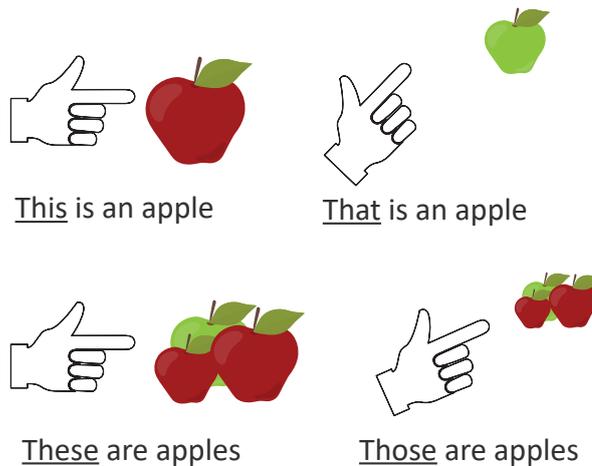
### Answers:

- |  |
|--|
| 1. What are the two utensils that Mary needs? <b>Mary needs a garlic press and a mortar and pestle.</b>          |
| 2. What is the garlic press made of? <b>The garlic press is made of steel.</b>                                   |
| 3. What are the mortar and pestle used for? <b>The mortar and pestle are used for grinding spices and chili.</b> |
| 4. What is a mortar and pestle called in your mother tongue? <b>(Own answers.)</b>                               |

Now let students practice speaking the conversation out loud with their partner, taking it in turn to play the different roles.

### Activity M

Refer students back to the underlined words in the conversation in Activity L and elicit what they are (this, that, these, and those). Ask if students know how to use them and do some practice together by pointing at various items in the classroom and using the picture in the workbook as a guide.



Now direct students to the exercise where they have to choose the correct answer, a, b, or c.

Allow students to check with a partner before whole class feedback. When going through the answers encourage students to explain how they have selected their answer.

#### Answers:

- |  |
|--|
| 1. Look at <b>those</b> birds in the tree over there. <b>(c)</b>                     |
| 2. My umbrella is here. <b>This</b> is my umbrella. <b>(b)</b>                       |
| 3. Those apples are red but <b>these</b> apples here in this box are not. <b>(a)</b> |
| 4. Who is <b>that</b> person standing there, next to the storeroom? <b>(b)</b>       |

## Activity N

Direct students back to the sentences in Activity B that describe the purpose of kitchen areas. Then refer them to Activity H, which describes the purpose of a utensil. In Activity L (the highlighted language), Mary is describing two different utensils. See if students can tell you what language is being used in all these activities (**the Passive Voice**) and why we use it (**we usually use Passive Voice to describe objects or places**).

Put students into pairs and ask them to use the equipment from Activity I and the words from Activity J to create their own sentences. Do one or two examples together:

**Example:** This is a blender. It is made of plastic. It is used for blending ingredients.  
This is a wok. It is made of iron. It is used for stir-frying.

Monitor and correct whilst students are writing. Ask different pairs to read out a sentence (e.g. it is used for crushing garlic) so that the rest of the class can guess the utensil (a garlic press).

Guide students to the Grammar Box – ‘passive voice’. Ask students to first read it on their own, then go through it together as a whole class.

GRAMMAR BOX –Passive Voice	
<i>In English there is the Active Voice and the Passive Voice. The Active Voice is when the someone is doing an action. The passive voice is when an action is done to something or someone.</i>	
Active Voice example:  I drive a car.  The police shot the thief.	Passive Voice example:  The car is driven (by me).  The thief was shot (by the police).
<i>We often use passive voice when we are talking about or describing objects or what object's purpose is.</i>	
e.g., Coffee pot – this is coffee pot. It is used for serving coffee and it is usually made of glass. It is used by F&B staff.	
<b>Structure</b> <b>to be + past participle of verb</b>	
<b>cook = (past participle) cooked</b>	<b>make = (past participle) made</b>
is / are cooked  was / were cooked  e.g., <b>The chicken is cooked well.</b>	is / are made was / were made e.g., <i>The cake was made by my sister.</i>
<b>When we talk about materials or ingredients we can use:</b>  <b>made of, made from, made with</b>	<i>e.g., The necklace is made of 100% gold. This box is made from plastic. (manufactured) Cutlets are made with fish and potato. (food)</i>

Individually, ask students to change all the active voice sentences into passive voice sentences. Go through the example together to ensure students understand the task.

Once they have finished allow them to pair-check before whole-class feedback.

**Example:**

Active Voice = I usually use a baking tin for baking cakes.

Passive Voice = A baking tin is used for baking cakes.

**Answers:**

1. I made cake with butter, flour, sugar, and milk.

**Cake is made with butter, flour, sugar and milk.**

2. The supermarket delivers the vegetables every day.

**Vegetables are delivered every day by the supermarket.**

3. We cook the chicken in the oven.

**The chicken is cooked in the oven.**

4. We store the frozen fish in the walk-in freezer.

**The frozen fish is stored in the walk-in freezer.**

5. I use a whisk for whisking eggs.

**A whisk is used for whisking eggs.**

6. The factory makes pots and pans from stainless steel.

**Pots and pans are made from stainless steel by the factory.**

7. We keep the forks and knives and spoons in this drawer.

**The forks and knives and spoons are kept in this drawer.**

8. We clean the refrigerator once a week.

**The refrigerator is cleaned once a week.**

9. We prepare hot dishes here, in the hot range area.

**Hot dishes are prepared here, in the hot range area.**

10. We wash crockery and glassware in the dishwashing area.

**Crockery and glassware is washed in the dishwashing area.**

### **Activity O**

Put students into pairs and nominate one student as 'A' and the other as 'B'. Explain that they are going to do a role-play. Student A has to imagine they are showing a new staff member their workplace kitchen. They need to name and describe the different kitchen areas and kitchen equipment. Student B will listen and ask questions. Students can then reverse roles. Ask for volunteers to present their role-play to the class. If possible, have pictures of professional kitchens to help the students visualize. Alternatively, they can use the kitchen in Activity B.

*\*If you are teaching in a place that has a training kitchen, encourage the students to explore / use the space for their role play, if possible.*

### **Activity P**

Explain that students are going to prepare and practice their Safety Protocols presentation. They should have their group posters with them as that was their homework from the last lesson.

See if students can remember what a good presentation is.

Write the following prompts on the board to discuss together as a class

- ▶ What is a presentation?
- ▶ What is a group presentation?
- ▶ What makes a good presentation?

#### **Possible answers:**

- ▶ *What is a presentation?*

It is a speech that you give to explain something or present an idea.

- ▶ *What is a group presentation?*

A group presentation is a presentation made by a group of people. You have a group leader, and every member of the group presents a part of the presentation.

- ▶ *What makes a good presentation?*

A good presentation is clear and easy to follow and interesting.

A good speaker is someone who speaks clearly (not speaking too fast or too slow), makes eye contact, and knows what he or she is talking about.

Reiterate the purpose of the presentation - why they are being asked to do this, i.e. that it is important to have the skill of public speaking. This will help their confidence in English speaking and give them an experience that will be useful in any job / work situation.



Go through the example structure of a presentation with the class:

**Example Presentation Structure:**

First Speaker - Introduce the group members, topic and display poster. Explain very briefly what your group is going to talk about from beginning to end.

Speaker 2 - Present your part.

Speaker 3 - Present your part.

Speaker 4 - Present your part.

Final Speaker – Final comments.

Ask students as a group to decide who is going to present each part. Students must think about what they are each going to say for their part and practice together as a group. Go through the useful phrases that might help them in their preparations.

**Some useful phrases:**

- ▶ Good morning / Afternoon ladies and gentlemen / everybody.
- ▶ Welcome to our presentation / We are happy to present for you today.
- ▶ Let's meet the team –
- ▶ We are going to talk about –
- ▶ I am going to talk about –
- ▶ Thank you for listening / We hope you enjoyed our presentation.

After students have prepared what they will say, encourage them to rehearse. Monitor and give feedback where necessary on content as well as language.

**WRAP UP**

If there is time, do a wrap up activity (see Teacher's Notes). Praise the students for the hard work they have done. Finish the lesson by setting the homework task, going through the Self-Assessment grid and reminding the students of the Internet box and the Learner Training box.

**Homework Task**

Set the homework for this evening and make sure that all students understand the task.

**HOMEWORK:**

**HAVE YOU FINISHED YOUR PRESENTATION SAFETY POSTER ? If you have not, make sure your group finished the poster. Tomorrow is presentation day!!**

**Choose one kitchen appliance (big or small) and do some research on it. Write a short paragraph about that appliance. Use the passive voice appropriately:**

- What is it called?
- Who created it?
- Which is the best brand?
- What is it made of?
- How is it used?
- How is it cleaned?
- Where in the kitchen is it usually found?

**Self-Assessment**

Guide students to the self-assessment grid in their workbook and ask them to honestly rate themselves thinking about today's lesson.

SELF - ASSESSMENT			
I can...	Very well	OK	Need more practice
I can understand words related to kitchen areas.			
I can understand words related to kitchen equipment.			
I can understand how to use "a", "an", and "the"			
I can use "this", "that", "these", and "those"			
I can understand how to use the passive voice.			

## Learner Training

Remind students of the importance of learner training in raising awareness of their own learning processes and actions; helping them to reflect on what they need to do to progress. Go through today's task to ensure students understand.

### LEARNER TRAINING

There will be many names of utensils that you will have to know. How can you get the right pronunciation? How can you practice? How can you know the purpose of a utensil or equipment? Think about these questions when you do your homework. What are the answers to these questions? Can the Internet help you?

## Website Links

Explain to students again that website links below provide a re-cap of some of the material they have learnt in today's lesson.

### On the YouTube / Internet:

There are many videos on the YouTube and there is a lot of information on the Internet to help you with your English vocabulary, grammar, listening and pronunciation.

Here is a Professional Kitchen Tour video:

<https://www.youtube.com/watch?v=Dsu9JiKLVas>

Here is an introduction to large kitchen equipment:

<https://www.youtube.com/watch?v=LcjWp7f7p78>

OXFORD PICTURE DICTIONARY has a YouTube Channel that is useful for practising pronunciation.

[https://www.youtube.com/channel/UCw3SDlcp8B\\_CEMlvgi4XHBw](https://www.youtube.com/channel/UCw3SDlcp8B_CEMlvgi4XHBw)

Here is a video about kitchen utensils from Oxford Picture Dictionary:

<https://www.youtube.com/watch?v=FRgq68so53s>



# INDUSTRY AND BRIGADE

<i>Time duration</i>	Morning
<i>Vocabulary Overview</i>	Vocabulary related to catering industry and kitchen staff
<i>Grammar Overview</i>	Prepositional verbs/phrases, 'want to' / 'would like to' and 'like to'
<i>Objective</i>	Talk about the people I work with
<i>Materials</i>	Student's Workbook, Trainer's Manual

## The learning outcomes for this lesson are that students can:

- Understand words related to kitchen brigade
- Say the different job names in the kitchen brigade
- Understand words related to the catering and hospitality industry
- Understand the difference between 'want' / 'would like' and 'like'
- Use simple phrasal verbs
- Use pronouns.

## WARM UP AND REVIEW

Students are going to play hangman with their groups. Remind them to use appliance names, utensil names or kitchen spaces for their words. Write these down onto separate slips of paper. All students should turn over their slips so they are face down in the centre of the table. Students will take it in turns to pick a slip from the pile and use this vocabulary for their hangman. The student who picked the slip will draw the dashes on a piece of paper for their group who will guess the word. Make sure that once students have guessed the word, that they can also define it to their friends. Groups continue until all the slips have been used.

## HOMEWORK COLLECTION

All homework should be done on separate pieces of note paper. Please collect students' homework.



### Activity A

Explain that students are going to review what they did in lessons 6 to 9. Elicit what they remember about the lessons were **(they learned about personal hygiene, food safety hazards, food safety practices and kitchen spaces and equipment).**

Ask them to look at the pictures in their workbook to see if they know what they are. Students should label the pictures with the correct words from the blue box. Allow students to pair-check before going through the answers together as a class.

#### Answers:



handwashing sign

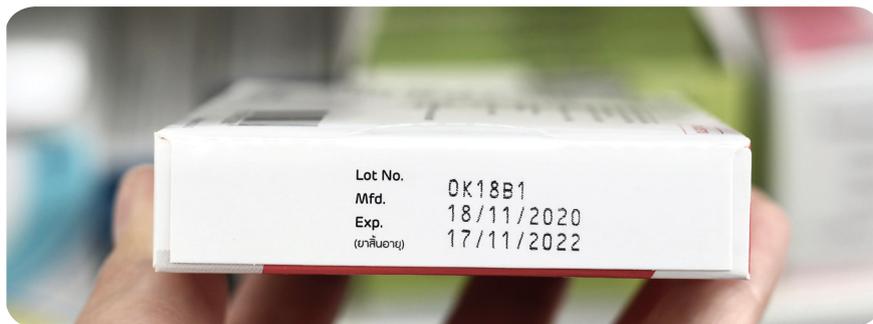


equipment guide / instruction manual

#### COMMON FOOD ALLERGIES



food allergens



Expiry dates on packaging

Put students into small groups and ask them to discuss the following questions:

- Why is it important to read instructions manuals?
- What does “Best Before” mean? Why is it important to check expiry dates on food packaging?
- Why should we know about food allergens?

## Activity B

Remind students that in the last lesson they learned about the different kitchen areas. It is important to know who is in charge of the different kitchen areas. Ask students to shout out any kitchen roles / names that they know the name of but do not comment on these yet.

Ask students to now look at the table below as you read through the different roles and their responsibilities. (You can nominate students to read the responsibilities information.) Model the correct pronunciation and do some drilling of each role.

Role	Responsibilities
Chef de Cuisine (shef-de-kui-zeen)	Develop recipes, introduce new products, in charge of everything
Sous-Chef (soo-shef)	Responsible for different parts of the kitchen, ensures proper workflow
Chef de Partie (shef-de-party)	Control the workstation Monitor hygiene and safety of own workstation
Commis (ko-mi)	Assist in food preparation, some cooking, cleaning, deliveries, and stock rotation
Escuelerie (es-qu-leri)	Head Dishwasher
Kitchen Porter / Steward	Maintain the hygiene standard of all kitchen areas, safe storage of equipment and maintaining cleaning schedules for utensils, glassware, crockery, and cutlery
Chef Garde-Manger (shef-gard-mon-jair)	Responsible for preparation of cold food
Chef de Saucier (shef-de-saw-si-air)	Responsible for the sauces, stocks
Chef de Entremetier (shef-de-on-tre-me-ti-air)	In charge of soup, vegetable and egg dishes but NOT meat dishes
Chef Patisserie (shef-pa-ti-se-ri)	In charge of pastry, desserts (sometimes we say Pastry Chef)

In pairs, ask students to match the roles / jobs to the kitchen areas. Go through the answers together as a whole-class.

**Answers:**

Kitchen space / area	What?	Who?
Chef Office	Menu planning, document filing, interview new staff	<b>Chef de Cuisine</b>
Hot Range	Soups and Main Courses	<b>Chef de Entremetier</b>
Patisserie <i>(pa-ti-se-ri)</i>	Desserts	<b>Chef Patisserie</b>
Cold Kitchen	Salads and Appetizers, cold food	<b>Chef Garde-Manger</b>
Dishwashing Area	Dishwashing machines	<b>Escuelerie</b>

### Activity C

Ask if students know which language many of the names of kitchen staff come from (**they come from French, the language of France**). Find out if students know where France is (**in Europe**). Do they know why so many kitchen staff names are in French?

Now explain that students are going to read a passage about the 'Kitchen Brigade'. Allow students to read through quickly, and then ask what information they could gather from the passage. Before they read the text again they should look at the 5 questions so they know what answers they are looking for in the text.

The kitchen brigade is the name we give to the team that works in a professional kitchen. This expression comes from the French word "Brigade de Cuisine" (**bri-gard-de-kui-zeen**). The father of "Brigade de Cuisine" and modern French cuisine and the culinary (cookery) arts, is a chef called Chef Georges Auguste Escoffier.

It is because he is French that so many words in modern culinary arts are in French. It was this man's kitchen practices which are responsible for the standardized practices of cooking and catering that we use in professional kitchens all over the world today. He believed a professional kitchen can only function efficiently and smoothly if everyone in the kitchen understands his or her role completely and complete their tasks accurately.

Professional or commercial kitchens come in different sizes. The way kitchen staff members are organised depends on the size of the establishment. Large kitchens need more staff and more specialization of staff functions. In small kitchens one person may do many different jobs. In a typical professional kitchen, there is a Chef de Cuisine, or head chef. He or She gives instructions for dish preparation, creates the menus and checks stocks. The sous chef supports the chef de

cuisine and takes charge when the chef de cuisine is not in the kitchen. The sous chef will check on deliveries, supervise the preparation of raw ingredients and maintenance and hygiene of staff and the entire kitchen. In a large kitchen there will be a chef de partie for each, different station. In a small kitchen the chef de partie does the same job as a sous chef. The chef de partie manages orders and deliveries from suppliers as well as giving tasks to commis chefs. Finally, you have the commis chefs who assist the chef de partie, take care of food preparation, and checking quality of products and making sure equipment is functioning properly.

### Answers:

1. Who is the father of modern French cuisine? **The father of modern French cuisine is a chef called Chef Georges Auguste Escoffier.**

2. What did he believe? **He believed that a professional kitchen can only function efficiently and smoothly if everyone in the kitchen understands his or her role completely, and complete their tasks accurately.**

3. Are professional / commercial kitchens all the same size? **No, commercial kitchens are not all the same size.**

4. What does the Chef de Cuisine do? **The Chef de Cuisine gives instructions on dish preparation, creates the menus and checks stocks.**

5. What does a Commis Chef do? **The Commis chefs takes care of dish preparation, mise-en-place and checking quality of products and making sure equipment is functioning properly.**

Allow students to check their answers with their partners before doing whole class feedback. Now ask students to look at the pictures and mark them A, B, C, D (see below). Then ask students to match the pictures to the actions 1, 2, 3, 4.

### Answers:



A



B



C



D

**A** 1. buying raw ingredients

**B** 2. preparing food

**C** 3. giving instructions

**D** 4. planning menus

Refer students back to the passage and get them to find out who is responsible for the actions / tasks below. Show them that one example is done for them.

**Answers:**

Supervise all kitchen operations → Sous Chef

Buying raw ingredients → Chef de partie

Giving instructions for dish preparation → Chef de Cuisine

Planning menus → Chef de Cuisine

Giving tasks to commis chefs → Chef de partie

Take care of food preparation → commis chef

**Activity D** 

Tell students they are going to listen to / read a conversation between two people. Akyas and Kumari who are discussing different types of restaurants and services.

Have the students listen to / read the conversation once and elicit from the students what they could understand.

Next, have the students read questions 1-3. Then ask the students to listen to / read the text again to find the answers. Have students check their answers with a partner before doing whole class feedback.

*Option 1: Teacher reads text aloud (with a stronger student reading one of the parts)*

*Option 2: Students read the text*

*Option 3: Students listen to the audio*

If students are listening to the audio, allow them to read the text when listening for the second time.

**Akyas:** Hi, Kumari, what are you doing?

**Kumari:** I am looking at this Careers Magazine.

**Akyas:** Why?

**Kumari:** I am thinking of my future. What do you want to do in the future Akyas?

**Akyas:** I **would like to** have my own restaurant in the future.

**Kumari:** Wow! What kind of restaurant?

**Akyas:** I am not sure yet. Maybe Italian, maybe Indian, maybe Japanese!

**Kumari:** It is a very difficult job. You are responsible for the menu and the staff and the service. Everything!

**Akyas:** I know, but I **like to** be in charge of many operations. I **like to** attend to my customers and give the best food and the best service! What about you Kumari?

**Kumari:** I **want to** be a pâtissier (*pa-ti-si-air*) or a Chef de Patisserie. I **love** making desserts. Or maybe I **would like to** start a wedding cake shop.

**Akyas:** That is a nice dream.

**Kumari:** Yes, but I think my own wedding cake shop will be very hard. I have to carry out many duties. I have to supervise the staff, check the quality of ingredients, and deal with difficult customers!

**Akyas:** Yes, maybe, but you can do that. You will be a great boss I am sure.

**Answers:**

1. What would Akyas like to do in the future?

**In the future Akyas would like to have his own restaurant.**

2. What would Kumari like to do in the future?

**In the future Kumari would like to be a pâtissier or a Chef de Pâtisserie.**

3. Why is it difficult to manage your own restaurant or shop?

**It is difficult to manage your own restaurant or shop because you are responsible for everything! You are responsible for the menu, the staff, service, you have to check the quality of the food / ingredients and deal with customers.**

Now ask students to look at the highlighted words in the conversation and elicit meaning. They should then match those words (on the left) to the meanings (on the right). Allow students to check with their partner before checking with the whole class.

**Answers**

would like to	wish to , I have a dream to, I want to
want to	want to, wish to, desire to
like to / love	enjoy, get pleasure from

Point out to the students that 'would like to' and 'want to' are the same in meaning but that 'would like to' is a more polite way of speaking.

Point out that 'like / love' does not have the same meaning as the other two expressions.

Guide students to the Grammar Box – 'want to' / 'would like to', 'like to'. Ask students to first read it on their own, then go through it together as a whole class.

**GRAMMAR BOX – want to/would like to, like to**

*It is easy to confuse these expressions. We use these expressions in different ways.*

We use “would like” to express the things we want or desire. It is referring to the future:  
It is more polite (less direct) to use “would like” than “want

Structure:

would like + noun  
would like + to + verb  
would not (wouldn't) like + noun / to + verb

Example:

I would like some tea please. ( I want some tea please.)  
I would like to go to the zoo. (I want to go to the zoo.)  
I would like to be Chef de Cuisine one day. (I want to be Chef de Cuisine one day.)  
I wouldn't like to try skydiving – it is dangerous!

We use “like” to talk about the activities we enjoy.

**Structure: like + to + verb,  
do not (don't) like + to + verb**

Example:

I like to play badminton. (I enjoy playing badminton.)  
I like chocolate very, very much! (I love chocolate!)  
I do not (don't) like to drive because I am not good at driving.

Write the following questions on the board whilst students are reading the Grammar Box. Give them a couple of minutes to think about their answers or to make a few notes for each question. Put students into pairs to ask and answer each question.

**Questions:**

1. *What would you like to do in the future?*
2. *What would you like to eat for dinner?*
3. *What sports do you like?*
4. *What TV programmes do you like?*

## Activity E

Refer students back to the underlined words from Activity D and ask what they notice about these verbs. (**They are followed by a preposition**). Elicit that they are therefore called 'Prepositional Verbs'.

Ask students to match the underlined verbs from the conversation (on the left hand side) to their meaning on the right. Allow pair checking before class feedback.

### Answers

1. I am responsible for	b. It is my duty to, I am in charge of
2. He is in charge of	d. He controls, he manages, he is the leader of
3. She attends to	c. She takes care of, she looks after
4. They carry out	e. They do, they perform
5. We deal with	a. We handle, we manage

Now ask students to use the prepositional verbs from the previous task to complete the sentences. Monitor whilst students are writing before whole-class feedback.

*(In the students' workbooks the term 'phrasal verb' is used. You can explain to the students that prepositional verbs, like the ones they are using in this activity, are a type of phrasal verb.)*

### Answers:

1. The commis chefs <b>carry out</b> food preparation jobs.
2. The Chef de Cuisine is <b>responsible for</b> menu planning.
3. The Chef de Partie <b>deals with</b> any problems at their workstations.
4. The waiters <b>attends to</b> customers in the restaurant.
5. The Sous Chef is <b>in charge of</b> kitchen operations when the Chef de Cuisine is not there.

Now give students time to practice reading the sentence aloud with a partner. Again, monitor whilst students are speaking, helping when necessary.

Direct students to the Grammar Box – 'prepositional verbs and phrases' Ask students to first read it on their own, then go through it together as a whole class providing any extra support needed.

**GRAMMAR BOX – prepositional verbs and phrases**

In English we have many verbs (action words) and some of these verbs come with a *preposition*

Prepositions = out, on, in, for, of, with, up, down

When we add a preposition to a verb, it changes the meaning of the verb.

**For example: VERB**

deal = hand out

She deals the cards so we can play a card game

**For example:****PHRASAL VERB**

deal with = handle, manage

She deals with customer problems.

carry = hold in your arms

He carries the baby.

carry out = do, perform

He carries out equipment maintenance.

pick = choose

I pick this T-shirt.

pick up = lift, collect

I pick up the garbage

*In English there are a few prepositional phrases that are useful to remember:*

For example:

Be in charge of = control of → ( I am / She is in charge of floor cleaning.)

Be responsible for = my duty → ( I am / He is responsible for vegetable chopping.)

Be good at = have good ability → ( I am / they are good at driving.)

Explain that when prepositional verbs are used, they usually need an object for the action or a noun. Direct students to the two sentences in their workbook and ask what they notice about them. See if they can discover the rule for themselves.

A. *I am good at dancing.*

B. *I am good at cricket.*

If they are unsure you can ask students to match the rules with the sentences above.

A. I am good at dancing.      Prepositional verb + verb (ing)

B. I am good at cricket.      Prepositional verb + noun

Now ask students to find the mistakes (there are 7) in the text and then to correct the mistakes.

In a big, professional kitchen , there are so many people! It is hard to remember who is who. The Chef de Partie in charge of my stationing is a very nice person. He takes care of his teaming and he is always telling us to wash our hands and watch our health. The kitchen steward's name is Sam and he is responsible for collecting and washing all the pots and pans and plates. He is very good at his jobbing. The Sous Chef is very strict, but she is also kind. She is good at communicating the tasks and jobs for each day. Her instructions are clear. I enjoy my job. I would like to learn more about supplies and delivery. I like to deal with peopleing

Allow students to check their answers with a partner before whole-class feedback. When going through the answers as a group, encourage students to explain why it is correct / incorrect e.g. take care of + noun.

### Answers

1. The Chef de Partie in charge of my stationing	The Chef de Partie in charge of my station
2. He takes care of his teaming	He takes care of his team
3. He is responsible for collect	He is responsible for collecting
4. and wash all the pots and pans	and washing all the pots and pans
5. He is very good at his jobbing	He is very good at his job
6. She is good at communicate	She is good at communicating
7. I like to deal with peopling	I like to deal with people

Now ask students to label the pictures with the correct prepositional verbs from the box below the pictures. Allow them to check with a partner before whole-class feedback.

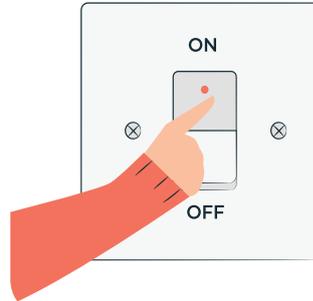
Answers



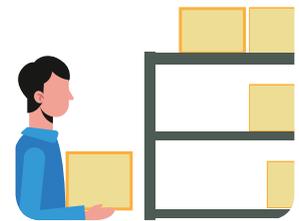
sort out garbage



pick up (something/  
someone)



switch on / off the  
light



put away  
supplies



deal with customer  
complaints



look for (someone/  
something)



be in charge of staff



attend to customers

**\* While the students are doing this exercise, write sentences 1 – 8 from the next exercise on the board.**

Nominate a few students to read the sentences 1 - 8. Have the students underline the sentences in their workbooks as follows:

1. I am searching for the Manager.
2. He is responsible for the team.
3. He takes care of customer orders.
4. She separates glass and plastic waste.
5. We handle computer problems every day.
6. They have to get the food supplies now.
7. Could you put on the fan please?
8. You must store frozen fish immediately.

Now students should use the prepositional verbs from the last exercise to replace the underlined words in the sentences, and rewrite the sentences:

Remind students how verbs change when using 'he' or 'she' (add 's').

**Answers**

1. I am <u>searching for</u> the Manager.	1. I am <u>looking for</u> the Manager.
2. He is <u>responsible for</u> the team.	2. He is in <u>charge of</u> the team.
3. He <u>takes care of</u> customer orders.	3. He <u>attends to</u> customer orders.
4. She <u>separates</u> glass and plastic waste.	4. She <u>sorts out</u> glass and plastic waste.
5. We <u>handle</u> computer problems every day.	5. We <u>deal with</u> computer problems every day.
6. They have to <u>get</u> the food supplies now.	6. They have to <u>pick up</u> the food supplies now.
7. Could you <u>put on</u> the fan please?	7. Could you <u>switch on</u> the fan please?
8. You must <u>store</u> frozen fish immediately.	8. You must <u>put away</u> frozen fish immediately.

**Activity F**

Put students into groups of 4 or 5 people and explain that they are going to play a game called ‘Snap!’ On separate pieces of paper ask students to write down the prepositional verbs that you write on the board. Model and drill the pronunciation of each one and ensure students understand meaning. Now ask students to place the pieces of paper on the table with the writing facing up and decide who will be the “speaker” in the group. The “speaker” will say one of the verbs out loud and the rest of the group must compete to touch that paper. The first student to touch the correct paper then becomes the “speaker”. Students must not grab the paper.

Once students have all had a couple of turns with this you could change the rules so that the “speaker” becomes the “actor” and must act out the verb for their group to guess.



List of words to write on the board:

throw away the garbage, switch on the light, put on your uniform, pick up my friend, pick up the delivery, put on you apron, put away the supplies, clean up the kitchen counter, sort out the supplies, look for someone/something, take out the food, wipe down the counters

### Activity G

Explain that in this Activity students must match the duties / roles of various kitchen staff to the correct person in the table. Allow students to work together with a partner and then go through the answers together.

#### Answers

Role	Responsibilities
Chef de Cuisine	<ul style="list-style-type: none"> <li>➤ is responsible for menu planning</li> <li>➤ plans new dishes and campaigns</li> </ul>
Sous-Chef	<ul style="list-style-type: none"> <li>➤ ensures good workflow in the whole kitchen</li> <li>➤ is in charge of staff schedules</li> </ul>
Chef de Partie	<ul style="list-style-type: none"> <li>➤ supervises food preparation in one section of the kitchen (workstation)</li> <li>➤ supervises basic training</li> </ul>
Commis	<ul style="list-style-type: none"> <li>➤ carries out simple food preparation jobs</li> <li>➤ deals with storing of raw ingredients</li> </ul>
Waiter and Waitresses	<ul style="list-style-type: none"> <li>➤ attends to customer needs</li> <li>➤ promotes new dishes and campaigns</li> </ul>
Kitchen Porter / Steward	<ul style="list-style-type: none"> <li>➤ takes care of cleaning and sanitation of kitchen equipment</li> <li>➤ is responsible for cleaning schedules</li> </ul>

*\*FOR YOUR INFORMATION: In smaller catering businesses, one person may have more than one role and therefore take on more responsibilities. Every establishment will be clear with what each job entails. If you feel your students are able to understand, you can share this information.*

## **Activity H**

Put students into groups of 4 or 5 again and explain that they will play a guessing game. Give each group of students a set of job cards and ask one person in the group to shuffle the cards and put them face down, in the centre of the table. The group should decide who will go first. That person should take a card BUT NOT LOOK AT IT. Instead, they show the card to their group, and their group have to give hints (they can use gestures and actions as well as words) so the student can guess the job on the card. Once students get used to the game you can introduce a time limit to make it more fun and challenging. Demonstrate with a few students first.



<i>Time duration</i>	Afternoon
<i>Vocabulary Overview</i>	Vocabulary related to catering industry and hospitality staff
<i>Grammar Overview</i>	Review this, that, these, those, here, there, Pronouns
<i>Objective</i>	Talk about the people I work with
<i>Materials</i>	Student's Workbook, Trainer's Manual

.....

### Activity I

Ask students how much they know about the industry they are going to be working in. Do they know what the industry is called? (the catering industry) Explain that they are going to learn more about the catering industry by reading the passage.

When you join a professional kitchen, you are joining the world of catering. Catering is the service of providing food and drink. There are two types of catering services – commercial and non-commercial.

Commercial catering businesses serve food and drink for money (profit). Non-commercial catering services provide food and drink as part of a social service (social welfare). All catering services need a professional kitchen and well-trained workers or staff.

Most commercial catering is found in restaurants, cafes, pubs, bars, and fast-food outlets. You will also find commercial catering in hotels, guesthouses, resorts and bed and breakfasts (B&B) – these places are part of the hospitality industry. Commercial catering is also part of the transport industry – you can find restaurants in airports, kitchens that provide food for airline companies (airplanes), luxury cruise ships and buffet (buh-fay) cars on trains. Catering can also occur at private events, such as weddings, banquets (bank-wets), and public events.

Non-commercial catering services are managed by companies, or the government and you find these catering services in office or factory canteens, hospitals, school canteens and prisons.

There are many ways to enjoy food service. You can dine-in or order takeaway or have your food delivered. And there are many ways to enjoy the restaurant experience. For example, you can go to a la carte (a-la-kart) restaurants, gourmet (goor-may) restaurants, buffet (buh-fay) restaurants, chain restaurants, ethnic restaurants and specialist restaurants.

Have the students read through once and elicit what information they have gathered. Next, have the students look at the table below the passage. Go through the table to ensure they understand meaning. Tell the students to fill in the blanks using the information in the passage. They can work in pairs or in groups. Set a time limit.

Answers

Types of catering	Types of Venues	Types of service	Types of restaurants
commercial catering	resorts	dine – in (sit down and eat)	Ethnic restaurants
	guesthouses		
	hotels		
	pubs		A la carte restaurants
	cafes		
	bars		
	fast-food outlets		
B&B	Gourmet restaurants		
non-commercial catering (welfare catering)	hospitals	(order at food service location and carry home)	Buffet restaurants
	schools		
	prisons		
	offices / factories	(order food and it is sent to your home)	Chain restaurants
airports			
luxury cruise ships			
Transport Industry	trains buffet cars	Specialist restaurants	

Point out to students the underlined words in the passage and ensure they understand the meaning by asking for examples. Now ask students to label the pictures with the correct words underlined in the passage.

Answers



School canteen



Banquet



Cafe



Buffet car



Fast-food outlet

Now ask students to match the words from the left to the words from the right. Allow them to check their answers with a partner before whole class feedback.

Answers

1. a la carte	e. order from a menu
2. buffet	b. self-service food
3. gourmet	c. high-end (expensive) restaurant
4. ethnic	a. food from one country
5. specialist	d. vegetarian or seafood (one type of food)
6. fast-food outlet	g. serves food very quickly (some food is pre-cooked)
7. chain restaurant	h. all the restaurants have the same design and menu
8. table d'hote	f. fixed price, course menu only

Students continue with the next set exercise - write true (T) of false (F) for the statements. They can refer back to the passage to confirm their answers before you do whole class feedback.

### Answers

1. Catering means providing people with food and drink.	<b>T</b>
2. The term 'catering' is only used for events such as weddings and parties.	<b>F</b>
3. The term 'catering' is only used in hotels and restaurants.	<b>F</b>
4. Catering services are part of the hospitality and transport industries.	<b>T</b>
5. Catering services require a professional kitchen.	<b>T</b>

Finally, ask students to answer the following questions by making notes. Once they have finished they should ask their partner and compare answers.

#### 1. Name 2 fast-food restaurants near your house.

**Are they international chains or local chains?**

#### 2. Why do you think it is good for customers to have a choice of service?

#### 3. What type of place would you like to work in and why?

Monitor whilst students are discussing and make a note of any good language and also any mistakes for error correction.

## Activity J

Tell students they are going to read / listen to a conversation between two people, Mary and Kumari who are talking about different staff members. Tell the students to listen to / read the conversation and elicit what information they could gather. Before they listen / read for the second time, direct them to the 4 questions so they know what to listen / look out for.

*Option 1: Teacher reads text aloud*

*Option 2: Students read the text*

*Option 3: Students listen to the audio*

**Mary:** Kumari, look at this hotel brochure. Isn't this **your** brother?

**Kumari:** Yes, **it** is. **He** is the head waiter at this hotel's restaurant.

**Mary:** Oh! **I** didn't know that. Does **he** enjoy his job?

**Kumari:** Yes, but **it** is hard work. **He** has to supervise the work of other waiters and waitresses.

**Mary:** Do **you** know who the F&B Director is?

**Kumari:** F&B? What is that?

**Mary:** That means the Food and Beverage Director.

**Kumari:** Yes – **you** mean Mr. Punchihewa?

**Mary:** **I** see. Do **you** know anyone else here?

**Kumari:** **I** know only **my** brother and one of the receptionists. She is **my** friend from school.

**Mary:** Can I see the brochure? Who are these people?

**Kumari:** **They** are the housekeeping staff, **I** think. **They** look after the rooms.

**Mary:** Wow. **My** father was a doorman for a big hotel, many years ago.

**Kumari:** Really?

**Mary:** Yes. Now **he** owns a small hotel. **I** want to help **my** father one day and I hope to make **our** family hotel bigger.

Once students have answered the questions, get them to check with a partner and allow them to listen again or read if necessary. Get feedback as a whole class to check answers.

**Answers:**

1. Who does Mary see in the hotel brochure? <b>Mary sees Kumari's brother in the hotel brochure.</b>
2. What is the job of the head waiter? <b>The head waiter has to supervise the work of other waiters and waitresses.</b>
3. What does F&B mean? <b>F&amp;B means the Food and Beverage Manager.</b>
4. What is Kumari's friend's job? <b>Kumari's friend's job is a receptionist.</b>
5. What was Mary's father's job? <b>Mary's father's job was a doorman for a big hotel.</b>

**Activity K**

Show students that in the dialogue in Activity J there are some words which are highlighted. See if students can identify these words (**green highlights are pronouns, orange highlights are possessive pronouns**) and when they are used (**instead of using names and when we want to show who is doing the action**). Ask students to change the sentences in Activity K by adding the pronoun. Go through the first one together as an example.

Example:

He

They

~~The man~~ is looking for some old books. ~~The books~~ are very expensive.

**Answers**

1. The girl is studying.	1. <b>She is</b> studying.
2. The boy has a lot of homework.	2. <b>He has</b> a lot of homework.
3. The women are busy.	3. <b>They are</b> busy.
4. Pradeep and I are responsible for stock rotation today.	4. <b>We are</b> responsible for stock rotation today.
5. The cat is sleeping.	5. <b>It is</b> sleeping

Direct students to the Grammar Box – 'pronouns'. Ask students to first read it on their own, then go through it together as a whole class providing any extra support needed (pay special attention to the jobs of different pronouns – subject, object, possessive).

**GRAMMAR BOX – Pronouns**

*We use pronouns to show who is doing the action. We use pronouns so we do not have to use the noun all the time.*

**Different pronouns have different jobs in a sentence.**

Subject pronouns are the most common:

I	You	He	She	They	We	It
---	-----	----	-----	------	----	----

Object Pronouns – we use these pronouns to show the object of the action:

Me	You	Him	Her	Them	Us	It
----	-----	-----	-----	------	----	----

For example:

Give the books to the girl. —————> Give them to her.  
 Feed the dog. —————> Feed it.  
 Who is taking care of Tom and me? —————> Who is taking care of us?

Possessive pronouns show us who is the owner:

My	Your	His	Her	Their	Our	Its
----	------	-----	-----	-------	-----	-----

For example:

This is my brother.                      These are his shoes.                      Welcome to our house.

Now ask students to change the underlined parts of the sentences below and replace them with an appropriate pronoun. Again, allow students to pair-check before feedback.

**Answers**

1. The rose is red, and <u>the rose</u> is beautiful.	1. The rose is red, and <b>it</b> is beautiful.
2. The farmer works hard so <u>the farmer</u> is tired.	2. The farmer works hard so <b>she / he</b> is tired.
3. Will you see Akyas today? Could you give Akyas <u>this book</u> please?	3. Will you see Akyas today? Could you give <b>him</b> this book please?
4. Shanika likes fashion and Shanika likes new clothes. I want to show <u>Shanika</u> my new T-shirt. <u>My new T-shirt</u> is very cool.	4. Shanika likes fashion and Shanika likes new clothes. I want to show <b>her</b> my new T-shirt. <b>It</b> is very cool.

5. Q. What are you doing to that dog? A. I am cleaning <u>the dog</u> .	5. Q. What are you doing to that dog? A. I am cleaning <b>it</b> .
6. Is this <u>Benjamin's</u> book?	6. Is this <b>his</b> book?
7. My mother has four sisters. <u>The four sisters</u> like to talk. The <u>four sisters</u> call <u>my mother</u> every day.	7. My mother has four sisters. <b>They</b> like to talk. <b>They</b> call <b>her</b> every day.

Ask students to fill in the gaps of the sentences below with an appropriate pronoun. Monitor whilst students are answering before whole class feedback. Put students into pairs and give them time to practice reading the dialogue out loud with their partner. Again, monitor whilst students are practicing.

### Answers

A: (Anne and I) **We** are going to the cinema. Do you want to come with (Anne and I) **us**?

B: Yes, that would be nice. What is the movie?

A: The Avengers.

B: Oh no, **I** watched (that movie) **it** last week with **my** sister.

A: Oh dear. Did you like (the movie) **it** ?

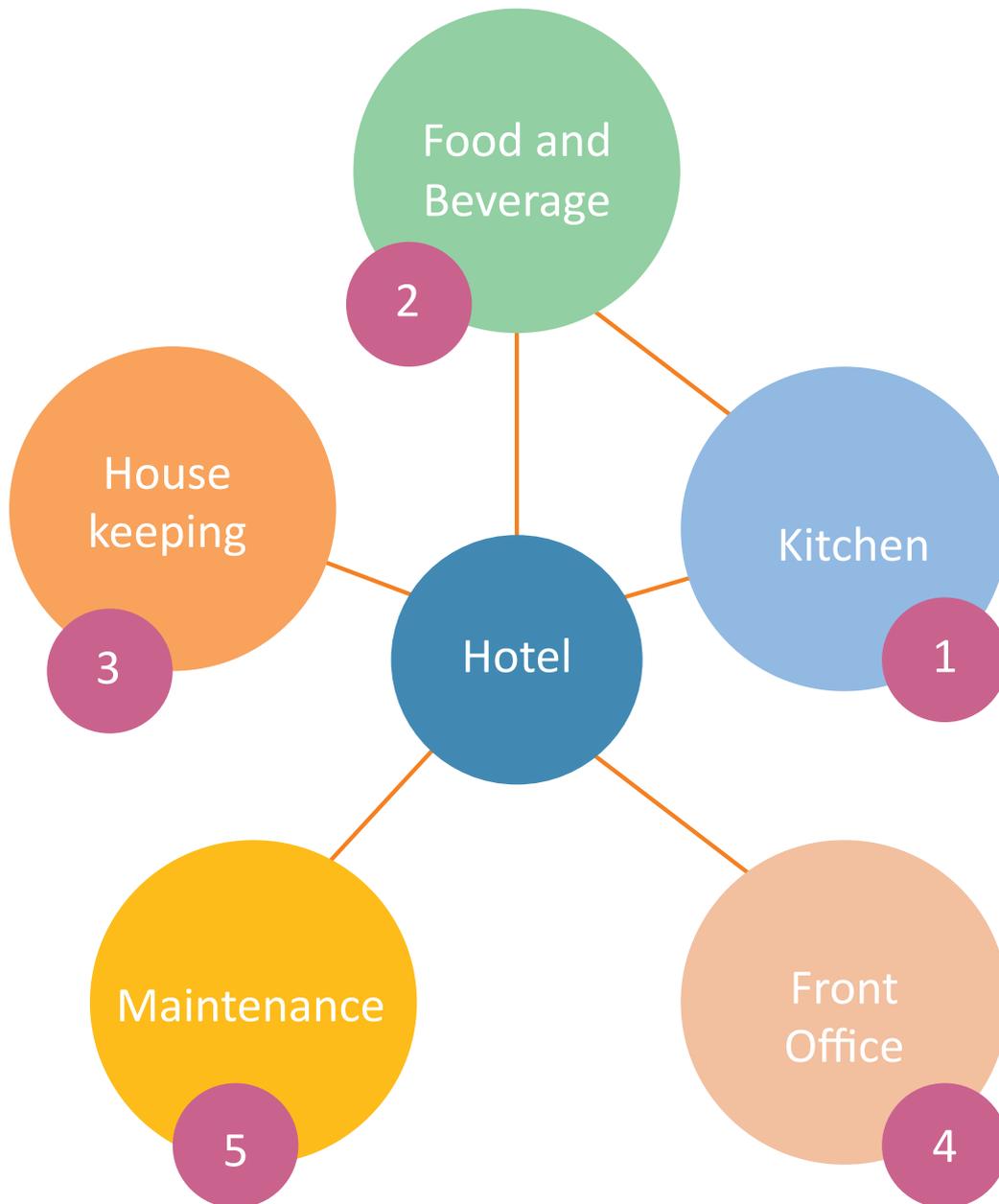
B: Yes, but **it** is very noisy at the cinema. And very cold.

A: Do not worry. **we** are taking **our** jackets.

### Activity L

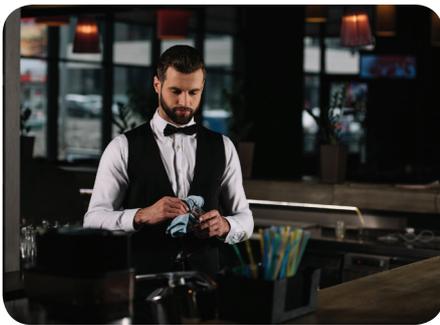
Ask students if they can remember what Mary and Kumari were talking about in Activity J (**the staff at their hotel**). Explain that many restaurants are found in hotels, so they should know about all the different types of staff in a hotel. In their workbooks students will see a diagram which shows the way different staff support the kitchen. Ask them to read the descriptions and then match the description of each group (number) in the boxes to the correct part of the diagram. Do the number 1 together as a class.

### Answers



**Activity M**

Tell students to look at the pictures and definitions in their workbook and to match these to the job names. Do number 1 together as a class. Allow them to check their answers with a partner before whole-class feedback.

**1. Bartender**

This person makes and serves drinks. He or she works in the bar area.

**2. Housekeeping staff**

This person makes beds, cleans rooms, bathrooms and furniture..

**3. Chef Garde-Manger**

This person is responsible for preparation of cold dishes such as salads.

**4. F&B Director**

This person is responsible for all Food and Beverage Staff and areas.

**5. Maintenance staff**

This person checks electrical equipment, air conditioners, water pipes, heaters, and he or she fixes any problems.

**6. Front desk staff**

This person takes care of guest reservations /bookings and guest complaints.



### 7. Waiter / waitress

This person takes guest or customer orders, serves food and drinks and clears tables.



### 8. Doorman

This person opens the doors for guests or customers and sometimes helps with baggage.

## Activity N

Direct students to the passage and explain that they must read the text and answer the questions, writing true (T) or false (F). Allow them to read the statements before they start to read the text. Encourage the students to read the passage more than once but do set a time limit.

In the hospitality industry there are many terms (words) for us to learn. It is important to know the terms we use for the different teams that work in a large business such as a hotel. We need good teamwork because we need many groups or teams of people to make sure a big hotel can operate smoothly. The two main groups are Front of House (FOH) and Back of House (BOH).

Front of House = these are the people who work with guests and customer directly. Front-of-house team members include managers, front desk staff, porters and doormen. In a hotel restaurant, the front of house team includes a *maître d'hôtel* (*may-truh-doh-tel*), or head waiter, captains, waitresses and waiters, busboys and busgirls, bartenders, and sometimes a *sommelier* (*so-me-li-air*). The head of operations for food and beverage is the Food and Beverage Director. He or she takes care of all operations that deal with food and drink. The *maître d'hôtel* is in charge of guest reservations (in a smaller restaurant the head waiter does this job). The captain (station head) is in charge of one section of the restaurant so big restaurants can have two or three captains. They supervise the waiters and waitresses and bus boys or girls. The busboy or girl job has to clear tables or serve water or bread to tables. There may be a *sommelier*, who is charge of recommending wine to customers. There may be a bartender, who makes the drinks in the bar area.

Back of House = these are the people who do not face the customers or guests. The magic of a hotel is the smooth operation of back of house teams. There is the kitchen team or Kitchen Brigade, the maintenance team, the housekeeping team, the marketing team, and the finance team. Each team has its own team leader or manager or director.

With so many teams and people, it is important to have good teamwork and good team spirit. This means you must understand and respect all the jobs of all the people who work with you in your workplace, and you should understand your own job clearly and do all your tasks on time.

Give students time to answer the statements and allow them to check their answers with a partner. During whole-class feedback encourage students to give a reason if they wrote 'F' (false).

**Answers:**

1. Front-of-house staff work with guests and customers directly. <b>T</b>
2. The maître d'hotel is in charge of the kitchen brigade. <b>F</b>
3. The captain is the owner of the restaurant. <b>F</b>
4. The head of all restaurant and bar operations is the F&B Director. <b>T</b>
5. Bus boys and girls must clear tables and bring bread or water to the table. <b>T</b>
6. Waiters and waitresses take orders and serve meals. <b>T</b>
7. The sommelier is a wine expert. <b>T</b>
8. The bartender makes drinks in the kitchen. <b>F</b>
9. Good teamwork helps the smooth operation of a hotel. <b>T</b>
10. To be a good team player you do not have to do anything. <b>F</b>

**Activity O**

Tell the students to look at the pictures on the next page and remind them of how we use 'this' and 'that'. Tell students they are going to read / listen to a conversation between different team members. Have the students read / listen to the conversation once and then ask what information they gathered.

*Option 1: Teacher reads text aloud*

*Option 2: Students read the text*

*Option 3: Students listen to the audio*

Before they listen / read a second time, direct them to the 4 questions so they know what to listen / look out for.

**Benjamin:** Hey, you are late! Hurry up.

**Shanika:** Sorry, I was in the bathroom. What is happening?

**Benjamin:** We are meeting the F&B staff members today. Shhh.

**Chef de Cuisine:** Good afternoon everyone. It is nice to see all of you together. Today we are getting to know the different teams in F&B. This is important because we should support each other in the workplace. We have the Kitchen crew and the front- of- house team. Let me introduce the F&B Director – Mr. Punchihewa.

**Mr. Punchihewa:** Thank you Chef. It is nice to meet you all. My name is Mr. Punchihewa. This is Mr. Gunawardene. He is the Head Waiter at this restaurant. And that is Ms. Fonseka. She is in charge of the café and bar in the front of the hotel. They will introduce themselves in a minute. These are the waiters and waitresses of the restaurant, café and bar.

**Chef de Cuisine:** And I am Chef Ranganathan. This is my kitchen crew. Let us get to know each other. Do you know the different jobs we all do here?

If students listened to the conversation, allow them to check their answers with a partner before whole class feedback.

If students are reading the text, allow them to check with a partner but give a little less time since this is an 'easier' option to find the answers.

#### Answers:

- |  |
|--|
| 1. What is the kitchen staff doing today? <b>They are meeting the F&amp;B staff members today.</b>   |
| 2. Who is in charge of the café and bar? <b>Ms. Fonseka is in charge of the café and bar.</b>  |
| 3. Who is the Head Waiter? <b>The Head Waiter is Mr. Gunawardene.</b>  |
| 4. Why do you think it is important to understand the jobs of different teams? <b>It is important to understand the jobs of different teams to be able to support each other in the workplace.</b> |

Now ask students to fill in the gaps with **this, that, these those, here, there** as appropriate. During feedback, go through the answers together and discuss any other possibilities and the meaning, e.g. **This** is Mr. Punchihewa v **That** is Mr. Punchihewa v **Here** is Mr. Punchihewa, etc.

Answers:

- |   |
|---|
| 1. <b>This</b> is Mr. Punchihewa.       |
| 2. Is <b>this / that</b> your bag?      |
| 3. <b>This</b> is my friend, Louise.    |
| 4. Look at <b>that</b> dog, over there. |
| 5. Come <b>here</b> , please.           |

Direct students the pictures in their workbooks again and go through them together. Now put them into pairs and get them to practice making sentences by using the objects or people around the classroom.

For example: This is my table.  
That is the blackboard.  
The bathroom is over there.



Here's the reception desk



This is Louise



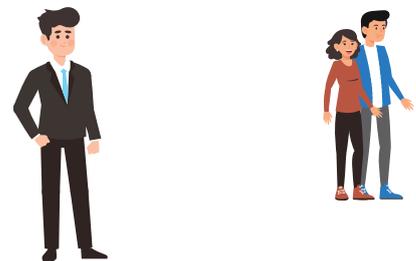
These guests are checking in



There's the reservations office



That's Seth



Those guests checked out five minutes ago

## **Activity P**

Explain to students that it is now time to give their presentations!

Before they present, allow the groups time to practice and prepare. Once they have practiced, explain that each group will have only 5 minutes to present their poster and their ideas. As one group presents, ensure that other students are taking notes to ask some questions at the end of the presentation. Wish each group Good Luck before they start.

Presentation topics

- ▶ Fire
- ▶ Cuts and Burns, Accidents (First Aid)
- ▶ Electric Equipment / Utensils
- ▶ Food safety
- ▶ Personal Safety

## **WRAP UP**

Congratulate all the students for their presentations! Finish the lesson by setting the homework task, going through the Self-Assessment grid and reminding the students of the Internet box and the Learner Training box.



## **Homework Task**

Set the homework for this evening and make sure that all students understand the task.

**HOMEWORK:**

Here are some more chef job names. Find a pronunciation website (see below) to help you find the correct pronunciation of these names. Practice:

Chef Legume	Responsible for vegetable dishes
Chef Patisserie	Prepare dessert
Chef Boulangerie	Prepare bakery items
Chef Piossonier	Prepare fish and seafood dishes
Chef Entremetier	Prepare entrée (soup, vegetable dishes, egg dishes but NOT meat)
Chef Potage	Answer to the Chef entremetier Prepare soup
Chef Rotisserie	In charge of the Rotisserie (roasting and broiling)
Chef Friturier	Prepare fried food

**Self-Assessment**

Direct students to the self-assessment grid and ask them to honestly rate themselves on the tasks they completed today. Explain that it's ok if they tick 'need more practice' in any area.

SELF - ASSESSMENT			
I can...	Very well	OK	Need more practice
Understand the words related to kitchen brigade			
Say the different job names in the kitchen brigade			
Understand words related to the catering and hospitality industry			
Understand the difference between “want/would like” and “like”			
Use simple phrasal verbs			
Use pronouns			

### Learner Training

Again, remind students of the importance of learner training. Go through today’s task to ensure students understand.

#### LEARNER TRAINING

Why do you think every job in the kitchen brigade is important? What would happen if you had no escuelerie? Why is it important to work as a team? Would you prefer to work in a small kitchen of a large kitchen? Why?

## Website Links

Explain to students that the website links below provide a review of some of the material they have learnt in today's lesson and it would be helpful for them to recap again at home.

### On the YouTube / Internet:

There are many videos on the YouTube and there is a lot of information on the Internet to help you with your English vocabulary, grammar, listening and pronunciation.

For pronunciation you can try the Pronunciation Academy:

<https://www.youtube.com/c/PronunciationAcademy/videos> OR try [forvo.com](https://forvo.com) <https://forvo.com>

Learn about the Kitchen Brigade:

<https://www.youtube.com/watch?v=y3KpoBEXQOU>

Watch the Escoffier system in action:

[https://www.youtube.com/watch?v=grGI\\_uYUCPM](https://www.youtube.com/watch?v=grGI_uYUCPM)

# LET'S TALK ABOUT FOOD

<i>Time duration</i>	Morning
<i>Vocabulary Overview</i>	Food groups
<i>Grammar Overview</i>	Singular and Plural
<i>Objective</i>	Read and understand a long piece of text
<i>Materials</i>	Student's Workbook, Trainer's Manual

## **The learning outcomes for this lesson are that students can:**

- Talk about their favourite dish and meal.
- Talk about food or a dish they have eaten before.
- Describe food.



## **WARM UP AND REVIEW**

As this is the start of week three it would be useful to do a little bit of vocabulary revision to begin the lesson so that students can remember some useful words and phrases from the past two weeks.

Ask for one volunteer to come to the front of the class and sit with their back to the board. They must remain facing forward and not look at the board. Write one word that you want students to revise on the board behind seated student, e.g. contamination. When you say 'go' the rest of the class must start to either mime or explain the word to their teammate. Once they guess the correct word, you can change the student at the front and put up a new word on the board behind them. Continue for a few rounds.

The teacher can choose 'easy' words to start with, perhaps ones that are students know well, or words they covered recently, the teacher could also choose words which are easy to mime or to explain. Words can be chosen in advanced based on the level of the students.

## **HOMEWORK COLLECTION**

All homework should be done on separate pieces of note paper. Please collect students' homework.

### Activity A

Write up the following words on the board:

FOOD                      DISH                      INGREDIENT

Ask students to explain to you the difference between these words as best they can.

Direct the students to the list of words in their workbooks. Nominate students to read through the words and practice any pronunciation if necessary. Tell the students that they must put the words into the correct columns of the table. Show that there are examples. They can work in pairs to check answers before you give whole class feedback.

omelette	salmon	salad
tomatoes	tuna	spinach (spi-nich)
rice	beef	apples
soup	beef curry	pumpkins
carrots	chocolate pudding	garlic
basil leaves	cake	peas
coriander	flour	apple pie
turmeric	cornflakes	ice cream
eggs	lamb	grilled vegetables
	fried chicken	mashed potatoes

**Answers:**

DISH	INGREDIENT		
e.g., salad	apple pie	e.g., carrots	flour
omelette	grilled vegetables	tomatoes	cornflakes
rice	mashed potatoes	basil leaves	lamb
soup	ice cream	coriander	pinach
beef curry		turmeric	apples
chocolate pudding		eggs	pumpkins
cake		salmon	garlic
fried chicken		tuna	peas
		beef	

**Activity B**

Ask students if they know the names of any food categories. You can start them off by saying 'fruit and vegetables', see if students can come up with any more, prompting as necessary. Direct the students to the table in their workbooks. Tell students to work in groups of three or four and add more food names to the table. Set a time limit of 2 minutes. When the time is up have one student from each group give examples on one category. Correct or discuss when necessary.

**Possible Answers**

Fruits and Vegetables	For example: cucumbers, cabbage tomatoes, onions, potatoes, chili, eggplant, etc.
Dairy	For example: curd yoghurt, butter, ice cream, milk, cream, ghee
Meat/Fish/Poultry	For example: chicken beef, pork, fish, shellfish, mutton, lamb
Grains and Cereals	For example: rice cornflakes, barley, oats, corn, sorghum
Lentils / Pulses	For example: dahl, green gram mung bean, cow pea, chickpeas, kidney beans

## Activity C

This reading task is to be done in stages and is designed to help the students understand the different types of reading skills we have for learning a language.

### Stage 1:

Explain to students that they are going to read a passage about different food groups. Explain that they are going to focus on reading skills. The first one is called skimming. Explain what skimming means and how to do it (**read the first few sentences of each paragraph**). Give students 1 minute to skim the passage. They can discuss with classmates.

### Stage 2:

Ask the students to fill in the Reading Skills #1 Table as best they can (they do not have to write full sentences). They can check their ideas with a partner before you give whole class feedback.

### Stage 3:

Explain to students that the next reading skill is called scanning. Explain what scanning is. Have the students look at questions 1 -9. Tell the students to think about what words they should look for when looking for answers. For example, question 1 asks what parts of a plant can be eaten. Elicit from the students that they should look for the words 'parts of a plant' and 'eat' in the passage to find the answer.

### Stage 4:

Give students 10 minutes to scan for answers to the questions. They can check their answers with a partner before you give whole class feedback.

### Stage 5:

Ask the students to read the passage again. This is the third skill- intensive reading, Give them 15 minutes to read quietly and slowly. **\*While they are reading, draw the plant picture on the board.**

### Stage 6:

Students who finish reading should answer question 10. They can also label the plant picture. Ask some students to share their answers for question 10. Nominate a student to label the plant picture you drew on the board.

### Stage 7:

Review the reading skills.

### What are the different READING SKILLS?

Skimming — Reading in order to get a general idea of the text / information (gist).

Scanning — Reading in order to get the information you need.

Intensive Reading — Reading in order to understand and absorb the information.

Extensive Reading — Reading for pleasure

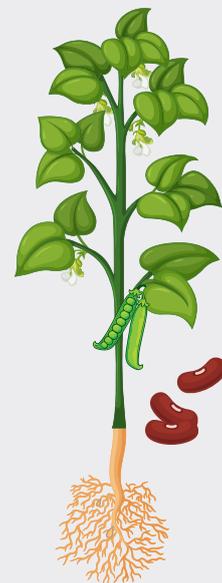
If you want to be a cook or a chef, it is important to have a good knowledge of food. When you expand your food knowledge, you deepen your understanding of taste and texture, cooking methods and how we create new dishes. Let's start with the basics: food that comes from plants.

Fruits and vegetables are the words we use to group food that comes from plants. We eat many different parts of a plant. Fruits are parts of the plant that flower and turn into fruits. This means that some food we call vegetables are actually fruit. For example, tomatoes. We eat stems and shoots, pods, and seeds, leaves, and roots and of course, flowers. We also eat bulbs (e.g., onions and garlic) and tubers (**two-bers**) (e.g., potatoes), which grow in the soil.

Nuts, lentils, grains, and herbs are also food we gather from plant parts. Spices are the parts of a plant that are dried, grounded, or powdered to make it easier to cook with. What spices do you know? How many types of seeds, stems and other plant parts go into a Sri Lankan curry powder?

Other food we eat that looks like a plant is fungi. But fungi are not plants. Fungi do not grow in the same way as plants do. They do not have leaves or flowers. There are many varieties of fungi, but some fungi are poisonous (**poi-ze-nes**). Do not pick fungi in a forest unless you are a fungi expert! The supermarket is the safest place to find edible fungi such as button mushrooms or oyster mushrooms.

Learning about the different parts of the plant that are edible is an important part of your food knowledge. Learning more about different fruits and vegetables can tell you if the part of the plant contains allergens (**aller-jens**) or poison. It can inform you about fibre content, taste, and texture. This will help you understand which preparation and cooking methods are best for the different parts of the plant. The enormous variety of plants can nourish the human body without the need of dairy products, meat, and seafood.



However, dairy, meat, seafood, and eggs provide the necessary animal protein, and it is important as chefs to know about the different types of dairy, meat and seafood that are available. Dairy products all come from the milk of an animal – cow, buffalo, goat, sheep. Dairy products are very versatile, for example, cheese can be used in soups, salads, sandwiches, and in main dishes. Cream can be used to add thickness to soups while yoghurt and curd is used in desserts and even salad dressings.

Meat is the flesh of domestic or wild animals. Different animal meat has a different name; pork comes from pigs, beef comes from cows, mutton comes from sheep and poultry meat comes from birds. Seafood can be divided into two groups – fish and shellfish. Fish and shellfish can be further divided into freshwater or saltwater varieties. Shellfish are animals that have a shell. A bivalve (**bye-valve**) shellfish means it has two shells, for example, oysters. Fish and shellfish are highly allergenic food and so it important to let the customer know if you are using fish or shellfish in a dish.

And finally, we must not forget eggs. Eggs are a wonderful source of nutrients, and they can be used or cooked in a variety of ways. Although chicken eggs are the most commonly used eggs, it is possible to find duck, geese and quail (**ku-wail**) eggs in the markets.

### Reading Skills #1 ANSWERS

This text is about – different food groups and general food knowledge
Paragraph 1 is about – It is important to have a good knowledge of food as a cook or chef
Paragraph 2 is about – The different parts of the plant that we can eat
Paragraph 3 is about – nuts, lentils, grains, herbs and spices
Paragraph 4 is about – fungi and what fungi is
Paragraph 5 is about – understanding plants parts and how to prepare or cook them
Paragraph 6 is about – dairy products
Paragraph 7 is about – meat, poultry, fish and shellfish
Paragraph 8 is about - eggs

**Reading Skills #2 ANSWERS**

1. What parts of a plant can we eat? <b>We can eat fruits, stems, shoots, pods, seeds, leaves, roots and flowers.</b>
2. Is fungi a plant? <b>No it isn't.</b>
3. Name two types of mushrooms: <b>button mushrooms and oyster mushrooms</b>
4. What do dairy, meat, seafood and eggs give the human body? <b>They give the human body animal protein.</b>
5. How can cheese be used? <b>Cheese can be used in soups, salads sandwiches and main dishes.</b>
6. What is meat? <b>Meat is the flesh of a domestic or wild animal.</b>
7. How many shells does a bivalve shellfish have? <b>A bivalve shellfish has two shells.</b>
8. Do we eat only chicken eggs? <b>No, we don't. We can also eat duck, geese and quail eggs.</b>
9. Why is it important to know about food? <b>It is important to know about food because it can deepen our understanding of cooking, taste, texture and help us create new dishes.</b>
10. What ingredients are you interested in? <b>(own answers)</b>

**Parts of a Plant ANSWERS**

1. Flower
2. Leaf
3. Fruit
4. Stem
5. Root

Ask a few students to read out the words in the green box. Check and practice any pronunciation. Then place students into groups and tell the students to put the words into the correct rows of the table. Give them an example using 'bulbs' = onions, garlic.

### Answers

Leaves	basil, parsley, lettuce
Stems /shoots	celery, broccoli, asparagus
Roots	beetroot
Tubers	manioc, sweet potato
Bulbs	onions, garlic
Fruits (used as vegetables)	avocado, cucumbers, beans, tomato, okra, peas
Fruits	mangosteen, papaya, orange, tamarind, strawberries
Nuts and Seeds	cloves, cashews, almonds
Fungi	oyster mushrooms

*\*If you are teaching in a place that has a training kitchen, you can choose to do this activity using real food items. This activity can be a discussion about how we classify plant parts and how different plant parts are used. This will require some preparation on the teacher's part.*

Ask the students to read the text in red. Then have the students circle the correct answers below.

Vegetarians eat mostly vegetables, fruit, lentils, etc., but they can sometimes eat dairy and eggs. Vegans cannot eat anything that comes from an animal.

### ANSWERS

1. Vegetarians eat meat.	YES	<input checked="" type="radio"/> NO
2. Vegans can eat eggs.	YES	<input checked="" type="radio"/> NO
3. Vegans can use butter on their bread.	YES	<input checked="" type="radio"/> NO
4. Vegetarians can drink milk or soy milk.	<input checked="" type="radio"/> YES	NO

**Activity D**

Ask students to match the meat to the animal. Show them that one example has been done for them. Once they have finished they can check their answers with their partner.

**ANSWERS**

Chicken	comes from chickens / hens
Beef	comes from cows
Mutton	comes from sheep or goats
Pork	comes from pigs
Venison	comes from deer
Boar	comes from wild boar

**Activity E**

Ask students to look at the following words and to circle which ones are NOT dairy products. Nominate a student to remind everyone what dairy products are made from (dairy products are made from the milk of a cow or a buffalo). Allow students to check their answers with a partner before giving whole class feedback.

yoghurt    butter    eggs    cake    soymilk    curd  
 low-fat milk    lamb    cheese    cream cheese    tofu  
 whipped cream    almond milk    ghee    oats    coconut milk

**Activity F**

Ask students to shout out the names of any seafood they know. Now direct them to the pictures in their workbook and ask them to label the pictures with the correct words from the box. Go through pronunciation.

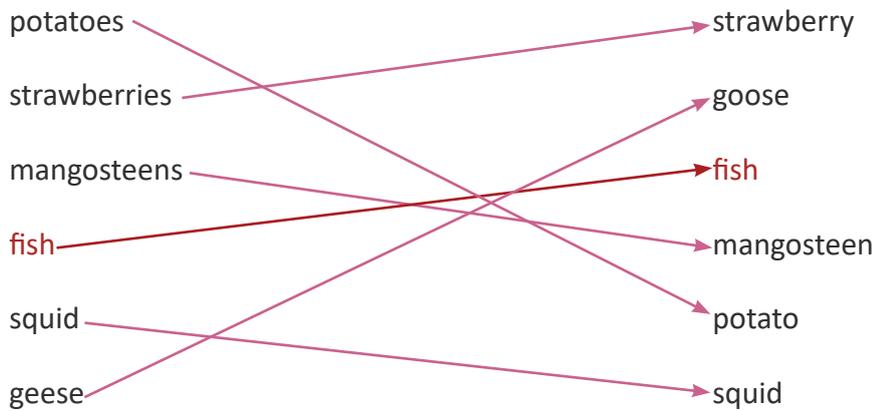
**ANSWERS**

2) clams	5) salmon
4) (freshwater) crayfish	6) scallops
1) squid	3) (freshwater) crab

**Activity G**

Write the words 'singular' and 'plural' and ask students if they know the meaning of these words. Give examples. Ask students how they normally make a plural word (**add an 's'**). Now ask them if they know of any exceptions, e.g. foot – feet, sheep – sheep. Direct them to Activity G where they have to change some plural words into singular. Show them that one example has been done for them. Get them to check with their partner before feedback as a class.

**ANSWERS**



Guide students to the Grammar Box – 'spelling of plural forms'. Ask students to first read it on their own, then go through it together as a whole class. See if students can come up with the rules for spelling plurals on their own before explaining to them. Make sure students understand the meaning of 'countable' and 'uncountable'.

**GRAMMAR BOX – Spelling of Plural forms**

*In English, nouns have a singular form and a plural form. Singular means “one” and plural means “many”.*

*Countable nouns change their spelling when used in plural form. There are rules for how to spell the plural forms:*

**(add “s”)**

seed - seeds  
 pea - peas  
 key - keys  
 monkey - monkeys  
 boy - boys

**(remove “f” and add “ves”)**

knife - knives  
 hoof - hooves  
 shelf - shelves

**(add “es”)**

tomato - tomatoes  
 potato - potatoes  
 bus - buses  
 dish - dishes  
 church - churches  
 match - matches  
 watch - watches  
 glass - glasses  
 box - boxes  
 fax - faxes

**(remove “y” and add “ies”)**

cherry - cherries  
 patty - patties  
 body - bodies

**Irregular countable nouns:**

goose - geese  
 tooth - teeth  
 foot - feet  
 child - children  
 person - people  
 man / woman - men / women  
 mouse - mice

*Uncountable nouns do not change their spelling:*

sheep - sheep  
 fish - fish  
 butter - butter  
 milk - milk  
 water - water  
 chocolate - chocolate

Remind students of what is countable and which is uncountable? This means the object / person can be counted or cannot be counted. Have the students look at the following words and put a tick next to the nouns that they think can be counted. They can do this with a partner.

**ANSWERS**

book	<input checked="" type="checkbox"/>	juice	<input type="checkbox"/>
honey	<input type="checkbox"/>	ant	<input checked="" type="checkbox"/>
table	<input checked="" type="checkbox"/>	taxi	<input checked="" type="checkbox"/>
ant	<input checked="" type="checkbox"/>	spoon	<input checked="" type="checkbox"/>
house	<input checked="" type="checkbox"/>	bread	<input type="checkbox"/>

**Activity H**

Tell the students to use the grammar rules in the box to change all the countable, singular words into their plural form.

**Answers**

a. plates	g. beaches
b. forks	h. feet
c. spoons	i. lunches
d. sandwiches	j. glasses
e. companies	k. classes
f. galleries	l. brushes

Ask the students to fill in the gaps with the correct form of the nouns in brackets:

**Answers**

1. Three tiny <b>mice</b> are hiding under the refrigerator. (mouse)
2. Please give the sandwiches to the <b>people</b> . (person)
3. Today my dentist is going to clean my teeth. (tooth)
4. These <b>men</b> are here to fix the air-conditioners. (man)
5. The <b>children</b> are playing. (child)

<i>Time duration</i>	Afternoon
<i>Vocabulary Overview</i>	Food and nutrients, food descriptions
<i>Grammar Overview</i>	Adjectives review
<i>Objective</i>	Talk about my favourite meal, Understand how to find the topic of a paragraph
<i>Materials</i>	Student's Workbook, Trainer's Manual

### Activity I

Ask the students to skim the text below (give them 1 – 2 minutes). Have the students tell you what the text is about (**it is about nutrients, why we need nutrients and where we get our nutrients from**). Tell the students to look at the table at the bottom of the text and explain they must use the text to fill in the table.

Nutrients are the building blocks of our bodies. Humans **need** different types of nutrients to **build** and **maintain** the different parts of the body.



Protein helps build our muscles and help our bodies grow and **repair**. We can get protein from meat, fish, and eggs. Red meat is also a very good source of iron ( a mineral), which is **vital** for our blood. We can get plant protein and iron from pulses (beans, lentils) and green, leafy vegetables (spinach). Another good source of protein is milk and other dairy products. Low-fat milk and yoghurt are healthy choices for people who need to reduce their fat intake. Dairy products also **provide** much needed calcium (a mineral) for our bones.

We require energy for our brains and nervous system. We get energy from carbohydrates, which we can find in wheat, cereals, rice, potatoes and sugar. Brown rice and wholemeal bread is healthier than white rice and white bread. These food ingredients also provide fibre and calcium, which are important for our bones and our bowels. High-sugar content food includes cakes, biscuits, chocolate, and jams. Soda drinks, chocolate milk drinks and malted drinks also **contain** a lot of sugar.

We should eat a lot of fruit and vegetables because they contain vitamins and minerals (and fibre), which keep our skin, hair, and blood healthy. Fruit and vegetables are low in fat and calories and can help **prevent** many types of diseases.

The human body needs some fats, and we can get this nutrient from food such as butter, oils, nuts, meat and fish. We need fats to help our bodies absorb vitamins. Saturated fat is the worst kind of fat if it is consumed too much. It can be found in ingredients such as butter, cream, and red meat. Unsaturated fat, which comes from vegetables, is a healthier type of fat. It can be found in nuts, vegetable and olive oil, and fish. We need to **achieve** a balanced diet so that we do not **consume** too much fat, or salt and sugar. Although fat, salt and sugar are important for the human body to function, too much fat, salt and sugar can **cause** serious diseases. It is important to enjoy your meals and snacks but maintaining a balanced diet is more important to **ensure** good health.

### Answers

Vitamins	Carbohydrates	Protein	Minerals (and fibre)	Fat
fruit vegetables	e.g., potatoes wheat cereals rice sugar – (soda drinks, chocolate milk drinks, malted drinks, cakes, biscuits, chocolate, jam)	meat fish eggs plant protein – beans, lentils, spinach dairy products	fruit vegetables brown bread brown rice dairy products (calcium)	butter vegetable and olive oil nuts meat fish cream

Ask the students to read questions 1 – 8 and then read the text again to complete the sentences. They can work with a partner and check their answers before you give whole class feedback.

### Answers

1. Human beings need different kinds of **nutrients** to maintain our bodies.
2. Fruit and vegetables are very good for us because they provide **vitamins and minerals**.
3. Carbohydrates such as wheat, cereals, rice, and potatoes give us **energy**.

4. Calcium from **dairy products and some vegetables** is important for strong bones.

5. Saturated fats are the worst kind of fat.

6. Red meat is a good source of **iron**.

7. Too much **fat, salt and sugar** can lead to serious diseases.

8. It is important to keep up a **balanced diet** to maintain healthy bodies.

Tell the students to find the following words in the text and underline them. Have them look at the sentences which these words are in, to help understand the meaning of these words. Then ask students to match the words from the text (on the left) to their synonyms (**words that share the same meaning**) on the right. Show them that one example has been done for them.

need	vital	maintain	build	repair	provide
contain	prevent	achieve	consume	cause	ensure

Now match the words from the text (on the left) to their synonyms on the right:

### Answers

- |             |    |                            |
|-------------|----|----------------------------|
| 1. need     | 2  | a. essential, important    |
| 2. vital    | 8  | b. stop, block             |
| 3. maintain | 9  | c. reach, attain           |
| 4. build    | 5  | d. heal, fix, restore      |
| 5. repair   | 6  | e. supply, give            |
| 6. provide  | 12 | f. guarantee, make sure of |
| 7. contain  | 11 | g. start, produce          |
| 8. prevent  | 7  | h. comprise of, include    |
| 9. achieve  | 1  | i. require, demand         |
| 10. consume | 4  | j. develop, manufacture    |
| 11. cause   | 3  | k. keep up, continue       |
| 12. ensure  | 10 | l. eat, use                |

Ask students If they know what thesaurus is (a book that contains the meaning , synonyms, and antonyms of words). Tell the students that a thesaurus is useful for finding different words that have the same meaning and that this can help them build their vocabulary. However, remind them that: *even though some words have a similar meaning, we cannot always use the words in the same way. Demonstrate this with the sentences in number 1 – demand, need, require.*

Ask the students to look at the sentences below and circle the two sentences that are more natural.

### Answers

1. a) Our bodies demand different types of nutrients.

b) Our bodies require different types of nutrients.

c) Our bodies need different types of nutrients.

2. a) We need calcium to build our bones,

b) We need calcium to develop our bones.

c) We need calcium to manufacture our bones.

3. a) They caused a fire.

b) They produced a fire.

c) They started a fire.

4. a) We must prevent cross-contamination.

b) We must stop cross-contamination.

c) We must block cross-contamination.

**\*if you have access to real thesaurus copies it is a good way to expose students to this great resource. If not, you can tell your students that there are plenty of online thesaurus resources!**

### Activity J

Tell students they are going to listen to / read a conversation between two people, Pradeep and Benjamin, discussing favourite meals of the day. First they should listen/read conversation to get a general idea of the topic (give them 30 seconds). Ask the students to tell you what information they gathered. Next they should read questions 1 – 4 before they listen to / read the conversation to find the answers.

*Option 1: Teacher reads text aloud (with another student)*

*Option 2: Students read the text*

*Option 3: Students listen to the audio*

Allow students to check their answers with a partner before going through with the whole class. Then ask students to answer questions 5 – 8, individually. Ask the students to share their answers with their partner to see if there were any similarities or differences. Nominate a few students to share their answers with the class.

**Pradeep:** Good morning Benjamin. What are you eating?

**Benjamin:** My breakfast. Have you eaten?

**Pradeep:** Yes.

**Benjamin:** Breakfast is my favourite meal of the day!

**Benjamin? Really? Why? Pradeep: Really? Why?**

**Benjamin:** Well, I usually wake up early. I make breakfast for everybody because everybody is still asleep, so the kitchen is nice and quiet! I like to eat a big breakfast.

**Pradeep:** What do you normally eat?

**Benjamin:** On weekdays I make toast, omelette with tomato and onions, some pol sambol, a cucumber salad and we usually have yoghurt or curd. I love cucumbers because I like crunchy things. Sometimes I eat apples instead of cucumbers.

**Pradeep:** Wow! Sounds healthy.

**Benjamin:** It's okay but the weekend is my favourite because we have more time to relax, and I can make a really big breakfast. Then my mother helps me. She often makes pittu, or chapathi and I usually make vegetable curry with leftover vegetables and a dhal curry. I also make a special coffee for my mother and father. I prefer fruit juices but sometimes I make a lassi or a smoothie. I like things that taste fresh and sour. And I am allergic to coffee.

**Pradeep:** What do you mean?

**Benjamin:** If I drink coffee I get a rash and a bad stomach-ache. It is too bitter.

**Pradeep:** That's too bad. I want to have breakfast at your house one day! I usually eat a ham sandwich and drink some water. It's not very healthy. It's not my favourite meal of the day.

**Benjamin:** What is your favourite meal of the day?

**Pradeep:** Dinner!

**\*There is a mistake in the Student Workbook. Tell the students to change the fourth and fifth line in the dialogue – see above.**

### Answers

1) Which meal of the day does Pradeep prefer? **Pradeep prefers dinner.**

2) What does Pradeep normally eat for breakfast on weekdays? **He eats toast, omelette with tomato and onions, pol sambol, cucumber salad and yoghurt or curd.**

3) Who helps Pradeep in the kitchen at weekends? **His mother helps him at the weekends.**

4) What tastes and textures does Pradeep prefer? **He likes things that taste fresh and sour and he prefers crunchy textures.**

**Answers**

5) What is your favourite meal of the day? **Students own answers**

6) What do you usually eat for breakfast? **Students own answers**

7) Do you think you eat a healthy diet? **Why do you think that? Students own answers**

8) What taste do you prefer (salty or sour?) and what textures do you prefer (crunchy or creamy?)  
**Students own answers**

Put students into pairs. Ask them to choose the role of Benjamin or Pradeep. Have the students practice the conversation as it is written first. Then ask students to use the questions in the conversation or the question below to ask their partners about their favourite meal of the day and write the answers in their notebooks.

**Some useful questions:**

*What is your favourite meal? Why?*

*What do you eat every day?*

*Who usually cooks in your house?*

*What do you like to eat for lunch?*

**Activity K**

Ask students to look at the table where they will find different tastes and textures on the left and different food items on the right. Explain that students must match them up in the most appropriate way. Remind them that there may be more than one correct answer to some of the flavours and textures. Do one example with the students using 'salty' (= French fries, fried chicken, potato crisps). Allow students to check their answers in a small group. When going through together as a whole class allow students to explain their reasoning if they have alternative answers. Practice pronunciation.

**Answers**

1. sweet	h. chocolate, cake, caramel
2. sour	f. lime, oranges, grapefruit, narang,
3. salty	a. French fries, fried chicken m. potato chips
4. bitter	e. coffee, tea
5. crunchy	g. apples, cucumbers, lettuce

6. crispy	m. potato chips
7. soft	j. bread, rice
8. hard	k. ice
9. fibrous (containing lots of fibre)	d. mangos, pineapples, burdock
10. creamy	i. whipping cream, mayonnaise l. lassi, smoothie
11. greasy / oily	a. French fries, fried chicken
12. spicy / hot	c. curry, chili paste
13. crumbly	b. cookies, crackers
14. juicy	n. tomatoes, watermelon, peaches

Have the students write about the food they enjoy eating the most and ask them to write about it in their workbooks. Ask them to describe the tastes and flavours of their favourite food. Direct them to the example to guide them with their writing.

Guide students to the Grammar Box – ‘adjectives’. Ask students to first read it on their own, then go through it together as a whole class.

GRAMMAR BOX – Adjectives Review					
<p><i>The words that describe taste or texture of food are called adjectives. We use adjectives to help us talk about or describe nouns, pronouns.</i></p>					
<p>e.g., The kitchen was <u>clean</u> and <u>organized</u> so the executive chef was <u>happy</u> with everyone’s effort.</p>			<p>e.g., A <u>clean</u> and <u>organized</u> kitchen can make the cooking process more <u>efficient</u>.</p>		
<p>Adjectives can be separated into categories:</p> <p><b><i>opinion, size, age, shape, colour, nationality</i></b></p>					
<i>opinion</i>	<i>size</i>	<i>shape</i>	<i>age</i>	<i>colour</i>	<i>nationality</i>
<i>e.g., delicious</i>	<i>e.g., big</i>	<i>e.g., rectangular</i>	<i>e.g., old</i>	<i>e.g., green</i>	<i>e.g., British</i>

Explain to the students that there are many opinion adjectives but not all can be used in the same way. For example, we can say – a good dish, a good person. We can say – a tasty dish. But we cannot say – a tasty person.

Direct the students to the opinion adjectives below the table in their workbooks, and ask them to put the words in the right part of the table:

### Answers

General	Specific		
	Food	Furniture, Buildings	People, Animals
lovely			
beautiful			
good	tasty		handsome
bad	appetizing	comfortable	kind
horrible	delicious		intelligent
terrible			

### Activity L

Explain that students are going to play a guessing game in groups of 3 or 4. Students must take turns to think of a food or a drink name but they do not say it out loud. Group mates must guess the name of the food / dish / drink by asking closed questions and they can only ask 20 questions in total to try and guess the item. Give the students a demonstration by asking one student to think of an item and ask them closed questions, e.g. ***'Is it a vegetable? Is it a drink? Is it green? Is it spicy? Is it crunchy? Can I eat it raw? Is it bitter? Do I have to cook it?'*** Make sure students understand that closed questions can only be answered with 'Yes' or 'No' and encourage them to use different adjectives including the ones from Activity K.

If the students are struggling to guess the food of their classmates, you can write a list of food or dishes or beverages on the board together with the class. The students can choose from the list when they play the game.

**Activity M** 

Write the words 'usually', 'often', 'sometimes' on the board and ask students if they remember when and how we use these types of words (**we use them to talk about how often we do some action – adverbs of frequency**)

Direct students to the conversation and ask them to put the adverbs (in brackets) into the correct position in the sentence. Show them that the first one has been done as an example. Allow students to check in pairs and then go through together by asking two students to read the text out loud.

**Answers**

Speaker 1: What do you usually eat for **breakfast**?

Speaker 2: Well, I have **coffee, cereal, and juice**. (often)

Speaker 1: What **juice** do you like?

Speaker 2: I like watermelon juice the best.

Speaker 1: Do you eat **breakfast** at work? (ever)

Speaker 2: I have breakfast at work. (**rarely**)

Speaker 1: How do you eat **rice**? (often)

Speaker 2: I eat **rice**. (**every day**)

Now get students to rewrite the conversation and change the highlighted words. Get them to practice again but with a different partner. Ask some students to demonstrate their conversation for feedback.

Finally ask students to practice asking and answering the same questions with their partner and to make the answers true for them. You can ask strong / confident students to demonstrate once they have had time to practice.

**Activity N** 

Tell students they are going to listen to / read a conversation between two people, Mary and Akyas. Give the students 30 seconds to skim the conversation and nominate students to tell you what the conversation is about. Next the students should read questions 1 – 4 and then listen to / read the conversation again to get the answers.

*Option 1: Teacher reads text aloud (or with a student)*

*Option 2: Students read the text*

*Option 3: Students listen to the audio*

**Mary:** Hi Akyas. Would you like some of my peanuts?

**Akyas:** Hi Mary, no thank you. I can't eat peanuts.

**Mary:** Why not? You don't like the taste?

**Akyas:** No, I am allergic to peanuts.

**Mary:** Really? Oh, that's too bad. Is it a bad allergy?

**Akyas:** Yes, I get very bad rashes all over my body. If I eat even one peanut I have to go to hospital!

**Mary:** I am really sorry to hear that. Next time I will share fruit with you. I love peanuts. It is a good source of protein for me because I don't eat meat.

**Akyas:** I didn't know you were a vegetarian!

**Mary:** Well, I eat fish and sometimes I eat chicken, but I don't eat red meat. It's just a preference I have. So, I am not a strict vegetarian.

**Akyas:** I see. I think it would be hard for me to be a vegetarian or a vegan.

**Mary:** I agree but I think it is very healthy to be vegetarian or even a vegan. I prefer raw food to cooked food, so I love vegetables and fruit. Don't you think being a vegan is also good for Mother Earth?

**Akyas:** I think it should be a personal choice.

Allow students to check their answers to questions 1 – 4 with their partner before playing the audio again or before reading again. Do whole class feedback by nominating different students to give answers. Ask students to answer question 5.

### Answers

1) What is Akyas allergic to? **Akyas is allergic to peanuts.**

2) What would happen to him if he ate a peanut? **If Akyas eats a peanut he gets very bad rashes all over his body and has to go to hospital.**

3) What food does Mary prefer NOT to eat? **Mary prefers not to eat red meat.**

4) Is Mary a vegetarian? **Mary is not a strict vegetarian because she eats fish and sometimes chicken too.**

5) Are you allergic to any food? **(Students' own answers)**

Ask students to match the words to the correct explanations in the boxes.

### Answers

Someone who does not eat any meat or chicken. They might eat eggs.

**VEGETARIAN**

Someone who cannot eat a lot of dairy products.

**LACTOSE-INTOLERANT**

It is a condition where someone can have serious, physical problems when they eat a food item that they are allergic to. Nuts, eggs, seafood, are common food items that contain **ALLERGENS** that can cause serious physical problems for people who are allergic to them.

**FOOD ALLERGY**

Someone who does not eat food that contains animal products. They do not eat butter, eggs, or consume any dairy products.

**VEGAN**

### Activity O

Explain to the students that this week they are going to practice their writing skills. They will start with paragraph writing. Elicit from the students what they think are the steps to good paragraph writing? They can discuss with a partner and then share with the class.

### Possible Answers

Good spelling

Easy to understand (good flow)

Good grammar

Variety of vocabulary

Clear topic

## **Activity P**

Direct the students to the three examples of paragraphs in their workbooks. Tell the students to read the paragraphs. Ask the students what they think the topic of each paragraph is. They can discuss in groups before they share their ideas. Elicit from them how they know or how they figured out the topic (but do not comment yet). Then go through the answers.

### **Answers**

1. My favorite dish is roast chicken. It is part of a typical Sunday roast in my house, and we have it almost every Sunday. My mother makes the best roast chicken, and I am practicing how to cook it too. We usually have it with roast potatoes, steamed carrots, and peas and lots of gravy. I love it because the roast chicken is tender and flavorful, and the gravy is thick and a little salty. We sometimes have sweet potatoes. Roast chicken is difficult to make but I am sure I can make my mother's roast chicken one day.

TOPIC: Favourite dish

2. My favourite meal of the day is lunch because I can spend time with my classmates. I often have lunch at school. I usually eat fish patties or cheese sandwiches. Some of my friends eat rice and curry or coconut roti for their lunch. We eat outside on the grass. It is like a picnic. We talk about classes, and we talk about food. We have a good time. I love lunch with my friends because it makes me happy.

TOPIC: Favourite meal

3. I enjoy playing badminton in my free time. It is a good sport for me because I can play it inside on a court or outside on the grass or on a quiet road. Badminton gear is light and easy to carry. I play every weekend with my badminton club. We sometimes go for tournaments, and I sometimes win. Badminton helps me be healthy. My whole family enjoys playing badminton. It is my favourite sport to do.

TOPIC: What do you enjoy in your free time/ Favourite sport

**How do we know what the topic of a paragraph is?**

The topic is usually found in the first line of the paragraph – this is called the topic sentence.

*(Sometimes it can be found in the last sentence of a paragraph but this last sentence is usually a paraphrase of the first sentence.)*

Follow up by asking the students what they think of these paragraphs by asking:

Were the paragraphs easy to understand?

Did the paragraphs have good flow?

Was it easy to find the topic?

Did all the paragraphs have a topic?

Did the paragraphs give good examples and reasons?

**WRAP UP**

If there is time, do a wrap up activity (see Teacher's Notes). Praise the students for the hard work they have done. Finish the lesson by setting the homework task, going through the Self-Assessment grid and reminding the students of the Internet box and the Learner Training box.

**Homework Task**

Set the homework for this evening and make sure that all students understand the task.

**HOMEWORK:**

When we write a paragraph, we need to be clear what the topic of the paragraph is. What topics can we write about? Make a list of topics below. Some examples have been done for you:

e.g., favourite dish, favourite meal, hobbies

TOPICS -

\*All homework should be done on separate pieces of note paper, not in the workbook.

### Self-Assessment

Guide students to the self-assessment grid in their workbook and ask them to honestly rate themselves thinking about today's lesson.

SELF - ASSESSMENT			
I can...	Very well	OK	Need more practice
Understand singular and plural word spelling rules			
Read and understand a long text			
Understand about different food groups			
Talk about my favorite meal			
Understand how to find the topic of a paragraph			

### Learner Training

Remind students what learner training is and why it is important. Go through today's task to ensure students understand. The students' answers or thoughts or ideas should be noted down in their notebooks, which you will collect at the beginning of the following week.

#### LEARNER TRAINING

Look at the picture in Activity K. What do you think "umami" means?

There are so many different types of fruits and vegetables available in Sri Lanka – at the wet market (farmer's market) or in the supermarkets. How can you learn the names of different fruits and vegetables in English?

The same goes for meat, cheese, bread. Go to the supermarket and look at the food labels or signs and practice saying them in English.

Know the names of local fruits and vegetables. Educate yourself.

## Website Links

Direct students to the website links below which provide a re-cap of some of the material they have learnt in today's lesson.

### On the YouTube / Internet:

There are many videos on the YouTube and there is a lot of information on the Internet to help you with your English vocabulary, grammar, listening and pronunciation.

#### Useful words for talking about a favourite meal:

<https://learnenglish.britishcouncil.org/vocabulary/beginner-to-pre-intermediate/meals-and-cooking>

#### Writing about a favourite meal:

<https://learnenglishteens.britishcouncil.org/skills/writing/beginner-a1-writing/my-favourite-meal>

#### Learn about adjectives:

<https://learnenglish.britishcouncil.org/grammar/english-grammar-reference/adjective-order> Identifying the topic and topic sentence in a paragraph: <https://www.youtube.com/watch?v=vPQySmjZP7c>



# MENUS AND RECIPES

<i>Time duration</i>	Morning
<i>Vocabulary Overview</i>	Vocabulary related to menus, recipes, measurements, quantities
<i>Grammar Overview</i>	singular/plural, quantifiers
<i>Objective</i>	Understand parts of a recipe
<i>Materials</i>	Student's Workbook, Trainer's Manual

## The learning outcomes for this lesson are that students can:

- Understand vocabulary related to menus and recipes
  - Use quantifiers
  - Identify passive voice sentences
  - Identify parts of a paragraph
- .....

## WARM UP AND REVIEW

Start today with some vocabulary revision so that students can review some useful words and phrases from the last lesson.

Students will play the same game as yesterday but this time in competing teams. Divide the students into 2 teams. One player from each team comes to the front of the class and sits with their backs to the board. They must remain facing forward and not look at the board. Write one word that you want students to revise on the board behind the two players, e.g. shellfish. When you say 'go' the two teams must start to either mime or explain the word to their teammate. The first player to correctly guess the word scores a point for their team. You can then change the students at the front and put up a new word. The team with the most points at the end of the game wins. Today choose words from yesterday's lesson, e.g. poultry, fungi, mutton, beef, nutrients, carbohydrates, calcium, creamy, crumbly, vegan.

## HOMEWORK COLLECTION

All homework should be done on separate pieces of note paper. Please collect students' homework.





Put the following on the board:

**Cabbage, lettuce, broccoli, cauliflower, corn,  
garlic, ginger, spinach, asparagus**

Ask students if these are countable or uncountable nouns. **(They are uncountable)**. Ask students what that means. **(We cannot count them)**



Explain that we CANNOT say – cabbages, lettuces, broccolis, cauliflowers, or asparaguses. We have to add some words to show the number.

**For example:**

One head of cabbage, lettuce, cauliflower

Two heads of cabbage, lettuce, cauliflower

One stem / floret of broccoli

Two stems / florets of broccoli

See if students know how to classify the other vegetables.

A **bulb** of garlic, a **cob** of corn, a **stem** of ginger, a **bunch** of spinach, a **stalk** of asparagus, a **stalk** of celery.

**Tell students they can also use the word “some”:**

There is **some** cabbage.

Could you get **some** cabbage?

**“some” is also used for countable nouns:**

There are **some** tomatoes.

I have **some** tomatoes.

Direct students back to the pictures (fruits and vegetables) and ask them to try using these words to describe and write down what they see. Once students have finished writing they can compare sentences again with their partner by reading them out to each other. Get some feedback once more from different students on what they have written.

Guide students to the Grammar Box – ‘singular and plural’. Ask students to first read it on their own, then go through it together as a whole class.

**GRAMMAR BOX – using “some”, “a lot of”, “any”**

*Object words are called nouns. There are countable and uncountable nouns. Countable nouns have two forms – singular and plural:*

**Countable Nouns**

Singular

an / one egg  
a / one fork  
a / one box  
a / one dish

Plural

many / some / no eggs  
many / some / no forks  
many / some / no boxes  
many / some / no dishes

**Uncountable nouns**

*These are nouns that **do not use** the words “a” or “an” or “one”*

For example:

bread, rice, chocolate, honey, butter, yoghurt, ice cream, milk, juice, water, tea, coffee, salad, mayonnaise, ketchup, sauce, pasta, tuna

*You can use “some” and “a lot of” :*

**”I would like some tea please.  
There is a lot of yoghurt in the fridge.**

**If you want to count these nouns you need to put them into a container:**

A/one glass of water – two glasses of water  
A/one tub of butter – two tubs of butter  
A/one bottle of mayonnaise – two bottles of mayonnaise  
A /one bag or packet of rice – two bags of rice  
A bowl of salad – two bowls of salad  
A can of tuna – two cans of tuna

**For both countable and uncountable nouns, we use “any” for negative sentences and closed questions:**

For example:

We don’t have any milk.

There isn’t any cheese.

There aren’t any oranges.

Have the students fill in the gaps with “some” or “any”.

### Answers

1. We need <b>some</b> coffee.
2. Do you have <b>any</b> potatoes?
3. Are there <b>any</b> fruits in the storeroom?
4. We have <b>some</b> apples.
5. We don't have <b>any</b> papaya.

Ask the students to complete the following conversation by using **any , some , a** correctly:

### Answers

A: Could I have **a** glass of water please?  
 B: Of course, madam. Would you like **any** dessert?  
 A: Yes, please. Do you have **any** specials today?  
 B: Today's dessert special **is** caramel pudding.  
 A: Sounds good. I would like **some** caramel pudding.

## Activity C

Ask students where they will see units of measurements. **(In a recipe, on food packets, delivery orders etc.)** Write the following measurements up on the board and allow students to discuss with their partner what they mean and how to say them.

oz =

g =

m =

l =

kg =

tbsp =

ml =

cm =

tsp =

Go through the answers as a class making sure that students know both how to say them and how to spell them. Note: students may come across slightly different spellings of some words due to American / British English.

**Answers: (British English / American English)**

lb = pound	kg = kilogram
oz = ounce	cm = centimetre / centimeter
l = litre / liter	m = metre / meter
ml = millilitres / milliliters	tbsp = tablespoon
g = gram	tsp = teaspoon

**Activity D**

Ask students what kind of things can be measured. They may answer with only food items so encourage them to look at the units of measurements in Activity C, for example, can food be measured using cm? **(We measure weight, volume and length.)**

Elicit from students what utensils they use when they want to measure food ingredients and see what vocabulary they already know. Do not provide any response yet but direct them to Activity D and ask them to match the names to the pictures.

**Answers**



measuring spoons



measuring cups



measuring scales



measuring cup  
(can also be called  
measuring jug)



measuring beaker

### Activity E

Write the word 'preparation' on the board and elicit from students what this means. **(Before food is cooked or served, food needs to be prepared)**. Explain that there are many food preparation methods that students must learn. Some methods simply require a knife while other methods need different steps. Ask students to look at the pictures and match them with the phrases from the blue box.

Allow students to check answers with their partner before going through together as a class. You can say the number and the class can shout out the answer. Ensure all students have the correct pronunciation by modeling and drilling the phrases.

### Answers



1. portioning



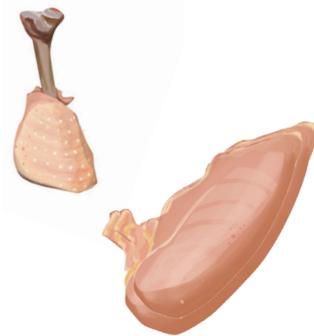
2. marinating



3. parboiling



4. blanching



5. meat, poultry, seafood cuts or trims



6. fruit and vegetable cuts



7. seasoning



8. breading

Now ask students to match the phrases from the pictures with the correct descriptions. Students can check their answers with a partner before whole class feedback. Make sure that students read the whole phrase/words/explanation aloud.

**Answers:**

<b>2 - marinating</b>	Keep meat, fish, poultry in a specially-made liquid
<b>4 -blanching</b>	Put in boiling water for a short time.
<b>3 - parboiling</b>	Partially boil food until it is a little soft but not cooked through.
<b>7 - seasoning</b>	Rub spices or salt and pepper into the food.
<b>1 - portioning</b>	Separate or divide food into equal parts on plates.
<b>6 – fruit and vegetable cuts</b>	Cut into different shapes and sizes.
<b>5 - meat, poultry, seafood cuts or trims</b>	Cut and prepare meat / seafood for cooking.
<b>8 - breading</b>	Cover with breadcrumbs.

**Activity F**

Explain that just as there are many ways to prepare food for cooking, there are also many ways of cooking food. Elicit from students any different ways they know of cooking food but do not give any comments or answers yet.

Put students into small groups and let them look at the pictures in Activity F and see if they can fill in any of the blanks, using the words from the blue box. Go through the answers as a whole class.

**Answers:**

A - frying



B – deep frying



C - poaching



D - roasting



E - baking



F - steaming



G - boiling



H - sautéing



I - grilling



J - microwaving

Ask students which method of cooking is their favourite and why. Students should write their answers in their workbook. Monitor carefully whilst students are writing.

Once they have finished, get students to ask their partner what method of cooking they like and why? Encourage students to ask follow up questions, for example asking what food they like to cook using that cooking method.

## Activity G

Ask students if they have made quiche before. **(Prepare a picture beforehand if possible as having a visual aid is good)**

Write the following words on the board and elicit or explain meaning: **preheat, medium, sprinkle, whisk, saute, lightly browned**

Explain that they are going to read a classic quiche recipe but the instructions are not in the correct order. Students must re-order the instructions from step 1 to step 4. Get students to check with a partner before checking together as a class.

### Answers:

4

a) Bake in preheated oven for 15 minutes. Sprinkle top with remaining Cheddar cheese, and bake for an additional 35 to 40 minutes, until set in centre. Allow to stand 10 minutes before serving.

1

b) Preheat oven to 375 degrees F (190 degrees C).

3

c) In a medium bowl, whisk together eggs and milk. Season with salt and pepper. Pour into the pastry shell, allowing egg mixture to thoroughly combine with spinach mixture.

2

d) In a medium frying pan, melt butter over medium heat. Sauté garlic and onion in butter until lightly browned, about 7 minutes. Stir in spinach, mushrooms, feta cheese and 1/2 cup Cheddar cheese. Season with salt and pepper. Spoon mixture into pie crust.

## Activity H

Explain that students are going to read an Apple Pie recipe. First direct the students to the three pictures and have them match the words to the correct picture.

Answers:



core



pour



peel

Elicit the different parts of a recipe in the workbook: *the ingredient list, the different preparation / cooking methods and the procedure*. Students will see that the text for the procedure has some missing words, which they must fill in, using the words in the smallest box.

Allow students to pair check before whole class feedback.

*\*There is a YouTube video for this Apple Pie Recipe and the link is in the students' workbooks. If your facility allows, let the students watch the video.*

<https://www.allrecipes.com/recipe/12682/apple-pie-by-grandma-ople/>

Answers:

- |               |  |
|---------------|--|
| <b>Step 1</b> | <b>Preheat</b> oven to 425 degrees F (220 degrees C). Melt the butter and add flour to form a paste. <b>Mix</b> in sugar and water and let it simmer.            |
| <b>Step 2</b> | <b>Core, peel</b> and <b>slice</b> the apples.   |
| <b>Step 3</b> | <b>Spread</b> apples on pie crust pastry in pie pan. Cover apples with more pie crust pastry. <b>Pour</b> sugar and butter liquid over the top crust and apples. |
| <b>Step 4</b> | <b>Bake</b> in preheated oven until the apples have cooked and the topping is golden brown, about 40 to 45 minutes.  |

Ask the students what they notice about the language of recipe instructions? (**Recipes use the Imperative Form!**)

<i>Time duration</i>	Afternoon
<i>Vocabulary Overview</i>	Vocabulary related to menus
<i>Grammar Overview</i>	Synonyms and Antonyms, Passive Voice review
<i>Objective</i>	Understand parts of a menu, identify parts of a paragraph
<i>Materials</i>	Student's Workbook, Trainer's Manual

### Activity I

Explain that students are going to read a text about different types of food service or food catering. Allow students to skim the text for about 1 minute. Elicit from the students the general gist of the text and any other information they could gather. Ask students how many types of food service were mentioned in the text (**answer = 5**). Have the students read the text again (give them 10 minutes) and answer any questions they may have.

Today we can experience many different ways of eating food outside our own homes. We can go to a **traditional** restaurant and experience pre-plated or Italian service, or we can **get** takeaway from a food counter. We should know the difference between the services.

English or silver service is very formal and a very **elegant** way to serve food. After guests sit down, food is prepared and arranged on silver serving platters. Waiters or servers bring the platters and serve each guest directly onto the guest's plate, using large, silver forks and spoon or tongs. This kind of service requires lot of silverware and platters.

Family service restaurants are less formal than a silver service, but the food is still brought out in large bowls or platters. However, a server does not serve the guest. Instead, the guests help themselves to how much they want to eat.

Pre-plated or Italian style service is the most common restaurant service that you can find today. A guest orders a dish from a menu, the dish is prepared, cooked and plated in the kitchen before it is served to the guest. The chefs decide the portions. This service is fast, **economical** and efficient. It also requires a lot of different types of crockery or tableware.

Buffet service is a self-service and sometimes it is **combined** with pre-plated service (have you ever seen a salad buffet?). The food is prepared and then **placed in** large dishes, or bain-maries, on counters and tables in one area of the dining room. Guests serve themselves from what is often a large variety of food. Some buffet services are standing style (sometimes with high tables to rest small serving plates on) and others are sit-down buffets where guests can

sit at a table to eat their food. There is less **interaction** between serving staff and guests in this style of food service.

The style of food service **affects** the contents of the menu, the **types of** serving dishes and cutlery that is used, the kitchen set-up, the dining room set up, the training of the servers and the experience of the guest.

Ask students to match the pictures to the food services described in the text (they can check the text again if they need to).

Answers:



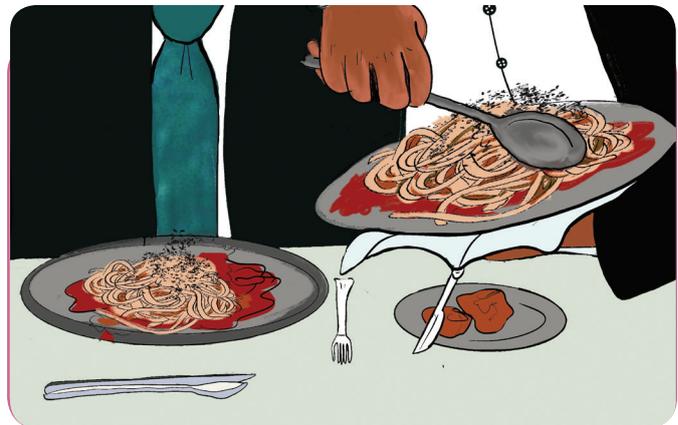
Buffet



Pre-plated / Italian style



Family service



English / silver service

Now direct students to the underlined words in the text and ask them to match the words to the definitions.

**Answers:**

<b>1. The knives, forks, spoon we use to eat food</b>	cutlery
<b>2. serving utensils made of silver</b>	silverware
<b>3. equipment for serving food in</b>	crockery and tableware
<b>4. very large (usually silver) plates</b>	platters
<b>5. Equipment to keep food warm</b>	bain-maries

Now ask students to match the words highlighted in orange in the passage with its synonym.

**Answers:**

1. traditional	<b>i. conventional, established</b>
2. get	<b>a. obtain, gain</b>
3. elegant	<b>e. stylish, classy</b>
4. economical	<b>g. cost-effective, reasonable price</b>
5. combine	<b>b. mix, blend</b>
6. interaction	<b>d. communication, contact</b>
7. placed	<b>h. put, set</b>
8. affect	<b>c. influence, modify</b>
9. types of	<b>f. kinds of</b>

Ask students if they remember what Passive Voice is? Here is an example –

**The food is served on a dinner plate.**

**The dinner plates are made of ceramic.**

There are 6 passive voice sentences in the passage. Have the students find and highlight these sentences. They can do this with a partner.

**Answers:**

- food is prepared and arranged –
- food is still brought –
- the dish is prepared, cooked and plated –
- it is served -
- it is combined -
- the food is prepared and placed –

Guide students to the Grammar Box – ‘synonyms and antonyms’. Ask students to first read it on their own, then go through it together as a whole class.

<b>GRAMMAR BOX – Synonyms and Antonyms</b>	
<i>In English there can be many words that have a similar meaning – these are called synonyms. Words that are opposite in meaning are called antonyms.</i>	
<p><b>Adjectives</b> small big necessary</p> <p><b>Verbs</b> require <b>eat</b></p>	<p><b>SYNONYMS</b> tiny, little large, huge mandatory, vital</p> <p>need consume</p>
<p><b>Adjectives</b> big cheap necessary</p>	<p><b>Antonyms</b> small expensive unnecessary, unimportant</p>
<p><b>It is good to know the synonyms and antonyms of words because it helps you to expand your vocabulary and improve your reading and writing skills. You can find synonyms and antonyms in a book called a thesaurus.</b></p>	

Tell the students that they must rewrite the following passage with appropriate synonyms for the underlined words. They may use a thesaurus or dictionary:

It is nice to spend the day with family. I play games with my younger brothers, and we often consume meals together. My father makes nice meals and my number one dish that he makes is spaghetti carbonara. It is nice because it is creamy, and he makes large portions. I think it is vital for family to spend time together because we live in a busy world.

**Possible Answer**

It is **wonderful** to spend the day with family. I play games with my younger brothers, and we often **eat** meals together. My father makes **delicious** meals and my **favourite** dish that he makes is spaghetti carbonara. It is **amazing** because it is creamy, and he **cooks big** portions. I think it is **important** for family to spend time together because we live in a busy world.

**Activity J**

Go through the words in the blue box and practice pronunciation with the whole class. Have the students first label the pictures correctly using words from the box. Each label’s first letter has been provided to help them find the words.

**Answers**

1. whisky tumbler	5. champagne flute
2. shot glass and shooter	6. crab mallet
3. cake server	7. creamer
4. carafe	

Explain to students that there are three different categories in the table in this activity: **cutlery, crockery and glassware**. Students must put ALL the words in the blue box in the correct places in the table.

Once students have finished get them to check answers with their partner before showing the correct answers on the board or on a piece of paper for students to check their own answers.

**Answers**

CUTLERY (usually made of stainless steel or silver)	CROCKERY (usually made of ceramic or porcelain)	GLASSWARE (made of glass)
e.g., knife fork tablespoon teaspoon butter knife cake server crab mallet soup spoon	plates soup bowls tea cups saucer tea pot creamer egg cup	wine glass shooter champagne flute whiskey tumbler carafe shot glass

### Activity K

Ask students how often they go out for meals and where they go. Elicit what they look at to order food (**a menu**). Now ask students to discuss with their partner what they would expect to see on a menu and to write down their ideas.

#### Suggested answers:

Depending on the type of restaurant / café you might find:
headings for the main parts of a menu
starters, soups, mains, desserts, specials, drinks etc., names of dishes, portion size, ingredients, price, allergy information etc.
name of the restaurant
restaurant contact information
restaurant logo

Explain that there are many different types of dishes and drinks on a menu. Ask the students to read the words in the blue box. Have them label the pictures below using the words:

Soft Drinks

Entrees (on-trays)

Sides

Desserts

Starter

### Answers



Soft Drinks



Entrees



Starter



Sides



Desserts

**Activity L**

Tell the students they are going to look at more words they might see on a menu. Nominate one student to read the left column and another to read the words in the right column. Ask the students to match the words on the left to the words/explanations on the right:

**Answers**

1. homemade	b. restaurant's original recipe
2. entrée (on-tray)	e. main dish usually made with meat or fish
3. beverages	a. drinks
4. sides	c. dishes on the side, for e.g., salad or mashed potatoes or bread
5. desserts	h. sweet dishes
6. appetizers g.	a dish to enjoy before the main dish (starter dish)
7. vegetarian	i. dishes that contain no meat
8. sparkling water	d. water with bubbles
9. still water	j. water with no bubbles
10. specials	f. dishes of the day – not found in the normal menu

Elicit from students different kinds of menus they have seen, e.g. they might be written on stiff paper, card, plastic, or even a chalkboard. These days there are even digital menus displayed on tablets. Ask students to look at the menu in their workbook and fill in the missing words under the headings A – E using the words from the box.

Beverages

Entrees

Sides

Desserts

Appetizers

Allow students to discuss with their partner and go through the answers together as a class.

## Answers

## Menu

## A

## Starter

Hand-dived scallops, sauteed with chorizo sausage	£12.50
Prawn cocktail	£10.50
Classic Caesar Salad*	£8.50
Pate de foie gras with toasted bread	£15.50

## B

## Entree

(all served with salad or seasonal vegetables)

Roasted sea bass with rosemary and lemon	£25.10
Pan fried chicken with white wine sauce	£21.50
Barbecue pork	£19.20
Honeyed crispy duck	£27.60
Roasted butternut squash and herb risotto with nuts *	£14.70

\*vegetarian options

## C

## Sides

Grilled Porcini mushrooms*	£6.20
French fries*	£5.50
Creamed potatoes*	£5.00
Dauphinoise potatoes*	£6.00
Boiled baby potatoes with mint butter*	£5.70
Braised lettuce with peas and ham	£6.00
French beans with butter*	£5.40

## D

## Desserts

Crème Brulee with citron sorbet	£14.70
Mango cheesecake with pineapple and ginger crunch	£14.70
Lemon tart with summer fruits and cream	£14.70
Cheese board with savoury crackers	£14.70

## E

## Beverages

Water (still or sparkling)	£8.00
House white wine	£10.70
House red wine	£10.70

£2.00 cover charge per person; 10% service charge included.  
The Anchor, Dartmouth, Devon, England  
[www.theanchorrestaurant.co.uk](http://www.theanchorrestaurant.co.uk)

Now ask students to use the box above and answer the questions.

## Answers

- 1) What is another word for "MAIN"? **Entrees**
- 2) What is another words for "DRINKS"? **Beverages**
- 3) What is another word for "APPETIZERS"? **Starters**

**Activity M** 

Tell the students they are going to hear a conversation between a customer and F&B staff (a waiter). Ask the students to listen to / read quickly through the conversation (30 seconds). Elicit what they could understand. Tell the students to look at the questions 1- 5 and the pictures below the conversation. Then ask them to listen to / read the conversation again to answer the questions and label the pictures. Allow students to check their answers with a partner before doing whole class feedback.

*Option 1: Teacher reads text aloud (alone or with a student)*

*Option 2: Students read the text*

*Option 3: Students listen to the audio*

**Waiter:** Welcome to the Bar and Grill Red Sun. May I take your order?

**Customer:** Yes, could we please have some water and the drinks menu?

**Waiter:** Here you are madam. What would you like to drink?

**Customer:** A bottle of sparkling water and an orange juice.

**Waiter:** Are you ready to order your food?

**Customer:** What are your specials today?

**Waiter:** The soup of the day is cream of tomato. It comes with garlic bread sticks. Today's special entrée is lamb chops with homemade barbecue sauce. Dessert of the day is fruit parfait (par-fay).

**Customer:** Do you have any vegetarian dishes?

**Waiter:** Yes, madam. We have vegetarian lasagne (la-za-nya). We also have a vegan burger with a side of sweet potato mash. This dish contains nuts, madam.

**Customer:** Do you have gluten-free lasagne?

**Waiter:** I will check with the chef, madam.

**Customer:** Thank you.

If students have been listening to audio then they can listen and read the conversation during the second listening.

**Answers**

1. What is the dessert of the day? **The dessert of the day is fruit parfait.**

2. What drinks does the customer order? **The customer orders a bottle of sparkling water and orange juice.**

3. Does the vegetarian lasagne have any meat in it? **No, it does not.**

4. Why does the waiter tell the customer about nuts in the vegan burger? **Nuts contain allergens and it is his/her job to inform the customer in case the customer has nut allergies.**

5. What do you think “gluten-free” means? **Choose the correct answer below:  
gluten – free = made with no wheat flour**

6. Label the pictures using the underlined words in the conversation:



Sparkling water



lasagne



fruit parfait

**Role-Play Activity:**

Now it is the students' turn to practice speaking! Pair students up and have the pairs practice the conversation between customer and waiter. After all students have had a chance to speak, tell the students to create their own conversation by changing the dishes and drinks. Ask them to think about what questions the customer might ask. Think about how they use “a”, “an”, “the”, “some”, “any” and “a lot of”. Tell the students to practice and then nominate some pairs to perform their conversations.

**Activity N** 

Direct the students to this picture. Ask: Where in the kitchen is this? Who are the people in the picture? What is happening? What do you think they are saying?



Tell students they are going to hear a conversation between different members of the kitchen brigade and the F&B staff. First have the students read / listen to the conversation between the kitchen and F&B staff. Elicit from the students what is happening in the kitchen at this time.

Ask the students to read questions 1- 4 and then have them read / listen to the conversation again, to get the answers.

*Option 1: Teacher reads text aloud*

*Option 2: Students read the text*

*Option 3: Students listen to the audio*

Allow student to read / listen to the conversation a third time to ensure they understand completely. Allow students to check their answers with a partner before doing whole class feedback. Then go through questions 5 – 7 together as a class.

**F&B:** Order for Table 4! Two soup specials, three entrée specials, one fish, 3 Caesars, please!

**Sous Chef:** Order! Two soup specials, three entrée specials, one fish, 3 Caesars, now.

**Kitchen:** Yes, Chef!

**Sous Chef:** Pradeep, today you will be looking and listening to the orders from F&B – when they bring the order to you, please read it out. If you do not understand, let me know quickly.

**Pradeep:** Yes, Chef!

**Sous Chef:** Mary and Akyas, you are in charge of plating the entrée specials. Each dish **must be plated** in one minute.

**Mary and Akyas:** Yes, Chef!

**Sous Chef:** Do you remember the plating designs for today? You should have notes from the briefing this morning. Where is the soup?

**Benjamin:** Here, Chef.

**Sous Chef:** Faster Benjamin, okay? Where is the garnish?

**F&B:** Chef! Can the vegetarian lasagne be gluten-free?

**Sous Chef:** Shanika -go and check the storeroom – we should have some gluten-free lasagne pasta. Go check – read the package labels carefully.

**Shanika:** Yes, Chef!

**F&B:** Is the order for Table 2 ready?

**Sous Chef:** Is Table 2 ready?

**Kumari:** Yes, Chef! Two fish and one beef – ready!

**Sous Chef:** Kumari – check the plating design before you give the dishes to the F&B staff. Make sure the garnish is correct, check the plates – everything should look correct!



### Answers

1. Which table ordered two fish and one beef?

**Table 2 ordered two fish and one beef.**

2. What will Pradeep be doing?

**He will be looking and listening to the orders from F&B and he has to read the orders out.**

3. What is Mary and Akyas in charge of?

**They are in charge of plating the entrée specials.**

4. Where did Shanika go? Why?

**She went to the storeroom to check if there is gluten-free lasagne pasta.**

5. Why do you think the F&B staff do not say the full name of the dishes?

**They do not say the full name of the dishes in order to save time.**

6. Do you think all the kitchen staff know all the menu's dish names and code names?

**Yes, they do.**

7. Do you think it is important for the kitchen and F&B staff to have good communication?

**Yes, it is very important.**

Look at the highlighted phrase in the conversation. Is it Active Voice or Passive Voice? Ask students if they remember the structure of passive voice sentences. Review the information in the Grammar Box and then read the sentences below and have the students write "AV" for Active Voice or "PV" for Passive Voice:

**GRAMMAR BOX – Passive Voice**

*We use the passive voice to describe an action being done to someone or something.*

**Structure – the “to be” verb can have many forms**

To be + past participle

**Verb = cook (past participle = cooked)**

**to be cooked**

The chicken is cooked with butter.

The chicken was cooked with butter.

The chicken must be cooked with butter.

The chicken should be cooked with butter.

**Answers**

1. The car is parked in front of the house.	PV
2. I am watching television.	AV
3. They are making custard for the desserts.	AV
4. The custard must be placed in the fridge for two hours.	PV
5. The waiter is trained to take care of the customers.	PV
6. A lot of people want their food now.	AV

## Activity O

Remind students that in the last lesson, they learned about ideas for writing a short paragraph and identifying the topic of a paragraph. Now tell the students that they are going to look at the structure of a short paragraph – direct their attention to their workbooks (you can also write this on the board) The paragraph has been divided into parts – **topic, body, conclusion:**

### Basic Paragraph Structure:

Topic – topic sentence (main idea of the paragraph)

e.g., I like dogs. I think they are the best pets.

Body – explanation or description, with examples

e.g., I think dogs are great because they are fun, cute and loyal. They love to go outside and I also like to go outside. There are many different kinds of dogs, such as Dobermans and poodles. We can choose the dog that is best for us.

Conclusion – the final comment

e.g., So, I think dogs are the best. They are very loving pets.

Ask the students to discuss and answer the following questions with a partner / group before giving whole group feedback.

### Answers

1. What is this paragraph's topic? **What pet do you like / Favourite type of pet**
2. Where are the reasons and examples? **In the body of the paragraph**
3. What do you notice about the Conclusion? **It is very similar to the topic sentence.**

## Activity P

Using the structure in Activity O, ask the students to highlight the 3 parts of each of the following two paragraphs. Underline the topic sentence in GREEN, the body sentences in BLUE and the conclusion sentences in ORANGE. If the students seem to be struggling, do the first paragraph together as a class to help them understand the task.

### Answers

1.

Gueridon service (ge-ri-don) is the most formal style of service and is rarely seen outside of hotels and boutique restaurants. Trained and experienced servers bring food from the kitchen on silver platters on a special trolley called a gueridon. Food is cooked, or arranged, or plated, in front of the guest before the server places the dish on a heated dish on the table.

It is a wonderful performance of culinary skill that the guests can enjoy watching. This type of service takes time and skill.

2.

Fast food service is found in many chain restaurants, cafes, and canteens. Guests order food at a counter from menus that are on walls or screens, or guests can choose food that are inside refrigerated or heated food display cases. Food is served on a tray and the guest carries the tray of food away to an eating area. This type of service is fast, cheap and effective. Many types of food and many people can be served this way.

Tell the students to label the pictures using the topics of the paragraphs.

### Answers



Gueridon Service



Fast food Service

**WRAP UP**

If there is time, do a wrap up activity (see Teacher's Notes). Praise the students for the hard work they have done. Finish the lesson by setting the homework task, going through the Self-Assessment grid and reminding the students of the Internet box and the Learner Training box.

**Homework Task**

Set the homework for this evening and make sure that all students understand the task.

**HOMEWORK:**

Write the recipe of your favourite dish from your country: Use the activities from this lesson to help you write an ingredients list and the recipe instructions.

**OR**

Design your own menu:

- ▶ Think about what kind of food service you want to provide
- ▶ Choose a food or drink or dessert menu
- ▶ Your menu should have a maximum of 20 dishes / drinks

\*All homework should be done on separate pieces of note paper, not in the workbook.

### Self-Assessment

Guide students to the self-assessment grid and ask them to rate themselves thinking about today's lesson.

SELF - ASSESSMENT			
I can...	Very well	OK	Need more practice
Understand words related to recipes and menus			
Identify countable and uncountable nouns			
Use quantifiers (a, an, some, a lot of, any)			
Identify passive sentences			
Identify parts of a paragraph			

### Learner Training

Remind students what learner training is and why it is important. Go through today's task to ensure students understand. The students' answers or thoughts or ideas should be noted down in their notebooks, which you will collect at the beginning of the following week.

#### LEARNER TRAINING

Do you like movies? There are some movies that show how the kitchen and F&B staff work together. There are also many TV cooking shows that show how we use recipes and give instructions. All these movies and TV shows are in English. Have a watch and practice your listening skills!

**MOVIES:** *Ratatouille*, *No Reservations*, *Le Chef*, *The Hundred Foot Journey*, *Burnt*

**TV:** *Jaime Oliver*, *Siyatha TV Sunday Cooking*, *Food Network*

**YOUTUBE Channel:** *Delicious making*, *Jaime Oliver*

## Website Links

Direct students to the website links below which provide a re-cap of some of the material they have learnt in today's lesson.

### On the YouTube / Internet:

There are many videos on the YouTube and there is a lot of information on the Internet to help you with your English vocabulary, grammar, listening and pronunciation.

Watch it again!

<https://www.allrecipes.com/recipe/12682/apple-pie-by-grandma-ople/>

Learn about “much” and “many” with Lucy!

<https://www.youtube.com/watch?v=uQluZ6YJ760>

Learn about Passive Voice with Oxford Online English

<https://www.youtube.com/watch?v=CmqOXaSUpFo>

Practice with the British Council website “Learn English Online”

<https://learnenglish.britishcouncil.org/grammar/beginner-to-pre-intermediate/countable-and-uncountable-nouns-1>

(Try the Grammar tests)

# FOOD LABELS AND STANDARD RECIPES

<i>Time duration</i>	Morning
<i>Vocabulary Overview</i>	Vocabulary related to food labels and measurements
<i>Grammar Overview</i>	Conjunctions
<i>Objective</i>	Understand what food specifications are
<i>Materials</i>	Student's Workbook, Trainer's Manual

## **The learning outcomes for this lesson are that students can:**

- › Use conjunctions to connect their thoughts when speaking
- › Use conjunctions to connect their sentences when writing
- › Become familiar with language of food labels

.....



## **WARM UP AND REVIEW**

Start today with some vocabulary revision so that students can review some useful words and phrases from the last lesson.

Students will play the same game as yesterday once again in competing teams. Divide the students into 2 different teams (different groups from yesterday). One player from each team comes to the front of the class and sits with their backs to the board. They must remain facing forward and not look at the board. Write one word that you want students to revise on the board behind the two players, e.g. floret. When you say 'go' the two teams must start to either mime or explain the word to their teammate. The first player to correctly guess the word scores a point for their team. You can then change the students at the front and put up a new word. The team with the most points at the end of the game wins.

Today choose words from yesterday's lesson, e.g. tablespoon, teaspoon, measuring scales, blanching, breading, poaching, silver service, platters, consume, crockery.

## **HOMEWORK COLLECTION**

All homework should be done on separate pieces of note paper. Please collect students' homework.

## Activity A

Tell the students that they are going to review vocabulary that is found in menus and recipes. Review different parts of recipes (**ingredients, instructions/procedure, measurements**) and talking about quantities. Ask students to remember how to read the following abbreviations and numbers. Write the word next to the abbreviations. Practice reading them out loud with a partner.

### Answers

oz = ounces

kg =

lb =

tbsp =

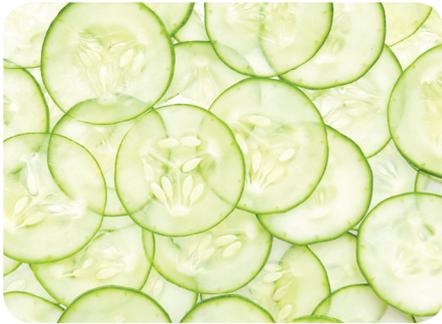
g =

tsp =

Ask the students to look at the words in the left column. Nominate a student to read the words aloud. Give students about a minute to do match the words on the left to the measurements on the right before checking as a whole class.

4 cups	two thirds of a cup
$\frac{1}{2}$ cup	a / one quarter pound
$\frac{1}{4}$ lb	four cups
$\frac{3}{4}$ cup	two and a half teaspoons
$2 \frac{1}{2}$ tsp	half a cup
$\frac{2}{3}$ cups	three quarters of a cup

Ask the students to look at the words in the box and the pictures. Nominate a student to read the words aloud. Give students about a minute to do the exercise before checking as a whole class.

**Answers**

1 sliced



2 peeled



3 ground



4 chopped



5 dried

**Activity B**

Write in the board  $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{3}{4}$ , and elicit how to read them. Write on the board 115.2 g and elicit how to read a decimal number (one hundred and fifteen point two grams). Have the students look at the three recipes in this activity. Pair students up and ask the pairs to choose one recipe to practice reading out. Give a demonstration before they start. After they have practiced, ask the students look at the last recipe (starting with Cups flour) and have them write out the amounts in words.

For example: *Salt - one teaspoon (about six grams)*

Monitor the students work and assist when necessary. Hand out the answer for students to check their own work.

**Answers**

one and a half tablespoons - baking powder  
 one tablespoon - baking soda  
 quarter teaspoon - oregano  
 pinch of salt  
 half a stick - butter  
 three quarters cup - kalamata olives, pitted and chopped  
 three tablespoons - sun-dried tomatoes, chopped  
 half a cup - crumbled feta

**Activity C**

Much of the food discussed this week has been raw or fresh food. Write the word 'processed' on the board and elicit ideas of what this means. **(That food has gone through some changes before it is eaten or used as an ingredient.)** Ask students to look at the pictures and label them correctly with the words on the right.

**Answers**



tinned / canned



frozen



dried



pickled



pre-washed and cut

Put students into pairs and ask them to think about the processed food that they eat on a daily basis and to make a list. Once they have finished they should compare lists with another pair and ask each other the following questions and note down the answers.

- ▶ How often do you eat processed food?
- ▶ How do you use processed food in your cooking?
- ▶ Do you think processed food is good or bad?
- ▶ Why?

Monitor whilst students are discussing and making notes and get some feedback from different groups on anything interesting or unusual that they found out.

### **Activity D**

Direct students to the text in Activity D and ask them to read the information and answer the questions that follow. Tell the students to read the text first to get an idea of the topic and elicit what information they could gather. **(the text is about processed food and methods of processing).**

Ask the students to read the text again. Ask them to answer the following questions (verbally) or put them on the board and nominate students to come and write the answer:

#### **Answers**

##### **What are the different processing methods?**

Pickling with salt /vinegar / sugar, drying or freeze drying, smoking, freezing, washing and chopping or adding bacteria

##### **What does processed food contain?**

salt, sugar, additives, preservatives

##### **What are additives?**

Chemicals to maintain colour or taste

##### **What are preservatives?**

Chemicals to allow food to stay on the shelf for a long time

##### **Is cooking with processed food healthier than cooking with fresh ingredients?**

No.

When we cook, we are processing food to make it more (a) edible or tastier **so that** we can enjoy the dish or meal better. Some food does not need processing to taste good, for example fruits and some vegetables. However, on the whole most of the ingredients we use need to be cooked **in order to** be eaten, for example meat and (b) grains. But when we say “processed” food we are not talking about cooked food. We are talking about food that has gone through a process of change in order to preserve the food for longer **so that** it can be used later.

Processing methods that do not involve direct heat include pickling with salt /vinegar / sugar, drying **or** freeze drying, smoking, freezing, washing and chopping **or** adding bacteria. Many popular dairy products are processed food, such as cheese, yoghurt, butter. Many cultures use dried mushrooms or dried fish or shrimp or (c)fermented bean paste such as miso, or doubanjiang (doe-ban-jan) to add flavour to dishes. Cordials and syrups, jams, salad dressing and condiments (mustard, ketchup) are also examples of processed food.

Most processed food can make food preparation go faster **and** sometimes the recipe calls for certain processed food to be used as an ingredient, **but** there are one or two problems with processed food that we should always remember

Processed food contains (d) additives, (e)preservatives, salt and sugar. Sometimes the amount of salt or sugar is very high **and** it is not good if they are consumed on a daily basis. Processed meat such as sausages, bacon, ham, smoked beef, smoked salmon are good examples of food that is delicious to eat **but** if eaten on a daily basis, can lead to many health issues such as high blood pressure and cholesterol.

Additives are (f) substances added to food to maintain or enhance colour, taste, and appearance. There are two kinds of additives – natural and chemical. Natural additives examples are vinegar, sugar and salt. Chemical additives examples are monosodium glutamate (MSG) or sodium nitrate or artificial colouring.

Preservatives are substances added to food to stop the growth of bacteria or (g) fungus. Salt and sugar are natural preservatives, but common chemical preservatives are sulphites, nitrites, or BHA, BHT (antioxidants). Preservatives help processed food have a long shelf life. That means the food item can be kept in the tin or can or package for a long time.

**If you cook with processed food you have to think about how much salt or sugar you use because** processed food will already have a lot of flavour. It is important to read the food specifications (ingredients, calorie, ingredients information) on the label. Dried fruit, frozen vegetables and seafood are perhaps closest to fresh food compared to other processed food **and** dairy products such as cream and butter are important ingredients in many European dishes, **but** most cooks would agree that **if** fresh ingredients are available , **then** using fresh ingredients is always the healthier (h) option.

Students should now match the highlighted words to their meanings (they can refer back to the text if they need to).

**Answers**

**(g) fungus**

For example, mold and mushrooms.

**(d) additives**

A natural or chemical substance that gives food color or more taste.

**(a) edible**

Anything that we can eat.

**(f) substances**

Another word for this is elements.

**(e) preservatives**

A natural or chemical substance that helps food stay fresh for longer. For example, salt or vinegar.

**(b) grains**

For example, wheat, brown rice, barley, corn and oats.

**(c) fermented**

This describes food that has been changed by bacteria. For example, curd is made with soured milk.

**(h) option**

This is means choice, selection, preference.

Students should write “T” for true or “F” for false next to each of the statements. Once students have finished get them to check their answers with a partner before whole class feedback.

**Answers**

1) Cooking changes the raw ingredients of food to make it more edible and tastier.	<b>T</b>
2) Pickling, drying and freezing are examples of food processing.	<b>T</b>
3) Condiments are not a type of processed food.	<b>F</b>
4) Processed food must be cooked before it is eaten.	<b>F</b>
5) Processed food can make cooking easier.	<b>T</b>
6) Preservatives and additives are all made from chemicals.	<b>F</b>
7) Preservatives allow food to have a long shelf life.	<b>T</b>
8) We should avoid all processed food.	<b>F</b>
9) We should consider salt or sugar content when we cook with processed food.	<b>T</b>

(See your text above as an example)

Write the following words on the board - so that, in order to, or, and, but, because, then

Tell the students to find and underline them in the text. Now ask students to look at the underlined phrases in the text and elicit ideas of what these words are (**conjunctions**). See if anyone knows what a conjunction is (**words or phrases that help us link sentences together**). Get students to match the parts of the sentences on the left to the ones on the right, making sure they look carefully at the conjunctions so that the sentences read correctly. Ask them to check with their partner once completed before whole class feedback.

**Answers**

Processed food can be an ingredient in recipes	and it can make cooking faster.
Processed food items are useful	but fresh ingredients are best.
We cook food	so that it is edible and tasty and enjoyable to eat.
We have to be careful when we use processed food	because it contains a lot of salt or sugar.
We read labels on food packets	In order to get information about the food.

Guide students to the Grammar Box – ‘conjunctions’. Ask students to first read it on their own, then go through it together as a whole class.

<b>GRAMMAR BOX – Conjunctions</b>	
<i>Conjunctions are words or phrases we use to connect our thoughts when we are speaking and to connect our sentences when we are writing.</i>	
<b>For example:</b> <b>and, but, so, or, then, when, because, in order to, so that</b>	
<p><b>Conjunctives have different purposes:</b></p> <p>Show reason = because e.g., I like chocolate because it is sweet.</p> <p>Show result = so e.g., I can drive so I can go anywhere.</p> <p>Show purpose = so that / in order to e.g., I study hard in order to pass my exams. I study hard so that I can pass my exams.</p> <p>Show two or more ideas = and e.g., I like animals and birds and fish.</p>	<p>Show two opposite ideas = but e.g., I like carrots, but I don't like tomatoes.</p> <p>Show time = when e.g., I tie my hair up when I am cooking.</p> <p>Show two options (choices) = or e.g., Do you like scrambled eggs or omelettes?</p> <p>Show what happens next = then e.g., Chop the onions, then sauté the onions.</p>

Ask students to now fill in the blanks of the sentences below using the appropriate conjunction from the box. Explain to them that each conjunction can be used twice. Let students check with their group once finished to decide on the correct answers before going through together as a class.

### Answers

1) I am not feeling well <b>so</b> I should go home.
2) I like sweet things like chocolate <b>and</b> ice cream <b>but</b> I also like sour things like limes and grapefruit.
3) I have to study now <b>because</b> I have a test tomorrow.
4) Do you want tea <b>or</b> coffee <b>or</b> some fruit juice?
5) I am going to wake up early tomorrow <b>so that</b> I can see the sunrise and take a picture.
6) We must wash our hand regularly <b>in order to</b> prevent cross contamination.
7) It's important to learn about food allergens <b>because</b> we must be sensitive to customers' allergies.
8) I am learning about processed food <b>so that</b> I can understand how to use it in my cooking.
9) Food is processed <b>in order to</b> prevent food from spoiling quickly <b>and</b> give food a long shelf life.
10) The food processor is broken so we must inform our supervisor as soon as possible.
11) Studying can be hard <b>but</b> studying can also be fun!

Ask students to come up with their own sentences using conjunctions. They can write some ideas down with a partner before sharing with the class.

**Activity E**

Write “food specifications” (food specs) on the board. Explain that all food that is purchased from a supermarket or from a food supplier has to have labels of information about that food. This information is important for chefs and consumers. Direct students’ attention to the pictures. Ask the students what kind of information is on the labels. Have students discuss with a partner or in groups and write their ideas down in their workbooks.



**DISCUSSION:**

Ask the students – “Why do you think having information about food items is important?” Elicit some answers before asking them to do the True or False quiz individually. Tell them to answer as they believe but also to think from a cooking point of view. Go through with the whole class when students have completed the quiz.

**Answers**

1) It is important to know where your food comes from for food safety reasons. <b>T</b>
2) It is important to know how many calories each food item contains for dietary reasons. <b>T</b>
3) It is important because I want to post it on social media. <b>F</b>
4) It is important to see that food comes from all over the world. <b>T</b>
5) It is important to know the cost or price of food items to maintain a budget. <b>T</b>
6) It is important because I like to know all kinds of information. <b>F</b>
7) It is important as food labels can tell me how much salt or sugar or fat is contained in the food. <b>T</b>
8) It is important in case the food contains allergens (substances that cause allergies). <b>T</b>
9) It is important to know the expiry date of food to prevent contamination. <b>T</b>
10) It is not important to understand food specifications. <b>F</b>

**\*Ask the students to tell you what 'nutrients' are.**

**Activity F**

Put students into three separate groups and give each group a different label to work on (A, B or C). In their groups students must fill in the table with relevant information from the food label. Remind them that they might not be able to fill the whole table because different labels state different things. For ingredients they only need to list the first three ingredients.

Once students have finished completing the table get them to formulate questions for another group using the headings on the left as prompts. For example: for 'Name of the product', students might ask 'What is the name of your product?' and so on. Now put students into threes making sure that each person in the group of three has worked on a different label and get them to and answer the questions about each other's products.

Suggested questions:

- What is the name of your product?
- Where is it manufactured?
- How many grams are there per serving?
- How many calories are there per serving?
- What is the fat content?
- What is the sugar content?
- What is the salt content?
- What are the main ingredients?
- What is the storage information / advice?
- Are there any preservatives / additives?
- How can the product be used?

**Label A**

Name of the product	Organicosav
Manufactured in	Canada
Grams per serving	244g
Calories per serving	70
Fat content	0g
Sugar content	1g
Salt content	670mg
Main ingredients	chicken broth, carrots, cooked white chicken meat
Storage information	-
Preservatives/ additives	-
Uses	-

**Label B**

Name of the product	Duke's Corned Beef
Manufactured in	U.K
Grams per serving	-
Calories per serving	952 kJ (kilojoules) or 228 kcal
Fat content	14.0 g
Sugar content	0.5 g
Salt content	2.20 g
Main ingredients	cooked beef, salt, sugar
Storage information	Store in a cool dry place, use within 2 days of opening
Preservatives/ additives	Sodium Nitrite
Uses	Use in sandwiches

**Label C**

Name of the product	Fruity Mango Juice
Manufactured in	Sri Lanka
Grams per serving	450 ml
Calories per serving	230 kcal / 960 kj
Fat content	0.10 g
Sugar content	58.0 g
Salt content	670mg
Main ingredients	Sugar, mango pulp, water
Storage information	Refrigerate after opening
Preservatives/ additives	Citric Acid (E330), Permitted Preservatives (E223)
Uses	- Drink on its own or make a smoothie

**Activity G** 

Tell the students they are going to hear / read a telephone conversation between a kitchen staff member and a food supplier. Elicit from the students what they think the conversation is about and write their ideas on the board. Let the students listen to / read the conversation once. Ask them if any of their ideas were correct. Tell students to read questions 1 – 5. Have the students listen to / read the conversation again and write down their answers.

Give students a chance to check their answers with a partner before doing whole class feedback. If students were listening to audio they can read the text while listening the second or third time.

*Option 1: Teacher reads text aloud (alone or with a student)*

*Option 2: Students read the text*

*Option 3: Students listen to the audio*

**Supplier:** Hello, good morning, how can I help you?

**Kitchen:** Hello? Good morning. I am calling from Mano's Desserts. I would like to make an order.

**Supplier:** Sure. What do you need?

**Kitchen:** We need some mango cordial. Do you have CIC Mango Cordial?

**Supplier:** We have 350 ml and 1 L bottles.

**Kitchen:** 1 L bottles please.

**Supplier:** How many?

**Kitchen:** 15 bottles. When is the expiry date?

**Supplier:** Best Before date is April 2023. It is the latest batch. Please store at room temperature, not in the refrigerator. Anything else?

**Kitchen:** Yes. Can we have 25 cans of peaches in syrup?

**Supplier:** Brand?

**Kitchen:** Do you have Koo or Hosen?

**Supplier:** We have both.

**Kitchen:** Please send Koo brand, 410 g tins. 25 tins.

**Supplier:** Okay – the expiry date is July 2022. We do not have a new batch yet. Is that okay?

**Kitchen :** Yes, that is okay. Please send the order this morning.

## Answers

1. What does the kitchen staff need?

**They need some mango cordial**

2. Does the supplier have all the items?

**Yes, they do.**

3. What are the specifications of the two ingredients?

**15 bottles of CIC Mango Cordial (1 litre bottle), expiry date is April 23rd**

**25 tins Koo Brand peaches in syrup (410g tin), expiry date is July 2022**

4. How should the mango cordial be stored?

**The mango cordial should be stored at room temperature.**

5. When does the order need to arrive?

**It needs to arrive this morning.**

### Activity H

Put students into pairs and have them practice speaking the conversation in Activity G out loud. Then ask them to do the conversation again but change the order and the food specifications. If possible, try to use food/food labels that they know. Or they can use the labels below to help them:



<p><b>INGREDIENTS:</b> Pineapple Slice, Sugar Syrup &amp; Acidity Regulator 330</p> <p><b>NUTRITIONAL INFORMATION</b></p> <table border="1"> <thead> <tr> <th></th> <th>Values Per 100ml*</th> </tr> </thead> <tbody> <tr> <td>Energy</td> <td>82kcal</td> </tr> <tr> <td>Protein</td> <td>0.4g</td> </tr> <tr> <td>Carbohydrates</td> <td>19.0g</td> </tr> <tr> <td>Fat</td> <td>0.1g</td> </tr> </tbody> </table> <p>*TYPICAL VALUES</p> <p>Do not buy if the can is puffed / leaky</p> <p>Store in a dry and cool place.</p> <p>Once opened, transfer contents to glass container and consume immediately</p>		Values Per 100ml*	Energy	82kcal	Protein	0.4g	Carbohydrates	19.0g	Fat	0.1g	<h1>JAVA</h1>  <p><b>PINEAPPLE SLICE In syrup</b></p> <p>Best Quality</p>	<p><b>Product of India</b></p> <p>NET WEIGHT: 850mg</p> <p>DRAINED WEIGHT: 425mg</p> <p>Batch No: 19276489/0823</p> <p>Mfg date: 09/09/2021</p> <p>Best Before: 15 months from the date of manufacture</p> <p>Manufactured by RKAY AGRICULTURE</p> <p>Hunsemakki</p> <p>Kundapura – 576-387</p>  <p>640509 040147</p>
	Values Per 100ml*											
Energy	82kcal											
Protein	0.4g											
Carbohydrates	19.0g											
Fat	0.1g											

**INGREDIENTS:**  
Pineapple, Mango, Paya, Passion Fruit, Lime, Sugar, Pectin and Citric Acid

**NUTRITIONAL INFORMATION**

	Values Per 100ml*
Energy	230kcal
Protein	0.0g
Carbohydrates	43.0g
Fat	0.01g
Minerals	0.23g

\*TYPICAL VALUES

**Manufactured by NS Agriculture**  
Store in a dry and cool place.



**MIXED FRUIT**



Best Quality

**Product of Thailand**

NET WEIGHT: 485mg

Batch No: 19276489/0823  
Mfg date: 01/12/2021  
Mfg date: 01/12/2021  
Best Before: See Lid  
Manufactured by  
NS Agriculture  
Bangkok, Thailand



640509 040147

**No Artificial Colours or Flavours Added**

**\*If you are teaching in a place that has a training kitchen, you can prepare different types of food in tins or packets, so that students can use real world objects (3-4 objects per table) to practice this conversation with.**

<i>Time duration</i>	Afternoon
<i>Vocabulary Overview</i>	Vocabulary related to measurements, standard recipes
<i>Grammar Overview</i>	Grammar Review
<i>Objective</i>	Understand the purpose of a standard recipe, understand the process of writing, write a paragraph
<i>Materials</i>	Student' Workbook, Trainer's Manual

.....

### Activity I

Tell the students that they are going to look at other types of measurement. Write the following words on the board and elicit meaning from or confirm understanding with the students:

**confectionary, dimensions, package, consistent.**

Ask the students to read the text tell you what they think the text is about. Have the students read the text again, paying attention to the highlighted words. Tell the students to do the matching exercise.

When making sweets (confectionary) at home we rarely think about the **dimensions** of the cake or muffin but if you work at a professional **confectionary** shop, such dimensions are very important for the way a sweet is served or packaged for the pleasure of the customer. If the piece of chocolate must be 3cm long, 3cm wide and 2cm high then that is what it must be for every piece of that chocolate. There is an art to being **consistent** in the exact measurement of an piece of confectionary. Of course, size or weight consistency is important if you are using containers (for example, cake boxes) of certain dimensions. But using **precise** measurements is not only for sweets. Precise measurements can be important for **cuts** of beef, pork or chicken, and **fillets** of fish because such measurements affect portion control and cooking time. When you see a cupcake, a piece of chocolate or a portion of steak, think about the dimensions of the item and why such measurements were chosen.

Look at the highlighted words in the passage. Match them to their synonyms or their definitions:

### Answers

b. this word describes any food that is sweet = <b>confectionary</b>
d. accurate, exact = <b>precise</b>
e. this describes the different parts of meat, chicken = <b>cuts</b>
a. measurements, properties = <b>dimensions</b>
c. reliable, always the same, stable = <b>consistent</b>
f. this is a type of fish cut – this cut has no bones = <b>fillets</b>

Direct the students' attention to the cake box. Ask if anyone knows how to write inches in abbreviated form (e.g., 10 " = 10 inches). Elicit from students why understanding dimensions is important for something like cake boxing (**so that the cake can fit perfectly every time, and this is important for consistency**).

Do the first three sentences together as a class – elicit as much as possible. Point out how we say "high" and "long" after giving dimension measurements.

Students can do sentences 4 – 7 with a partner, using the Cake Box Size Chart. Check answers as a whole class.

### Answers

1) The cake box is 5 inches <b>high</b> .
2) The cake box is <b>10 inches</b> long.
3) The cake for this box has to be less than <b>10 inches</b> in diameter.
4) For a round 9" (inch) cake you will need <b>10 inch</b> cake box.
5) A round 12" cake will give 40 <b>party servings</b> .
6) A quarter sheet cake is <b>14 by 10</b> inches.
7) A full sheet cake can provide <b>192 wedding servings</b> .

**GRAMMAR BOX – using measurements**

*We use different measurements for the different things we measure.  
Can you remember them?*

**gram / kilogram = weight**

**millilitre / litre = liquid volume**

**millimetre / centimetre / metre = length,  
height, width, diameter**

**Inches = length, height, width, diameter**

*When we describe the dimensions of an object, we are talking about weight, or height, or length. If we talk about length, we use the word “long” at the end of the sentence. This sentence structure is the same for “wide” and “high”*

**For example:**

The box is 30 cm long.

The box is 30 cm wide.

The room is 4 metres high.

*When we describe the length of a circle we use “in diameter” at the end of the sentence.*

**The cake is 6 inches in diameter.**

*But we do not use this sentence structure for liquid volume or for weight.*

**x** It is 400 g heavy.

**Activity J**

Tell students that customers often make special requests, or they have special requirements when they make their orders. What does this mean? Ask the students to listen to / read the conversation between kitchen staff and front of house (FOH) staff – give them 30 seconds. Elicit the topic of the conversation. Ask the students to look at the questions and then answer the questions by reading the text and listening again.

*Option 1: Teacher reads text aloud (alone or with a student)*

*Option 2: Students read the text*

*Option 3: Students listen to the audio*

**FOH:** We have two cake orders for delivery tomorrow – pick up at 8am.

**Kitchen:** What is the order?

**FOH:** The coconut and strawberry mousse (moose) cake. The customer has some special requirements. No whipped cream on top and no food colouring. Also, the cake must be 30 cm by 40 cm.

**Kitchen:** Understood.

**FOH:** The second cake is the gluten-free coffee cake.

**Kitchen:** Any other special requirements?

**FOH:** Yes, no nuts, no whipped cream on top. The customer would like chocolate chips. The must be round, diameter is 30 cm. There is one special request.

**Kitchen:** What is it?

**FOH:** The cake is a birthday cake – please write this message.

**Kitchen:** Understood. Thank you.

### Answers

1. What are the two cakes the kitchen must make?

**They make a coconut and strawberry mousse cake and a gluten-free coffee cake.**

2. What are the dimensions of each cake?

**The coconut and strawberry mousse cake must be 30 by 40 cm and the coffee cake must be round, diameter of 30 cm.**

3. What are the special requirement of the mousse cake?

**The cake must have no whipped cream and no food colouring.**

4. What does gluten-free mean?

**This means that there is no wheat product in it.**

5. What is the special request for the coffee cake?

**It is a birthday cake and so it must have a message.**

### Activity K

Tell the students they are going to listen to / read the conversation between Benjamin and Pradeep. Choose one (strong) student to be Pradeep and together you and this student should read out the conversation, while the rest of the class reads and listens along (*alternatively you can nominate two strong students to read the conversation to the class*). Ask the class what the conversation is about. Have the students look at the questions before reading again to get the answers. Allow pair checking before giving whole class feedback.

*Option 1: Teacher reads text aloud (alone or with a student)*

*Option 2: Students read the text*

*Option 3: Students listen to the audio*

**Pradeep:** Hi Benjamin! Are you ready to go for lunch?

**Benjamin:** Yes, sure, where shall we go?

**Pradeep:** Let's go to Sandwich House.

**Benjamin:** No, I don't want to go there.

**Pradeep:** Why?

**Benjamin:** I usually love the sandwiches from Sandwich House but recently the food quality is not good.

**Pradeep:** Really? What happened?

**Benjamin:** I don't know but when I went last time, I ordered my favourite sandwich – special club sandwich with chicken. But it was terrible. Too much mayonnaise and the chicken was not cooked properly. There was no lettuce, no onion! If I go to a restaurant I expect to eat what I have ordered before.

**Pradeep:** Oh no! Maybe it was a new chef who was cooking.

**Benjamin:** It doesn't matter if the chef is new – they should have a standard recipe shouldn't they? If they follow the standard recipe then they can keep the quality of the dish which is on the menu. It is not good customer service.

**Pradeep:** Mmmm, you are right, consistency is important. Or they should remove that dish from the menu and put a new dish.

**Benjamin:** Like what?

**Pradeep:** Mayonnaise and chicken sandwich.

## Answers

- |  |
|--|
| 1) What are Benjamin and Pradeep going to do together?<br><b>b) Benjamin and Pradeep are going to have lunch together.</b> |
| 2) Why doesn't Benjamin want to go to Sandwich House?<br><b>a) The food quality has gone down.</b>                         |
| 3) What did Benjamin order?<br><b>b) He ordered special club sandwich with chicken.</b>                                    |
| 4) What does consistency mean in this case?<br><b>a) It means to maintain the standard of quality.</b>                     |

## Discussion

Tell the students that they are going to have a quick discussion. Write the questions on the board and have students write brief notes in the workbooks individually (2 minutes). Next, pair students up so they can share their ideas. Then put two pairs together to make a group of four and ask them to discuss again as a larger group. After 5 minutes get some feedback from different students on any interesting points that came up in the discussion.

**Do you agree with Benjamin in the conversation? Why? Why not?**

**What is consistency in your opinion?**

**Do you think consistency is important in catering?**

**Do you know what a standard recipe is?**

**Do you think it is important to follow standard recipes? Why? Why not?**

**Do you think they are they useful? Why? Why not?**

## Activity L

Ask students to read the explanation of a 'standard recipe'. If students are still struggling to understand – explain that **a standard recipe is a recipe that must be followed and cannot be changed and that every hotel, restaurant, or food catering service will have their own set of standard recipes which all employees must follow.**

Go through the standard recipe parts (on the left) with the class, confirming that students understand. Then ask the students to match the standard recipe parts to their descriptions on the right. They can do this in pairs or small groups. Set a time limit.

What is in a standard recipe? A standard recipe is a set of instructions that is used to prepare a known quantity and quality of food for a specific food service business. A standardized recipe will produce a dish that is almost identical in taste and yield every time it is made. A standard recipe will include product name, yield, portion size, ingredient quantity, preparation and cooking method, cooking temperatures, cooking time, mise en place, and serving instructions.

Allow students to check their answers with a partner before checking as a whole class. Show that one answer has been completed.

**Answers**

( c ) This is the size of each portion (one person).

( e ) The steps to follow to prepare and cook the ingredients of the dish. Always follow the steps.

( f ) This is the temperature for cooking the dish. Follow the temperature or the dish will change in taste.

( g ) This shows how long the ingredients need to be cooked. Always follow the cooking time.

( a ) This is the name of the dish. The recipe name and the menu name should be the same.

( d ) This is the amount of each ingredient you need to make the dish. Always follow the recipe measurements.

( i ) These are the instructions for storing, plating and garnish.

( h ) Sometimes recipes list the different equipment you need or any actions you need to do before cooking the dish.

( b ) The total number of portions of the recipe and this affects costing.

Let students look at the recipe card in their workbook and elicit what this recipe is for (**Country Biscuits**). Now ask what part / component of the recipe this is from the activity they just completed (**the Product Name**). Now ask students to label the rest of the recipe card with the parts of a standard recipe from Activity L.

**Answers**

**Product Name** → Recipe for : Country Biscuits

**Yield** → Yield: 60 oz

**Portion Size** → Portion Size: 3 oz

**Ingredient Quantity** → **Ingredients:**  
All-Purpose flour 6 cups  
Baking powder 2 teaspoons  
Salt 1 ¼ teaspoon  
Vegetable shortening ¾ cup  
Whole milk 3 cups

**Preparation and cooking method** → **Preparation Steps:**  
1. In a large bowl, sift together the flour, baking powder and salt; cut in shortening until the mixture resembles coarse crumbs.  
2. Stir in milk; knead dough gently.  
3. Roll out to ½ inch thickness. Cut with a 2 ½ inch biscuit cutter and place on a lightly greased baking sheet.  
4. bake in a 450 degree preheated oven for 15 minutes or until golden brown.

**Cooking temperatures** → 450 degree

**Mise en place** → **Equipment / Utensils:**  
Scale  
Measuring cup  
Measuring spoons  
Baking sheet  
Biscuit cutter

**Cooking time** → **Prep & Cooking Time:**  
40 minutes

**Serving instructions** → Seal extra product in plastic container mark with date and product name.

**Clean up:**  
Clean as you prepare, sanitize all surfaces when finished.  
Return all equipment to proper place.

**FINAL STEP: Return card to Recipe File.**

**Activity M**

Let’s play a game! Tell the students that they are going to review the present progressive form.

Form groups of 4 or 5. Hand out a worksheet full of kitchen related verbs. Tell students to cut them out and place them face down on the table. Take turns to remove one piece of paper from the table. Read the word but do not show your group. Take turns acting out the words. Your group mates should guess what you are doing and you can confirm by saying, “Yes, I am .....”. Or they can ask a question and you can answer yes or no.

For example: “You are slicing something.”

“Are you slicing something?” (Yes, I am. / No I am not.)

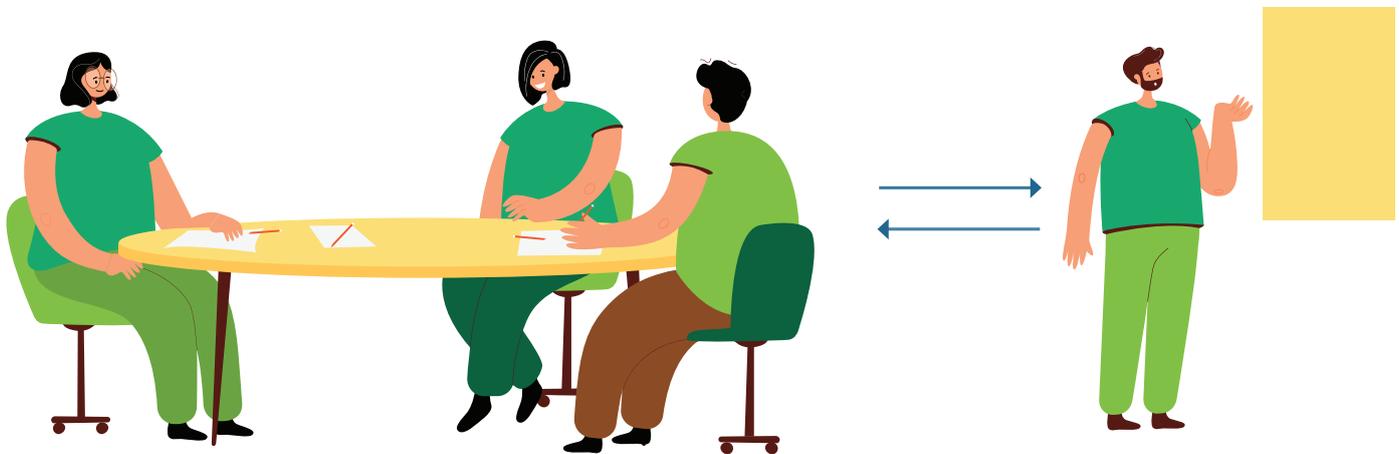
## Worksheet Template

<b>mixing</b>	<b>chopping</b>	<b>whisking</b>	<b>slicing</b>
<b>baking</b>	<b>grilling</b>	<b>measuring</b>	<b>putting away</b>
<b>peeling</b>	<b>pouring</b>	<b>carrying</b>	<b>cleaning</b>
<b>washing</b>	<b>frying</b>	<b>boxing a cake</b>	<b>cutting a cake</b>
<b>serving</b>	<b>plating</b>	<b>taking notes</b>	<b>checking temperature</b>

## Activity N

Let's play the relay game! We are going to review the imperative form and measurements.

Form teams of 4 or 5. On the walls of your classroom put up instructions for a recipe. Each set of instructions should have a number and you will tell the groups which number their team is. When you say "Go!", ONE team member per team will go and look at the paper, memorize one instruction, go back to the team and tell the team. Someone on the team must write it down on a separate piece of blank paper. Then the next team member can go and read the next instruction. The first team to complete their recipe instructions wins! Check the winning team has written correctly.



*\*Before playing this game, you will need to prepare some simple recipes that you can copy, enlarge and place on the wall. Each team gets one recipe. It can be the same recipe for all the teams, or different recipes if you have a strong class. If you use different recipes they should be similar in number of instructions. Choose a short recipe with clear and simple instructions.*

**Activity O**

Remind the students that in the last two lessons they learned about how to identify the topic of a paragraph and the structure of a paragraph. Now you are going to talk about the process of writing. Direct the students to the steps of the writing process in their workbooks. Tell the students they must order the steps and then check with a partner before checking with the class.

**(A)** Write a first draft.

**(B)** Write a final draft.

**(C)** Then ask yourself what your opinion of the topic is and why you think that way. Write these thoughts down as this will help build your topic sentence.

**(D)** Writing is a process. To write well it is important to understand this process. First ask yourself, what is the topic?

**(E)** Read your first draft again. Ask for feedback from someone if possible.

**(F)** Brainstorm some ideas / vocabulary about the topic. ( a word cloud is a good place to start )

**(G)** Write your second draft and check your grammar and spelling.

**Answers**

Step 1. D      Step 5. E

Step 2. F      Step 6. G

Step 3. C      Step 7. B

Step 4. A

## **Activity P**

Now it is the students' turn to write. Tell them that they are going to write an opinion paragraph. That means they are going to write about what they think about a topic. Have the students choose from the topics in their workbooks. Encourage them to follow the writing process in Activity O. Direct their attention to the sample paragraph and remind them of the three parts of a paragraph – topic sentence, body, conclusion. This activity should take 30 to 40 minutes. Assist any students who are having any difficulty. Students should write their paragraph on separate sheets of paper.

Topics:

Should we stop eating processed food?

How can people eat more healthily?

Would you like to be a vegetarian or a vegan?

Should we stop eating meat?

What is your favourite dish?

*If you feel your students need more help – direct students to the sample paragraph:*

### **Sample Paragraph**

**Look at the sample paragraph. Notice how often and how conjunctions are used.**

I think people can be healthier if they eat more vegetables and fruits. Vegetables have a lot of vitamins, minerals and fibre and there are different kinds of vegetables so we can make a variety of dishes. I like vegetables because they are easy to prepare and cook and I feel good after eating many vegetables. Fruit is also very good for your health because fruit has many vitamins. I want to learn how to cook fruit so that I can make tasty desserts.

**WRAP UP**

If there is time, do a wrap up activity (see Teacher's Notes). Praise the students for the hard work they have done. Finish the lesson by setting the homework task, going through the Self-Assessment grid and reminding the students of the Internet box and the Learner Training box.

**Homework Task**

Set the homework for this evening and make sure that all students understand the task.

**HOMEWORK:**

**Find recipes of dishes that you know or like or would like to try. Choose simple recipes. Bring them to class for the next lesson to share.**

**OR**

**Find a recipe of a dish you know or like or would like to try. Copy the table below onto separate notepaper and complete the table as much as possible using the recipe you found.**

<b>Product name (dish name)</b>	
Yield	
Per Portion	
Mise en place	
Prep and cooking method	
Cooking temperature	
Cooking time	
Ingredient quantity	
Serving instructions	

\*All homework should be done on separate pieces of note paper, not in the workbook.

### Self-Assessment

Guide students to the self-assessment grid and ask them to rate themselves thinking about today's lesson.

SELF - ASSESSMENT			
I can...	Very well	OK	Need more practice
Use conjunctions to connect my spoken sentences.			
Use conjunctions to connect my sentences when writing			
Understand how measurements are used			
Use measurements when reading recipes			
Understand the parts of a standard recipe			
Understand what food specifications (specs) are			

### Learner Training

Remind students what learner training is and why it is important. Go through today's task to ensure students understand. The students' answers or thoughts or ideas should be noted down in their notebooks, which you will collect at the beginning of the following week.

#### LEARNER TRAINING

Educate yourself about the different products that are available in the markets and supermarkets. Get used to reading the specifications on labels. Go with a friend and make it fun!

## Website Links

Direct students to the website links below which provide a re-cap of some of the material they have learnt in today's lesson.

### **On the YouTube / Internet:**

**There are many videos on the YouTube and there is a lot of information on the Internet to help you with your English vocabulary, grammar, listening and pronunciation.**

Here are some great videos on conjunctions and how to use them in writing:

<https://www.youtube.com/watch?v=VhTiMpWjllg>

<https://www.youtube.com/watch?v=JJ4n0jr8qX8>



# MISE EN PLACE

<i>Time duration</i>	Morning
<i>Vocabulary Overview</i>	Vocabulary related to mise en place
<i>Grammar Overview</i>	Conditionals Review
<i>Objective</i>	Understand the process of mise en place
<i>Materials</i>	Student's Workbook, Trainer's Manual

## The learning outcomes for this lesson are that students can:

- › Understand and use the zero and first conditionals
- › Understand when past simple tense is used and how it is structured
- › Understand vocabulary related to mise en place
- › Understand the structure of a short essay

## WARM UP AND REVIEW

Start today with vocabulary revision so that students can review some useful words and phrases from the last lesson.

Students will play the same game, 'Backs to the Board' but this time in smaller groups. Each table of students (4-6 students) will be a team and have one student who will be the 'guesser'. Give out some words / phrases on cut-ups to each table and ask the team members to turn one over and then explain the word to their team mate who must guess the word. Once the student has guessed it, they can then swap roles and another student from the team becomes the 'guesser'.

Example vocabulary from last lesson could be: processed, condiments, conjunction, yield, calories, preservatives, pickling, etc.

## HOMEWORK COLLECTION

All homework should be done on separate pieces of note paper. Please collect students' homework.



**Activity A** 

Remind students that in the last lesson they learned about the importance of the standard recipe. In this lesson they will learn more about mise en place (**miz – on – plus**). They are going to hear / read the Chef de Partie talk to the trainee chefs.

First, ask the students to listen to / read the text once. Then ask them what information they could gather/understand. Then they should read questions 1 – 5 so they know what to listen out / read for before listening or reading a second time to get the answers.

*Option 1: Teacher reads text aloud*

*Option 2: Students read the text*

*Option 3: Students listen to the audio*

If students have listened to an audio recording, allow them to check their answers with a partner before they listen for a third time or before giving whole class feedback. If reading the text, students can check their answers with their partner before whole class feedback.

**Chef de Partie:** Good morning everyone.

**Trainees:** Good morning sir!

**Chef de Partie:** Today we are going to continue our practice of mise en place and following standard recipes. We talked about this yesterday. Let's see who remembers. What is mise en place?

**Shanika:** It is the preparation stage of cooking.

**Benjamin:** It is when we gather the ingredients we need and prepare them for cooking.

**Chef de Partie:** Good, and what will you need?

**Akyas:** We need the ingredients, cutting tools, and um, containers, uh, holding utensils.

**Chef de Partie:** Good and where can you find the recipes you need?

**Trainees:** In the Standard Recipe Box sir!

**Chef de Partie:** Okay – now one of you tell me about the steps for pre-preparation.

**Pradeep:** First check my own personal hygiene, check the hygiene of my workspace, counter space, my utensils, check if the machines are all working, then check the storage room for availability of ingredients. We should also check the quality of the ingredients.

**If there are any problems, I have to tell my chef de partie immediately.**

**Chef de Partie:** Good – don't forget to check your waste management – always follow procedure for cleaning up your waste.

**Answers**

1) What is the chef de partie going to talk about today?

**He is going to talk about mise en place and standard recipes.**

2) Where are the recipes kept?

**They are kept in the Standard Recipes Box**

3) What are the different steps of pre-preparation?

**Check own personal hygiene, check the hygiene of workspace, counter space, utensils, check if the machines are all working, check the storage room for availability of ingredients, check the quality of the ingredients.**

4) What should the trainees do if there is a problem with the utensils, equipment or ingredients?

**If there is a problem they have to tell the chef de partie immediately**

5) Why do you think they have to check the ingredients before they prepare the ingredients?

**They should check for quality and quantity because if there is a problem then mis en place cannot happen.**

Ask the students to find the underlined phrases in the conversation (write them on the board as they find them). Ask volunteers to try and explain the meaning of those phrases.

Write the following words on the board and ask the students to match them with the phrases from the conversation: *containers for mise en place, obey / follow the system of the workplace, mise en place, ingredients are available (correct quality and quantity)*

**Answers**

holding utensils = containers for mise en place

follow procedure = obey / follow the system of the workplace

preparation stage = mise en place

availability of ingredients = ingredients are available (correct quality and quantity)

Have the students form a group and choose roles in the conversation. Ask the students to practice the conversation with their group mates. Give the groups five minutes so group mates can swap roles.

## Activity B

In Activity A there is a sentence highlighted in orange. Remind the students that this is an example of a zero conditional sentence. Ask the students if they remember how to use the zero conditional (**we use this form to describe truths or facts**). Tell the students to complete the sentences using the words in the blue box:

### Answers

- |  |
|--|
| 1) If it is cold, I <b>wear</b> a coat.                        |
| 2) If I need <b>food</b> , I go to the market.                 |
| 3) If I am sick, I <b>go</b> to the doctor.                    |
| 4) If you study hard, you can <b>pass</b> the test             |
| 5) The teacher <b>is</b> not happy if I do not do my homework. |

Direct students to the Grammar Box – ‘zero conditionals’ and give them time to read through it before going through the main points together.

### GRAMMAR BOX – using “if” (zero conditional)

*We use “if” in many ways. Conditional sentences describe a condition and the result of that condition. The zero conditional is used to describe facts and truths.*

#### Structure

**If / When + present simple form of the verb + present simple form of the verb**

#### Examples.

- If/When it rains, the trees and plants grow.**  
**If/When it does not rain, the trees and plants die.**  
**If/When I use bacon in my dish I do not add extra salt.**  
**If/When I add extra salt, the dish becomes too salty.**

We can use the zero conditional to give instructions in different situations (or conditions):

- If there is a problem, call me immediately.**  
**If you are sick, tell your supervisor.**

**You need to put a comma after the if part of the sentence!**

You can put “if / when” in the middle of the sentence.

- The trees and plants grow if / when it rains.**  
 (You do not need a comma in this case.)

Have the students try to make their own zero conditional sentences and write them in their workbooks. Write some of your own examples on the board to help them if necessary.

e.g., **If it rains, I get wet.**

**If I carry an umbrella, I will not get wet.**

### Activity C

Tell the students that the conversation in Activity B is continuing and that they are going to read. After the students read it once, elicit what the Chef de Partie is talking about to the kitchen staff. Have the students read questions 1- 5 before they read the conversation again to get the answers. Allow students to check their answers with a partner before giving whole class feedback.

**Chef de Partie:** What do we need to remember about waste management?

**Shanika:** Always keep our station clean and clear.

**Pradeep:** Put all food waste in a food waste container.

**Chef de Partie:** That is right. **If your food station is messy and not clean, if your utensils are not kept properly, you will have contamination and even accidents.** And what should you do if your food waste container is full?

**Akyas:** Empty it in the waste area of the kitchen.

**Chef de Partie:** And one more very important thing to remember?

**Benjamin:** Always keep the lid of the garbage bin closed.

**Chef de Partie:** That is correct. **If you do not keep the lids on, the pests will come.** Rats, flies, cockroaches. Then we will have a contamination problem.

**Shanika:** Chef, sometimes the big bins in the waste area are full. What should we do?

**Chef de Partie:** Good question. Who knows the answer?

**Akyas:** We must inform the kitchen stewards.

**Chef de Partie:** Correct. **If the bins are full and they are not emptied they will start to smell.** We are a team so we must keep an eye on all areas of the kitchen.

Nominate a few students to read aloud the conversation after the answers have been checked.

**Answers**

1. What is the Chef de Partie talking about now?

**He is talking about waste management**

2. What will happen if the station is not clean or clear? **If the station is not clean or clear, you will have contamination and even accidents.**

3. What is the important thing to remember? **Always keep stations clean and clear, out food waste in the food waste container and keep the container lid closed.**

4. Why do the lids have to be on all the time?

**The lids have to be on all the time because if they are not, the pests will come.**

5. Who is in charge of the big bins?

**The kitchen stewards are in charge of the big bins.**

**Activity D**

Direct the students to the sentences highlighted in orange in Activity C. Explain to them that these sentences use the first conditional form with “if”. Ask the students to tell you what they remember about how to use and structure a first conditional sentence. Then have them complete the sentences by matching left to right.

**Answers**

**\*point out to the students that for each statement, there can be more than one outcome**

1. If my station is dirty,	<b>my supervisor will be unhappy with me. there will be contamination. the pests will come.</b>
2. If my utensils are not put away,	<b>my supervisor will be unhappy with me I will lose them.</b>
3. If we do not keep the lids on bins,	<b>there will be contamination. the pests will come.</b>
4. If the pests come,	<b>there will be contamination. My supervisor will be unhappy with me.</b>

Direct students to the Grammar Box – ‘using “if: (first conditional)’ and give them time to read through it before going through the main points together.

<b>GRAMMAR BOX – using “if” (first conditional)</b>
<i>We use “if” in many ways. First conditional sentences describe a condition and the result of that condition. The first conditional is used to describe what the result is after something happens.</i>
<i>Structure:</i> <b>If + present simple form of the verb + future form of the verb with “will”</b>
<b>If it rains today, I <u>will get</u> wet.</b> <b>If it does not rain, I <u>won’t get</u> wet.</b> <b>If I clean my workstation regularly, the chef de partie <u>will be</u> happy.</b> <b>If I do not clean my workstation, I <u>will risk</u> food contamination.</b>
You need to put a comma after the if part of the sentence!
You can put “if / when” in the middle of the sentence. <b>It <u>will be</u> dangerous for me if I use broken equipment.</b>

Have the students look at the statements below and ask them to fill in the blanks with the appropriate word. Monitor students as they work.

### Answers

1) If I <b>do</b> not study for the test, I <b>will</b> fail.
2) If I <b>eat</b> too much chocolate, I <b>will</b> get sick
3) If I <b>put</b> bacon in my omelette, I <b>will not</b> need extra salt.
4) If the freezer <b>is</b> broken, all the food <b>will</b> melt and spoil.
5) If I <b>do</b> not take out the garbage, it <b>will</b> stink and flies <b>will</b> come.

Write the example below on the board and ask students what you did (**changed the sentence parts around**) and if the meaning changed (**no it does not change the meaning**). Ask if they can spot what is missing (**the comma**). Ask the students to do the same to the sentences from the last exercise. They can do this with a partner before you give whole class feedback.

For example:

↪ If I eat a snack before dinner, I will not be hungry later.  
 ↪ I will not be hungry if I eat a snack before dinner.

### Answers

- |  |
|--|
| 1) I will fail if I do not study for the test.                             |
| 2) I will get sick if I eat too much chocolate.                            |
| 3) I will not need extra salt if I put bacon in my omelette.               |
| 4) All the food will melt and spoil if the freezer is broken               |
| 5) It will stink and the flies will come if I do not take out the garbage. |

### Activity E

Tell the students that they are going to hear the Chef de Partie doing some training.

First, ask the students to listen to / read the text once. Then ask them what information they could gather/understand. Have the students read / listen to the conversation again and then ask them to do the exercises that follow.

*Option 1: Teacher reads text aloud*

*Option 2: Students read the text*

*Option 3: Students listen to the audio*

If students have listened to an audio recording, allow them to check their answers with a partner before they listen for a third time or before giving whole class feedback. If reading the text, students can check their answers with their partner before whole class feedback.

**Chef de partie (CP):** Good morning everyone! Welcome to training.

**Trainees:** Good morning madam!

**CP:** This morning our station will do the mise en place for the salads for today's menu. What are today's salads?

**Benjamin:** Shredded Delight, Tropical Thai and Green, madam. Here are the recipes.

**CP:** Alright, very good. Everyone has a copy of the recipes? Right, today we need some teamwork, okay? We are going to make a salad production line. Look at the recipes, you will see common vegetables. What are they?

**Mary:** Cucumbers, carrots, lettuce, onions. One recipe needs green papaya and green mango.

**CP:** Correct. You three – yes, the three of you will be responsible for carrots, cucumbers, green papaya and green mango julienne. Mary and Akyas, you will be responsible for preparing the dressings. Do you know where the clean dressing containers are?

**Akyas:** Yes madam.

**CP:** Good. And do not forget the mint chiffonade. Next, Benjamin, you will prepare all the lettuce leaves – check the varieties you will need. How many types of lettuce are there?

**Benjamin:** 4 Madam.

**CP:** Good – you have one hour to have the salad production line ready for service. I will come and check in 30 minutes. Good luck!

### Answers

1b) The trainees are going to prepare a salad production line.
2a) Benjamin has to prepare 4 different lettuce leaves.
3a) Three people are in charge of the julienne cuts.
4b) Mary and Akyas are in charge of salad dressing. 4b) Mary and Akyas are in charge of salad dressing.
5a) The CP will return to check on their work in 30 minutes.

Ask students to look at the words 1 – 6 and find them in the conversation and circle them. Suggest they read the conversation again to understand meaning before matching the words on the left to their synonyms on the right.

**Answers**

- |                       |   |                       |
|-----------------------|---|-----------------------|
| 1. is responsible for | 2 | a. we require         |
| 2. we need            | 5 | b. get ready          |
| 3. correct            | 1 | c. is in charge of    |
| 4. varieties of       | 3 | d. right              |
| 5. prepare            | 4 | e. types of, kinds of |
| 6. production line    | 6 | f. assembly line      |

**Activity F**

Ask the students to find 'julienne' and 'chiffonade' in the conversation from Activity E and underline them. Explain that these are non-English words used for vegetable cuts. In professional cooking, there are many different cuts of vegetables. Direct the students to the pictures in their workbooks. Have them label the pictures **a – f**.

Put students into pairs and ask the pairs to match the pictures to the definition to the best of their ability. Give them 2-3 minutes. Then have pairs of students form a group of four to compare answers before you give whole class feedback.

**Answers**

f) chiffonade
e) julienne
a) jardiniere
d) baton
b) paysanne
c) mirepoix

## Activity G

Pronunciation Practice: Ask the students if they have noticed that there are some words that are not English words? Explain that many words in cooking are from other languages such as French, German, Italian and so on. Words for vegetable cuts are from French. It is important to practice the correct pronunciation of these words. Tell the students to practice with a partner.

julienne (ju-lee-en)

brunoise (broo-no-ahz)

jardiniere (ja-di-ni-air)

mirepoix (mir-po-ah)

macedoine (ma-se-doe-an)

chiffonade (shiffo-naad)

paysanne (pay – zan)

concasse (kon-ka-say)

*\*If you have access to the Internet, you can go to [forvo.com](http://forvo.com) (a pronunciation website) and play the pronunciation audio to your students.*

## Activity H

Tell the students that in the conversations in Activities A and E, the Chef de Partie talks about mise en place. Ask the students to tell you what mise en place means.

Direct the students to the instructions for preparing for mise en place in their workbooks. Say that these statements are out of order. Ask the students to put the instructions in order 1 to 6. Show that number 1 has been done for them:

### Answers

6 Gather the necessary utensils and ingredients and place them at workstation.

2 Make sure workstation is clear and clean.

3 Make sure equipment is in working order.

4 Make sure cutting and cooking utensils are clean.

1 Wash hands.

5 Check the recipe.

Once they have ordered the instructions, they can check with a partner. Encourage the students to practice reading out the instructions to each other

<i>Time duration</i>	Afternoon
<i>Vocabulary Overview</i>	Vocabulary related to mise en place
<i>Grammar Overview</i>	Simple Past with Regular verbs
<i>Objective</i>	Become familiar with vocabulary related to mise en place. Understand how to write a 3-paragraph essay
<i>Materials</i>	Student's Workbook, Trainer's Manual

.....

### Activity I

Write the following sentence on the board:

**Mise en Place means \_\_\_\_\_**

Ask the students to complete the sentence in their words. They can do this individually or with a partner. They can refer back to activities of the morning. (If the students seem to be struggling, write a few words on the board to help them – prepare, ingredients, cooking)

Have some of the students share their answers with the class. Give them 3 minutes to complete the task.

#### **Possible Answer**

Mise en place means to prepare dishes and ingredients before cooking and service.

### Activity J

Direct the students' attention to the example of a standard recipe for a vegetable soup. Ask them to read the recipe and the instructions carefully. Put students into pairs and tell them that they will write a list of actions they will need to do for the mise en place for this recipe. They can use the verbs in the circle to help them. After the pairs have finished, ask the pairs to share and compare their list with another pair of students. Have some pairs share with the class and write their lists on the board

**Example list of actions:**

*I have to / will wash my hands.*

*I have to check my workstation.*

*I will prepare my utensils.*

*I will collect the ingredients and wash the ingredients.*

*I need to measure the ingredients.*

*I have to chop onions, celery and carrot.*

prepare	peel
cube	chop
heat	weigh
measure	wash

**Recipe Card**

Recipe Name: **Fresh Vegetable Soup**

**Yield:** 400 ml Per Portion: 200ml (Serves 2)

**Prep and Cooking time:** 25 minutes

**Utensils:** scale, measuring spoon/cup, kitchen knife, soup pan, wooden spoon, soup ladle, blender

**Ingredients:**

200g chopped onions, celery, carrot

300g potatoes, cubed

1 tbsp olive oil

700ml vegetable stock

Chopped parsley

**Instructions:**

1. Fry the chopped vegetables and potatoes in the soup pan with the oil for 3-4 minutes until they become soft.
2. Add stock to cover the vegetables and simmer for 10-15 minutes until potato is soft.
3. Cool soup down and blend in a blender. 4. Serve warm with freshly chopped parsley.

## Activity K

Remind the students that in the conversation in Activity A, the Chef de Partie says to check the quality of the ingredients. Explain to students that raw ingredients such as vegetables or fruits, dairy products or meat products, can easily become bad if they are not stored properly or if the supplier does not provide good products. Checking for freshness and quality is an important part of the job. Have them look at the two pictures and ask - Which is fresh and which is not?



Ask students how they can tell if an ingredient is fresh? Write some of their ideas on the board but do not make any comments. Then ask them to look at the icons and ask them what they think the icons mean.

Tell the students that they are going to read about the methods for checking freshness of different ingredients. Give the students 1 minute to read the text quickly.

Ask them what information they could gather.

Have the students read questions 1 – 4 and answer the questions when they read for a second time. Allow pair checking before giving whole class feedback.



If you are cooking with fresh ingredients you ordered today, it will be important to check for freshness. This is especially true for meat, chicken and fish. Use your eyes – red meat should be a bright red colour, not a brown-red colour. Chicken will be a light pink colour. Fish will have bright eyes and shiny skin. Use your hands – if you push your finger on the meat or chicken there should be no mark after you remove your finger. Fish should feel firm not soft. Use your nose – red meat and chicken will have no strong smell. Fish will have a metallic smell. How about vegetables and fruit? If they are fresh they will have vibrant colours, no black spots, no damage and no mould. When you use your hands, fruit and vegetables should feel firm and not soft. Leaf vegetables should be crisp and crunchy. If you smell a very sweet or very sour and old smell, the vegetable or fruit will not be fresh. And of course, you can use your mouth. The best way to test for freshness is to wash the vegetable or fruit, and bite it. It should make a crunching sound and taste fresh. If there are any problems with freshness of ingredients you must inform your supervisor immediately.

**Answers**

1. What are the three senses we can use to test freshness in meat, chicken and fish?

**We can use our eyes (sense of sight), our nose (sense of smell) and our hands (sense of touch).**

2. What are the four senses we can use to test freshness in vegetables and fruit?

**We can use our eyes (sense of sight), our nose (sense of smell), hands (sense of touch) and our mouth (sense of taste).**

3. If fish has a metallic smell, what does it mean?

**If it has a metallic smell it means it is fresh.**

4. If there is mould on the fruits and vegetables, what should you do?

**You should inform your supervisor immediately.**

**Activity L**

Remind students that mise en place is not only about washing and cutting vegetables, fruit, meat, chicken or fish. Explain that there are other preparation methods that are important to *mise en place*.

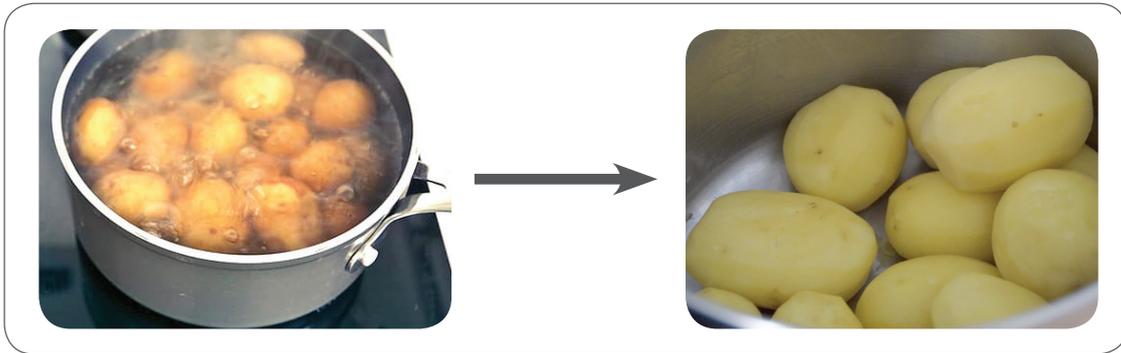
Have the students look at the pictures in their workbook and then read the definition below. You can ask some students to read the definitions out loud.

Ask the students to label the pictures correctly with the name of the different preparation techniques.

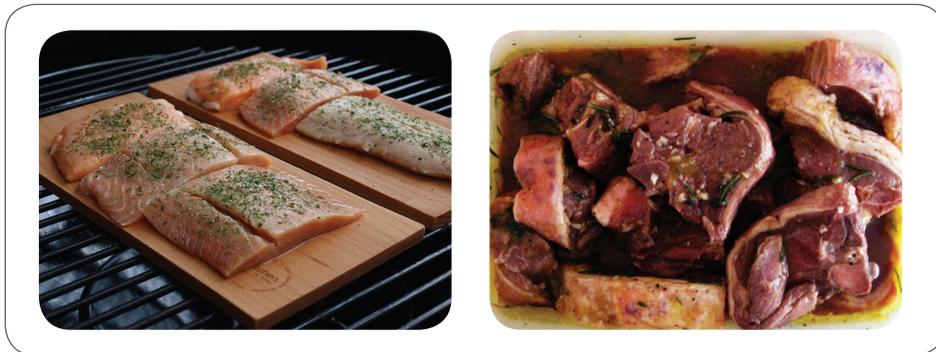
Allow students to pair check before giving whole class feedback.

**Answers**

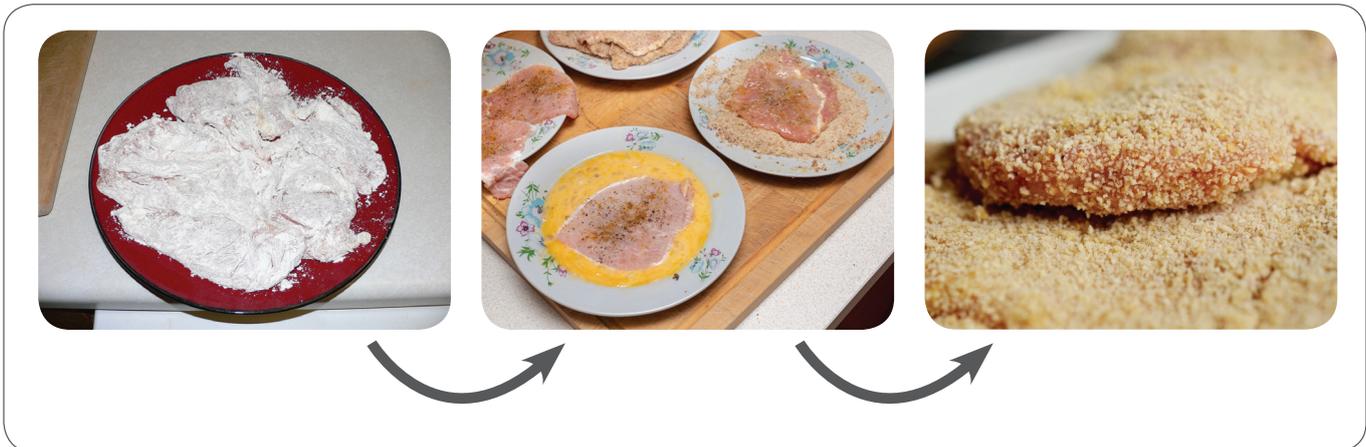
Blanch and Refresh



Parboil



Season or Marinate



Breading



### Portioning

Season or Marinate – adding ingredients to meat, chicken or fish before cooking, this helps to give flavour or make it soft.

Parboil – Parboil – this means to half boil potatoes before roasting or baking. This makes the potatoes easier to cook.

Portioning – this means preparing the correct amount of each ingredient to match the number of portions to cook.

Breading – Pane Anglaise (pahn – long-glaze) – this means covering with flour, egg and breadcrumbs before frying.

Blanch and refresh – this means putting vegetable or fruit in boiling water for a short time and then ice water.

### Activity M

Write the words “checking inventory” on the board and ask students what they think it means.

*\*If you teach in a place that has a training kitchen, find an example of an inventory list, if possible. Showing real world items is always helpful.*

Tell the students they are going to hear / read a conversation between Kumari and the Chef de Partie about checking inventory. Have them read / listen to the conversation – give them 30 seconds. Then ask them to look at questions 1 -3 before reading again to get the answers.

Check answers as a whole class before asking students what they think the answer to question 4 is.

Ensure they understand the meaning of incoming inventory and outgoing inventory.

**Chef de Partie:** Kumari, did you check the incoming inventory just now?

**Kumari:** Yes, Chef. I **checked** it 20 minutes ago.

**Chef de Partie:** Did you record it?

**Kumari:** Yes, I **recorded** it on the checklist.

**Chef de Partie:** Where is it? I cannot find it.

**Kumari:** I **placed** the list on the storeroom door, in the usual place.

**Chef de Partie:** Ah, yes. I **missed** it. I thought it was on my desk. Sorry. Next time – please put it on my desk.

**Kumari:** All the inventory lists, sir? Even the outgoing inventory list?

**Chef de Partie:** No – keep that in the storeroom.

### Answers

1. When did Kumari check the incoming inventory? **Kumari checked it 20 minutes ago.**
2. Where is the list? **The list is on the storeroom door.**
3. Where does the Chef de Partie want Kumari to put the list in the future?  
**The Chef de Partie wants her to put it on his/her desk in the future.**
4. What do you think an incoming inventory list is?  
**An incoming inventory list means the list of ingredients that is delivered to the kitchen. (An outgoing inventory list means all the ingredients that get used by different parts of the kitchen.)**

Ask student to write Incoming or Outgoing in the correct box:

### Answers

**OUTGOING** inventory means when inventory means when ingredients leave the storeroom there should be a record to show where the ingredients are going – to the garde-manger? To the entremetier? This usually happens in a large operation.

**INCOMING** inventory means the inventory means the process of checking ingredients when they are ordered and delivered. This is part of the “receiving goods” process.

Ask the students to look at the words highlighted in orange in the conversation and ask if they notice anything. Explain that these words are examples of the past simple tense- we use the past simple tense to talk about the past. Tell students that we have to change the verbs to show that the action happened in the past. Direct their attention to the table in their workbooks. Ask the students to fill in the blanks for 'check', 'record', 'place', 'miss' using the highlighted words. Then ask them to fill in the rest of the gaps.

Allow pair checking before giving whole class feedback.

### Answers

live	lived	walk	walked
receive	received	talk	talked
record	recorded	carry	carried
check	checked	hurry	hurried
place	placed	mend	mended
miss	missed	blend	blended

Direct students to the Grammar Box – 'Past Simple with regular verbs' and give them time to read through it before going through the main points together.

**GRAMMAR BOX – Past Simple with regular verbs**

*We use tenses to show when an action happens. This means tenses affect the verbs in a sentence. We use the past simple to talk about our actions that were completed at a definite time in the past.*

**Present Simple**

I study every day.  
I watch television.  
He bakes bread.  
We talk all day.

**Past simple sentences: regular verbs**

I studied on Sunday.  
I watched television last night.  
He baked bread this morning.  
We talked all day.

***Past simple uses time expressions to show exactly when an action happened.***

*e.g., 10 years ago  
last week, last night  
this morning  
on Saturday  
in March, in 2010  
at 3pm*

**Open Questions:**

What did you do yesterday?

**Closed question:**

Did you study for the test?

**Answer:**

I cooked breakfast, lunch, and dinner.

I stayed at home.

Yes, I did. / No, I didn't.

**Negative form**

I watched television.

**I did not (didn't) watch television.**

**Activity N**

Tell the students that they are going to make past simple sentences of their own by using the rules in the Grammar Box and the words in the blue box. Encourage them to include time expression in their sentences.

Show them the example and write more examples together with the class if you see fit. Ask students to do this individually but they can check and compare with a partner when they have finished.

Nominate some students to share their students with the class and write them on the board.

smile at      blend      bake      cook      check      carry  
 marry      switch on      fix      talk

*For example:*

*My mother married my father in 1969.*

*He smiled at me.*

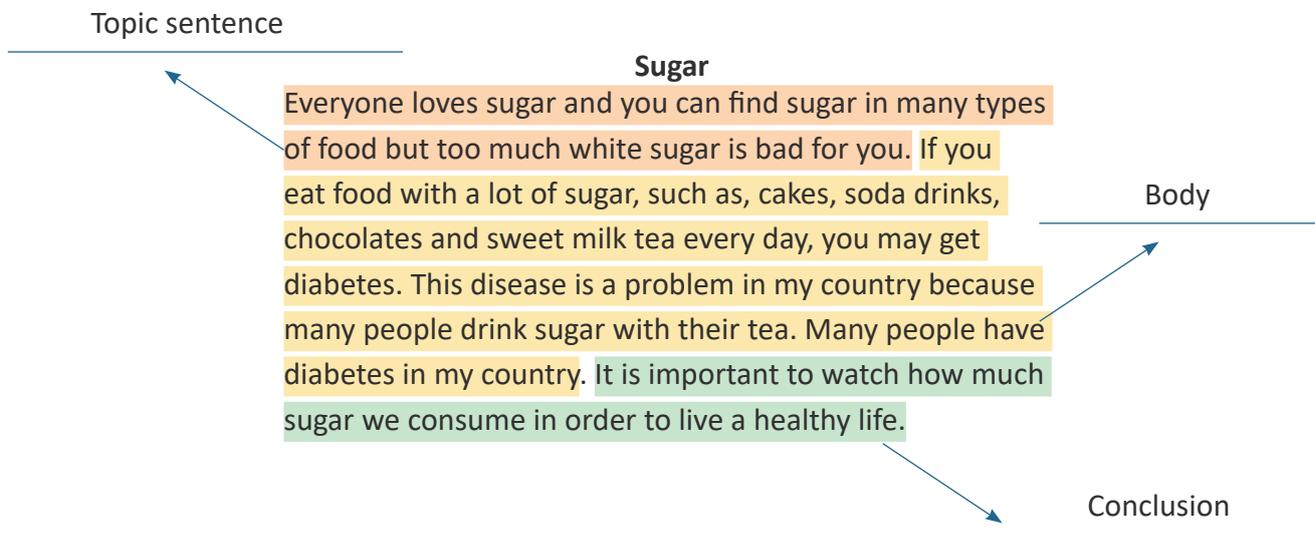
*I baked a cake for my friends birthday yesterday.*

**Activity O**

Ask students to tell you what they have learnt about writing so far (topic sentences, structure of a paragraph, writing process, writing a short paragraph).

Direct their attention to the paragraph in this activity and ask students to label the parts of the paragraph correctly. Check answers as a whole group. (Make sure they read the paragraph.)

**Answers**



Explain to the students that they are going to look at a 3-paragraph essay now.

Tell the students that in a 3-paragraph essay, we have the same parts as a paragraph but the names are slight

Write the following on the board:

**The 3 parts of an essay are - INTRODUCTION, BODY, CONCLUSION.**

Direct the students to the definitions in their book (blue boxes). Together with a partner they should read the definitions and use the words you have written on the board to label the boxes correctly.

**Answers**

**INTRODUCTION** - in this paragraph you find some general ideas about the topic and - in this paragraph you find some general ideas about the topic and the opinion of the writer. The writer's opinion is like the topic sentence of a paragraph.

**BODY** - in this paragraph you find the reasons and examples that support the - in this paragraph you find the reasons and examples that support the writer's opinions. Usually there are 2 or three reasons and examples for each reason.

**CONCLUSION** - in this paragraph you find the final message of the essay (it should - in this paragraph you find the final message of the essay (it should repeat the writer's opinion in a different way).

**Activity P**

Tell the students that they are going to label the parts of a sample (example) essay.

Give the students time to skim through the essay about Sugar for about 1 minute. Elicit from the students what the essay is about and what each paragraph is about.

If they need more time to understand the essay you can give them another minute to re-read it.

Now ask students to look at the instructions (nominate a student to read the sentences).

Explain what 'general ideas' means – **it means the general opinion of the public / a fact / general information and not the opinion of the writer.**

Make sure students have the required colour pens or pencils. Ask the students to follow the instructions to identify the parts of the essay.

1. Fill in the boxes with the words, Introduction, Body, Conclusion.
2. Highlight or underline the general ideas about the topic in orange.
3. Highlight or underline the writer's opinion in red.
4. Highlight or underline the reason and its example(s) in blue.
5. Highlight or underline the message of the essay in the conclusion paragraph in green.

## Answers

**Sugar** → Title

**INTRODUCTION** Sugar is an ingredient we use in many recipes. It is a carbohydrate, and this means it gives our bodies energy. It tastes sweet and we can find it in cakes and sweets as well as breakfast cereal and beverages. Everyone loves sugar but too much sugar is bad for our bodies. We must not consume a lot of sugar every day because sugar can damage our bodies.

**BODY** Too much sugar damages our bodies in many ways. One example is that too much sugar is bad for our teeth. When we eat sugar and we do not brush our teeth well, the bacteria in our mouth increase and damage our teeth. If you damage your teeth then the teeth will rot and break. This can lead to gum disease, and you can lose your teeth. Another example is that sugar can cause diabetes. This is a disease damages your kidneys and if you get diabetes it is very hard to get rid of the disease. This means you have to take medicine to control your body. This is a big problem for any country. If many people suffer diabetes, the government will have to spend money to take care of them all.

**CONCLUSIONS** Sugar is important for our body, especially the brain, but we have to be careful. If we consume too many soda drinks, like Coca Cola, or eat to many cakes and biscuits or have very sweet milk tea many times in a day, we will get sick. We should reduce the amount of sugar we consume.

Allow students to pair check before you hand out copies of the sample essay above to students so that they can check their own work. Do whole class feedback if necessary.

**WRAP UP**

If there is time, do a wrap up activity (see Teacher's Notes). Praise the students for the hard work they have done. Finish the lesson by setting the homework task, going through the Self-Assessment grid and reminding the students of the Internet box and the Learner Training box.

**Homework Task**

Set the homework for this evening and make sure the students understand the task.

**\*Sample essay for the homework is at the end of this lesson.**

**HOMEWORK:**

**Your teacher will give you another sample essay. Follow the instructions in Activity P and label or underline the parts of the essay.**

\*All homework should be done on separate pieces of note paper, not in the workbook.

**Self-Assessment**

Guide students to the self-assessment grid and ask them to rate themselves thinking about today's lesson.

SELF - ASSESSMENT			
I can...	Very well	OK	Need more practice
Understand and use words related to mise en place			
Use zero and first conditionals			
Understand the simple past tense			
Pronounce non-English words correctly			
Understand the parts of a 3-paragraph essay			

## Learner Training

Remind students what learner training is and why it is important. Go through today's task to ensure students understand. The students' answers or thoughts or ideas should be noted down in their notebooks, which you will collect at the beginning of the following week.

### LEARNER TRAINING

**How can we improve our pronunciation?**

**The Internet has many websites that can help you pronounce new words, whether English or non-English words. These websites are listed in the box above or here.**

<https://forvo.com>

**Below are a few common words used in cooking: Use the above website to practice your pronunciation:**

Napolitana (Italian)  
Linguine (Italian)  
Fettucine (Italian)  
Mozzarella (Italian)  
Lasagne (Italian)  
Coq au vin (French)  
Potage (French)  
Nicoise (French)  
Rottiserie (French)  
Pate (French)  
Flambe (French)  
Saute (French)  
Chef de Cuisine (French)  
Jalapeno (Spanish)  
Paella (Spanish)

**Look at the menu at your establishment – do you know how to say all the dish and beverage names?**

**If you do not know how pronounce something, ask your supervisor, or try to research it yourself. And practice.**

## Website Links

Direct students to the website links below which provide a re-cap of some of the material they have learnt in today's lesson.

### **On the YouTube / Internet:**

There are many videos on the YouTube and there is a lot of information on the Internet to help you with your English vocabulary, grammar, listening and pronunciation.

Learn pronunciation with Lucy!

<https://www.youtube.com/watch?v=R5NC9yyTeZ8Y>

you can learn about short essay writing here:

<https://www.youtube.com/watch?v=vw8yR8ddibQ>

## Sample Essay and Essay Answer for Lesson 14

### My favourite food

We need food to give us energy. If there is no food, there is no life. That is why there are so many different kinds of food for different people to enjoy. We all want to consume great and delicious cuisine. I love many different kinds of food, but my personal favourite is burgers. I think burgers are easy and fun to eat and can be made in a variety of ways.

Burgers are delicious because they are soft and crunchy, salty and sweet. The burger bun and meat give the soft texture and the onions, lettuce and other vegetables give the crunchy texture. You can put sweet tomato ketchup or spicy mustard or hot barbecue sauce to give unique taste to the burger. Burgers are very flexible because you can eat it with meat or chicken or fish. You can add cheese or mushrooms. Burgers are of the most convenient and easiest foods to eat when we are in a hurry. For example, there are many fast-food chains that serve burgers and you can find them almost anywhere. I do not enjoy burger from fast food chains but if I am in a hurry I know it can fill my stomach. We can have a burger at any time of day - breakfast, lunch, or dinner and we can eat French fries with it or a salad. You can make burgers fresh and healthy by choosing fresh and healthy ingredients. And you can order a burger almost anywhere. Restaurants, cafes, hotels all usually have burgers on their menus. It is a very popular dish.

I enjoy many kinds of food, such as curry, pizza and salads but nothing is better than a burger in my opinion. One day I hope I can create an original burger. It is the best and easiest thing to make for your friends and family, so I love burgers.

My favourite food ← Title

### Introduction

We need food to give us energy. If there is no food, there is no life. That is why there are so many different kinds of food for different people to enjoy. We all want to consume great and delicious cuisine. I love many different kinds of food, but my personal favourite is burgers. I think burgers are easy and fun to eat and can be made in a variety of ways.

### Body

Burgers are delicious because they are soft and crunchy, salty and sweet. The burger bun and meat give the soft texture and the onions, lettuce and other vegetables give the crunchy texture. You can put sweet tomato ketchup or spicy mustard or hot barbecue sauce to give unique taste to the burger. Burgers are very flexible because you can eat it with meat or chicken or fish. You can add cheese or mushrooms. Burgers are of the most convenient and easiest foods to eat when we are in a hurry. For example, there are many fast-food chains that serve burgers and you can find them almost anywhere. I do not enjoy burger from fast food chains but if I am in a hurry I know it can fill my stomach. We can have a burger at any time of day - breakfast, lunch, or dinner and we can eat French fries with it or a salad. You can make burgers fresh and healthy by choosing fresh and healthy ingredients. And you can order a burger almost anywhere. Restaurants, cafes, hotels all usually have burgers on their menus. It is a very popular dish.

### Conclusion

I enjoy many kinds of food, such as curry, pizza and salads but nothing is better than a burger in my opinion. One day I hope I can create an original burger. It is the best and easiest thing to make for your friends and family, so I love burgers.

# QUESTIONS ABOUT FOOD

<i>Session</i>	Morning
<i>Vocabulary Overview</i>	Vocabulary related to cuisine from around the world
<i>Grammar Overview</i>	Passive Voice review
<i>Objective</i>	Understand descriptions of and describe dishes.
<i>Materials</i>	Student's Workbook, Trainer's Manual

## The learning outcomes for this first lesson are that students can:

- Pronounce non-English cooking-related words correctly
- Understand and use the passive voice
- Be able to describe dishes
- Be able to make telephone calls to food suppliers to explain a problem

## WARM UP AND REVIEW

Start today with a matching synonyms game to help students review some of the vocabulary from the past few lessons.

Each table of students is a team and each team should be given a list of words and phrases (see below). Explain that you will call out a word (you can repeat if necessary) and they have to find a similar meaning word or phrase from their list, raise their hands and answer. Fastest team to answer wins the round. Allow students to go through the list in order to prepare.

**Students' LIST:** require, get ready, types of, in charge of, production line, wrong, right, take part in, take care of, look for, mise en place, check inventory, messy, vermin and bugs

**Teacher's LIST:** need, prepare, varieties of, responsible for, assembly line, incorrect, correct, participate, look after, search, prepare for cooking, confirm stocks, untidy, pests

## HOMEWORK COLLECTION

All homework should be done on separate pieces of note paper. Please collect students' homework.



### Activity A

Explain that students are going to review the different verb forms they have learned about so far. Write on the board:

**Verb / Present Simple / Past Simple / Past Participle.**

Elicit a regular verb from the students and ask them for each form of the verb. Now get students to look at the verbs in the box in Activity A and place them in the correct columns of the table. They can do this in pairs and can check their answers with another pair before you give whole group feedback.

*\*Tell the students there is an extra word in the blue box that is unnecessary and there should be one word missing from their tables when they have finished. Encourage the pairs to work quickly to be the first pair to find these two words out!*

make / makes	<b>to cut</b>	eaten	was / were	drink	being
drink / drinks	boiled	slice / slices	cutting	cut	drinking
do / does	boiling	made	done	ate	<b>to make</b>
baked	roast/roasts	had	<b>to drink</b>	sliced	chopped
making	cooked	baking	cooked		

**Answers:**

Verb	Present Simple	Present Continuous	Past Simple	Past Participle
to be	am / are / is	being	was / were	been
to do	do / does	doing	did	done
to have	have / has	having	had	had
to eat	eat / eats	eating	ate	eaten
<b>to drink</b>	drink / drinks	drinking	drank	drunk
to cook	cook / cooks	cooking	cooked	cooked
<b>to make</b>	make / makes	making	made	made
to bake	bake / bakes	baking	baked	baked
to roast	roast / roasts	roasting	roasted	roasted
<b>to cut</b>	cut / cuts	cutting	cut	cut
to slice	slice / slices	slicing	sliced	sliced
to chop	chop / chops		chopped	chopped
to boil	boil / boils	boiling	boiled	boiled

Direct the students to the Past Simple column of the table, and ask if they can see that not all the words end with “ed”. These are called irregular verbs. Ask what they think that means (**it means that the spelling of the verb changes when used in the past simple tense, i.e. does not use ‘ed’**)

Ask students to choose a verb from the table and make 3 sentences. Write the example below to help them.

*Example: EAT*

*I eat rice and curry every day.*

*I am eating dinner now.*

*I ate hoppers last night.*

### **Activity B**

Try to elicit from students which verb form is used to make the Passive Voice (**the Past Participle**). Now ask if they can remember the structure of a passive voice sentence (**Thing/person + “to be” verb + past participle**). If they cannot recall the structure then direct them straight to the activity to see if they can identify which sentences are in the passive voice. Ask them to circle the passive voice sentences (you can help them if needed by explaining there are 3). Then you can elicit the structure.

**Answers:**

- 1) The dish is very sweet.
- 2) The dish is considered our best dish.
- 3) The dish was created by our chef.
- 4) The dish needs garnish.
- 5) The dish needs to be eaten when it is hot.
- 6) The dish should not be cold.

Direct students to the Grammar Box – ‘passive voice’ and give them time to review it before reviewing the main points together.

GRAMMAR BOX – passive voice	
<p><i>Most of the time we use the active voice in English. This means our sentences start with “I” or “He/She” or “We/They” or “It” - followed by a verb and a noun.</i></p> <p><b>For example:</b> <i>I cook Sri Lankan food at the weekend.</i></p>	
<p><i>We use the passive voice to describe things or describe what happens to things or people.</i></p> <p><b>For example:</b> <i>Sri Lankan curry <u>is</u> often <u>cooked</u> in a clay pot.</i>  <i>He <u>was given</u> a tie for his birthday.</i>  <i>The apprentice chefs <u>were told</u> to wash their hands often.</i></p>	
<p><b>Structure:</b></p> <p><b>Thing/person + “to be” verb + past participle</b>  <i>(the “to be” verb changes according to the time frame but the past participle stays the same)</i></p>	
<p>Irregular verbs</p> <p>The watermelon <u>is cut</u> into four pieces.</p> <p>The watermelon <u>is being cut</u> into four pieces.</p> <p>The watermelon <u>must be cut</u> into four pieces.</p> <p>The watermelon <u>was cut</u> into four pieces.</p> <p>The watermelon <u>can be cut</u> into four pieces</p>	<p>Regular Verbs</p> <p>The potatoes <u>are boiled</u> in water.</p> <p>The potatoes <u>are being boiled</u> in water.</p> <p>The potatoes <u>must be boiled</u> in water.</p> <p>The potatoes <u>were boiled</u> in water.</p> <p>The potatoes <u>can be boiled</u> in water.</p>

### Activity C

Ask students to read the text about soufflés and underline the passive voice sentences (there are 7). Get students to pair check before going through together as a whole class. Get the students to read the questions below before re-reading the text to find the answers. Allow pair checking before going through the answers. Encourage students to write full sentence answers.

One of my favourite dishes is souffle (*sue-flay*). It is a French dish, and it was created in the 18<sup>th</sup> Century. It is made with egg whites and a few other ingredients. It can be sweet or savoury and it is considered very difficult to make. This is because it is a very delicate dish. It is usually cooked in a 6-inch ramekin (*ra-muh-kin*). Ramekins are made from ceramic and they are easy to glaze. But it is possible to use glass ramekins to make a souffle. Souffle is eaten with a spoon or fork and it can be served hot or cold.

**Answers:**

1) Where is the dish from? <b>This dish is French / This dish is from France</b>
2) What is it made with? <b>It is made with egg whites and a few other ingredients.</b>
3) Why is it considered difficult to make? <b>It is considered difficult to make because it is a very delicate dish.</b>
4) Can it be served cold? <b>Yes, it can be served cold.</b>

Ask students to change the active sentences into passive sentences. Go through the example sentence together so students can see the process.

e.g. He / someone broke the ramekin.  
The ramekin was broken (by him / someone).

**Answers:**

1. We have to clean all the kitchen counters.	<b>1. All the kitchen counters have to be cleaned.</b>
2. He must finish the job before 11:30 am.	<b>2. The job must be finished before 11:30 am.</b>
3. They make these dishes in Italy.	<b>3. These dishes are made in Italy.</b>
4. You can eat the noodles with chopsticks.	<b>4. Noodles can be eaten with chopsticks.</b>
5. First you slice the beetroot and then you bake it.	<b>5. First the beetroot is sliced and then it is baked.</b>
6. He has marinated the leg of lamb and now he will roast it.	<b>6. The leg of lamb has been marinated and now it will be roasted.</b>

### Activity D

Ask students to read the text – give them 1 minute. Elicit some information from them by asking the questions below:

*What is the text about?*

*What was interesting about this hotel?*

*What did the hotel owner want?*

Direct the students to the highlighted parts of the text and ask if they are passive voice sentences (**Yes, they are**). Direct their attention to the underlined parts of the sentences. Tell the students they have to use the underlined parts to fill in the gaps of the grammar rules (bulleted sentences) in their workbooks. Allow pair checking before going through the answers.

The hotel is small but very beautiful. It was designed by a very famous architect. The owner wanted the interior of the hotel to feel natural. She was interested in using natural materials to create an eco-friendly building. All the light fixtures are made out of recycled glass bottles. All the furniture is made from local timber and was built by local craftsman. The soap and shampoo are made with Ayurvedic herb and plants. There is almost nothing in this hotel that is made of plastic.

### Answers:

- ▶ We usually use made from when we talk about how something is manufactured.
- ▶ We use made of when we talk about the basic material of something.
- ▶ We use made out of when we talk about something that has been transformed from one thing to another.
- ▶ We use made with when we talk about ingredients.

Get the students to practice reading the text out loud so that they get used to using this form.

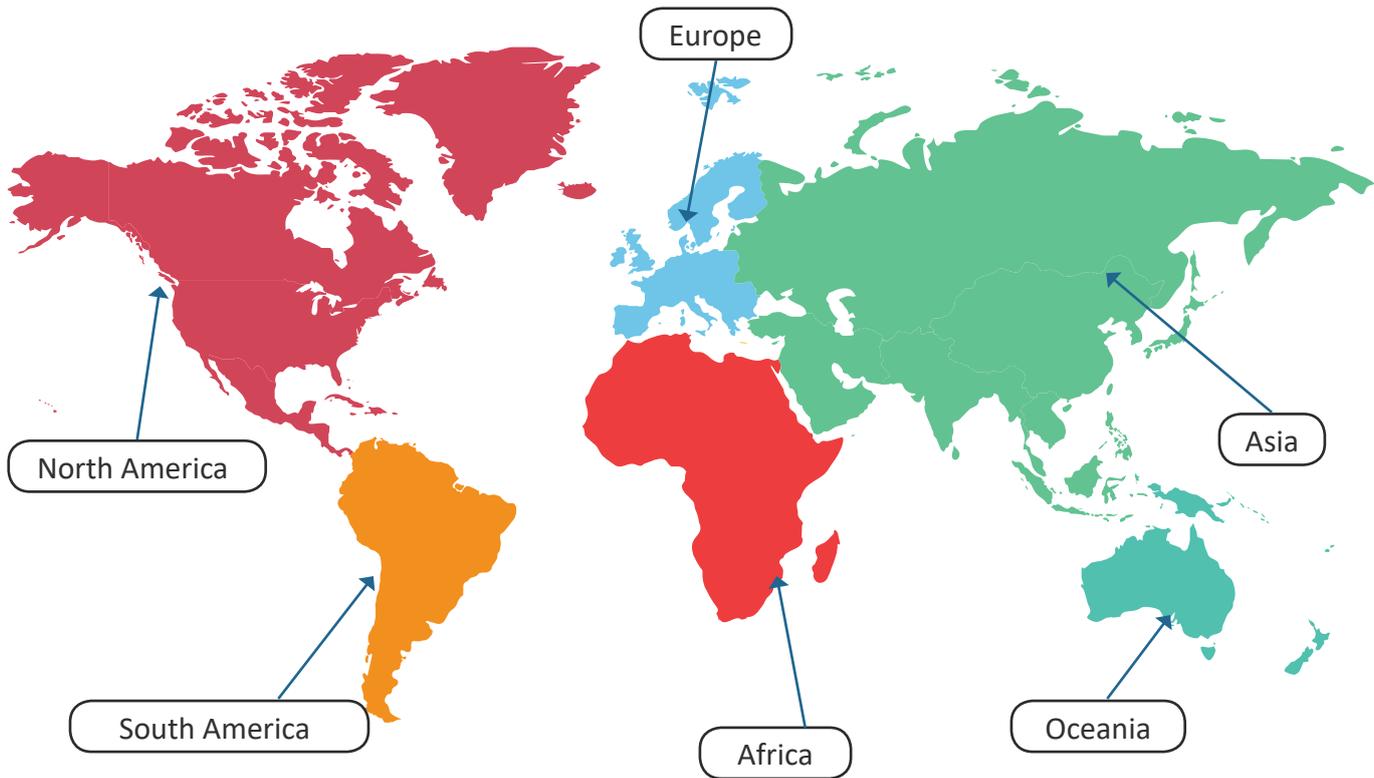
\*Review how we use the passive voice (**to describe actions that happen to objects or people**).

Ask students to think about the place they live in or work in or even the classroom they are in now. Ask them to try to write a few sentences to describe it. Encourage them to use passive voice sentences where they can, as well as using some of the underlined phrases above (***made of, made with, made from, made out of*** and ***made in (country)***).

Set a time limit and monitor carefully whilst students are writing. Once completed, ask students to read their description to their partner. Feedback on any interesting points or good language.

**Activity E**

Remind the students that in professional cooking, there are many non-English words. They will cook cuisine from different countries. Ask the students if they know what a continent is? Which continent is Sri Lanka a part of? Direct their attention to the map:



With a partner, have the students match 3 countries to each continent from the country names in the blue box below. Set a time limit and go through the answers as a whole class:

- |          |             |          |         |              |           |
|----------|-------------|----------|---------|--------------|-----------|
| U.S.A    | Egypt       | Peru     | China   | Sri Lanka    | Australia |
| Botswana | New Zealand | Malaysia | Mexico  | South Africa |           |
| Canada   | France      | Fiji     | Germany | Brazil       | Spain     |
|          |             |          |         |              | Chile     |

**Answers:**

- ▶ Europe – France / Germany / Spain
- ▶ Asia – Sri Lanka / Malaysia / China
- ▶ Africa – South Africa / Botswana / Egypt
- ▶ Oceania – Fiji / Australia / New Zealand
- ▶ North America – U.S.A. / Canada
- ▶ South America – Peru / Mexico / Brazil / Chile

Tell the students that a lot of the cuisine they are going to cook comes from European countries. Get the students to ask their partner the following questions.

***Have you ever been to Europe?***

***Which country have you visited?***

***Have you tried that country's food?***

***Which European country would you like to visit one day?***

Have the students match the European country to the name of the people and the name of the cuisine (from the blue box). Show that an example has been done for them:

Name of Country	Name of the People	Name of the Cuisine
e.g., France	French	French
Italy	Italian	Italian
Spain	Spanish	Spanish
Germany	German	German
Sweden	Swedes	Swedish
Greece	Greek	Greek
Switzerland	Swiss	Swiss
Portugal	Portuguese	Portuguese
Holland	Dutch	Dutch
United Kingdom (U.K)	British	British

**Activity F**

Get the students to look at the pictures of four dishes in Activity F. Ask if any of them know what they are called or where they are from. Tell them that all four dishes come from European cuisine. Have the students focus on the four blue boxes below the pictures. Nominate some students to read out the information in the boxes. Then ask students to write the correct name of the dish that matches the description for each box. Go through the answers and practice any pronunciation if necessary.



It is fried fish and it is usually served with thick cut chips or French Fries. The fish is battered and lightly salted. It is traditional British dish.

**Fish and Chips**



It is a traditional French dish and it is made with eggs, cream, cheese and spinach. It has a tart crust. It is baked in an oven.

**Quiche Lorraine** (key-sh lor-rain)



It is a traditional Italian dish and the base is made with flour. It is covered with fresh tomato sauce, fresh basil, mozzarella cheese and tomatoes.

**Margherita Pizza** (maa-ge-rita)



It is a traditional Greek salad and it is made with onion, cucumber, tomato, lettuce, olives and feta cheese. It is tossed lightly with a vinegar dressing.

**Greek Salad**

**Activity G** 

Tell the students that they are going to listen to / read a conversation between Mary and a guest at a buffet. Give them 30 seconds to listen to / skim through the conversation – then ask what the conversation is about. Now ask the students to look at the True or False statements but they should not try to answer them yet.

Have the students listen to / read the conversation again and then answer the True or False statements. Allow pair-checking before doing whole class feedback.

*Option 1: Teacher reads text aloud (alone or with student)*

*Option 2: Students read the text*

*Option 3: Students listen to the audio*

**Guest:** Hello!

**Mary:** Welcome madam. Are you enjoying the buffet?

**Guest:** Yes, what is this?

**Mary:** This is a traditional Sri Lankan salad. It is called gotukola sambol.

**Guest:** Wow, sounds interesting. What is it made of?

**Mary:** It is made with chopped gotukola leaves, fresh coconut, lime, onions, green chili, salt and pepper. All the ingredients are mixed together. It is a little sour and bitter, but it is very good with rice and curry.

**Guest:** Really?

**Mary:** Yes, and it is very healthy.

**Guest:** Okay I will try some. Is it very spicy?

**Mary:** It is a little spicy. It also has some fish powder in it.

**Guest:** Oh no, I am allergic to anything with fish. That's too bad.

**Mary:** How about this *karawila sambol* madam? It is bitter gourd salad. It is also very healthy and tasty. Bitter gourd is a vegetable and it is deep fried first. The salad is made with onions, lime, tomato and salt and pepper. There are no green chilis in this one and no fish powder. It is delicious.

**Guest:** Oh, that sounds good. I will have some of this please.

**Mary:** Yes madam, Enjoy your meal.

Put students into pairs and ask them to take turns reading out loud the different roles in the conversation. Monitor and give any feedback about intonation or pronunciation. Nominate one or two pairs to read the conversation out loud to the class.

**Answers:**

1) Mary is looking after the salad section of the buffet. (buf-fay)	<b>T</b>
2) The guest is not interested in the gotukola sambol.	<b>T</b>
3) The guest is allergic to dairy.	<b>F</b>
4) The guest is sad because she cannot try the gotukola sambol.	<b>T</b>
5) Bitter gourd salad is made with deep fried bitter gourd.	<b>T</b>
6) There are green chilis in both salads.	<b>F</b>
7) All the ingredients of the gotukola sambol have been blended together.	<b>F</b>
8) The guest is given some of the bitter gourd salad.	<b>T</b>
9) "Fish powder" means <b>umbalakada</b>	<b>T</b>

Ask the students to look at the way Mary describes the different sambol. She says ALL the ingredients. Ask the students why this is important. Have them write their ideas first before sharing with a partner or the class.

**Answer**

***It is important because some ingredients are allergenic. This means they can cause a bad reaction in the people who eat them. Guest should know what is in the food they are eating to prevent any health problems.***

We put umbalakada in many of our Sri Lankan dishes. It has many names: Maldives fish flakes, bonito fish flakes, fish flakes

Remember some people are allergic to fish!! You MUST know the ingredients of all the dishes on your menu!!

Get the students to read the conversation again and find and underline the passive voice sentences (there are 5).

Now ask students to think about a Sri Lankan *sambol* that they like. Ask them to try describing it to their partner. They can make notes in their workbooks before sharing with a partner. Encourage the students to use the passive voice.

**Activity H** 

Tell students they are going to listen to / read a conversation between two people, a guest at a buffet and Pradeep. Allow them to listen once / read for 30 seconds. Elicit what the conversation is about. Next the students should read questions 1 – 6 . The have the students listen to / read the conversation again to get the answers.

*Option 1: Teacher reads text aloud*

*Option 2: Students read the text*

*Option 3: Students listen to the audio*

**Guest:** Hi.

**Pradeep:** Hello sir, how are you? I hope you are enjoying your stay at our hotel.

**Guest:** Yes, thank you. It is a beautiful place.

**Pradeep:** Are you enjoying the buffet?

**Guest:** Yes, but I am not familiar with curry. What is this?

**Pradeep:** This is a biriyani. It is a flavourful rice with raisins and it contains lots of spices like cardamon, cinnamon and turmeric.

**Guest:** Is it a Sri Lankan rice dish?

**Pradeep:** No, actually, it is an Indian rice dish. This is the Indian food corner.

**Guest:** I see. I have never tried a biriyani. And this? What is this?

**Pradeep:** This is palak paneer. It is made with Indian cheese and pureed (pue-rade) spinach.

**Guest:** Is it spicy?

**Pradeep:** It is mild, there is some green chili in it. Do you like spicy food?

**Guest:** Yes, but not too spicy! Is that chicken or something else?

**Pradeep:** Yes, that is chicken. It is called chicken *tikka malai*. This is not spicy at all. Would you like to taste it?

**Guest:** Yes.

**Pradeep:** Are you allergic to dairy, Sir? Would like you taste it?

**Guest:** No, I am not allergic to anything. Oh, it is very good. How is it made?

**Pradeep:** The chicken is marinated with yoghurt, green papaya and other ingredients. Then it is grilled.

**Guest:** Delicious.

Allow pair checking before going through the answers as a whole class. Follow up by asking if the guest likes spicy food. If there is time, get students to practice the conversation with a partner.

**Answers:**

1) Where is Pradeep and what is he doing?

**Pradeep is at the buffet in a hotel. He is serving and talking to guests.**

2) Is Pradeep in charge of the Indian buffet counter or Sri Lankan buffet counter?

**Pradeep is in charge of the Indian buffet counter.**

3) How does Pradeep describe palak paneer?

**Pradeep describes the palak paneer as mild with some chilli in it. He explains it is made with Indian cheese and pureed spinach.**

4) Is the guest allergic to any ingredients?

**No, the guest is not allergic to any ingredients.**

5) How is chicken tikka malai prepared?

**Chicken tikka malai is prepared by marinating chicken with yoghurt, green papaya and other ingredients and then grilling it.**

<i>Time duration</i>	Afternoon
<i>Vocabulary Overview</i>	Question words, polite questions review
<i>Grammar Overview</i>	Question words, polite questions review
<i>Objective</i>	Talk about food /dishes and answer questions about food /dishes with a customer or a supplier, write a 3-paragraph essay
<i>Materials</i>	Student's Workbook, Trainer's Manual

### Activity I

Tell the students that they are going to review open and closed questions. Elicit one or two examples of each type of question and write them on the board. Then ask the students to look at the conversation from Activity H. Get the students to underline all the closed questions and circle all the open questions.

#### Answers:

**Guest:** Hi.

**Pradeep:** Hello sir, how are you? I hope you are enjoying your stay at our hotel.

**Guest:** Yes, thank you. It is a beautiful place.

**Pradeep:** Are you enjoying the buffet?

**Guest:** Yes, but I am not familiar with curry. What is this?

**Pradeep:** This is a biriyani. It is a flavourful rice with raisins and it contains lots of spices like cardamon, cinnamon and turmeric.

**Guest:** Is it a Sri Lankan rice dish?

**Pradeep:** No, actually, it is an Indian rice dish. This is the Indian food corner.

**Guest:** I see. I have never tried a biriyani. And this? What is this?

**Pradeep:** This is palak paneer. It is made with Indian cheese and pureed (pue-rade) spinach.

**Guest:** Is it spicy?

**Pradeep:** It is mild, there is some green chili in it. Do you like spicy food?

**Guest:** Yes, but not too spicy! Is that chicken or something else?

**Pradeep:** Yes, that is chicken. It is called chicken tikka malai. This is not spicy at all. Would you like to taste it?

**Guest:** Yes.

**Pradeep:** Are you allergic to dairy, Sir?

**Guest:** No, I am not allergic to anything. Oh, it is very good. How is it made?

**Pradeep:** The chicken is marinated with yoghurt, green papaya and other ingredients. Then it is grilled.

**Guest:** Delicious.

Now put students into pairs and ask them to look at the 3 pictures of Sri Lankan dishes and write down 3 closed questions and 3 open questions for each picture. Go through the first one together and elicit some ideas for an open and a closed question, e.g. Is it spicy? What are the ingredients? Get students to also think about the answers.

### Possible Answers

Is it creamy?	What is it?
Is it chewy?	How do I eat it?
Is it sweet?	What can I eat it?
Is it savoury?	How is it made? / How do you make it?
Is it	What is in it?

Once students have completed writing their questions they will join with another pair of students and compare their questions. Get one pair of students to ask the questions and the other pair to answer. Then they can swap roles.

***If there is time, students can use the conversation from Activity H to do their own role play – one student is the role of Pradeep and the other the role of the guest.***

Direct students to the Grammar Box – ‘open and closed questions review’ and give them time to read through it before going through the main points together.

**GRAMMAR BOX – Open and Closed questions review**

Open questions use words such as “what”, “where”, “when”, “who”, “why”, “how”, “which”, “whose”.

We use these questions to **GET INFORMATION**.

**Structure:**

**Question word + be / do / can / would + pronoun + main verb**

e.g., Where do you live?  
What would you like to drink?  
Who is he?

**Answer:**

e.g. I live in Colombo.  
I would like juice, please.  
He is my friend,

Closed questions start with “are”, “is”, “can”, “do”, “have”.

We use these questions to **CHECK** or **CONFIRM INFORMATION**.

**Structure:**

**Are/Is/Do/Can/Have + pronoun + main verb/ noun**

e.g., Do you like chocolate?  
e.g., Can you play the piano?

**Answer:**

Yes, I do. / No, I do not (don't).  
Yes, I can. / No, I cannot (can't).

**Activity J**

Ask the students to look at the pictures of the nine dishes in this Activity. Elicit as much information as they can give you for each picture (food name, country of origin, ingredients, etc.)

Explain that you will read out the description of each recipe in random order. Tell the students they can take notes as they listen. Tell them you will give them time to use their notes to label the pictures correctly (tell them not to worry about spelling right now— say they can check the spelling of answers at the end of the activity). Allow pair checking before going through the answers with the class.

*Option 1: With a weaker class you can pause after each description*

*Option 2: You can read three or four descriptions at a time.*

Answers:



Spanish Tortilla



Carbonara



Scones



Crepe Suzette



Penne Arrabiatta



Ratatouille



English Breakfast



Moju



Ambuthiyal

**Teacher's Script**

<p>This dish is a Spanish Tortilla (tor-tee-ya). It is a breakfast dish and it is made with onions, eggs and potato. It can be pan fried or baked. It is simple and delicious.</p>	<p>This dish is from Italy and it is called Carbonara. The sauce is made with eggs, parmesan cheese, garlic and bacon. For the dish spaghetti is usually used but penne (pen-nay) or macaroni can also be used. The pasta is cooked first and then it is tossed in the sauce. It is creamy.</p>	<p>These are called scones (skons) are a British tea time dish. It is made from flour, sugar, milk and butter. It is served with clotted cream, fresh strawberries and strawberry jam. They are perfect for teatime.</p>
<p>This dish is called crepe suzette (crape soo-zet) and it is from France. It is a thin pancake covered with an orange sauce. It is sweet and sour.</p>	<p>This dish is called penne arrabbiata (pen-nay ara-bi-aata) and it is from Italy. The sauce is made with tomatoes, chili and garlic. It is a little spicy.</p>	<p>This is a traditional French dish. It is called ratatouille (ra-ta-too-ee) and it is a vegetarian dish made with green or yellow zucchini (zoo-kee-nee), aubergine (oh-ber-jeen), tomatoes, garlic and onions. The vegetables are sliced and baked. It tastes fresh and healthy.</p>
<p>This is an English breakfast. It consists of baked beans, bacon, fried eggs, fried mushrooms, roasted or poached tomato, sausages and toast. It is tasty and filling.</p>	<p>This is a Sri Lankan dish. It is called moju and it is made with onions, chili and eggplant. The eggplant is fried. It is sometimes served as a side dish. It is sweet and tasty.</p>	<p>This is a Sri Lankan dish called ambuthiyal. It is made with pieces of tuna. The tuna is cooked with lots of spices such as goraka and tamarind. It is spicy and sour and delicious.</p>

**Activity K**

Make copies of the Teacher's script from Activity J. Put students into groups of three or four and hand out the Teacher's script from Activity J to each group. Get the students to cut up the sheet into cards and place them face down on the table. Each student will take turns taking one card from the pile. Tell them they need to read out the descriptions but NOT TO read the sentences in blue. The other members of the group have to guess the name of the dish correctly. Whoever names first gets to take the next card. Demonstrate with a volunteer first.

Monitor the groups for pronunciation.

## Activity L

It is role play time! In this activity the students will create their own dialogue with a partner or in a groups of 3. They can use the conversations in Activity G and H to help them.

### **Set up the role play by telling the students the following:**

Imagine you are in charge of one of the buffet counters at your restaurant or hotel. First decide if it is Sri Lankan cuisine or cuisine from another country. You can use the cards from Activity K to set up your buffet if you want. Then think about what dishes you will describe (up to 3 dishes). Next, build the dialogue and practice with your partner(s). Decide who will play which character. Think about your body language and your facial expression. Think about what questions the guest may ask. Prepare to perform your dialogue for the class.

Give students a time limit to write their scripts then extra time to rehearse the scene. Help students as they are writing with sentence structure and vocabulary as well as pronunciation help if needed once they are rehearsing.

Nominate some groups to perform their role plays for the class.

## Activity M

Tell students they are going to listen to / read a telephone conversation between Benjamin and a supplier. Have them listen to / read through once. Elicit from them what information they could understand.

Next they should read True or False statements. Next, they will listen to / read the conversation for a second time.

*Option 1: Teacher reads text aloud (or with a student)*

*Option 2: Students read the text*

*Option 3: Students listen to the audio*

**Benjamin:** Hello?

**Agrigrow Ltd:** Hello, Agrigrow Limited.

**Benjamin:** Hello, I am calling from Maha's Kitchen.

**Agrigrow:** Oh, hello, how can I help you?

**Benjamin:** We ordered 10 kilos of beetroot from you, but it has not arrived.

**Agrigrow:** Please hold on, let me check.

**Benjamin:** Sure.

**Agrigrow:** Hello? Are you sure? My driver said he has already delivered your order 20 minutes ago.

**Benjamin:** Yes, that is correct, but the order was missing the beetroot. The driver left before we could confirm the order. We need the beetroot for our lunch menu. It is urgent.

**Agrigrow:** I see, okay, please hold on.

**Agrigrow:** Hello?

**Benjamin:** Hello?

**Agrigrow:** Yes, the beetroot is still here. Very sorry. We will send it immediately. Thank you for calling.

**Benjamin:** Thank you.

Students should write “T” for true or “F” for false next to each of the statements. If students have listened to an audio recording, allow them to check their answers with a partner before they listen again. If reading the text, students can check their answers with their partner before whole class feedback. If students answer ‘false’ encourage them to explain why and to correct the statement.

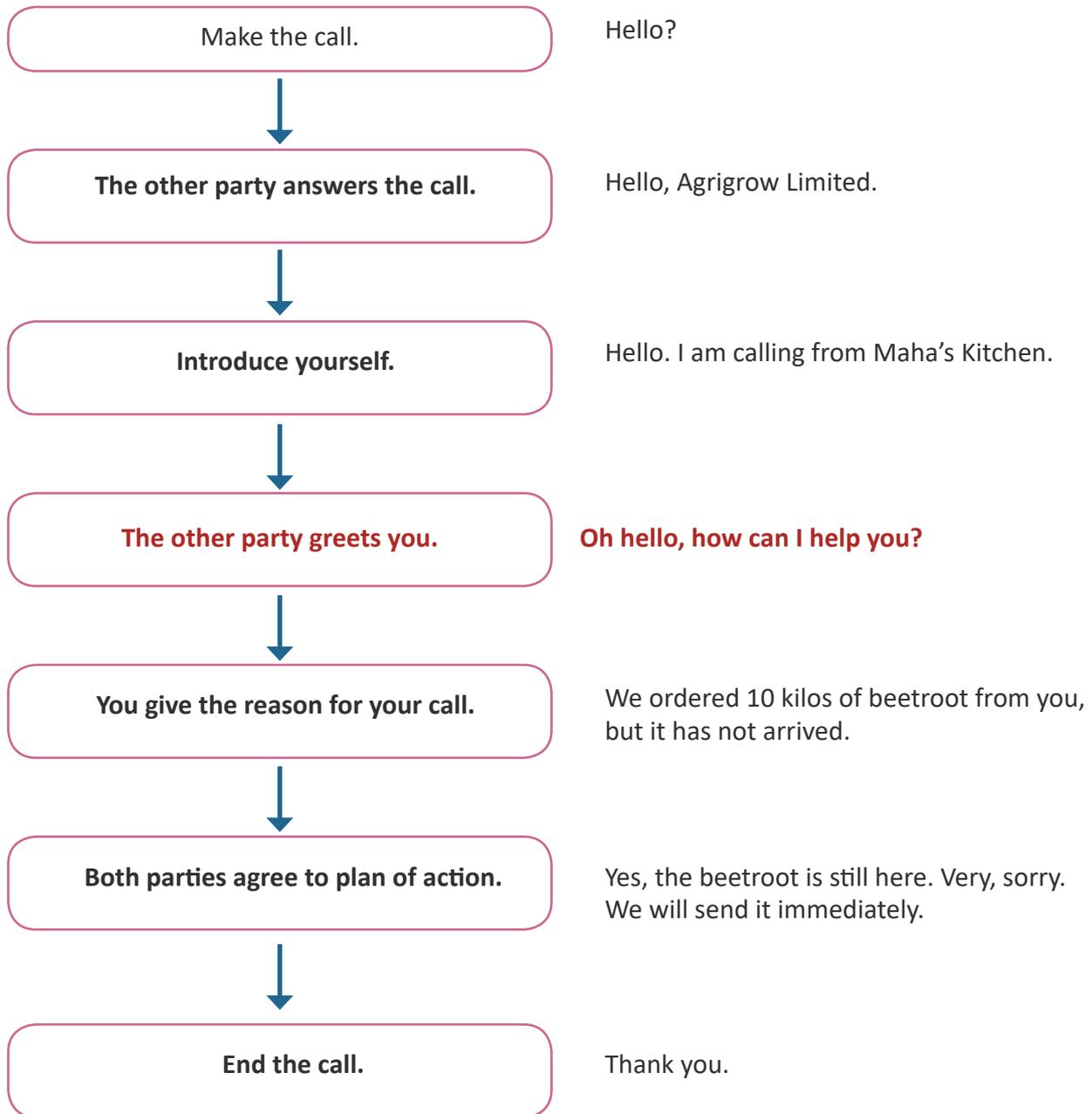
#### Answers:

1) Agrigrow is a restaurant.	<b>F</b>
2) Benjamin is working at Maha’s Kitchen.	<b>T</b>
3) The order was for 10 kilos of pumpkin.	<b>F</b>
4) The vegetable order was late.	<b>F</b>
5) The beetroot order was missing.	<b>T</b>
6) Agrigrow will send the beetroot right away.	<b>T</b>

Elicit that work-related telephone conversations often follow a plan of conversation. In their workbooks students will see the plan or map for the conversation they have just listened to / read. Ask them to put the steps from the blue box into the plan. Once they have done this, get them to find the parts of the conversation from the text that fit the steps. One example has been done to guide students. If needed do another example with the whole class.

**\*Remind the students that not all the phrases in the blue box need to be used.**

**Answers:**



End the call.	Introduce yourself.	You give the reason for your call.
The other party answers the call.	Both parties agree to plan of action	
The other party gives you the information you need.		

**Activity N** 

Tell students they are going to listen to / read another telephone conversation between Kumari and the same supplier. Have them listen to / read through once. Elicit from them what information they could understand or gather.

Next they should read questions 1 - 5. They they should listen to / read the conversation for a second time to get the answers.

*Option 1: Teacher reads text aloud (or with a student)*

*Option 2: Students read the text*

*Option 3: Students listen to the audio*

**Kumari:** Hello?

**Agrigrow:** Yes, hello?

**Kumari:** Hello, I am calling from Maha's Kitchen.

**Agrigrow:** Good afternoon. May I help you?

**Kumari:** Good afternoon. Yes, there is a problem with this morning's delivery.

**Agrigrow:** Really? What problems?

**Kumari:** Yes, the cauliflower had many pests and was not fresh. Also, the tomatoes were all green, unripe thilina tomatoes.. We asked for ripe, beef tomatoes.

**Agrigrow:** Let me check your order. Please hold on.

**Kumari:** Okay.

**Agrigrow:** Hello?

**Kumari:** Yes?

**Agrigrow:** Okay, yes, we have to change the tomatoes. So very sorry.

**Kumari:** Thank you. And what about the cauliflower? Can you replace it with fresh cauliflower?

**Agrigrow:** So sorry, we do not have anymore cauliflower. Shall we send something else?

**Kumari:** No, thank you. We need the cauliflower now. Please could you refund the money for the cauliflower?

**Agrigrow:** We usually do not refund money, miss.

**Kumari:** I see. Okay, I will inform my supervisor.

**Agrigrow:** Would you like the tomatoes now?

**Kumari:** Yes, please send the tomatoes now.

**Agrigrow:** Okay. Thank you for calling.

**Kumari:** Thank you.



Thilina Tomatoes



Beef Tomatoes

If students have listened to an audio recording, allow them to check their answers with a partner before they listen again. If reading the text, students can check their answers with their partner before whole class feedback.

**Answers:**

1) Why is Kumari calling Agrogrow?

**Kumari is calling Agrogrow because there is a problem with this morning's delivery.**

2) What is wrong with the cauliflower and the tomatoes?

**The cauliflower had many pests and was not fresh. The tomatoes were all green, unripe thilina tomatoes . They ordered ripe, beef tomatoes.**

3) Did Agrogrow make a mistake with the tomatoes?

**Yes, Agrogrow made a mistake with the tomatoes.**

4) Can Agrogrow replace the cauliflower? Why or why not?

**No, Agrogrow cannot replace the cauliflower because they do not have any more in stock.**

5) What is Kumari going to do about the cauliflower?

**Kumari will talk to her supervisor, because Agrogrow do not normally refund money.**

Review polite phrases and suggestion / requests and write a few of the student ideas on the board.  
*E.g., Can I borrow your pen? Could you help me please?*

Ask students to go back to the conversation and underline all the polite requests or suggestions (there are 6) and then write them in their workbook.

**Answers:**

May I help you?

Please hold on.

Can you replace it with fresh cauliflower?

Shall we send something else?

Please could you refund the money for the cauliflower?

Would you like the tomatoes now?

Elicit from them what they notice about the polite phrases.

**Answers:**

**The sentences use please, or shall, can, could you, would you, etc.**

Ask the students why they think it important to be polite?

### Possible Answers

*It is important to be polite in order to maintain good relationships with suppliers.*

*It is important to be polite because it is not good to get upset or get other people upset.*

Direct the students' attention to the table in their workbooks. Explain that the sentences show the steps of the conversation plan / map for the telephone call in Activity N. Have the students put the steps in order. Step 1 is done for them. Check answers as a whole group.

### Answers

Correct order of steps	Steps
3	Introduce yourself.
6	You give more details when asked.
9	End the call.
7	Both parties offer suggestions or solutions.
1	Make the call.
5	The other party gives you the information you need.
8	Both parties agree to a plan of action.
4	You give the reason for your call.
2	The other party answers the call.

Pair students up and ask them to use the steps in the table to practice the conversation – ask the students NOT TO LOOK at Kumari's and the supplier's dialogue. Tell the students to try and remember as much as they can and try to do the conversation on their own using the steps. They can substitute tomatoes and cauliflower for something else if they want to be creative!

**\*To make it easier for the students to use the steps in the table you can:**

1. Give a copy of the table so that they can cut it up and pairs can use the appropriate parts.
2. Draw a conversation map on the board with the steps in the correct order, so that students can see the order as they are practising.

If there is time, nominate some pairs to perform their dialogues.

Direct them to the Grammar Box – 'polite phrases using may, should, shall, can, could, would' and give them time to read through it before going through the main points together.

**GRAMMAR BOX – polite phrases using may, should, shall, can, could, would**

*We use these expressions when we want to make a request, ask for permission, offer help or give suggestions.*

**Request**

Can you help me please?  
Could you show me the way to the swimming pool?

**Permission**

Can I help you?  
Could I use the tomatoes in the storeroom?  
May I go to the washroom please?

May you ----- **X**

**Offer Help**

Shall I clean the refrigerator?

**Give suggestions**

Should I send the delivery now?  
Shall I help Kumari make the cake?

Would you like some water?

Ask the students to complete the following dialogues with an appropriate polite question:

**Answers**

1. A: Hello, can I help you? (**can**)  
B: Yes, could you tell me the way to the hotel restaurant? (**could**)  
A: Of course. Please follow me.  
B: Thank you.
2. C: Can I make an order please? (**can**)  
D: Sure – what would you like? (**would**)  
C: Could I have three 300g bags of frozen peas and seven tins of mixed fruit? (**could**)  
D: Sure. Would you like anything else? (**would**)  
C: No, that's it. Thank you.

## Activity O

Remind students that in the last lesson they learned how to identify parts of an essay. Now it is their turn to write a 3-paragraph essay! **Ask them if they remember the process of writing a paragraph from Lesson 13.** Elicit the writing process for paragraph writing from the class and write their ideas on the board (but do not comment yet)

Direct the students' attention to their workbook and say that these are the steps of the writing process of ESSAYS but there is one DIFFERENT step. Which one is it?

### Answers

(A) First ask yourself, what is the topic?

(B) Brainstorm some ideas / vocabulary about the topic. ( a word cloud is a good place to start )

(C) Ask yourself what your opinion of the topic is and why you think that way. Write these thoughts down.

(D) Create the outline of your essay.

(E) Write a first draft.

(F) Read your first draft again. Ask for feedback from someone if possible.

(G) Write your second draft and check your grammar and spelling.

(H) Write a final draft.

Tell the students that they can use the basic essay outline template below to help them create an outline. **Tell the students that in an outline they do not write full sentences – just notes/ideas.**

The template consists of a light gray rounded rectangle containing four white rounded rectangular boxes. At the top is a box labeled 'TITLE'. Below it are three rows, each with a smaller box on the left and a larger box on the right. The first row is for the 'INTRODUCTION', the second for the 'BODY', and the third for the 'CONCLUSION'. Each section box contains a title and a brief description of what to write.

TITLE	
<b>INTRODUCTION</b> General ideas and writer's opinion	
<b>BODY</b> Support opinion with reasons and examples.	
<b>CONCLUSION</b> Summarize and re-state the writer's opinion.	

Hand out the sample essay to each student (see at the end of this lesson). Pair students up and ask the students to first skim through the essay.

Then with their partner ask the students to try and re-create the outline for the sample essay. When you feel students have done the best they can, show them the example answer (or hand out copies) so that they can compare to their own outline. *Discuss any similarities and differences between their outlines and the example answer. Explore the differences between the outline and the actual essay.*

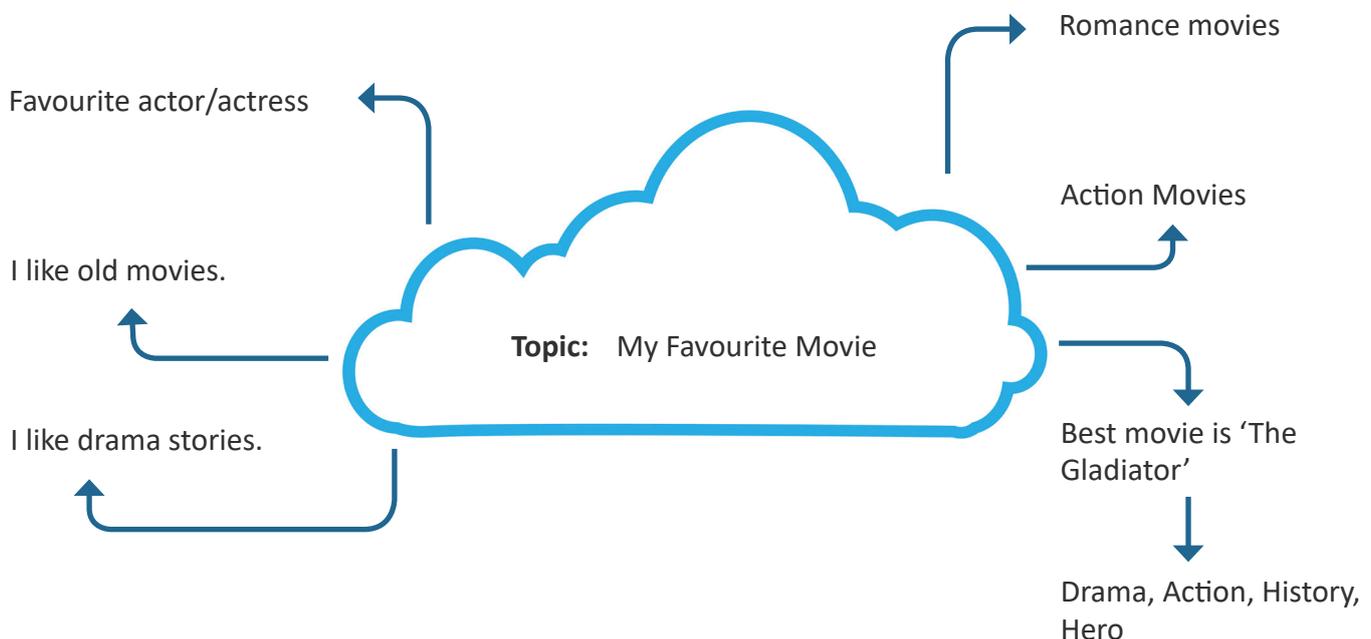
### Activity P

Ask the students to look at the topics. Elicit more topics if necessary. Have students choose ONE topic. Encourage the students to use the word cloud to brainstorm their ideas about that topic. Remind them to follow the writing steps in Activity O – state an opinion, create an outline, and start their first draft. They can finish the essay for homework.

#### TOPICS

- Sugar
- Salt
- The vegetarian diet is best or not?
- Why should I become a chef?
- The best Sri Lankan dessert / dish
- My favourite movie
- My favourite place
- The place I want to visit one day

#### Example Answer



**Example Outline:**

Introduction – Everyone loves movies. Best movie is ‘The Gladiator’ in my opinion because there is a great man as the main character..

Body – Interesting history – Roman times  
Best hero – actor  
Action – lot of battles

Conclusion – ‘The Gladiator’ can be enjoyed by many people because it is a hero story.

**WRAP UP**

Now it is time to wind down. Your teacher will do a wrap up activity if there is time.

Do not forget to do your homework.

Well done for today!

**HOMEWORK:**

Complete your 3-paragraph essay for homework.

\*All homework should be done on separate pieces of note paper, not in the workbook.

Guide students to the self-assessment grid in their workbook and ask them to honestly rate themselves thinking about today's lesson.

SELF - ASSESSMENT			
I can...	Very well	OK	Need more practice
Understand that English verbs have different forms			
Use the passive voice			
Describe dishes to a customer			
Make telephone calls to food supplier to explain a problem			
Write a 3-paragraph essay			

Learner Training is to help students raise their awareness of the language and how it is used; awareness of their own learning processes and actions; helping them to reflect on what they need to do to progress. If there is time, you can go through these questions in class.

The students' answers or thoughts or ideas should be noted down in their notebooks, which you will collect at the beginning of the following week.

### LEARNER TRAINING

Writing needs practice. When you have time, try to practice paragraph writing. Reading in English also helps your writing and builds your vocabulary. If you do not want to write your opinion, then try to write a story.

Elicit from the students why it is important to watch short videos or even movies as well as to listen to music in English. Reinforce their opinions by explaining that listening is key to improving their pronunciation and grammar fluency. The website links provided here also provide a re-cap of some of the material they have learnt in today's lesson.

**On the YouTube / Internet:**

There are many videos on the YouTube and there is a lot of information on the Internet to help you with your English vocabulary, grammar, listening and pronunciation.

About Mexican Food:

<https://www.bbcgoodfood.com/howto/guide/top-10-foods-try-mexico>

Pronunciation:

<https://www.youtube.com/watch?v=R5NC9yyTeZ8>

F&B or front of house English – polite requests

[https://www.youtube.com/watch?v=zqS\\_KAHEVTY](https://www.youtube.com/watch?v=zqS_KAHEVTY)

## Sample Essay and Essay Outline Answer for Lesson 15

### **My Dream Job**

In my family there are many teachers. My mother is a teacher and my father is a teacher. My grandfather was a professor at a university. The job of a teacher is very noble and it is a very important job, but it is not my dream job. I think the most interesting job is the job of a chef. I would like to be a chef because if I become a chef I can learn many things about food and culture and people.

I want to become a chef for many reasons. The first reason is that I love food. When I was a child I loved to eat everything. I especially loved my grandmother's cooking. She was a very good cook and she could make anything. She could make a variety of curries, salads and soup. She also had many recipes books and those recipes books came from all over the world. She liked to use many different ingredients and she said she can visit that country when she cooked and ate that country's food. She taught me many cooking skills such as roasting and marinating so I became interested in cooking. You need many skills to be a chef and I want to learn more and more skills. Another reason to be a chef is that I want to travel the world and try different cuisine. I want to learn about other culture's ingredients and dishes and maybe one day I can cook those dishes for my family and friends. If I travel the world as a chef I can learn many things about culture and people. I can also share my culture's food with people from other countries. I think this is a good idea because my culture has a lot of unique and healthy curries.

I think there are many fun or interesting or challenging jobs and we can be what we want to be. For me, the best job is to be a chef because I can enjoy my love for food and fresh ingredients and cooking and learn about other cuisine too.

**TITLE My Dream Job****INTRODUCTION**

General ideas and writer's opinion

› **Jobs in the family**

› **Dream job and reason**

**BODY**

Support opinion with reasons and examples.

› **Reason 1 – love food, grandmother's cooking, examples skills, examples**

› **Reason 2 – travel the world and learn about other cuisine and share my culture's cuisine**

**CONCLUSION**

Summarize and re-state the writer's opinion.

› **Why chef is best job for me**



# BITES AND BEVERAGES

<i>Time duration</i>	Morning
<i>Vocabulary Overview</i>	Vocabulary related to beverages and sandwiches
<i>Grammar Overview</i>	Past Simple with Regular
<i>Objective</i>	Be able to understand text related to the topic. Be able to understand and use the Past Simple Tense
<i>Materials</i>	Student's Workbook, Trainer's Manual

## The learning outcomes for this lesson are that students can:

- › Develop their reading skills
- › Pronounce non-English cooking-related words correctly
- › Understand and use the past simple tense correctly
- › Be able to understand and use words related to beverages, appetizers, salads and sandwiches

.....



## WARM UP

Start today with revision of useful words and phrases from the last lesson by asking students to re-arrange words to make a sentence. To start, write the following example on the board:

*dish / very / is / sweet / the*

Ask students to re-arrange the words as quickly as they can to form a grammatically correct sentence **(The dish is very sweet.)**

Now put students into small groups of 2 or 3, write more sentences on the board from the last lesson and explain that the first group to correctly re-arrange all the sentences is the winner. Some example sentences could be:

Passive sentences:

our / chef / by / dish / created / the / was **(The dish was created by our chef.)**

whites / of / is / egg / made / it **(It is made of egg whites.)**

eaten / noodles / be / chopsticks / with / can / **(Noodles can be eaten with chopsticks.)**

Polite requests:

the / please / for / ? / could / broccoli / you / the / refund / money (**please could you refund the money for the broccoli?**)

please / you / ? / can / help / me (**can you help me please?**)

**OR**

Write the following on the board and explain that students have to unjumble the letters to find the correct words. Make it into a race to see which pair of students can find the words the quickest.

*adlsas / zparsietpe / sedswinhca / veegbsare*

**salads / appetizers / sandwiches / beverages**

### Activity A

Explain that in today's session students will read about salads, appetizers, sandwiches and beverages. Elicit from students another word for beverages (**drinks**) and tell them your favourite drink. Ask a few students what their favourite beverage is.

Now explain that they are going to complete a survey about their drinking habits. Give them a couple of minutes to complete this. Once they have completed the survey they can compare their answers with their partner. Encourage students to ask the questions to their partner rather than reading their partner's questionnaire.

#### Beverages Preferences Survey

1. Which beverages do you like? (select as many as you like)

- |  |                                    |
|--|------------------------------------|
| <input type="checkbox"/> Water             | <input type="checkbox"/> Coffee    |
| <input type="checkbox"/> Fresh fruit juice | <input type="checkbox"/> Milk      |
| <input type="checkbox"/> Juice concentrate | <input type="checkbox"/> Milkshake |
| <input type="checkbox"/> Soda              | <input type="checkbox"/> Smoothie  |
| <input type="checkbox"/> Tea               |                                    |



2. What kind of tea do you drink?

- Tea bags
- Loose leaf
- Tea Powder

3. What kind of coffee do you drink?

- Instant
- Decaffeinated
- Freshly Grounded

4. How do you drink your tea?

- With milk
- With milk and sugar
- Plain
- Plain with sugar

5. How do you drink your coffee?

- With milk
- With cream
- Black
- With milk and sugar

6. Which fruit juices have you tried?

- |                                    |                                      |
|------------------------------------|--------------------------------------|
| <input type="checkbox"/> Apple     | <input type="checkbox"/> Guava       |
| <input type="checkbox"/> Orange    | <input type="checkbox"/> Mango       |
| <input type="checkbox"/> Pineapple | <input type="checkbox"/> Watermelon  |
| <input type="checkbox"/> Lime      | <input type="checkbox"/> Mixed Fruit |



7. Write down the names of any fruit juice you have drunk before but is not in the list above:

8. Complete the table with your opinions by ticking the appropriate box:

	Agree	No opinion	Disagree
I prefer water to any other beverage.			
I prefer chilled water to un-chilled water.			
I think tea or coffee is best in the morning.			
I think soda drinks are bad for my health.			
I think smoothies are better than milkshakes.			
I think juice concentrate is better than fresh juice.			

## **Activity B**

Write the words 'tea' and 'coffee' and ask the students to talk about their experiences with these drinks (what they like, how they drink it). Ask students where they think coffee / tea comes from.

Tell the students they are going to listen to / read a text. First, ask the students to listen to / read the text. Then ask them what information they could gather/understand. Next, they should read questions 1 – 6, so they know what to listen out / read for before listening or reading a second time to get the answers.

*Option 1: Teacher reads text aloud*

*Option 2: Students read the text*

*Option 3: Students listen to the audio*

Beverages are liquids or drinks that are consumed by people. Beverages can be divided into alcoholic drinks and non-alcoholic drinks. Alcoholic drinks include beer, wine, liqueurs and spirits. Non-alcoholic drinks can be furthered divided into cold and hot drinks. Hot drinks include tea, coffee, hot chocolate. Cold drinks include juice, sodas, soft drinks, milk, and of course water.

According to legend the history of tea began 5000 years ago in China, when some leaves of a tea bush fell into some hot water. Tea was originally drunk as medicine. The main tea-producing countries are China, East Africa, India, Indonesia, and Sri Lanka. Tea was brought to Sri Lanka in 1824 by the British from China. There are six main or common types of tea – green tea, white tea, black tea, Darjeeling tea, Oolong tea and Chai tea.

Coffee comes from the African continent and legend says that a goat-herder from Ethiopia saw his goats eat red berries from a coffee tree and become very energetic. Today the largest producer of coffee is Brazil, followed by Columbia. There are many ways coffee can be enjoyed. In Europe people enjoy the espresso (*es – presso*). This coffee is made using a special machine and ground coffee beans and originated in Italy. Other popular coffee drinks that have originated in Italy are latte (*lah-tay*), cappuccino (*cahp – pooch-chee-noh*), Americano (*ah-merry-kaa-no*), and mocha (*maw-kah*).

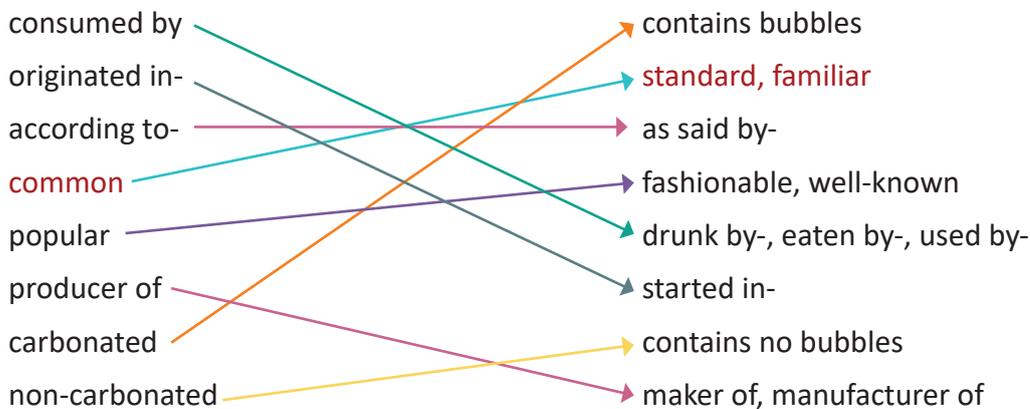
Soft drinks (non-carbonated) and sodas (carbonated) are very popular drinks all over the world. Fresh fruit juice and juice made from juice concentrate is considered a soft drink. Any drink that is fizzy or has bubbles in it (but no alcohol) is considered a soda drink. Sodas contain a lot of sugar so now it is possible to buy sugar-free sodas for people who wish to be healthy.

If students have listened to an audio recording, allow them to check their answers with a partner before they listen for a third time or before giving whole class feedback. If reading the text, students can check their answers with their partner before whole class feedback.

**Answers:**

1. What are the two types of beverages? <b>The two different types of beverages are alcoholic drinks and non-alcoholic drinks.</b>
2. Give two examples of each category. <b>Examples could include: beer, wine, liqueurs or spirits (Alcoholic drinks). Tea, coffee, hot chocolate (Non-alcoholic hot drinks) and juice, sodas, soft drinks, milk or water (Non-alcoholic cold drinks).</b>
3. When was tea brought to Sri Lanka? <b>Tea was brought to Sri Lanka in 1824.</b>
4. Where does coffee come from originally? <b>Coffee originally comes from the African continent, the legend being Ethiopia specifically.</b>
5. Give two examples of Italian style coffee. <b>Examples could be: espresso, latte, cappuccino, americano, and mocha.</b>
6. Are sodas carbonated drinks? <b>Yes, sodas are carbonated drinks.</b>

Now ask students to look at the words in their workbook on the left, find them in the text and underline them. Once they have done this ask them to match the words on the left to the meanings on the right. You can show them that one has been done for them as an example.



**Activity C**

Explain that the students are now going to make their own smoothie! First direct them to the text and ask them to read and find out what ingredients can go into smoothies (**fresh fruits or vegetables and ice**).

A smoothie is a thick, blended drink. It contains fresh fruits or vegetables (or both) and ice. To make the smoothie creamy you can add fruit juice, vegetable juice, milk, or yoghurt. Instead of milk you can add soy milk or coconut milk. You can also add nuts or seeds, ginger, honey, or treacle.

What kind of smoothie would you like to make?



Ask students to create a smoothie recipe by first thinking of the ingredients and listing them. Then they must write the instructions of how to make the smoothie and present it to the class or other groups. Remind the students the language they will use (the imperative form).

### Activity D

Explain that now the students are going to look at different types of sandwiches. Direct them to pictures of the sandwiches in their workbook and first see if they can tell you the names of any of these sandwiches. Ask one or two volunteers to try and describe one or two of the sandwiches – or you can give a description and ask students to tell you which sandwich you are describing. Do not give any feedback just yet. Now ask them to use the names and descriptions in the boxes to help them label the pictures.

#### Answers:

##### **Toasted Sandwich**

These are hot sandwiches using toasted bread.

##### **Multi-decker sandwich**

These are made with more than two slices of bread.

##### **Open Sandwich**

This sandwich uses only one slice of bread

##### **Canape (kan-a-pay)**

Small pieces of toast or biscuit with filling on top.

##### **Pinwheel sandwich**

These are small sandwiches that are curled into a roll.

##### **Tea or Finger sandwich**

Cut into triangles, squares of finger, with no crust.

### Activity E

Ask students what they did at the weekend / the night before. Write some of their answers on the board and show them how we change verb tenses to show past actions.

Tell students they are going to listen to / read a conversation between two people. First let them listen once to get an idea. Elicit any information they heard. Next, they should read questions 1 – 4 so they know what to listen out for.

*Option 1: Teacher reads text aloud (alone or with a student)*

*Option 2: Students just read the text*

*Option 3: Students listen to the audio*

**Pradeep:** Hi, Shanika. Did you have a good weekend?

**Shanika:** Well, I had a very busy weekend, so I feel a little tired today.

**Pradeep:** Oh? What did you do?

**Shanika:** Well, on Saturday I made 200 sandwiches!

**Pradeep:** Wow! Why did you make so many sandwiches?

**Shanika:** It was for my mother's tea party. She had the tea part on Sunday, so we had to prepare on Saturday. Then on Sunday, after the party I helped my mother. I cleaned and did the dishes. I also cooked dinner. Then, that night I studied for the test today.

**Pradeep:** Wow! You were busy! What kind of sandwiches did you make?

**Shanika:** All kinds of sandwiches! All vegetarian! Egg salad, rainbow, cream cheese and cucumber, creamcheese and carrot. So many! And how about you? What did you do at the weekend?

**Pradeep:** I watched television on Saturday and then I went for a walk with my dog. On Sunday I baked some bread. It was my first time to bake bread. It was good practice! Then I studied a little bit.

If students have listened to an audio recording, allow them to check their answers with a partner before they listen again. If reading the text, students can check their answers with their partner before whole class feedback.

Direct students' attention to the verbs in their past tense forms. Ask the students underline verbs in the past tense (do this as a whole class activity).

**Ask the students what they notice about the different forms – was/were, verbs ending with-ed, etc.**

#### Answers:

1. What did Shanika do at the weekend?

**Shanika helped prepare for her mother's tea party, cleaned and cooked and also studied for a test.**

2. What kind of sandwiches did she make?

**Shanika made all kinds of vegetarian sandwiches; egg salad, rainbow, cream cheese and cucumber and cream cheese and carrot.**

3. What did Pradeep do at the weekend?

**Pradeep watched television, walked his dog, baked some bread and studied a little bit.**

4. Did he have a busy weekend?

**Pradeep didn't have a busy weekend.**

Direct students to the Grammar Box – ‘Past Simple with regular verbs’ and give them time to read it before going through the main points together.

<b>GRAMMAR BOX – Past Simple with regular verbs</b>	
<i>We use tenses to show when an action happens. This means tenses affect the verbs in a sentence. We use the past simple to talk about our actions that were completed at a definite time in the past.</i>	
<b>Present Simple</b> I study every day. I watch television. He bakes bread. We talk all day.	<b>Past Simple sentences: regular verbs</b> I studied on Sunday. I watched television last night. He baked bread this morning. We talked all day
<b>Past Simple uses time expressions to show exactly when an action happened.</b> <b>E.g.,</b> 10 years ago last week, last night this morning on Saturday in March, in 2010 at 3pm	
<b>Open Questions:</b> What did you do yesterday?  <b>Closed question:</b> Did you study for the test?	<b>Answer:</b> I cooked breakfast, lunch and dinner. I stayed at home.  Yes, I did. / No, I didn't
<b>Negative form</b> I watched television	I did not (didn't) watch television.

**Activity F**

Tell the class that they are going to focus on regular verbs past simple (ending with -ed). Ask the students to complete the table with a partner before going through it with the whole class.

Answers:

Verb	Present Simple Form	Past Simple Form
to jump	jump	jumped
to laugh	laugh	laughed
to study	study	studied
to cry	cry	cried
to carry	carry	carried
to clean	clean	cleaned
to sanitize	sanitize	sanitized

**Activity G**

Direct students to the text in their workbook where Mary is talking about her weekend. Ask them to complete the sentences with the grammatically correct form. Once they have finished ask them to check their answers with a partner.

Answers:

On Saturday I **waited** for a phone call from my friend Shanika, but she **didn't call**. Then I **remembered** that she was busy because she had to make sandwiches. So I just **watched** television. On Sunday I **visited** my grandmother. We **talked** and she **showed** me some photographs. She also **made** lunch for me. In the evening my sister and I **cooked** dinner for our family.

Once students have the correct answers, model and drill the correct pronunciation and ask students to practice reading the sentences out loud to their partner.

## Activity H

Ask students if they noticed the different sounds that-ed makes. Model some of the words from Activity G's text and ask the students to tell you what sounds they make.

For example: *called* = 'd' sound  
*waited* = 'uh-d' sound  
*talked* = 't'- sound

Then have the students complete the table with a partner. Tell them it is best to sound out or read aloud the words to get an idea of the correct sound. Demonstrate a few of the words if necessary. After the students finish, go through with the whole class.

### Answers:

"t" sound	"d" sound	"ed" (uh-d)
jumped	studied	waited
clapped	cleaned	chatted
tapped	married	added
washed	steamed	decided
missed	filled	tasted
dropped	carried	visited
tipped	dreamed	needed
cooked	rolled	seated

<i>Time duration</i>	Afternoon
<i>Vocabulary Overview</i>	Vocabulary related to salads, appetizers
<i>Grammar Overview</i>	Past Simple with Irregular Verbs
<i>Objective</i>	Be able to understand text related to the topic Be able to understand and use Past Simple Tense
<i>Materials</i>	Student's Workbook, Trainer's Manual

### Activity I

Go through the words below with the students and make sure they understand the meaning.. Explain that making a salad, sandwich or an appetizer means maintaining a very high standard of food hygiene. Pair students up and ask them to read the statements and write them in the correct columns of the table. Show that one example has been done for them.

sanitize	→	disinfect / sterilize
potable	→	filtered / drinking water
reliable	→	dependable / trustworthy
expired	→	finished / perished

- All kitchen surfaces should be cleaned and sanitized before use.
- All food ingredients should come from a reliable source.
- The workplace should have a cleaning and sanitation schedule to maintain high standards of hygiene and safety.
- All food ingredients should not be damaged in any way.
- **Use potable water to clean raw ingredients.**
- Wash hands properly before handling food.
- Wash hands often during food preparation.
- Never use ingredients that have expired.

*\*Explain what 'potable' means (safe to drink).*

**Answers:**

Hygiene	Safety
Wash hands properly before handling food.	Use potable water to clean raw ingredients.
Wash hands often during food preparation.	All food ingredients should come from a reliable source.
All kitchen surfaces should be cleaned and sanitized before use.	All food ingredients should not be damaged in any way.
The workplace should have a cleaning and sanitation schedule to maintain high standards of hygiene and safety.	Never used ingredients that have expired.

**Activity J**

Ask students to look back at the statements in Activity I and for each statement think about what actions are needed to ensure good hygiene and safety practices when making dishes like salads, sandwiches, appetizers, and beverages.

*Give an example – ‘Wash hands properly before handling food.’ = use soap and paper towels.*

Ask the students to read the actions in the yellow box and match them up to the statements from Activity I. Show that an example has been done for them.

**Answers:**

<p>1. All kitchen surfaces should be cleaned and sanitized before use.  <b>Use a clean cloth and the correct cleaning liquid to wipe down counter tops.</b>  <b>Use a different cloth to sanitize counter tops.</b>  <b>Use a sanitizing liquid.</b></p>
<p>2. Wash hands properly before handling food. Wash hands often during food preparation. Always use soap.  <b>Know how to wash hands correctly.</b>  <b>Use paper towel to dry hands.</b></p>
<p>3. The workplace should have a cleaning and sanitation schedule to maintain high standards of hygiene and safety.  <b>Always record completed cleaning duties on the cleaning schedule sheet.</b>  <b>Always check the cleaning schedule duties.</b></p>
<p>4. All food ingredients should not be damaged in any way.  <b>Check food for any damage.</b>  <b>Throw away any raw food that is damaged.</b></p>

5. Use potable water to clean raw ingredients.

**Use filtered water to clean vegetables and fruits for salads, if possible.**

**Use drinking water to wash raw ingredients.**

6. All food ingredients should come from a reliable source.

**Check that reliable source has a good history of supplying fresh ingredients.**

7. Never used ingredients that have expired.

**Check the expiry date of processed food.**

8. Store fresh or raw ingredients correctly.

**Use airtight containers.**

**Put freshly cut vegetables and fruit in covered containers and put in the fridge.**

Now ask students to see if they can add anymore statements / rules for kitchen hygiene and safety (no.9 and no.10) and ask them to think about what actions are needed for those statements/rules. They can do this with a partner.

Nominate students to read out each statement and the actions.

### Activity K

Tell students they are going to listen to / read a text about salads and appetizers. First, have the students listen to / read the text once.

*Option 1: Teacher reads text aloud*

*Option 2: Students just read the text*

*Option 3: Students listen to the audio*

Now, ask the whole class what they could understand and what information they could gather. Write some of their answers on the board. Then, have the students read questions 1 – 4 so they know what to listen out / read for.

Ask the students to listen to / read the text again and write their answers while they listen / read.

Salads and appetizers are often the dishes that are enjoyed before the main dish but in modern times salads and appetizers can be enjoyed on their own for many reasons. They are usually made with fresh ingredients, they are delicious in one bite and they look very attractive to the eye.

Salads are usually made with cold ingredients, but it is possible to enjoy a warm salad too. Salads can include a variety of vegetables, some meat or chicken, eggs, seafood or nuts and seeds or fruit. The difference between a salad and an appetizer is that a salad will always be accompanied by a salad dressing.

In modern times the appetizer is a dish that is part of a course meal and is the first course. So, a salad or a soup can be an appetizer. But appetizers can come in many forms. A popular type of appetizer is the canapé, and a traditional type of appetizer might be pate (*pa-tay*), a terrine or aspic. Appetizers can be cold or hot, and can be made with fresh ingredients or processed ingredients (such as ham, sausage, cheese, smoked meat or fish, or fruit etc.)

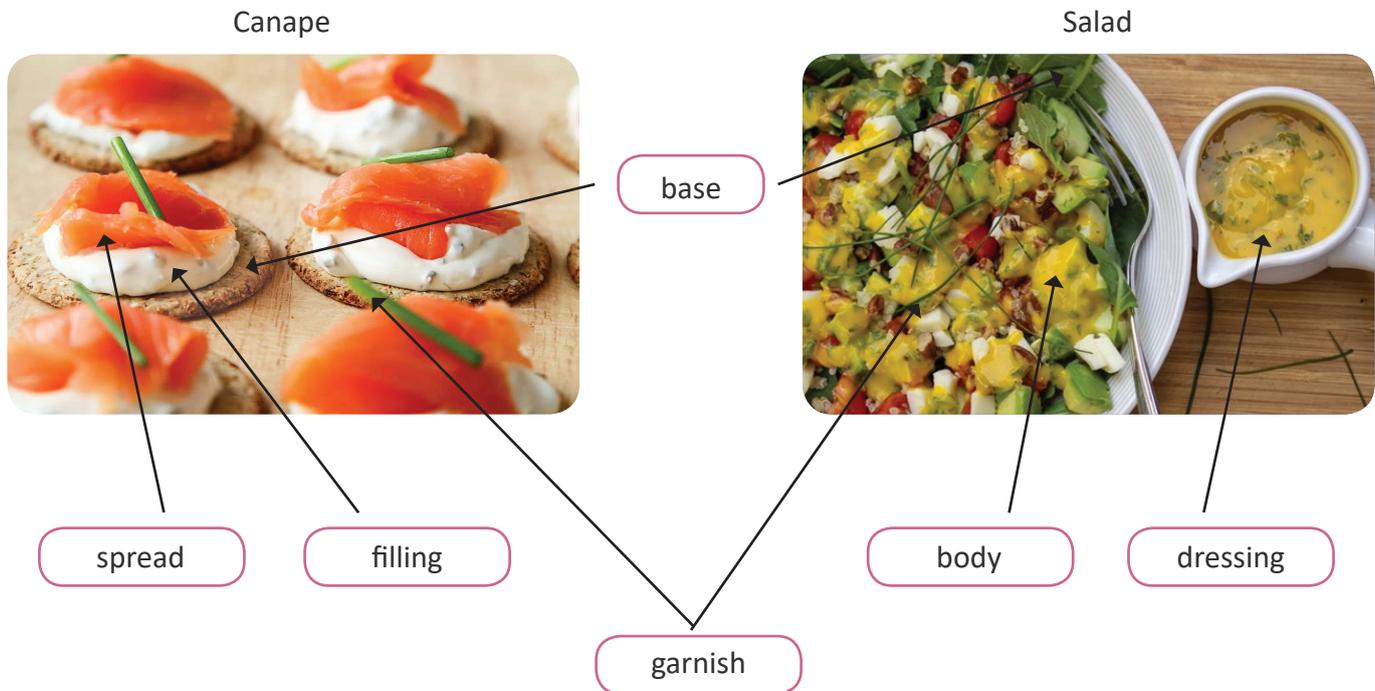
If students have listened to an audio recording, allow them to check their answers with a partner before they listen for a third time or before giving whole class feedback. If reading the text, students can check their answers with their partner before whole class feedback.

**Answers:**

<p>1. What are the reasons that make salads and appetizers enjoyable?  <b>Salads and appetizers are enjoyable because they are usually made with fresh ingredients, they can be eaten in one bite and they look very attractive.</b></p>
<p>2. Can a salad be an appetizer?  <b>Yes, a salad can be an appetizer.</b></p>
<p>3. A salad will always be accompanied by what?  <b>A salad will always be accompanied by a salad dressing.</b></p>
<p>4. What is the name of a popular appetizer?  <b>A popular type of appetizer is the canapé.</b></p>

Now ask students to use the words in the box to correctly label the pictures. Students will see that one has been done for them. This can be a whole class activity.

**Answers:**



## Activity L

Tell students they are going to read a text about salads dressings. First, have the students read the text once.

Now, ask the whole class what they could understand and what information they could gather. Write some of their answers on the board.

Ask the students to read the text again and then match the dressing names to the correct pictures. They can do this with a partner.

After the students have finished reading and labelling, give whole class feedback.

Some people might think salads a very simple and sometimes boring. But salads can be very interesting and complex even when you use very simple ingredients. Simple salads such as cucumber salads or lettuce salads look easy to make because there are usually very few ingredients. These salads can be made exciting with the right dressing. Simple salads usually use a vinaigrette (*vi-nuh-gret*) or an acidulated cream-based dressing. The main ingredients in a vinaigrette are vinegar and olive oil. In an acidulated cream-based dressing the main ingredients are fresh cream and lemon juice. You can add mustard, fresh herbs, or cheese and create original flavours and aromas to your dressing and salad. Compound salads, which have many different ingredients, usually use thicker dressings, such as a mayonnaise (*may-yuh-naze*)-based dressing (egg yolk, olive oil and vinegar) or a yoghurt-based dressing (yoghurt, olive oil, vinegar, lemon juice, garlic). You can add mustard, tomato ketchup or chopped egg to a mayonnaise-based dressing to match the salad ingredients. You can add nuts to a yogurt-based dressing to create many textures. A salad can never be boring if the dressing is as appetizing as the salad itself!



yoghurt-based dressing



acidulated cream-based dressing



mayonnaise



vinaigrette

### Activity M

Tell students they are going to listen to / read a conversation.

*Option 1: Teacher reads conversation aloud with two or three volunteers*

*Option 2: Students read the text*

*Option 3: Students listen to the audio*

First have the students listen to / read the conversation. Then ask the whole class what they could understand and what information they could gather. Write some of their answers on the board.

Next, they should read questions 1 – 5 so they know what to listen out for during the second listening / reading.

**Chef:** Good morning class. Did you all have a good weekend?

**Everybody:** Yes, we did chef!

**Chef:** Good, good. What did we learn last week?

**Benjamin:** We learned about making salads, sir.

**Chef:** That is correct. And what were the important points?

**Shanika:** We learned that personal and kitchen hygiene and food safety is very, very important because the ingredients are fresh and raw.

**Chef:** Yes, good. You also tasted different dressings. What did you think about the peanut dressing, Mary?

**Mary:** Sir, I couldn't taste the dressing because I am allergic to peanuts.

**Chef:** Oh that's right, I forgot. How about the others?

**Benjamin:** I thought it was very creamy, sir.

**Chef:** Yes, it was very creamy. How much dressing did we add to each portion of salad?

**Mary:** Only half a teaspoon, sir.

**Chef:** And why did we do that?

**Pradeep:** We did that because you do not need a lot of dressing. Too much dressing ruins the flavour and balance of the salad.

**Chef:** That is correct. Now, did you all read the recipes I asked you to read?

**Mary:** Yes, sir, we did.

**Chef:** Were the pictures clear?

**Everybody:** Yes, they were, Chef!

**Chef:** Did you check if all the ingredients are available?

**Mary:** Yes, sir.

**Chef:** Before we start, were there any phone calls today?

**Benjamin:** No, there weren't, sir.

**Chef:** Okay then, let's start today's lesson.

If students have listened to an audio recording, allow them to check their answers with a partner before they listen again. If reading the text, students can check their answers with their partner before whole class feedback.

### Answers:

1. What did the trainees learn about last week?

**The trainees learned about making salads.**

2. Why couldn't Mary try the peanut dressing?

**Mary couldn't try the peanut dressing because she is allergic to peanuts.**

3. Did all of them read the recipes?

**Yes, they did / Yes, they all read the recipes.**

4. What did they see?

**They saw the pictures.**

5. What is important to remember when making salads?

**It is important to remember personal and kitchen hygiene and food safety because the ingredients in salads are fresh and raw.**

Now ask students to write the answers to the following closed questions using the prompt. Go through the first one together as an example.

**Answers:**

Q1: Did you check if everything is available?	<b>A: No, I didn't.</b>
Q2: Were the vegetables fresh?	<b>A: Yes, they were.</b>
Q3: Were you tired from studying?	<b>A: No, I wasn't.</b>
Q4: Were there many recipes to read?	<b>A: Yes, there were.</b>
Q5: Did she taste the dressing?	<b>A: No, she didn't.</b>
Q6: Were there any phone calls today?	<b>A: Yes, there were.</b>
Q7: Were they cheap?	<b>A: No, they weren't.</b>
Q8: Was the fridge working?	<b>A: Yes, it was.</b>
Q9: Was the class ready for the test?	<b>A: Yes, they were.</b>
Q10: Did they pass the course?	<b>A: Yes, they did.</b>
Q.11 Did you watch television last night?	<b>A: Yes, I did.</b>
Q12. Was he late this morning?	<b>A: No, he wasn't.</b>
Q13. Did they fix the fridge?	<b>A. No, they didn't.</b>
Q14. Did you understand the briefing?	<b>A: Yes, I did.</b>
Q15. Did he make the salad?	<b>A: Yes, he did</b>

Ask the students to find examples of closed questions and answers in the conversation. Remind students why we used closed questions.

Ask the students what they noticed about the closed question forms in the Past Simple (*the question word and the answer are the same*).

Direct students to the Grammar Box – ‘past simple’ with irregular verbs and give them time to read before going through the main points together.

<b>GRAMMAR BOX – Past Simple with irregular verbs</b>	
<i>Irregular verbs are verbs that change their forms when used in the past simple tense or as past participles.</i>	
<p><b>Present Simple</b></p> <p>be have buy eat drink sleep write read</p>	<p><b>Past Simple sentences: irregular verbs examples</b></p> <p>was / were had bought ate drank slept wrote read</p>

**Open Questions:**

Q. What did you eat for dinner yesterday?

A. I ate rice and curry.

**Closed question:**

Q. Did you drink any water before the test?

A. Yes, I did. / No, I didn't drink anything.

**Negative form**

I wore a green T-shirt.

= I did not (didn't) wear a green T-shirt.

Explain to students that they are going to read a story but the sentences are in the wrong order. First they must complete the sentences by changing the verb tense and form. Then they must re-order the sentences.

Show them that number 1 (the start of the story) has been done for them. Allow them to check their answers with a partner before whole class feedback. Once students have the correct answers let them read the story sentences in the correct order to their partners.

**Answers:**

- 2 So I **went** to the supermarket and I **bought** the fish, onions, potatoes and some mustard.
- 4 There **was** a big rat on the kitchen counter!
- 1 Yesterday, I **decided** to make cutlets for my family.
- 7 The back door **was** open. It is very important to keep doors closed – especially kitchen backdoors!
- 3 When I **got** home I **went** into the kitchen, and I **had** a big surprise!
- 6 Then I **saw** why this happened.
- 5 I **chased** the pest out immediately.

**Activity N**

Ask the students to complete the sentences using their own information or ideas. You can give a few examples using your own information or ideas to help the students if necessary.

### Activity O

Now students will create their own conversation about last weekend by completing the conversation in their workbooks with their own ideas. Direct them to the beginning of the conversation between two people and let them read it through. Ask them to complete the dialogue with their partner by making notes. Explain that once finished, they should practice the conversation to sound as natural as possible and that they may be asked to present the conversation to the class.

**Kumari:** Hi Akyas! Did you have a good weekend?

**Akyas:** Hi, Kumari. Yes I had an amazing weekend!

**Kumari:** Really? What did you do?

**Akyas:** I - *(students' own ideas)*.

**Kumari:** Really? Wow!

**Etc.**

### Activity P

Tell the students that they are going to have a conversation with their partner about a dish they have cooked in the past.

First, direct them to the questions in their workbook. Explain that these are ideas for questions they can ask their partner. Ask the class to give you more ideas for questions and write them on the board. Ask the students to write these questions and any other questions they can think about in their workbooks.

Pair students up and ask them to begin the conversation. Set a time limit.

Monitor the conversations but do not interrupt.

After time is up – write any common mistakes on the board and give whole class feedback.

### **WRAP UP**

Now it is time to wind down. Your teacher will do a wrap up activity if there is time.  
Do not forget to do your homework.  
Well done for today!



### **HOMEWORK TASK**

Set the homework for this evening and make sure that all students understand the task.

**HOMEWORK:**

**Create your own sandwich!**

**First decide if you are making a traditional finger sandwich, an open sandwich or a toasted sandwich.**

**Then decide what spread you will use (butter, mayonnaise, mustard, etc.)**

**Then decide on your filling (the main ingredient of your sandwich).**

**Then decide how you will garnish the sandwich.**

**Finally decide what accompaniments will you add – for example, French fries, potato chips, pickles, small green salad, etc.**

**Draw a picture of your sandwich here. List your ingredients below:**

**Self-Assessment**

Guide students to the self-assessment grid and ask them to rate themselves thinking about today’s lesson.

SELF - ASSESSMENT			
I can...	Very well	OK	Need more practice
Pronounce non-English words correctly			
Understand words related to beverages, appetizers, salads, and sandwiches			
Understand the simple past tense			
Use the simple past tense correctly			

## Learner Training

Go through today's learner training task to ensure students understand what they have to do. Ask them to write their thoughts concerning these tasks in their notebooks.

### LEARNER TRAINING

There are many different types of beverages, all with different names. Go online and check different beverage menus and see if you can say all the names.

At the end of this book is a list non-English words. Find the different coffee drink names and practice pronouncing them.

## Website Links

Direct students to the website links below which provide a re-cap of some of the material they have learnt in today's lesson.

### On the YouTube / Internet:

There are many videos on the YouTube and there is a lot of information on the Internet to help you with your English vocabulary, grammar, listening and pronunciation.

There are also videos about food and drinks for you to learn about. Here are some links:

Try practicing your pronunciation of different beverages by going to the YouTube channel below (or you can Google it):

LearningEnglishPRO-YouTube Beverages

<https://www.youtube.com/watch?v=4CFrfiEV7VE>

(look on the YouTube Channel under General Knowledge. There is also a video for practicing the names of different condiments)

<https://www.youtube.com/watch?v=POLPL4e29Ns>

You can visit cookery and hospitality training videos at:

Work Skills – YouTube

There is an Introduction to Salads

<https://www.youtube.com/watch?v=5Hg8CMA5SoE>

There is an introduction to salad dressing

[https://www.youtube.com/watch?v=73x\\_la7yFFo](https://www.youtube.com/watch?v=73x_la7yFFo)

Or practice using the simple past tense:

<https://learnenglish.britishcouncil.org/grammar/beginner-to-pre-intermediate/past-continuous-and-past-simple>

The British Council website [learnenglish.britishcouncil.org](https://learnenglish.britishcouncil.org) has many good exercises and resources to help you with your English.

# HOT RANGE

<i>Time duration</i>	90 minutes
<i>Vocabulary Overview</i>	Vocabulary related to hot range preparation and team briefings
<i>Grammar Overview</i>	Comparatives and superlatives
<i>Objective</i>	Understand briefings, ask for clarification or confirmation Make comparisons
<i>Materials</i>	Student's Workbook, Teacher's Book

## The learning outcomes for this first lesson are that students can:

- Understand and use comparative forms correctly
  - Understand and use superlative forms correctly
  - Understand the language used in team briefings
- .....



## WARM UP AND REVIEW

Start today with revision of useful words and phrases from the last lesson by asking students to re-arrange words to make a sentence. Put students into small groups of 2 or 3, write some jumbled-up sentences on the board from the last lesson and explain that the first group to correctly re-arrange all the sentences is the winner.

*Some example sentences could be:*

### Past Simple

have / did / a / good / weekend / you / ? / **(Did you have a good weekend?)**

cooked / I / dinner / family / my / for / . / **(I made dinner for my family.)**

television / we / watched / . / **(We watched television.)**

went / restaurant / they / to / Chinese / a / . / **(They went to a Chinese restaurant.)**

## **Activity A**

Elicit from students what a “Briefing” is. **(At the beginning of food service or hospitality service, the manager, Sous Chef, Chef de Partie or F&B Manager or the person in charge of the service, will give a speech called a Team Briefing. He or she will talk about the day’s duties and tasks).**

Put students into pairs or small groups and ask them to write down their answers to the following questions.

### **Possible answers:**

1. What kind of duties and tasks and information do you think the Team Briefing will give you?

- Number of customers or guests for that service (number of covers)
- Special requests from customers or guests
- Time food service starts
- Special dishes
- Special duties or tasks
- Reminders (wash hands, check uniform, etc.)

2. What do you think you should do when there is a Team Briefing?

- Listen carefully
- Take notes if possible
- Ask questions if something is not clear
- Clarify information if you do not understand
- Be sure of your own duties

Now ask them to compare what they have written with another pair /group of students and get some feedback from different groups.

## **Activity B**

Remind students of the language we use for asking for clarification or confirming information. Direct students’ focus to the phrases / questions in their book and ask some volunteers to read them aloud. Remind students about the importance of taking notes – review good notetaking.

Tell the students they will hear two different team briefings in their workbook. Tell students they are going to listen to each briefing twice but during the first listening they should take as many notes as they can.

*Option 1: Teacher reads text aloud*

*Option 2: Students listen to the audio*

**Briefing 1:**

**Chef:** Okay, so today we have Table One, table top 2, coming at seven o'clock. It is an anniversary dinner. No allergies. Table Two at seven thirty, table top 2, no allergies. Table Three at quarter to seven, table top 4, no allergies. Table Four, table top 6, no allergies. Table Five, table top 8 people. It's a birthday party, we have allergies - one person no shellfish, one person no oysters. Table Six, two top, the lady eats only gluten-free. Table Seven, two-top, no allergies. Table Eight, two top, both guests have nut allergies. Okay that's it for the guests. Make sure the bread is warm before you serve. First guests coming in at six forty-five and last guest is coming in at eight o'clock. Today we have a lot of hands in the kitchen so whenever possible, please help out in front of house. If you wash dishes, make sure you mark it on the wash sheet so front of house knows it's gone. Okay, get to your stations.

Now direct the students to the first set of questions in Activity B and allow the students to answer the questions as best they can based on the notes they have taken. Allow students to check their notes with a partner before they listen again. After this second listening allow them to pair check again quickly before giving whole class feedback.

**Repeat this process for the second briefing; students listen and take notes, pair-check, listen again, pair check then whole-class feedback.**

**Answers:**

1. How many tables does this restaurant have?

**This restaurant has 8 tables.**

2. What does "table top" mean?

**"table top" means the number of guests/customers seated at the table. (It is another way of saying 'covers')**

3. What is the information about Table 5?

**It is a birthday party – 8 people – 2 allergies.**

4. How many guests have allergies in total?

**Four guests have allergies.**

5. The Chef has given three instructions for the staff to remember – what are they?

**1) Make sure the bread is warm before you serve. 2) Whenever possible, help out in front of house. 3) If you wash dishes, make sure you mark it on the wash sheet.**

**Briefing 2:**

**Manager:** Right guys, you feeling good? Everyone okay? Good. Let's make it a grand day. We have grand lunch today, so you take front, you take middle and you take back. We are expecting 150 guests. You have sixteen coming at one thirty and you have eleven at one o' clock you have 12 coming at twelve thirty. These are the only reservations; all other guests will be walk-ins but as the hotel is full we should expect quite a few walk-ins. We've got specials. You all know the specials. What's the soup of the day?

**Chef de Partie:** Mushroom parsley.

**Chef:** What's pasta of the day?

**Head Waiter 1:** Chili and prawn.

**Chef:** Good and what's dessert of the day?

**Commis:** Chocolate cheesecake.

**Chef:** Good. It is important for you to know what the specials are. If you are not sure of the ingredients please find out now so that you can let the guests know. Do not forget that we also have 3 drink specials for today so please mention it to your guests. Any questions? No? Then let's do this.

**Answers:**

1. How many guests is restaurant expecting for lunch today?

**The restaurant is expecting 150 guests for lunch today.**

2. How many people are coming at twelve thirty?

**There are 12 coming at 12:30.**

3. What do you think "walk-in" means?

**"Walk-in" means guests / customers who have not booked a table.**

4. What are the specials of the day?

**The specials of the day are mushroom parsley soup, chili and prawn pasta and chocolate cheesecake.**

### **Activity C**

Have the students read the text of the two briefings they have just heard. Ask them to answer the question that follows each text. Have them students check with a partner before doing whole class feedback.

#### **Answers:**

1. Why do you think the chef is mentioning information about allergies and gluten-free?

**The chef is mentioning information about allergies and gluten-free so that the staff are careful when handling their food and these guests are not exposed to ingredients that are harmful to them.**

2. Why do you think it is important that everyone knows what the menu and drink specials are?

**It is important that everyone knows what the menu and drink specials are so they can offer them to the guests and let the guests know the ingredients.**

### **Activity D**

It's Role Play time! Now put students into small groups of 3 or 4 and ask each group to choose who will play the 'chef'. The classmate who is the 'chef' will read out the text in this activity. The 'chef' will not repeat the whole text but the student who is playing the 'chef' can look at the text to answer his/her classmates questions. The rest of the group will listen, take notes and think of some questions to ask to clarify or confirm the information.

Elicit from students phrases to ask for clarification or to confirm information and put their answers on the board.

Allow students some time to prepare before they practice their role-play (preparing questions and the chefs practicing their lines). Once they have rehearsed you can see if any group would like to act out their role-play for the rest of the class. If time permits allow other students to be the 'chef'.

#### **Asking for clarification:**

"Excuse me, what does "gluten-free" mean?

"What do you mean by gluten-free?"

"Sorry, could you clarify "gluten-free"?"

"Sorry, could you repeat the specials please?"

#### **Confirming information:**

"Today's drink special is mojito, (mo-hee-toe)

isn't it?"

"You are going to check the grease pans

tonight, is that correct?"

**Briefing 3:**

**Chef:** Good morning all. Right, we have a busy morning – we have continental breakfast buffet and Sri Lankan breakfast buffet. Make sure you check and mark the delivery log books today because supplies for lunch and dinner will also be coming in after 8am. Yesterday we missed a supply of spinach because the log book was not marked. Right, next, I inspected all your stations yesterday and I have to say counters and sinks are looking cleaner than last week. This evening I will check your grease traps. Please keep it up. But I was not happy with the storage rooms. Yesterday the doors were kept open. Please, please do not leave storage room doors open. You are risking serious contamination. Do you all understand? Good. Commis, please check all food preparation duties more carefully. Next, today we have a small schedule change. Lunch is from 12:30, not from 12:00. We have some VIPs coming at 11:00 so we will be serving them first. Finally, there is one item that is unavailable today and that is the gotukola soup, because the tureen is broken. We are serving only one soup this morning and that is the chicken soup. Maintenance crew will come to take it away. Any questions? Okay, then have a good morning!

Once you are satisfied with the role plays, ask the students to answer the questions about the briefing in this activity.

**Answers:**

1. What meal of the day are they serving?

**They are serving breakfast.**

2. What two mistakes happened yesterday?

**Missing a supply of spinach because the logbook was not marked, and the storage room doors were left open.**

3. What did the Chef inspect yesterday?

**The Chef inspected all the workstations yesterday.**

4. Why is there a change of schedule?

**There are some VIPs coming at 11:00 and they have to be served first.**

5. What item is not available today and why?

**The gotukola soup is not available today because the tureen is broken.**

6. Why do you think it is important to deal with broken equipment quickly?

**It is important to deal with broken equipment to prevent accidents and cross contamination. (Broken equipment is a food safety hazard.)**

**Activity E**

Ask students to look at the pictures in their workbook and match them to the descriptions (the students only have to label the pictures with the name of the actions):

**Answers:**

**Stock:** clear thin liquid used as a base for soup or sauces, made with vegetables such as carrots and leeks.



**Soup:** A liquid meal that can be made from many different ingredients.



**Sauces:** a flavourful liquid that is smooth and glossy and accompanies main dishes.



**Herbs:** Dried or fresh leaves used for marinating, seasoning or making stock.



**Condiments:** adds flavour to dishes or can be used for seasoning or marinating.



**Spices:** The different powders made from ground seeds or nuts



**Marinating:** This is part of mise en place and it is seasoning with a liquid such as wine, soy sauce or vinegar.



**Seasoning:** This is part of mise en place and it is adding dry seasoning to meat, chicken, fish, and seafood.

### Activity F

Elicit what ‘Mise en Place’ is (**the stage of preparing to cook**). Explain that cooking and plating the dishes are the final stages to food preparation / production. Ask students if anything happens before Mise en Place (**yes**). Now ask students to place the actions in the correct place in the table depending on whether they happen before Mise en Place, are Mise en Place actions or are related to cooking methods. Allow students to pair-check before giving whole class feedback.

#### Answers:

Before Mise en Place	Mise en Place	Cooking
collecting ingredients	cutting fruit and vegetables	grilling
checking the recipes	cleaned	baking
checking preparation duties schedule	married	roasting
checking inventory	marinating	frying
	seasoning	sautéing
	trimming meat	parboiling
	blanching	

In pairs give students time to ask and answer questions using the information from the table. For example:

Q. What should you be doing before mise en place / during mise en place?

A: I should be .....

Q. What are the different cooking methods?

A. The different cooking methods are .....

## Activity G

Tell students they are going to read a text about “Hot Range” and elicit some ideas of what this might be but do not comment yet. Then have the students read the text.

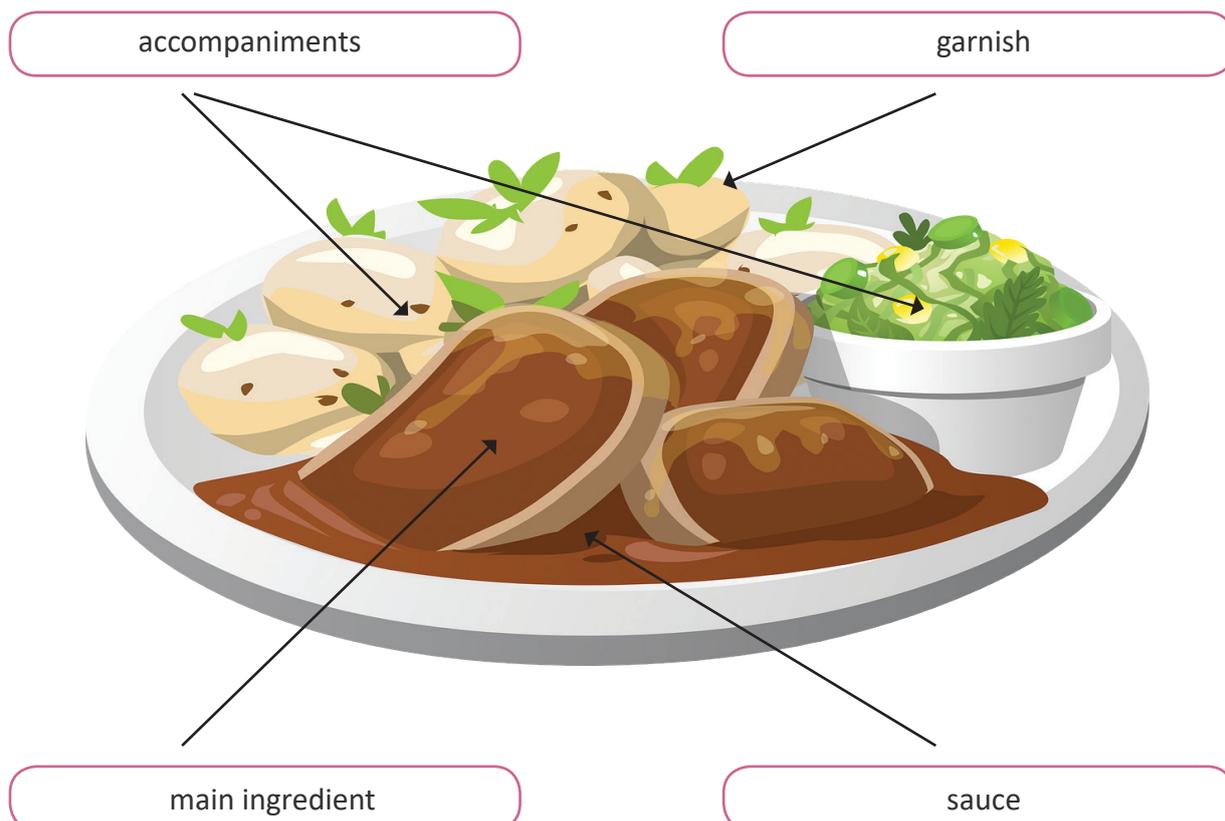
What does “Hot Range” mean? The hot range in a kitchen is actually the name of the stove or cooking area that is used to cook hot dishes. The stove will have many burners and one or more ovens. Any dish cooked on the kitchen range or hot range is a hot range dish. As soon as the ingredients are cooked they are plated quickly and made ready for the expediter to hand over to the waiters.

Hot range dishes are the main course dish (entrée) or the main dish or main meal. There is a main ingredient, and the accompaniments. There is usually a sauce and there is garnish. The accompaniments are called secondary ingredients and can include mashed potatoes; cold salad, steamed vegetables or French fries and these accompaniments usually sit on the plate with the main ingredient. Sometimes the secondary ingredients come on a separate plate or bowl, and these are called side dishes.

Every restaurant will have their own standard recipes and plating designs for all their mains or hot range dishes. It is your job to know those recipes and the plating designs.

### Answers:

Ask students to label the picture with the underlined words from the text.



Now have the students read the 6 statements in their workbook. Students must write “T” for true and “F” for false next to each statement. Let them check their answers with a partner before giving whole class feedback. If the answer is false, encourage students to make the answer correct by re-wording the false statement.

**Answers:**

1. The hot range is the name of the stove used to prepare cold dishes.	<b>F</b>
2. The hot range will have burners and one or more ovens.	<b>T</b>
Another name for the main dish or main course is entrée.	<b>T</b>
4. Main ingredients never share the plate with secondary ingredients (accompaniments).	<b>F</b>
5. A hot range dish usually has sauce and garnish.	<b>T</b>
6. It is your job to know the recipes and the plating designs at any place of work.	<b>T</b>

**Activity H**

Tell students they are going to listen to / read a text about different types of meat. Then they will answer the True or False statements and label pictures using the text to help them.

First, ask the students to listen to / read the text. Then ask them what information they could gather/ understand.

*Option 1: Teacher reads text aloud*

*Option 2: Students read the text*

*Option 3: Students listen to the audio*

First, ask the students to listen to / read the text. Then ask them what information they could gather/ understand.

If the students are listening to an audio recording or the teacher, allow the students to listen one more time before they do the T/F questions. Give them time to pair check their T/F answers before giving whole class feedback. If the students are reading they can read and answer the T/F questions before you give whole class feedback.

Meat, game, seafood, eggs and poultry often make up the main ingredient of an entrée or main dish/course. There is red meat, such as lamb and beef, and there is white meat, such as pork. These types of meat are called reared meat because they come from farms. But sometimes we can serve game meat, which is the meat of a wild animal, such as deer or rabbit. Game meat has a stronger flavour than reared meat, and can be tougher to chew, so it is important to season game meat very well.

You will learn the many cuts of meat as you practice your cooking. Let's talk about red meat first. Different cuts of meat need different types of cooking. If the meat cut is a sirloin cut it needs higher heat and a shorter time than a rump cut, which needs lower heat and longer time to cook. When cooking red meat, you must also think about the degree of cooking. When cooking white meat (pork) or seafood or poultry or egg, you must cook the ingredient through. This means the heat from the fire must pass through the ingredient completely and the meat changes colour. If you do not do this you risk food poisoning. However, with red meat like beef or lamb, there are different degrees of cooking. This means you do not have to cook through the meat completely. The different degrees of cooking are blue rare, rare, medium rare, medium, medium well, and well done. Most restaurants only offer three choices – rare – medium, well done. Meat cooked rare is reddish pink in the middle, meat cooked medium is pink in the middle and meat cooked well done is light brown in the middle. How will you know whether you have reached the correct degree of cooking? That comes with practice using a food thermometer, using your eyes, and lots of experience!!

Let's talk about poultry now. Poultry means any kind of bird that can be eaten, such as chicken, duck, goose, turkey and guinea fowl (gi-ni-fowl). Most poultry meat is reared meat but there is some game poultry meat available. Poultry is the least expensive and the most versatile of all main dish food. There are different cuts, such as thigh, breast, leg, drumstick, etc. And you can use many different types of cooking methods to prepare the poultry meat.

### Answers:

1. Red meat means beef and lamb and white meat means pork.	<b>T</b>
2. Game meat means meat from a farm animal.	<b>F</b>
3. Different meat cuts need different cooking methods.	<b>T</b>
4. All meat needs to be cooked to a degree of well done before serving.	<b>F</b>
5. Poultry means chicken only.	<b>F</b>

If the statement is False, nominate students to re-word the statement to make it true.

Now ask students to label the different degrees of cooking for red meat, using the text to help them.

### Answers



blue rare



medium



rare



medium well



medium rare



well done

### Activity I

Direct students to the highlighted phrases (in yellow) from Activity H. Ask students what they notice about these phrases and what the phrases are trying to do. Give them time to discuss with their partner and write down some ideas before feedback.

Now ask them to circle the correct meaning so that it matches the highlighted phrases. Do the first one as an example together.

› a stronger flavour than reared meat

it has a very weak flavour

it has a very strong flavour

› tougher to chew

it is soft compared to reared meat

it is tough compared to reared meat

› higher heat and a shorter time than a rump cut

we need lots of heat but less time

we need lots of heat but long time

› lower heat and longer time to cook

we need less heat and less time

we need less heat and more time

› the least expensive and the most versatile of all

the cheapest and easiest to cook

the cheapest and hardest to cook

Elicit from students what an adjective is (**a word that describes a thing, a person or a place**). Have a race and get students to write down 10 examples of adjectives, e.g., 'big'. The student that correctly writes 10 first is the 'winner'.

Now ask students to figure out what the adjectives are in the highlighted sentences above and write them down.

**Answers:** strong / tough / high / low / expensive

Direct students to the Grammar Box – 'comparatives and superlatives' and give them time to read it before going through the main points together.

**GRAMMAR BOX – Comparatives and Superlatives**

*We can compare two or more things in this way:*

**This dish is cheaper than that dish.**

*We can say something is the best in this way:*

**This dish is the cheapest.**

*When we want to compare two people, places or things we first need to change the form of the adjectives:*

**Short adjectives = er + than:**

high = higher than  
soft = softer than  
tough = tougher than  
smart = smarter than

big = bigger than  
thin = thinner than  
happy = happier than  
funny = funnier than

**Longer adjectives = more/less + than**

expensive = more/less expensive than  
delicious = more/less delicious than  
beautiful = more/less beautiful than

*When we want to state which is best we first need to change the form of the adjective:*

**Short adjectives = the + est**

the highest  
the softest  
the toughest  
the smartest

the biggest  
the thinnest  
the happiest  
the funniest

**Longer adjectives = the + most/least**

the most expensive  
the most delicious  
the most beautiful

There are also irregular adjectives:

good → better than → the best  
bad → worse than → the worst

<i>Time duration</i>	Afternoon
<i>Vocabulary Overview</i>	Vocabulary related to main course meals, kitchen operations
<i>Grammar Overview</i>	Comparatives and Superlatives
<i>Objective</i>	Express an opinion, understand kitchen operations
<i>Materials</i>	Student's Workbook, Trainer's Manual

### Activity J

Get students to complete the table with correct forms of the adjectives. Once they have finished allow them to compare answers with a partner. Write the correct answers on the board so students can mark their own work.

#### Answers:

Adjective	Comparative Form	Superlative Form
slow	slower than	the slowest
fast	faster than	the fastest
sad	sadder than	the saddest
dirty	dirtier than	the dirtiest
creamy	creamier than	the creamiest
dangerous	more dangerous than	the most/least dangerous
difficult	more difficult than	the most / least difficult

Ask students to complete the sentences using the right form of the adjective and allow them to pair check before asking volunteers to read aloud for whole class feedback. If students are struggling, review why we use comparatives and superlative (Grammar Box) and do one or two sentences as a whole class first.

**Answers:**

1. I am **younger than** my sister.
2. My mother is **older than** my father.
3. These books are **more interesting than** those movies.
4. The blue whale is **the biggest** animal in the world.
5. The Nile River in Egypt is **longer** than the Thames in London.
6. A desert is **drier** than the jungle.
7. Which is **better**, sleeping or eating?
8. What is **more delicious than** chocolate cake?
9. Who is **the most famous** TV chef in the world?
10. Is French food **tastier than** Italian food?

Now ask students to correct the mistakes in the sentences and re-write them so that they are correct.

**Answers:**

- |  |
|--|
| 1. My baking is badder than my roasting.<br><b>My baking is worse than my roasting.</b>  |
| 2. Indian food is the spiciest than European food.<br><b>Indian food is spicier than European food.</b>  |
| 3. The importantest language for international business is English.<br><b>The most important language for international business is English.</b> |
| 4. I love cooking gooder than studying.<br><b>I love cooking better than studying.</b>   |
| 5. Fresh fruit is healthy than chocolate.<br><b>Fresh fruit is healthier than chocolate.</b>   |

**Activity K**

Direct students to the table showing information about restaurants in Paris, France. Elicit some information about the restaurants. Ask them to look at the sentences below the table and rewrite the sentences by correcting the mistakes, based on the information in the table.

EATING OUT IN PARIS				
	CUISINE	FOOD QUALITY	PRICE (three course meal)	SIZE
Chez Gustav	French	★ ★ ☆	€ 60	55 square metres
La Rose	French	★ ★ ★	€ 40	50 square metres
Café du Monde	Italian	★ ★ ☆	€ 50	80 square metres

**Answers:**

1. Chez Gustav is less expensive than La Rose.

**Chez Gustav is more expensive than La Rose.**

2. La Rose is the biggest restaurant of the three.

**La Rose is the smallest restaurant of the three.**

3. Café du Monde is cheaper than La Rose.

**Café du Monde is more expensive than La Rose.**

4. Chez Gustav has the best food of the three.

**La Rose has the best food of the three.**

Now ask students to try making two or three sentences of their own about these restaurants and write them down. Alternatively, they can write sentences about food, places or other things they would like to compare. Monitor whilst students are working and get feedback by nominating some students to read their sentences aloud.

## Activity L

Put students into groups of three and ask them to look at the three entrees/main courses in their workbook. Explain that the menu in their restaurant is changing and there is space for a new addition so they have to decide which of the three should go on the menu. Each student should choose one of the dishes and say why they think it should go on the menu. Reiterate that they should be using comparatives and superlatives to persuade the others in their group as well as phrases to give their opinions.

*For example:*

*I think.... / In my opinion...*

*I agree but,..... / I hear what you're saying but.....*

*I disagree....*

Give students time to make notes before they start discussing. After all students have discussed their entrée/main courses, they should decide whose argument was the strongest.



### Potato and Boursin Frittata

Main Ingredient: Eggs,  
Potato

Secondary Ingredients: green  
salad and parma ham

Cost to make: Rs. 450 per  
portion

Time to make: 1 hour



### Lamb Chops

Main Ingredient: Lamb chops

Secondary Ingredients: mash  
potatoes, cherry tomatoes,  
sauce

Cost to make: Rs. 750 per  
portion

Time to make: 2 hours



### Fish and Chips

Main Ingredient: Sea Bass

Secondary Ingredients:  
potato wedges, green salad,  
tartar sauce

Cost to make: Rs. 680 per  
portion

Time to make: 1.5 hours

**Activity M**

Write the phrase 'Kitchen Operations' on the board and try to elicit meaning. Explain that some students may already work in an establishment where they are responsible for opening and closing the kitchen (kitchen operations), which is an important job in the industry. Students are going to find out what it means to open and close the kitchen by reading the text and answering the questions that follow. Allow the students time to read the text at least twice.

**OPENING THE KITCHEN**

Starting the work shift properly is a very important factor for smooth kitchen operations. At all times remember these three things: SAFETY SECURITY HYGIENE

When turning on the main services be careful! Do a quick check to make sure that all is in order. Check that no accidents have occurred during the night. Check for water leaking or faulty electric items. Be vigilant at all times.

When you start the work shift, you may have to check / do the following:

- ▶ Unlock doors, cupboards, store rooms
- ▶ Switch on the mains electricity
- ▶ Turn on the mains gas/water
- ▶ Light gas stoves, ovens, etc. if needed straight away
- ▶ Switch on power driven machines and equipment if needed
- ▶ Fill the bain-marie and switch on if necessary
- ▶ Check all refrigerators are working satisfactorily
- ▶ Report immediately on any problems, e.g. floor flooded, refrigerator not working etc.
- ▶ Stock the kitchen with the necessary food items for the day/ Check supplies
- ▶ Check tools, utensils and equipment necessary for the day are available and functioning
- ▶ Obtain and distribute clean linen
- ▶ Discuss and decide on the day's work plan.

Now ask students to write down their answers to the questions before checking with their partner. Then give whole class feedback.

**Answers:**

1. What are the three things to remember when opening the kitchen?

**The three things to remember when opening the kitchen are safety, security and hygiene.**

2. Why do you think you have to be careful when turning on the main services (such as electricity and gas)?

**You have to be careful when turning on the main services, because there could be serious accidents.**

3. What accidents could have happened the night before?

**There could be water leaking or faulty electrical items.**

4. List four things you will have to do when opening the kitchen for the start of the workday?

**(Any of the 4 points from the text above).**

Ask the students to look at the words on the left and find them in the text and underline them. Now ask students to match the words on the right to the words on the left. Allow students to check their answers in a group before handing out the answers on a worksheet so students can check their own answer.

**Answers:**

accident	<b>crash / disaster / problem</b>
faulty	<b>damaged / broken</b>
vigilant	<b>aware / cautious</b>
bain-marie	<b>equipment used for keeping food warm or cold</b>
flooded	<b>full of water</b>
functioning	<b>working / operational</b>
necessary	<b>required / needed</b>
distribute	<b>hand out / supply</b>
discuss	<b>talk about</b>

## Activity N

Now ask students to read the information about closing the kitchen so they can answer the questions that follow. Allow the students time to read the text at least twice.

### **CLOSING THE KITCHEN**

Closing down the kitchen properly is as important as opening it correctly. Once service in the kitchen has finished, there is still a lot of work to be done –

- ▶ cleaning down equipment and kitchen surfaces
- ▶ preparing for the next service / storing food correctly
- ▶ ensuring that the correct closing down procedures are followed

#### Food Items

It is important that all usable food items are properly stored following the correct principles. Do not forget about hygiene and cross-contamination! Each food item needs to be correctly covered in a clean dish or tray and stored in its allotted space. All food that needs to go in the fridge must go in the fridge. Food such as meat, seafood and dairy products can easily be contaminated so store all food items correctly.

#### Equipment

All large equipment needs to be switched off and cleaned. All small equipment-spoons, ladles, etc when cleaned should be stored neatly in its allotted space.. Garbage needs to be bagged and removed to a suitable storage area.

#### Closing Down Routine

When the above has been completed and checked, you can begin the routine of closing down the kitchen. These procedures will differ from establishment to establishment but generally would be as follows:

- ▶ Ground floor windows closed and locked
- ▶ Food stores, refrigerators, offices, etc. closed and locked
- ▶ All gas appliances switched off as appropriate
- ▶ Ventilation system on/off according to house rules
- ▶ Electrical equipment switched off as appropriate
- ▶ All doors locked

Ask students to write down their answers to the questions before checking with their partner. Then give whole class feedback.

**Answers:**

1. What three actions do you need to do when closing down the kitchen?

**1) cleaning down equipment and kitchen surfaces, 2) preparing for the next service / storing food correctly and 3) ensuring that the correct closing down procedures are followed.**

2. Why is it important to store any food correctly?

**It is important to store food correctly so that it doesn't become contaminated.**

3. Why is it important to put all equipment in its correct place?

**It is important to put all equipment in its correct place so that everyone knows where to find it in the morning.**

4. What are some of the actions in a closing down routine?

**(Any points mentioned in the closing down routine section.)**

Ask the students to look at the words on the left and find them in the text and underline them. Again, ask students to match the words on the right to the words on the left. Let them go through their ideas in a group before checking as a whole class.

**Answers:**

important	<b>essential, vital, critical</b>
equipment	<b>tools / utensils</b>
contaminated	<b>spoiled / diseased / poisoned /ruined</b>
allotted	<b>fixed / given / assigned</b>
switched off	<b>turned off</b>
bagged	<b>put in a bag</b>
routine	<b>procedure / custom / schedule</b>
gas appliances	<b>machines or equipment using gas</b>
ventilation system	<b>air flow system</b>

**Activity O**

Elicit some ideas from students as to how they could make sure that opening and closing of the kitchen goes smoothly and correctly. Now ask students to read the text for some advice.

Use a checklist!

A perfect way to make sure the kitchen opening and closing tasks and duties are completed correctly is to use a checklist. A checklist is a document which has all the required tasks that you need to do listed in their order of completion, with a Yes/No column at the opposite side. These duties are ticked off as they are completed. Using a checklist for a procedure like opening and closing down the kitchen is highly recommended.

Explain that they are now going to make a checklist. First get students to imagine they are going on holiday for one month and get them to think what they need to do to secure their house before leaving. Students must draw up their own checklist and then compare it with their partner's. Are the lists different and if so how are they different?

Now tell students to imagine they have come home from their long holiday, and they are going to open their house; what will they need to do? Once again get students to draw up their own checklist and then compare it with their partner's. Are the lists different and if so how are they different?

**Example checklist (this can be given out to students so that they only have to complete the 'task' section).**

<u>House Closing Checklist</u>				
Date and Time: _____				
Name: _____				
No.	TASK	Checked		Remarks
		YES	NO	
1.				
2.				
3.				
4.				
Signature: _____				

## **Activity P**

Ask the students to think about what problems (for example, safety hazards, food hazards, broken equipment) could be discovered during opening and closing operations. Ask the students to add to the list below. Ask the students how they would report the problem. Ask students to think about which problems need to be reported immediately and which can be reported during a briefing.

*This activity can be done individually, with a partner, in groups or as a whole class exercise. Remember to elicit and write some of the students' ideas on the board.*

### **Potential Problems:**

- ▶ Wine glass is cracked.
- ▶ Soup tureen is not working.
- ▶ Refrigerator thermometer is not working.
- ▶ Gas stove / range is not working.
- ▶
- ▶
- ▶
- ▶
- ▶

## **WRAP UP**

Finish the lesson by setting the homework task, going through the Self-Assessment grid and reminding the students of the Internet box and the Learner Training box. If there is time, do a wrap up activity (see Teacher's Notes). Praise the students for the hard work they have done.



## **Homework Task**

Set the homework for this evening and make sure that all students understand the task.

### **HOMEWORK:**

Below is an example of a restaurant opening routine checklist. What do you think the closing checklist would look like? Try creating the closing checklist for this restaurant – remember what you would need to do BEFORE the closing routine (see Activity N):

### Restaurant Opening Checklist

Date: \_\_\_\_\_

Name of Restaurant: \_\_\_\_\_

Shift: \_\_\_\_\_

Time: \_\_\_\_\_

SL. No	TASK	Checked		REMARKS
		Yes	No	
1	Seating arrangement completed as required			
2	All linen is clean, ironed and folded as per standard			
3	Required mise-en-place has been stacked			
4	Check for table / chair damage or shaking			
5	Check that tables are clean and has proper lay-out			
6	Check glassware is clean and polished, remove damaged/chipped glasses			
7	Check cutlery and crockery is clean and polished			
8	Check floors are cleaned and polished			
9	Check walls and curtains for any spots or damage			
10	Check all light fixtures and electrical points are operational			
11	Check all light bulbs and follow up with maintenance if necessary			
12	Check air-conditioning is operational			
13	Check soft drinks and water bottles are stacked properly			
14	Make sure all stores and supplies are in place as per standard			
15	Make sure side station is stacked as per standard			
16	Check the water cooler is functioning correctly			
17	Check ice cube machine is functioning properly			
18	Ensure POS system is functioning			
19	Ensure that any non-available item is written on NOTICE BOARD and make sure to inform everybody			
20	Ensure the telephone is working			
21	Ensure that everybody has clean uniform and is presentable			
22	Brief staff for today's operations and up-selling			
23	Allocate staff to their respective areas			

Implementation ensured by:

A.M: \_\_\_\_\_ SIGN: \_\_\_\_\_

### Self-Assessment

Guide students to the self-assessment grid and ask them to rate themselves thinking about today's lesson.

SELF - ASSESSMENT			
I can...	Very well	OK	Need more practice
Pronounce non-English words correctly			
Use comparative forms			
Use superlative forms			
Compare two or more things			
Express an opinion			
Understand kitchen operations			

### Learner Training

Go through today's learner training task to ensure students understand what they have to do.

#### LEARNER TRAINING

There are many videos you can watch to visualize the experience of working in a professional kitchen. It is very important for you to visualize the jobs and duties that you will do in this working space.

Look at the website or videos suggested in the YouTube box above.

## Website Links

Direct students to the website links below which provide a re-cap of some of the material they have learnt in today's lesson.

### On the YouTube:

#### On YouTube:

There are many videos on YouTube to help you with your English vocabulary, listening and pronunciation. There are also videos showing different recipes for entrees. Here are some links:

#### You can go to:

Everyday Food – YouTube (Channel)

#### OR you can watch 3 easy entrees:

<https://www.youtube.com/watch?v=120PfcjTBXI>

#### You can go to:

Everyday Food – YouTube



# FOOD OF THE WORLD

<i>Time duration</i>	90 minutes
<i>Vocabulary Overview</i>	Vocabulary related to ethnic cuisine
<i>Grammar Overview</i>	Present Perfect
<i>Objective</i>	Understand the Present Perfect Tense Talk about my experiences
<i>Materials</i>	Student's Workbook, Trainer's Manual

## The learning outcomes for this lesson are that students can:

- ▶ Pronounce non-English cooking-related words correctly
  - ▶ Understand and use the present perfect tense correctly
  - ▶ Be able to describe different ethnic cuisine
- .....



## WARM UP AND REVIEW

Start today with revision of useful words and phrases from the last lesson by asking students to re-arrange words to make a sentence. Put students into small groups of 2 or 3, write some jumbled-up sentences on the board from the last lesson and explain that the first group to correctly re-arrange all the sentences is the winner.

Some example sentences could be:

Comparatives:

meat dishes / vegetables dishes / than / I / healthier / think / are / . /  
**(I think vegetable dishes are healthier than meat dishes.)**

closer / is / than / Bentota / to Colombo / Galle / . /  
**(Bentota is closer to Colombo than Galle.)**

Superlatives:

the / rainforest / Amazon / biggest / the / is / in the world / . /  
**(The Amazon is the biggest rainforest in the world.)**

best / dessert / I / the / ice cream / think / is / in the world / . /  
**(I think ice cream is the best dessert in the world.)**

### HOMEWORK COLLECTION

All homework should be done on separate pieces of note paper. Please collect students' homework.

### Activity A

Ask students if they like travelling and why? Put the following questions on the board:

*Do you like eating food from different cultures?*

*What is your favourite food that is not from your culture?*

Ask students to write down notes to these questions, then have them ask and answer with their partner or small group. Get some quick feedback from different groups.

### Activity B

Ask students to look at the country names below and elicit if anyone has ever eaten food from these places? Now ask students to match the country names to the people / culture / cuisine on the right-hand side. After checking answers as a whole class, go through pronunciation and practice.

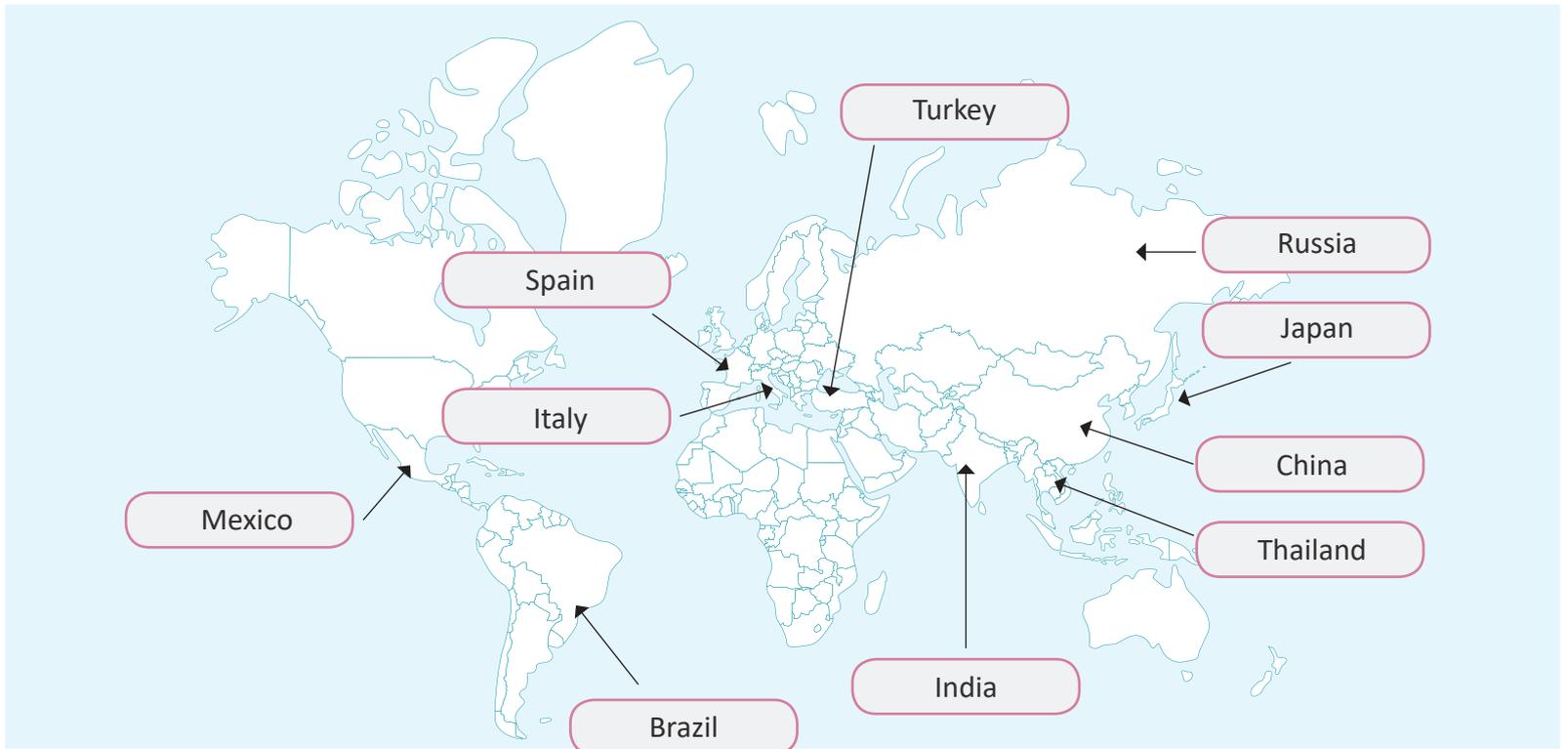
**Answers:**

France	<b>French</b>	China	<b>Chinese</b>
Italy	<b>Italian</b>	Japan	<b>Japanese</b>
Mexico	<b>Mexican</b>	Russia	<b>Russian</b>
India	<b>Indian</b>	Brazil	<b>Brazilian</b>
Thailand	<b>Thai</b>	Turkey	<b>Turkish</b>

### Activity C

Now ask students to look at the world map in their workbook and to label the countries using the country names from Activity B.

#### Answers:



### Activity D

Tell students they are going to read a text about food and cuisine. Elicit some ideas from students as to what they think they might find in the text based on the activities they have already completed today.

Give students a time limit to read the text at least twice before they answer the 5 questions.

Food and cuisine are part of human culture. Our diets have **evolved** over time and diets are influenced by **the environment**, the weather or climate, the **politics** of the area, and social relationships. Actual food availability may be different region by region. Diets are also affected by social status, prices, individual preferences and beliefs and cultural **traditions**. There is much to learn about different **ethnic** cooking and the more you know the better your understanding of ethnic cuisine will be. The world is wide and there are many cooking cultures, some modern and some ancient.

What are the most **ancient** dishes that are still eaten today? Some might say stew, others might say porridge. In fact, both are dishes that have existed for more than 10,000 years. Stew is a mixture of vegetables and some kind of meat, cooked together for a long time over a gentle heat. The Greeks and the Romans, Amazonian tribes and desert tribes, all shared this dish. In Central and South America, tamales (**ta-ma-lez**) were eaten by many of the ancient people living in that part of the world. Tamales is a steamed, dough-based food and contains meat, or eggs, or even fruit. In ancient times it was served at festivals and feasts. Pancake is another ancient dish. Pancake means a flat, thin cake made from batter and cooked in a frying pan. It is a dish that comes in many forms in many different regions of the world. Kheer is a rich and **creamy** milk-based dessert belonging to Indian cuisine. It is served at wedding ceremonies and at festivals. It is prepared by cooking rice in **sweet** milk, ghee, cardamon and **garnished** with nuts. Congee (**kon-jee**) or rice porridge is another ancient dish, which is **familiar** to anyone from Japan to India. It is **prepared** by cooking rice in a large amount of water or stock. It is eaten as a breakfast **staple** or as a side dish.

Most of the recipes, cooking **utensils** and equipment and cooking methods that you will use in your career as a chef, have been developed for European food. That is because the recipes and cooking methods that you are learning mostly come from different countries in Europe, but especially France. That is because modern cooking/catering was developed by a French man called Escoffier.

Once students have written their answers, get them to check with a partner before going through the correct answers as a whole group.

#### Answers:

1) Name at least 5 conditions that influence food and cuisine.

**Food and cuisine can be influenced by the environment, politics, food availability, social status, individual preferences, beliefs and cultural traditions.**

2) List the 5 ancient dishes mentioned in the passage.

**Stew, porridge, tamales, pancakes, congee**

3) Where do most recipes and cooking methods come from?

**Most recipes and cooking methods come from different countries in Europe.**

4) Who developed modern cooking / catering?

**Modern cooking / catering was developed by a French man called Escoffier.**

5) Have you tried any of these dishes?

**(Own answers)**

Now, direct the students to the words on the left side (left hand column) in their workbooks and ask the students to find the words in the text and underline them.

Then ask the students to match the underlined words in the text (on the left-hand side of the table) to its synonym or definition on the right. Allow students to check their answers in a group before writing the answers on the board – allow students to check their own answers.

**Answers:**

politics	<b>related to government and policy</b>
traditions	<b>customs and rituals, social habits</b>
ancient	<b>not modern</b>
creamy	<b>milky, buttery, smooth</b>
sweet	<b>not bitter</b>
<b>prepare</b>	<b>get ready</b>
evolve	<b>develop, progress</b>
environment	<b>the natural world around us</b>
social status	<b>rank/level in society</b>
ethnic	<b>traditional or cultural</b>
familiar	<b>recognisable, well-known</b>
garnish	<b>add a decoration to a dish</b>
staple	<b>main, primary food item/dish</b>
utensil	<b>cooking tool</b>

Show students the pictures of the ancient dishes and ask them to write the name of each one using the information from the text they read in Activity D.



Congee / Rice porridge



Stew



Pancakes



Tamales



Kheer

### Activity E

Elicit from students what the eating etiquette is in their culture. Accept any ideas but do not comment yet. Explain that to eat different types of food, different tools are often needed. Let students look at the pictures and label them with the correct words from the box.

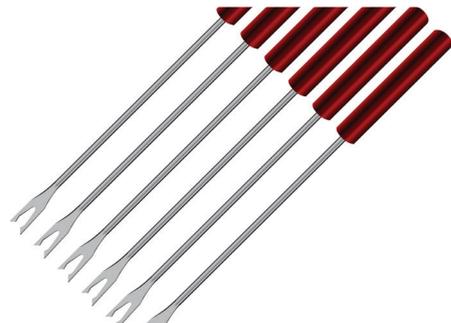
Answers:



hands



crab eating utensils



fondue forks



European soup spoon



Chinese soup spoon



dining cutlery set



chopsticks



sundae spoons

### Activity F

Ask students if they have ever used any of the utensils in the pictures from Activity E and if so how easy or difficult it was.

Tell the students they are going to listen to / read a conversation between two people who are talking about their experiences. First, ask the students to listen to / read the text. Then ask them what information they could gather/understand. Then ask students to read questions 1 – 5 so they know what to listen out / read for before listening or reading a second time to get the answers.

*Option 1: Teacher reads text aloud (alone or with a student)*

*Option 2: Students read the text*

*Option 3: Students listen to the audio*

**Kumari:** Hey Benjamin, have you ever used chopsticks before?

**Benjamin:** Yes, I have, why?

**Kumari:** Can you help me? I am trying to learn how to use chopsticks, but it is very hard!

**Benjamin:** You have to practice a lot. There are lots of YouTube videos you can watch too. Why are you trying to use chopsticks?

**Kumari:** I have been invited to a Japanese restaurant next Saturday. I want to use chopsticks. I have never eaten Japanese food before.

**Benjamin:** Really? I think you will like it. I have eaten Japanese food many times. It is delicious! I love sashimi.

**Kumari:** What is that?

**Benjamin:** It is raw fish. You must dip it into soya sauce with a little wasabi.

**Kumari:** Wow! I have never heard of that! I hope I like it!

**Benjamin:** And you must try tempura too if you can.

**Kumari:** I have heard of tempura. Have you been to Japan?

**Benjamin:** No, I haven't but I would like to go one day.

If students have listened to an audio recording / reading twice, allow them to check their answers with a partner before giving whole class feedback.

#### Answers:

1. What is Kumari trying to do?

**Kumari is trying to learn how to use chopsticks.**

2. Has she eaten Japanese food before?

**No, she has never eaten Japanese food before.**

3. Has Benjamin eaten Japanese food before?

**Yes, he has eaten Japanese food many times.**

4. Has Kumari heard of tempura?

**Yes, Kumari has heard of tempura before.**

5. Have you ever tried Japanese food? Would you like to?

**(Own answers)**

Ask the students to underline the following sentences in the conversation:

You have to practice

I have been invited to a Japanese restaurant

I have eaten Japanese food many times

I have never heard of that

Direct students to the underlined sentences in the conversation above (listed in their workbook on the left-hand side) and ask them to match the sentences to their meaning on the right-hand side. Elicit, if possible, what these sentences have in common and what is different. Ensure that students can see that 'have' is being used in two different ways.

### Answers:

You have to practice.

I must practice.

I have been invited to a Japanese restaurant next Saturday

Someone invited me to a restaurant, and we are going next Saturday.

I have eaten Japanese food many times.

I have many experiences of eating Japanese food.

I have never heard of that.

I did not have that information until now.

Direct students to the Grammar Box – 'Present Perfect' and give them time to read it before going through the main points together.

### GRAMMAR BOX – Past Simple with regular verbs

*We use tenses to show when an action happens. This means tenses affect the verbs in a sentence. We use the present perfect to talk about our actions that are connected to our experiences up to the present. It is different from the Past Simple, which we use to talk about our actions that were completed at a definite time in the past.*

#### Structure:

have + past participle

#### e.g.

I have / We have / They have eaten dinner.  
He has / She has / cooked dinner.

#### **The time-related expressions we use with present perfect show a period of time:**

*recently, lately, in recent years, many years, many times, for 10 months, since 1998, before, today*

<p><b>Open Questions:</b> Which countries have you been to?</p> <p><b>Closed question:</b> Have you ever eaten Japanese food?</p>	<p><b>Answer:</b> I have been to India and the Maldives. I have never been abroad. I have not been to any foreign countries.</p> <p>Yes, I have. / No, I haven't.</p>
<p><b>Negative form</b> I watched television</p>	<p>I did not (didn't) watch television.</p>

### Activity G

Put students into pairs and give one student a verb reference list (or have a list of verbs on the board). That student (student A) should call out a verb from the list to their partner (student B), e.g., 'to make' and their partner should write down the different forms in the table, present simple, past simple and past participle. Student A should check their student B's answers. Allow student A to use 10 verbs before swapping roles.

Verb	Present Simple	Past Simple	Past Participle
e.g., to cook	cook	cooked	cooked
e.g., to be	am / is	was / were	been

Now get students to use the verbs in the table to form their own sentences. They can do this with a partner. For example:

*I cook curry.*

*I cooked curry yesterday / last night / last week.*

*I have cooked potato curry many times. (I have never cooked potato curry.)*

Direct students to the two different conversations and ask them to fill in the gaps with the correct form of the verb. After whole class feedback (ensure everyone has the correct answers), put students into pairs and allow them to practice the conversation with their partner. Stronger or more confident students can also try to respond to the questions with their own answers in order to personalise the conversations.

**Answers:**

1. A: Have you ever **been** to a barbecue at the beach?

B: Yes, I **have**. It was a long time ago.

A: Have you ever **eaten** Mexican food?

B: No, I **haven't**, but I would like to try. Have you?

A: Yes, I **have** but I didn't like it.

2. A: Have you ever **tried** Japanese food?

B: Yes, I **have**, but only two times.

A: When did you **try** it?

B: I **ate** Japanese food for the first time 2 years ago and I **went** to a Japanese restaurant with my friend last week.

**Activity H**

Ask students to read the five questions and to add four more of their own which are not related to food but related to any life experience.

- ▶ Have you ever tried Chinese food?
- ▶ Have you ever been to a vegetarian restaurant?
- ▶ Have you ever eaten something you did not like?
- ▶ Have you ever been abroad (to a foreign country)?

- ▶ \_\_\_\_\_ ?
- ▶ \_\_\_\_\_ ?
- ▶ \_\_\_\_\_ ?
- ▶ \_\_\_\_\_ ?

Before they begin the activity elicit what a follow-up question is (**a question that stems from the answer of the first question**) and why they are used (**to create conversation, to show we are interested in the conversation and to get more information**).

**Show or demonstrate to students the following examples:**

First question:        *Have you ever done surfing?*

Answer:                *Yes, I have.*

Follow-up question:   *Where did you go surfing? / When did you go surfing?*

First question:        *Have you ever tried mango lassi?*

Answer:                *No, I haven't.*

Follow-up question:   **(Encourage students to think of a suitable follow-up question)**

*E.g., Would you like to try it? It's delicious!*

Follow-up answer:    *What kind of drink is it?*

Now pair students up with someone different and get them to ask their partner each question and include follow-up questions to keep the conversation going. You could encourage students to keep talking by turning it into a game and the last pair still discussing the questions (asking and answering) are the winners. By the same token, the pair that finish first obviously did not ask enough /any follow-up questions to keep the conversation alive.

<i>Time duration</i>	Afternoon
<i>Vocabulary Overview</i>	Vocabulary related to ethnic cuisine
<i>Grammar Overview</i>	Present Perfect
<i>Objective</i>	Answer closed questions using present perfect Have a discussion
<i>Materials</i>	Student's Workbook, Trainer's Manual

**Activity I**

Direct students to the pictures of cheeses from different countries and see if they recognize any of them. Put students into small groups so they can help each other match the country name and the cheese name to the correct picture. Once they have completed the task, model and drill the correct pronunciation and allow students to practice the pronunciation of the cheese names with their partner.

**Answers:**



Camembert (ca-mom-bear)  
France



Gouda (goo-da) Holland



Mozzarella (motsa-rella) (Italy)



Paneer (pa-nir) India



Cheddar (che-duh) Britain



Feta (fe-ta) Greece

**Activity J**

Tell students they are going to listen to / read a conversation between two people. First, ask the students to listen to / read the text. Then ask them what information they could gather/understand. Then ask students read questions 1 – 4 so they know what to listen out / read for before listening or reading a second time to get the answers.

*Option 1: Teacher reads text aloud (alone or with another student)*

*Option 2: Students read the text*

*Option 3: Students listen to the audio*

**Chef:** Akyas, have you checked the cheese order?

**Akyas:** Yes, I have chef. We received the full order this morning. But the mozzarella has finished so we need more mozzarella.

**Chef:** Let me see.... Make an order for mozzarella tomorrow morning – 2 kilos this time. Where have you put the Camembert? I can't see it here.

**Akyas:** It is in fridge number 3 chef.

**Chef:** Okay, and have you taken out the feta for today's salad?

**Akyas:** Not yet chef. I will do it now.

**Chef:** Is Benjamin here? When did he come to work this morning?

**Akyas:** He has gone to check the storeroom sir. He came to work at 9 o'clock.

After listening / reading for a second time, ask students to check their answers with a partner before giving whole class feedback.

**Answers:**

1. When did the cheese order arrive?

**The cheese order arrived this morning.**

2. Has Akyas put the cheese away?

**Yes, he has.**

3. Where has Akyas put the camembert?

**Akyas has put the Camembert in fridge number 3.**

4. What cheese is needed for the salad today?

**Feta cheese is needed for the salad today.**

Now ask students to look at the questions on the left-hand side in their books and match them to the purpose of the question (on the right side). Allow them to pair-check before whole class feedback.

### Answers:

Have you checked the cheese order?	<b>I want to confirm the contents of the cheese order, so I ask this question</b>
Where have you put the Camembert?	<b>I want to know the location of the Camembert, so I ask this question.</b>
When did he come to work?	<b>I want to know the exact time in the past, so I ask this question.</b>

### Activity K

Remind the students of how different Past Simple and Present Perfect tenses are. Ask the students to look at the 5 sentences and tell them there is a mistake in each sentence. Put the students in pairs and ask them to underline the mistake and re-write the sentence correctly. They can look at the Grammar Box to help them. Monitor the students' progress.

### Answers:

1. I have seen that movie <u>yesterday</u> . <b>I have seen that movie.</b>
2. We bought <u>have</u> a new car! <b>We bought a new car!</b>
3. When I was 14 years old, I <u>have been</u> to Kandy. <b>When I was 14 years old, I went to Kandy.</b>
4. Have <u>seen you</u> the supervisor? <b>Have you seen the supervisor?</b>
5. <u>What</u> have you been? <b>Where have you been?</b>

## Activity L

Ask the students to look at the time expressions in the box. Discuss with the students whether these expressions describe a point in time or a period of time (**all of the expressions describe a period of time and are used with Present Perfect tense**). Then ask the students to complete the sentences with an appropriate expression. Tell them that for some of the sentences there is more than one possible answer.

### Answers:

1. I have lived here <b>for six months/for 10 years / for 25 years/ since childhood/ since university</b> .
2. Kumari and I have been friends <b>for six months/for 10 years / for 25 years/ since childhood/ since university</b> .
3. My uncle has been a teacher <b>for six months/for 10 years / for 25 years/ since university</b> .
4. I have never seen that person <b>before</b> .
5. He has played cricket <b>for six months/for 10 years / for 25 years/ since childhood/ since university</b> .
6. They have <b>just / recently</b> come back from holiday.
7. He has written 5 books <b>in the last two years</b> . He is writing his sixth one now.
8. She has gone to Paris <b>for six months</b> . She will be back after that.
9. I have <b>just / recently</b> started learning a new language.
10. She has not done her homework <b>yet</b> .

*\*If you feel it would help your students, you can compare time expressions for Past Simple with Present Perfect, by making a list of expressions on the board and asking the students to decide which is used for what tense. (Past Simple time expressions = at 2 o' clock, in June, in 2009, on Monday, last week, three years ago, when I was a small child)*

## **Activity M**

Tell the students they are going to read about different ethnic cuisine. Give out 5 blank fact file cards to each student and explain that they must complete their fact file cards with the information about different ethnic cuisine gathered from the text. Go through the fact file cards and ensure the students understand what information they are looking for.

Set a time limit for students to complete the task. Students should do this activity individually first. Once students have filled out their fact file cards they can compare with other students on their table or you can put them into groups so they can compare their cards. Monitor the activity and help them when you can.

Sri Lankan meals usually consist of boiled or steamed rice served with curry. There is a main curry of fish, chicken, pork or mutton, plus several curries of vegetables, lentils, and sometimes fruit. Side dishes include pickles, chutneys and sambols, the most famous of which is coconut sambol. Curry ingredients include curry powder, chili, pepper, curry leaves, lemongrass, rampe, onion, ginger, garlic and many dried seeds, and grounded spices. Another key ingredient is coconut milk.

Indian cuisine is very varied. The taste and the ingredients vary from North to South, East to West, but all Indian food is colorful and uses many spices. Common ingredients in Indian cuisine include cardamom, coriander, cumin, fennel and fenugreek. A mixture of spices called garam masala is also used in some Indian dishes. Although rice is a staple there are many types of bread such as paratha, chapati, naan, and dosai.

China is a very big country so you will find many different types of dishes and flavours. Some dishes are very mild and while other dishes can be very spicy. Most dishes use ingredients that are cut into small pieces and cooked on a high flame. The staple is rice, but dishes also include a variety of noodles that can be served in a soup or fried. Common ingredients include soy sauce, oyster sauce, bean pastes, and sesame oil.

Thai cuisine pays special attention to appearance, texture, taste and smell. It has influences from Malaysian, Chinese and Indian cuisine. There are a variety of curries, soups and salads. Common ingredients include ginger, lemon or lime, fresh chili, mint, fresh coriander, fish sauce, prawn paste, lemon grass and coconut milk. There are contrasting flavours of spicy, sour, sweet and salty. The staple is rice, and all the dishes of a meal are served at the same time (rice, soup, a stir-fry dish or curry dish and salad).

Arabic cuisine has a history that is hundreds of years old. The food reflects the culture and environment very closely. There is a variety of lamb, mutton and chicken dishes. The meat is well seasoned and grilled or barbecued. Arabic cuisine is also famous for stews or tajines (ta-jeans). Common ingredients include sesame, saffron, pepper, turmeric, garlic, cinnamon and coriander. The staple is rice, but you will also find a kind of bread that has been baked in a tandoor. Dried fruits and nuts are sometimes part of the meal.

**FACT FILE CARD TEMPLATE:**

<u>FACT FILE CARD</u>	<u>ETHNIC CUISINE</u>
Name of the cuisine:	_____
Types of dishes:	_____
Common ingredients:	_____
Staples:	_____
Description of flavours:	_____
Accompaniments:	_____
Other interesting facts:	_____
	_____

**Activity N****Option 1:**

Once students have gathered all the information about the different ethnic cuisines onto their fact file cards they can work with a partner to read a fact file out without saying the name of the cuisine so that their partner must guess which fact file card they are reading.

**Option 2:**

Students work in pairs and mix their fact file cards together. Get students to shuffle them like a deck of cards and place them face down on the table. Student A takes a card from the pile and their partner asks closed questions about the fact file card until he or she can guess which ethnic cuisine student B has. Demonstrate the activity for weaker students.

*For example, "Does this cuisine use a lot of rice?", or "Does the cuisine use fresh chili?"*

## **Activity O**

Explain that the students are going to have a short discussion about different cuisines but first they are going to prepare for the discussion.

Ask the students the following questions, elicit ideas and write their ideas on the board:

- ▶ What is a discussion?
- ▶ How do you have a discussion?
- ▶ What skills do you need?

**(Skills might include listening and asking questions, giving an opinion, agreeing or disagreeing politely).**

Ask the students if they can remember how to give their opinion and how to agree and disagree politely. Write some useful phrases on the board and encourage students to make note of them too. Remind them that listening is as important a skills as speaking, even in a discussion.

### ***Useful Phrases:***

Express an opinion = I think / I feel / I believe..... because ....

Agree with an opinion = I agree with.....because.....

Disagreeing with an opinion = I don't agree because .....

I see what you're saying but I think.....because.....

## **Activity P**

Place the students into groups of 4-5. Direct the students to their workbook and show them the two choices for a discussion. Ask the students to choose option 1 or 2 as a group. Remind them to read the questions to help them formulate their opinions. Encourage weaker students to write down their opinions. To help students write useful phrases on the board. Once the discussions have started, monitor the groups and take note of any difficulties with language as well as the progress of individual students. Allow up to 10 minutes for the group discussions.

**Feedback:** Write any language issues that were common to the class and practice correct structures as a whole class if necessary. Give positive feedback on examples of good language that was used and ask the students how they felt they did. Ask the students if they all had a chance to express their opinions.

**WRAP UP**

Finish the lesson by setting the homework task, going through the Self-Assessment grid, and reminding the students of the Internet box and the Learner Training box. If there is time, do a wrap up activity (see Teacher's Notes). Praise the students for the hard work they have done.

**Homework Task**

Set the homework for this evening and make sure that all students understand the task.

**HOMEWORK:**

Using the country fact file cards as a guide (Activity M), choose a country that is not mentioned in this lesson and do some research about the cuisine. Try to get enough information and create your own country fact file card.

**Self-Assessment**

Guide students to the self-assessment grid and ask them to rate themselves thinking about today's lesson.

SELF - ASSESSMENT			
I can...	Very well	OK	Need more practice
Pronounce non-English words correctly			
Understand and use the present perfect tense			
Describe different ethnic cuisine			
Have a discussion with my peers			

## Learner Training

Go through today's learner training task to ensure students understand what they have to do.

### LEARNER TRAINING

In Activity F there is a picture of fondue forks. Do you know what fondue is? Find out for yourself what kind of food it is and where it comes from.

What country's food are you interested in? Why?

What do you know about that country's food?

## Website Links

Direct students to the website links below which provide a re-cap of some of the material they have learnt in today's lesson.

### On the YouTube:

There are many videos on YouTube to help you with your English vocabulary, listening and pronunciation. There are also videos about food from all over the world. Here are some links:

Try the Food Safari YouTube channel:

<https://www.youtube.com/channel/UCwsu5drK0AbYOhNReVszWfQ>

About Mexican Food:

<https://www.bbcgoodfood.com/howto/guide/top-10-foods-try-mexico>

About Japanese food:

[https://www.youtube.com/watch?v=a1\\_KOwOJpes](https://www.youtube.com/watch?v=a1_KOwOJpes)



# I LOVE SWEET THINGS!

<i>Session</i>	Morning
<i>Vocabulary Overview</i>	Vocabulary related to desserts
<i>Grammar Overview</i>	Future Tenses
<i>Objective</i>	Understand future tense forms Talk about plans
<i>Materials</i>	Student's Workbook, Teacher's Book

## The learning outcomes for this lesson are that students can:

- › Understand and use future tenses
- › Talk about own future plans
- › Understand and use reported speech
- › Pronounce names of different types of desert correctly
- › Talk about different types of dessert



## WARM UP AND REVIEW

Start with revision of present perfect tense from the last lesson by asking students to re-arrange words to make a sentence. Write the jumbled sentences on the board and put students into pairs or groups. Pairs or groups who can un-jumble the sentences quickly are the winners.

Some example sentences:

have / I / Adam's Peak / climbed / . / (I have climbed Adam's Peak.)

been / he / to / has / Malaysia / before / . / (He has been to Malaysia before.)

we / never / seen / have / before / such / big / a / house / . /  
(We have never seen such a big house before.)

you / eaten / have / sushi / before / ? / (Have you eaten sushi before?)

Alternatively, place students into groups of 4 and ask them to pair up within each group. The pairs will compete with each other to un-jumble the other pair's sentences. Each pair should write some jumbled up sentences on a piece of paper. Then each pair will swap papers with another pair. Each pair of students must work together to un-jumble each sentence correctly. The first pair to correctly re-arrange all the sentences is the winner of the group.

## **HOMEWORK COLLECTION**

All homework should be done on separate pieces of note paper. Please collect students' homework.

### **Activity A**

Direct students to the questions and ask them to make notes for each question. Now put students into pairs so they can ask their partner the questions. Once they have both asked and answered the questions, put them together with another pair so they can share their answers in a larger group. Remind students to ask follow up questions. Ask students to report back on if there were any similarities. Or students can ask you the questions.

- ▶ *Do you like sweet things?*
- ▶ *What kind of dessert do you like?*
- ▶ *What is your favourite dessert?*
- ▶ *Why do you like that dessert?*
- ▶ *Are there any desserts that you do NOT like?*

### **Activity B**

Now ask each student to list as many desserts as they can in their workbook individually. Set a time limit and once finished, ask them to compare with their partner. Get feedback on any similarities or differences. Did students mention Sri Lankan desserts or any 'foreign' ones? Write some of the student answers on the board.

### **Activity C**

Students may know a lot of Sri Lankan desserts but explain that many desserts found on menus are French, Italian, or German. This means the names are from those languages, so it is important that students know how to pronounce the names correctly.

Ask the students to read through the text boxes that describe different desserts. Model and practice the names of the desserts together as a whole class. If there is time, nominate students to read out the descriptions. Then ask students to match the descriptions to the pictures and label the pictures.

As a follow up pronunciation activity have students make pairs. In pairs, one student will say the name of the dessert and the other student will read out the text (description).

**Answers:**

1. Gâteau (guh-toe)
2. Crème Caramel (krem-ka-ra-mel)
3. Blancmange (bluh-monj)
4. Crepe Suzette (krep-su-zet)
5. Sorbet (saw-bay)
6. Gelato (juh-la-toe)
7. Tiramisu (ti-ra-mi-su)
8. Chocolate Mousse (chocolate moo-s)
9. Choux a la Crème (shoo-a-la-krem)
10. Profiteroles (pro-fi-tuh-roll)
11. Éclair (ay-clair)

**Activity D** 

Ask students if they know what a 'pavlova' is (**a dessert, used as a summer celebration dish in Australia and New Zealand**). Explain that they are going to listen to / read about a cooking show which is making a pavlova.

*Option 1: Teacher reads text aloud*

*Option 2: Students read the text*

*Option 3: Students listen to the audio*

First, ask the students to listen to / read the text. Elicit what information they could gather/understand. Next, they should read questions 1 – 5 so they know what to listen out / read for before listening or reading a second time to get the answers.

Today we are going to make a passion fruit pavlova. You will need four egg whites, a lemon. Wipe the lemon around the sides of your bowl before you put your egg whites in. You are going to beat the egg whites for two or three minutes until you get firm peaks. Add the sugar, gently fold it in. Four tablespoons of sugar for one egg white. Can you calculate how many tablespoons you will need in total? Add one tablespoon of wine vinegar and two teaspoons of corn flour. These ingredients give the inside of the pavlova a chewy, marshmallow texture, which is what you want, while the outside has a nice crunchy texture. Fold the egg white mix again. Now you are going to put the egg white mix on some grease paper, on the tin. You will use gas mark 4 and then reduce to gas mark 2. Let the meringue cool in the oven. While you are waiting you are going to prepare the whipped cream and the passion fruit. Now the pavlova has cooled you are going to put the pavlova on your serving dish. Put the whipped cream on top, then put the fresh passion fruit on the cream. You can put berries if you want.

If students have listened to an audio recording, allow them to check their answers with a partner before they listen for a third time to check answers or before giving whole class feedback. If reading the text, students can check their answers with their partner before whole class feedback.

### Answers:

1. What are the ingredients of a pavlova?

**The ingredients of a pavlova are 4 egg whites, a lemon, sugar, wine vinegar, corn flour, whipped cream and passion fruit (and berries).**

2. What is the texture of a pavlova?

**The texture of a pavlova is a chewy, marshmallow texture inside and a nice crunchy texture on the outside.**

3. What should you do while you are waiting for the pavlova to bake?

**While you are waiting for the pavlova to bake you should prepare the whipped cream and the passion fruit.**

4. Where do you put the fresh passion fruit?

**You put the fresh passion fruit on top of the whipped cream.**

5. Would you like to make this dessert? Why?

**(Own answers)**



### Activity E

Ask students to go back to the text in Activity D and to underline all the future with “going to” sentences in the text. Show that the first “going to” sentence has been underlined already as an example. Once they have done this they should transform all the sentences in to “I” sentences (direct attention to the example). Allow them to pair-check before whole class feedback.

Today we are going to make a passion fruit pavlova. You will need four egg whites, a lemon. Wipe the lemon around the sides of your bowl before you put your egg whites in. You are going to beat the egg whites for two or three minutes until you get firm peaks. Add the sugar, gently fold it in. Four tablespoons of sugar for one egg white. Can you calculate how many tablespoons you will need in total? Add one tablespoon of wine vinegar and two teaspoons of corn flour. These ingredients give the inside of the pavlova a chewy, marshmallow texture, which is what you want, while the outside has a nice crunchy texture. Fold the egg white mix again. Now you are going to put the egg white mix on some grease paper, on the tin. You will use gas mark 4 and then reduce to gas mark 2. Let the meringue cool in the oven. While you are waiting you are going to prepare the whipped cream and the passion fruit. Now the pavlova has cooled you are going to put the pavlova on your serving dish. Put the whipped cream on top, then put the fresh passion fruit on the cream. You can put berries if you want.

**Example:**

*We are going to make = I am going to make*

**Answers:**

You are going to beat – I am going to beat

You are going to put – I am going to put

You are going to prepare – I am going to prepare

You are going to put – I am going to

**Activity F**

Elicit from students why we use the form “going to” (**to talk about something that we plan to do in the near future**). Ask them to look at the pictures and make sentences for each one. Show them that one example has been done to guide them.

**Suggested Answers:**

1. They are going to swim (in a race).
2. She is going to make a speech.
3. She is going to cook.
4. **He is going to kick the ball.**
5. They are going to get on the plane. (They are going on a trip.)
6. He is going to sing.

Now let students compare their answers with a partner to see if they came up with the same responses or something different. Nominate students to read their sentences out loud during whole class feedback.

### **Activity G**

Explain that students are going to listen to / read a conversation between Shanika and Mary.

*Option 1: Teacher reads text aloud (alone or with a student)*

*Option 2: Students read the text*

*Option 3: Students listen to the audio*

First, ask the students to listen to / read the text. Elicit what information they could gather/understand. Then they should read questions 1 – 6 so they know what to listen out / read for before listening or reading a second time to get the answers.

**Shanika:** Hi Mary! Are you excited about the long weekend?

**Mary:** Yes! Do you have any plans?

**Shanika:** I am not sure. I think I will relax at home and maybe I will watch some movies on DVD. I think I will go and see my grandparents. And you?

**Mary:** I have lots of plans! I am going to the beach with my family for two days. We are going to stay at a beach hotel. I am so excited because we have not been on holiday for a long time! I am planning to learn surfing.

**Shanika:** Wow! Really! That's great! Are you going with your whole family?

**Mary:** Actually, no. My brother cannot go because he is having an IELTS examination **in two weeks** so he has to study. He is going to study every day, every hour!

**Shanika:** Oh my goodness! I hope he does not study too hard and get a headache! But I wish him good luck.

**Mary:** Thanks.

If students have listened to an audio recording, allow them to check their answers with a partner before they listen for a third time or before giving whole class feedback. If reading the text, students can check their answers with their partner before whole class feedback.

**Answers:**

1. What is Mary going to do for the long weekend? <b>Mary is going to go to the beach with her family She is going to to learn surfing.</b>
2. Why can't Mary's brother go on holiday with the family? <b>Mary's brother cannot go on holiday with the family because he is having an IELTS examination in two weeks so he has to study.</b>
3. Is he having an IELTS exam now? <b>No, he will have an IELTS exam in two weeks time.</b>
4. Is Shanika sure of her plans? <b>No, Shanika is not sure of her plans.</b>
5. What will Shanika do? <b>Shanika will relax at home and maybe watch some movies on DVD. She might go and see her grandparents.</b>
6. Do you think Shanika's plans can change? <b>Yes, her plans can change.</b>

Ask students to find and underline the words -in two weeks in the text. Can they explain what it means? **(In two weeks time / 14 days in the future).**

Ask students the question: if today's date is November 5th, when is Mary's brother's exam? **(Answer: November 19th).**

Explain that students are going to look at future time expressions. Direct them to the table where they will see dates/times, calculation and a future date.

For each date, they must write the future date depending on the calculation. Show students the example and how it was worked out.

Allow students to work individually then check their answers with a partner before whole class feedback.

**Answers:**

Date / Time	Calculation	Future date
January 6th	Tomorrow	January 7th
March 9th	The day after tomorrow	March 11th
May 3rd 2021	Two years from now	May 3rd 2023
e.g., October 31st	In 5 days	November 5th

June	Next month	July
9am	In 3 hours	12pm
Wednesday	Two days from now	Friday

Direct students to the Grammar Box – ‘Future tenses’ and give them time to read it before going through the main points together.

### GRAMMAR BOX – Future Tenses

*We use future tenses to talk about our actions in the future. So we have to change the form of the verbs to make sentences.*

*There are three tenses you can use: Will, Be Going To and the Present Continuous.*

#### Structure: *will + verb*

**We use this structure for possible plans before you make a decision. These are ideas for future plans.**

e.g. I will go to Paris one day.  
I think we will stay at home tonight.

#### Structure: *be going to + verb*

**When we decide on a future plan and we make some preparation for these plans we can use this structure.**

e.g., I am going to watch television tonight. My favorite show is on.  
We are going to see my grandmother. It's her birthday.  
She is starting university next year.

#### Structure: *be + verb + ing (Present Continuous)*

**We use this structure for appointments and plans that cannot be changed.**

e.g., I am seeing the doctor at 8am tomorrow morning.  
They are taking the exam next Monday.  
He should not go out tonight because he is getting married tomorrow morning!

Open questions	Closed Questions
<p>Q. What will you do during the New Year holiday? A: I do not know yet. Maybe I will stay home.</p>	<p>Q. Will you help me with my homework? A: Yes, I will. / No, I won't.</p>
<p>Q: What are you going to eat for lunch today? A: I am going to eat a hamburger.</p>	<p>Q. Are you going to the party on Friday? A. Yes, I am. / No I'm not.</p>
<p>Q: Which test are you preparing for? A: The Desserts test!</p>	<p>Q. Are you taking the exam tomorrow afternoon? A: Yes, I am. / No I'm not.</p>

## Activity H

Ask students to complete the conversation with appropriate forms of 'be going to', 'will' or the present continuous. They can use the grammar box above to help them. Allow them to check with their partner before giving whole class feedback.

### Answers:

**A:** What are you doing tomorrow?

**B:** Well, I **am seeing** my dentist at 10 o'clock in the morning. Then I **am going to meet** my friends. We **are going to** have lunch at Kopi Kade. After that I am not sure. Maybe I **will** go home and watch television. How about you?

**B:** Tomorrow I **am coming** here at 8am.

**A:** Why? There are no training sessions tomorrow.

**B:** I know. But we have to do some practise for bread baking. So my training chef **is going to** show us some baking tips. He said to come tomorrow and we **are going to make** croissants. That is the plan.

**A:** That sounds interesting.

**B:** It will be delicious I hope!

**B:** What **are you going to do** on Sunday?

**A:** I am not sure yet. All my family are busy. Maybe I **will watch** a movie at the cinema. And you?

**B:** I **am going to watch** a movie with Tom. Do you want to come with us?

**A:** That would be nice! Thank you!

**Activity I**

Elicit that when you work in a professional kitchen it is very important to manage time well. Ask students what they could do to help them before they start their duties for the day (**make a plan**).

Direct students to the list of duties in their workbook that a supervisor might give out. Ask students to choose one and make a plan of action. Remind them that they will need to think about all the actions they will need to do to complete the job (not forgetting hygiene and safety!)

Student must then write a series of sentences using “going to” or “will” to present their plan to their partner. Monitor closely whilst students are writing and once finished students who worked on Duty 1 can check together and students who worked on Duty 2 can check together. Then pair up different students to explain their Plan of Action to each other.

**Duty 1****Mise en place for Crepe Suzette Sauce (Yield = 1¼ cups)**

⅔ cups fresh orange juice  
 ⅔ cups of sugar  
 2 tbsp Grand Marnier or other orange liqueur  
 6 tbsp chilled unsalted butter, cut into pieces  
 ¼ teaspoon kosher salt

**EXAMPLE Plan of Action**

First I will ask how many portions I have to make. Then I am going to wash my hands. I am going to collect all the ingredients. I am going to gather all the utensils I need. I am going to measure the ingredients and put them in containers. I will cover the containers if necessary.

**Duty 2****Clean kitchen counter surfaces**

Here are some words to help you think about the actions you have to take:  
 remove, mix cleaning solution, wipe, rinse, sanitize, disinfect, etc.

**EXAMPLE Plan of Action**

First I will remove all the kitchen appliances or tools from the surface of the counter. Then I am going to get the cleaning tools and chemicals, and then I will mix the cleaning solution. Next I am going to clean the counter with the cleaning solution. Then I am going to wipe the counter. With a different cleaning cloth I am going to sanitize the counter with disinfectant.

<i>Time duration</i>	Afternoon
<i>Vocabulary Overview</i>	Vocabulary related to desserts
<i>Grammar Overview</i>	Reported Speech
<i>Objective</i>	Understand reported speech forms Be able to convey what other people have said
<i>Materials</i>	Student's Workbook, Trainer's Manual

### Activity J

Tell the students that they are going to learn the difference between direct and reported speech. You can give an example by writing 'Direct Speech' and 'Reported Speech' on the board and write some example sentences.

Now, explain that students are going to listen to / read a conversation between four different people.

*Option 1: Teacher reads text aloud (alone or with a student)*

*Option 2: Students read the text*

*Option 3: Students listen to the audio*

First, ask the students to listen to / read the text. Then ask them what information they could gather/ understand. Then they should read questions 1 – 6 so they know what to listen out / read for before listening or reading a second time to get the answers.

**Akyas:** Hi, how's everyone today?

**Pradeep:** Hi, Akyas. You are in a good mood.

**Akyas:** I am excited for our staff party.

**Mary:** Oh, I forgot that we are going to have a party!

**Akyas:** Remember, it's on Sunday, from 4 o' clock in Banquet Hall C. Wear casual clothes and don't bring food. Okay, see you later!

**Pradeep:** Bye, Akyas.

**Mary:** Oh no, I was not listening! What did he say about the party?

**Pradeep:** He said to wear casual clothes and he said not to bring any food.

**Mary:** How about drinks?

**Pradeep:** I don't know. Better ask him.

**Kumari:** Hi guys! Pradeep, I have a message for you. Chef said he wanted to see you today.

**Pradeep:** Oh, okay. Did he say why?

**Kumari:** He said he wanted you to check something for him. Don't worry! He didn't say you were in trouble! I think you have to finish some tasks.

**Pradeep:** Okay, thanks.

If students have listened to an audio recording, allow them to check their answers with a partner before they listen for a third time or before giving whole class feedback. If reading the text, students can check their answers with their partner before whole class feedback.

### Answers:

1. When and where is the staff party?

**The staff party is on Sunday, from 4 o' clock in Banquet Hall C**

2. What did Akyas say about clothes and food?

**Akyas said to wear casual clothes and not to bring food.**

3. Did he say anything about drinks?

**No, he didn't say anything about drinks.**

4. Who brings a message for Pradeep?

**Kumari brought a message for Pradeep.**

5. What is the message?

**The message is that the Chef wants to see him because he needs Pradeep to check something for him.**

6. Did Chef say Pradeep was in trouble?

**No, the Chef didn't say that Pradeep was in trouble.**

Now ask students to match the direct speech on the left to the reported speech on the right. Allow them to check their answers with a partner before whole class feedback.

Wear casual clothes.

He said to wear casual clothes.

Do not bring food.

He said not to bring food.

I want to see Pradeep tomorrow.

He said he wanted to see you tomorrow.

I want him to check something.

He said he wanted you to check.

I think you have to finish some tasks.

She said he had to finish some tasks.

He is not in trouble.

He said you were not in trouble!

### **Activity K**

Ask students if they noticed how the tense of the verbs changed in some of the reported speech sentences in Activity J. Ask them how they changed and if all the verb forms changed from the left hand side to the right hand side. Elicit from the students how the verbs changed and why some verbs did not change. You can also direct them to the conversation in Activity J and highlight the reported speech sentences.

Now ask the students to do the activity in the table – you can do this as a whole class or students can do it individually before you check the answers as a class.

Before Mise en Place	Cooking
I like ice cream.	She said she liked ice cream.
I am living in Paris.	She said she was living in Paris.
I do not like cakes.	She said she did not like cakes.
I commute eight hours a day.	She said she commuted eight hours a day.
He can ride a bicycle.	She said he could ride a bicycle.
He has to do his homework.	She said he had to do his homework.
I will see you at the restaurant.	She said she would see me at the restaurant.
I am going to see my sister.	He said he was going to see his sister.
I am planning the party.	He said he was planning the party.

Direct students to the Grammar Box – ‘Reported Speech’ and give them time to read it before going through the main points together.

### GRAMMAR BOX – Past Simple with regular verbs

**We use this structure to repeat what other people have said or told us. We can use reported speech words such as *said, told, asked***

#### **Reported Speech: REQUESTS**

**For requests you do not have to change the tense of the verbs.**

Request = Can you open the window please?

Reported Request = She asked me to open the window.

Request = Do not (don't) forget to put dairy items in the fridge!

Reported Request = He told me not to forget to put dairy items in the fridge.

#### **Reported Speech: Orders**

**For the imperative form we do not have to change the form of the verbs.**

Order = Cut the fruits and temper in butter.

Reported Order = He told us to cut the fruits and temper them in butter.

= He said to cut the fruits and temper them in butter.

#### **Reported Speech: STATEMENTS**

**For statements you have to change the tense of the verbs.**

Statement = I **am not** feeling well.

Reported statement = She said she **was not** feeling well.

Statement = I **have to finish** many duties today.

Reported Speech = He said he **had** to finish many duties today.

Statement = We **are going** home:

Reported Speech = They said they **were going** home.

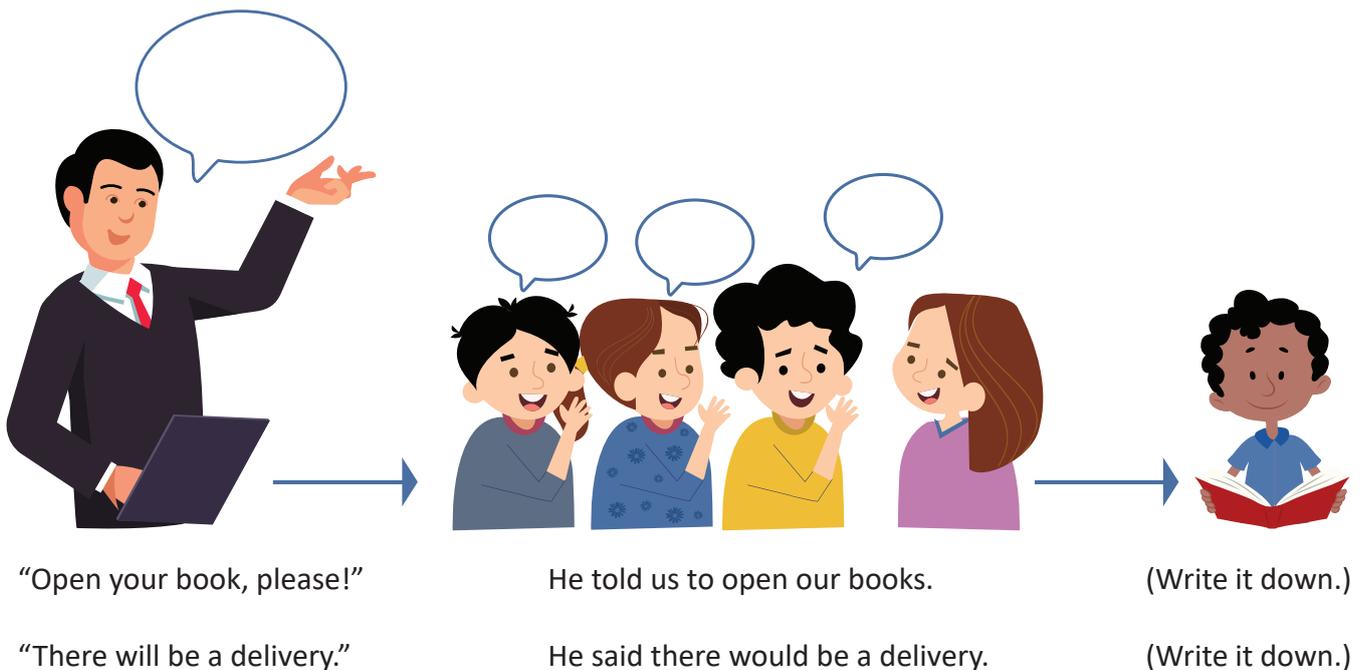
Statement = She **will** travel the world.

Reported Speech = She said she **would** travel the world.

### Activity L

Explain to students that they are going to play a game and find out if any of them know how to play the Whisper Game. Go through the rules below and **do a demonstration**:

- Make a team of 5 and stand in line, one behind the other. Decide on a team name.
- The first person of each team should go and stand near the teacher.
- The teacher will give an instruction or say a statement to the first person of each team. When the teacher says go, the first person of each team must return to their team line.
- The message from the teacher must be conveyed from person to person using the correct reported speech structure. The person at the end of the line must write down what was said. Then the person at the end of the line must go to the front and hear the next message. This is a race against the other teams!
- At the end of the game the teacher will check each team's paper to see which team did the best and most accurate job.



Before students start the game, elicit some ideas of how to ask for clarification if they do not hear the message properly. Examples could be:

- Sorry, what did he / she say?
- Sorry, could you / can you repeat that please?
- Sorry I did not catch all of that.

**Prepare the sentences you will use before you start the game. Prepare the sentences you will use before you start the game. Do a practice run before starting the competition.**

**Activity M**

Tell the students that they will read three different dialogues. Tell the students that this is going to be a timed activity – 25 minutes for a stronger class and 30 minutes for a weaker class.

Remind the students that the first time they read they are skimming the text for general meaning and that the second time they read, it should be slower so they can understand specific details. Remind them to read the questions before reading the dialogues a second time. They should answer the questions before reading for a third time.

Tell the students that they should write their answers in full sentences.

1.

**Mary:** Hello?

**Caller:** Hello, may I speak to Mr. Punchihewa please?

**Mary:** I am sorry, he is not available now. Can I take a message?

**Caller:** Yes, my name is Gamini Gunasekara. I am meeting Mr. Punchihewa today but I am going to be late. Please tell him I will be about 15 minutes late.

**Mary:** Okay. Please could you repeat your name please?

**Caller:** Yes, Gamini Gunasekara. And please tell him I have the documents.

**Mary:** Thank you.

**Caller:** Thank you. Bye.

2.

Mr. Punchihewa: Who was that Mary?

**Mary:** Oh Mr. Punchihewa, there was a phone call for you.

**Mr. Punchihewa:** Yes?

**Mary:** Someone called Gamini Gunasekara.

**Mr. Punchihewa:** Oh yes, I have a meeting with him today. What did he say?

**Mary:** He said he was going to be late. About 15 minutes late. And he said he had the documents.

**Mr. Punchihewa:** I see. Great. Thank you. Mary, I have to check something in my office. Can you close the cold kitchen section please? We need to check the cooling system today. And do not let anyone touch the thermostat, okay?

**Mary:** Yes, sir.

3.

Benjamin: Hi, Mary, what are you doing?

**Mary:** Oh, Mr. Punchihewa asked me to close the cold kitchen section now.

**Benjamin:** Do you need help?

**Mary:** No, I can do it. He also told me not to touch the thermostat. He said no one should touch the thermostat today. They are checking the cooling system.

**Benjamin:** Maybe you should write a sign and put it next to thermostat.

**Mary:** That is a very good idea, thanks Benjamin!

After the time is up, nominate students to read out the answers when you check as a class. Encourage students to use full sentences and praise those who have used full sentences.

**Answers:**

1. Who called for Mr. Punchihewa?

**Gamini Gunasekara called Mr. Punchihewa.**

2. Who took the call?

**Mary took the call.**

3. What did the man say?

**The man said that he was running 15 minutes late and that he had the documents.**

4. What did Mr. Punchihewa ask Mary to do? Why?

**Mr. Punchihewa asked Mary to close the cold kitchen section because they need to check the cooling system today.**

5. What did he tell her not to do?

**He told her not to let anyone touch the thermostat.**

6. What is a thermostat?

**A thermostat is a tool / a device / something that shows the temperature.**

7. What was Benjamin's idea?

**Benjamin's idea was to write a sign and put it next to thermostat**

## **Activity N**

This is a task activity:

Option 1: Put students into small groups of 3 or 4 and ask each person in the group to choose one of the characters from Activity M. Set a time limit and ask them to practice their dialogues in their groups, paying particular attention to intonation. Encourage all students to try not to just read the script but to memorise their lines. Explain that you may ask groups to perform their dialogues after the time limit is reached.

Option 2: Ask students if they noticed that some of the sentences in the dialogues were underlined. Explain that they must now change the information that is underlined and insert their own ideas to change the conversations, working as a group. Give the groups time to change the underlined information (they can write their ideas down if they wish). Again, set a time limit for practising the dialogue before asking some groups to perform.

## **Activity O**

Explain that students are going to read a text about desserts, bread and pastry. This reading activity is divided into stages. **Do whole class feedback after each stage.**

Stage 1: Explain that they will skim the text and then write a short note about what each paragraph is about (in the box below the text). Nominate a few students to read out their notes. Spend no more than 10 minutes at this stage.

Stage 2: Tell the students to look at the pictures and explain that they must label the pictures using the underlined words from the text. Give students 10 minutes to complete the task. Check answers with the class.

Stage 3: Ask the students to read the text again. Then ask the students to find the adjectives from the left column and underline them in the text. Next the students should do the matching antonyms exercise. Check their answers. (*Adjectives: complex, sweet, secondary, crunchy, thick (from the word thicker), light*) Give students 10 minutes to complete this stage.

Stage 4: Have the students read the 8 questions. Remind the students that the key to finding the answer is in the question. Ask the students to answer the questions by reading the text again. Encourage the students to write full sentences. Give the students 20 minutes

A dessert is designed to complement the main course dishes. Sometimes desserts can be a simple platter of fruit. Sometimes desserts can be **complex** dishes that need many steps to make. Whatever the dessert the experience should always be enjoyable.

Desserts can be cold or hot, **sweet**, or sour and have a range of textures, from **crunchy** to creamy to soft. Desserts are not limited to cakes only. There are different sweet pastries, tarts and flans, sweet bread, and ice cream. The components of a traditional dessert dish are a main item, a **secondary item** or **décor** and the sauce.

Custard forms the basis of many traditional and European desserts. It can be used to fill pies, tarts, choux a la cremes, or as a sauce. There are two types of custard – baked custard and stirred custard. And there are two types of stirred custard – Crème Anglaise (krem-on-glaze) and Crème Patissiere. (krem-pa-ti-si-yair). Crème Anglaise is a **light** custard that is poured over cakes or fruit. Crème Patissiere is **thicker** because it is thickened with corn starch or flour. It is sometimes called pastry cream and is used to fill tarts or profiteroles.

Other creams to know are Crème Ganache (krem-gah-nash) and buttercreams. Crème Ganache is a rich, chocolate cream and it is used to glaze cakes or fill choux pastry and as a base for many other desserts. Buttercreams are light, smooth mixtures of fat and sugar and it is usually used to ice or frost cakes and cupcakes.

Baked goods are also an important part of the dessert menu. The skill of baking requires and understanding of flour, fat, sugar, water or milk and leavening (leh-vah-ning) ingredients such as yeast, baking soda, baking powder, steam/air. We use short crust or sweet crust pastry for pies and tarts (using unleavened dough). We use choux pastry to make eclairs. We use rolled-in or laminated dough for puff pastry (this means the dough has many layers). Examples of puff pastry are galette (gah-let), strudel (stroo-del), and Danish.

And let us not forget bread – one of the most popular dessert breads is the doughnut. The traditional doughnut is made by deep frying bread dough which contains yeast. There are also many sweet breads (like raisin bread) from different cultures that are made with many different ingredients, but at the base of any good bread is the understanding of the 12 basics of breadmaking: scaling, mixing the dough, fermenting (letting the dough rise), folding, panning, resting, rounding,, dividing, proofing, baking, cooling, and storing.

### EXAMPLE NOTES

Paragraph 1: **Introduction to desserts**

Paragraph 2: **Types of dessert and components of a dessert dish**

Paragraph 3: **Types of custard**

Paragraph 4: **Types of creams**

Paragraph 5: **Baked desserts**

Paragraph 6: **Bread desserts**

Ask students to use the underlined words in the text to label the pictures.

Answers:



Components of a traditional dessert

**Custards and Creams**



Crème Anglais



Crème Pâtissiere



Crème Ganache



Buttercream

**Pastry and Bread**



short crust



raisin bread



Danish



doughnut

Show the students that the words on the right-hand side are words that have the opposite meaning (antonyms). Ask students to match the left to the right. Allow them to pair-check before whole class feedback.

**Answers:**

complex	simple
sweet	bitter
secondary	primary
crunchy	chewy / soggy
thick	thin
light	heavy

Allow them to pair-check before whole class feedback.

**Answers:**

<p>1. How many components does a traditional dessert dish contain?  <b>A traditional dessert dish contains 3 components (a main item, a secondary item / décor and the sauce).</b></p>
<p>2. What are the two different types of custard?  <b>The two different types of custard are baked custard and stirred custard.</b></p>
<p>3. What is the difference between Crème Anglaise and Crème Patissiere?  <b>The difference between Crème Anglaise and Crème Patissiere is that Crème Anglaise is a light custard that is poured over cakes or fruit but Crème Patissiere is thicker and is used to fill tarts or profiteroles.</b></p>
<p>4. What is Crème Patissiere also called?  <b>Crème Patissiere is also called pastry cream.</b></p>
<p>5. What is the word for covering a cake in ganache?  <b>The word for covering a cake in ganache is glazing.</b></p>
<p>6. What is the word for covering cake in buttercream?  <b>The word for covering cake or cupcakes in buttercream is frosting or icing.</b></p>
<p>7. What does laminated or rolled-in dough mean?  <b>It means the dough has many layers.</b></p>
<p>8. How many steps are there to good breadmaking?  <b>There are 12 basics steps to breadmaking.</b></p>

## Activity P

Explain that students are going to play a guessing game. Put students into small groups of 3 or 4. On small pieces of paper (about 5) ask students to write the names of any desserts they know (they can be Sri Lankan desserts). Now ask students to collect all the pieces of paper and put them in the center of their table, face down.

Ask students to take it in turns to take a piece of paper, **silently** read the name of the dessert and describe the dessert without saying the name of it (they cannot use the words on the paper). Explain that if students get stuck they can use clues, draw and even use gestures. The classmate who guesses correctly can take the next paper to continue the game.

## WRAP UP

Finish the lesson by setting the homework task, going through the Self-Assessment grid and reminding the students of the Internet box and the Learner Training box. If there is time, do a wrap up activity (see Teacher's Notes). Praise the students for the hard work they have done.



## Homework Task

All homework should be done on separate pieces of notepaper or in a separate notebook, not the workbook.

### HOMework:

Make a monthly plan!

What is your schedule next month? Do you have any plans or appointments? Do you have any plans that you are not 100% sure of?

Think about your plans for next month and decide which future tense structure is best to use. Write about 10 sentences:

*e.g., Next month I will / am going to /present continuous.....*

**OR**

Think about your dream. What is your dream? Now think about how you are going to achieve that dream and write the plan step by step:

*e.g., My dream is to buy a car. First, I am going to get a job. Next.....*

### Self-Assessment

Guide students to the self-assessment grid and ask them to rate themselves thinking about today's lesson.

SELF - ASSESSMENT			
I can...	Very well	OK	Need more practice
Read and understand about different types of dessert			
Pronounce names of different desserts correctly			
Understand future tenses			
Talk about plans			
Understand reported speech forms			
Convey what other people have said			

### Learner Training

Go through today's learner training task to ensure students understand what they have to do.

#### LEARNER TRAINING

Learn how to pronounce food names from different countries correctly.

The Internet has audio recordings of most food names to help you.

#### How do you pronounce *croissant*?

Why do you think it is important to be able to pronounce cuisine names and ethnic food names correctly?

There are so many kinds of desserts but what is your favorite Sri Lankan dessert? How would you describe it? How is it made?

## Website Links

Direct students to the website links below which provide a re-cap of some of the materials they have learnt in today's lesson.

### **On the YouTube / Internet:**

There are many videos on YouTube to help you with your English vocabulary, listening and pronunciation. There are also videos about desserts and breadmaking, which you can watch and then maybe try at home.

#### **Making an easy pavlova:**

<https://www.youtube.com/watch?v=WsyWEpSKI9M>

<https://www.youtube.com/watch?v=ZSW3BJi-1jI>

#### **You can watch Nigella Lawson (a British chef) on her YouTube channel:**

[https://www.youtube.com/channel/UC7jM43otyf2\\_Ye\\_DBrQYKfg](https://www.youtube.com/channel/UC7jM43otyf2_Ye_DBrQYKfg)

#### **Or you can watch the Cooking Foodie YouTube channel for some great dessert ideas:**

<https://www.youtube.com/channel/UCqZ8lpRdoyQ3Qj0ogpUniAA>

# COURSE REVIEW

<i>Session</i>	Morning
<i>Vocabulary Overview</i>	Review
<i>Grammar Overview</i>	Review
<i>Objective</i>	To review the course material in preparation for the test.
<i>Materials</i>	Student's Workbook, Trainer's Manual



## WARM UP

Allow students to choose a warm-up of their choice from all the activities they have previously done over the course.

## HOMEWORK:

Review the homework from yesterday and see if students have any questions.

Praise students for all their hard work over the course and for making it this far!

Explain that in today's session students will:

1. Review the kitchen-related vocabulary from the course
2. Review the different conversations / briefings / texts they have read / listened to
3. Review the grammar covered in the course
4. Sit a written test
5. Have a one-to-one interview with the teacher

## REVIEW of kitchen-related vocabulary

### Activity A

Tell students that they are going to have a competition and find out how much they remember. Put students into small groups of 3 or 4 and ask them to look at the categories in their workbook and write as many words as they can under each category. Set a time limit and then whichever group got the most words in each category can read out their list to the rest of the class.

- ▶ Hobbies
- ▶ Measuring words
- ▶ Hazards
- ▶ Food Hygiene
- ▶ Kitchen Equipment
- ▶ Cooking Methods
- ▶ Kitchen Brigade
- ▶ Food Knowledge
- ▶ Mise en Place
- ▶ Beverages
- ▶ Sandwiches
- ▶ Salads and Appetizers
- ▶ Hot Range Food
- ▶ Desserts

### Activity B

Explain that students are now going to use the words in each category, to make a short speech (maximum 30 seconds) about the topic. Encourage them to write notes before they speak (not full sentences) so that when they talk they sound natural. An example is given, which you can demonstrate:

*Food Hygiene:*

*Food hygiene is very important because we are handling food that other people eat. We must avoid cross contamination by washing our hands correctly, keeping up our personal hygiene and keeping our workplace very clean at all times. It is also important to understand how food can become spoiled because there are many food hazards such as bacteria and pests. We must store food correctly. We have to check the expiration date of dry goods or canned goods. We have to check fresh food all the time. We must also understand about natural food hazards such as allergies. Some customers have food allergies so we must be sensitive to their needs.*

Once they have finished making notes, put students into pairs and ask them to deliver their speech to their partner. The student who is listening must provide some feedback on the content of the speech, vocabulary and grammar used as well as pronunciation.

## Activity C

Remind students that there are many non-English words in cookery and in this activity they will see if they can remember how to say some of those words. Put students into pairs and each student chooses (five to six) words from the list and write the words onto a small piece of paper. Each pair decides who goes first. Then student A should show a word and ask student B to correctly pronounce the word. If it is correct (student A can check using the Pronunciation List at the back of their book or ask the teacher) student A will give student B one point. Students repeat this activity with student B choosing different words to test student A.

- buffet (*bu-fay*)
- hors-d'oeuvres (*or-derves*)
- entrée (*on-tray*)
- tofu (*toe-fu*)
- mousse (*moo-s*)
- quiche (*key-sh*)
- mozzarella (*motsa-rella*)
- creme brûlé (*krem-bru-lay*)
- coulis (*koo-li*)
- sorbet (*saw-bay*)
- carpaccio (*kar-pa-chyo*)
- ceviche (*se-vee-chay*)
- paté (*pa-tay*)
- chef de cuisine (*shef-de-kwi-zeen*)
- chef de partie (*shef-de-party*)
- jardiniere (*jar-di-ni-air*)
- julienne (*ju-li-en*)
- chiffonade (*shi-fo-nad*)
- char siew (*char-shoe*)
- sous-chef (*su-shef*)
- sommelier (*so-meh-li-yay*)
- bain-marie (*ban-muh-ri*)
- sous-vide (*soo-vid*)
- chateaubriand (*sha-toe-bri-yond*)
- fettuccine (*fe-to-chee-nee*)
- linguine (*lin-gwee-nee*)
- lasagne (*la-zanya*)
- al dente (*al-dentay*)
- puree (*pue-ray*)
- potage (*po-taj*)
- roux (*roo*)
- court-bouillon (*kor-bwee-yon*)
- mirepoix (*mir-pwah*)
- ramen (*ra-men*)
- chow mein (*chow-men*)
- kway teo (*kway-ti-ow*)

**Activity D**

Tell students that they are going to play a guessing game where they describe a word, and their partner has to guess it. Students can use the words from the list in Activity C or they can use other cooking-related or kitchen-related words. For a weaker class you can create the list and write it on the board and students can choose from this list. Go through the example together:

**Example:**

Student A: It is soft, white and it is from Japan. It is made from soya beans.

Student B: Is it tofu?

Student A: Yes!

**Activity E**

Explain that using numbers will be very important when working in a professional kitchen and this is what they are going to practise.

1. Write the following numerals on the board and ask students to write them out in words.

**Answers:**

<b>287</b>	<b>Two hundred and eighty seven</b>
<b>3,826</b>	<b>Three thousand, eight hundred and twenty six</b>
<b>39,011</b>	<b>Thirty nine thousand and eleven</b>
<b>125,000</b>	<b>One hundred and twenty five thousand</b>
<b>6,937,868</b>	<b>Six million, nine hundred and thirty seven thousand, eight hundred and sixty eight</b>

2. Students are now going to focus on the time. Ask them to look at the clocks and draw the clock hands on each one to show the correct time.

Answers:



It is half past 2.



It is quarter to 10.



It is 7:45



It is ten past eleven.

3. Ask students to read and write the temperatures (Celsius and Fahrenheit) as well as the amounts that they can see in the pictures. Remind them that they should include the units.

Answers:

Temperature	Volume	Weight
1. 95° F / 35° C	1. 45 ml	6. 35 g
2. 35° F / 2° C	2. 325 ml	7. 65 g
3. 25° F / -4° C	3. 900 ml	8. 880 g (or 0.88 kg)
4. 92° F / 33° C	<b>Length</b>	
5. 54° F / 12° C	4. 1.7 cm	
6. 44° F / 6° C	5. 74 mm (or 74 cm)	

## REVIEW of conversations

Explain that in their workbook they will see a list of different conversations they should be able to have in English with another person. Ask them to choose two or three and practice with a partner (at least one should be a telephone conversation). Students can prepare by writing down some notes as to what they might say in the different situations.

- ▶ Ask someone about their favourite food or meal
- ▶ Ask someone about their hobbies
- ▶ Ask someone about their daily routine
- ▶ Answer the phone
- ▶ Take a telephone message
- ▶ Call the food supplier about a missing order.
- ▶ Talk about your own experiences
- ▶ Talk about what you did in the past
- ▶ Talk about future plans

## REVIEW of briefings

Ask students what kind of information they will get during a team briefing and what they need to do during it and elicit some ideas. Now refer them back to lesson 17 to see if there is anything they have missed.

## REVIEW of reading skills

Explain that in the test students will be asked to read a text and answer questions. See if students can remember the different reading skills (they can refer to Lesson 11). Discuss the best strategy to read a text and answer questions efficiently. They can discuss with a partner and write the strategy in their workbooks if they wish.

## GRAMMAR Review

Explain that students have learned many English grammar structures during this course and that is important for them to practise to make sure they do not forget them.

Ask students to go through their learning materials and look at the Grammar boxes, especially if they are unsure of a particular structure.

Students will see a number of exercises for them to practise. Allow them to work individually, in pairs or in small groups if this helps them. Be on hand to support them where necessary.

1. Ask students to match the words on the left with the correct descriptions on the right:

**Answers:**

NOUN

It is the name a person, animal, place, or thing.

VERB

It describes the action of a person or animal, place, or thing.

ADJECTIVE

It is used to describe a person, animal, place, or thing.

TENSE

It shows when an action has taken place.

SENTENCE

It is a set of words that has a topic and information about that topic.

PUNCTUATION

Full stop, exclamation mark, question mark, are all examples of this.

OPEN QUESTION

A question that uses question words and is used to get information.

CLOSED QUESTION

A question that is used to check or confirm information.

2. Get students to describe their routine by completing the sentences using the words NEVER, SOMETIMES, USUALLY, ALWAYS:

**Answers: (own answers)**

1. I \_\_\_\_\_ get up at 9:30 am

2. I \_\_\_\_\_ have a shower before I eat breakfast.

3. I \_\_\_\_\_ watch television in the evening.

4. I \_\_\_\_\_ have a burger for lunch.

5. I \_\_\_\_\_ text my friends in the afternoon.

3. Ask students to change the present simple verbs into the past simple and past participle form:

**Answers:**

Present Simple	Past Simple	Past Participle
be	was / were	been
do	did	done
have	has	had
sleep	slept	slept
eat	ate	eaten
drink	drank	drunk
write	wrote	written
read	read	read
make	made	made
bake	baked	baked
cook	cooked	cooked
measure	measured	measured
see	saw	seen
watch	watched	watched
cut	cut	cut

4. Ask students to use the correct form of the verbs from the previous activity to complete the sentences in their workbook:

**Answers:**

1. Yesterday I <b>met</b> my friends at the beach.
2. I <b>have read</b> that book before.
3. I <b>drink</b> water every day.
4. I <b>ate</b> breakfast at 6am this morning.
5. I <b>baked</b> a cake last Sunday for my mother.
6. I <b>read</b> books in my free time.
7. I <b>have been</b> to China.

5. Now ask them to change all the sentences from the previous activity into the negative form:

Example: I sleep at 9pm every day.

I do not / don't sleep at 9am every day.

I have not / haven't slept well recently.

**Answers:**

1. Yesterday I <b>didn't meet</b> my friends at the beach.
2. I <b>haven't read</b> that book before.
3. I <b>don't drink</b> water every day.
4. I <b>didn't eat</b> breakfast at 6am this morning.
5. I <b>didn't bake</b> a cake last Sunday for my mother.
6. I <b>don't read</b> books in my free time.
7. I <b>haven't been</b> to China.

6. Students should now change the closed questions below into open questions:

Example: Are you feeling sad?  

 How are you feeling?

**Answers:**

1. Is your name Mary? <b>What is your name?</b>
2. Can you play cricket? <b>What sports can you play?</b>
3. Do you have any brothers or sisters? <b>How many brothers or sisters do you have?</b>
4. Is he sleeping? <b>What is he doing?</b>
5. Are you going home at 3 o' clock? <b>When are you going home?</b>
6. Is this your bag? <b>Which is your bag?</b>
7. Does she live in Matara? <b>Where does she live?</b>
8. Is that the teacher? <b>Who is the teacher?</b>

7. Guide students to focus on the underlined parts of the text. See if students can change them into the imperative form to make a set of instructions:

**Answers:**

▶ Check to see if the blender is working.
▶ Check if the blender is clean.
▶ Collect the ingredients and measuring utensils.
▶ Peel the bananas and slice them into the blender.
▶ Add ½ cup of plain yoghurt.
▶ Add a ¼ cup of frozen blackberries and a ¼ cup of milk.

8. Ask students to write the plural or singular forms of the nouns in the table below. If they are unsure they can check in a dictionary before whole class feedback:

Singular	Plural	Singular	Plural
apple	<b>apples</b>	butter	<b>butter</b>
carrot	<b>carrots</b>	ice cream	<b>ice cream</b>
lime	<b>limes</b>	juice	<b>juice</b>
strawberry	<b>strawberries</b>	shelf	<b>shelves</b>
raspberry	<b>raspberries</b>	knife	<b>knives</b>
hobby	<b>hobbies</b>	loaf	<b>loaves</b>
duty	<b>duties</b>	leaf	<b>leaves</b>
glass	<b>glasses</b>	peach	<b>peaches</b>
dish	<b>dishes</b>	bunch	<b>bunches</b>
box	<b>boxes</b>	mouse	<b>mice</b>
potato	<b>potatoes</b>	tooth	<b>teeth</b>
tomato	<b>tomatoes</b>	foot	<b>feet</b>

9. Now ask students to use any of the plural words above to make their own sentences:

**For example:** When you receive boxes of ice cream, check the order is correct and put the ice cream in the freezer immediately.

10. Students must now change the following active voice sentences into passive voice sentences:

**Answers:**

▶ Shanika designed a beautiful cake for the event.

**A beautiful cake was designed for the event by Shanika.**

▶ We have to clean our workstations regularly.

**Workstations must be cleaned regularly.**

▶ We usually make cutlets with tuna and potato.

Cutlets are usually made with tuna and potato.

▶ The chef de partie told us to take notes.

We were told to take notes.

11. Instruct students to complete these zero conditional sentences:

**Possible Answers:**

▶ If people do not eat they starve.

▶ Tea tastes sweet if you put sugar in it.

▶ When I am sad I cry.

▶ I always take my umbrella if it rains.

▶ If the kitchen is dirty it is unsafe.

12. Guide students to use the words given to make first conditional questions. Once they have done this they can then answer the questions with their own ideas:

**Answers:**

▶ tonight / you / have / to / if / what / you / eat / will / don't / ? / cook

**Q. What will you have to eat tonight if you don't cook?**

**A. If I don't cook tonight I will eat .....**

▶ will / what / if / rains / it / you / do / ? / this Saturday

**Q. What will you do if it rains this Saturday?**

**A. If it rains this Saturday I will ....**

▶ if / go / to / will / you / tomorrow / the beach / it's / sunny / ?

**Q. Will you go to the beach tomorrow if it's sunny?**

**A. If it's sunny I will / won't go to the beach tomorrow.**

13. Ask students to fill in the gaps with the correct preposition of place:

**Answers:**

Please come **into** the cold storeroom. Today we are looking at correct storage procedures. As you can see, the cheeses are all **next to** each other **on** these two shelves. Please keep all cheeses **on** these two shelves. The sausages and hams are **above** the cheeses and the mushrooms are down here, **under** the cheeses. On this side you can see the freshly made pickles. Make sure you put the pickles that you make **in** the right box. All the boxes have labels. Do not put any jars **between** boxes. Remember, this is not the freezer. There are no frozen items **in** here.

14. Get students to complete the tables with the right form of comparatives and superlatives:

	<b>Comparative</b>	<b>Superlative</b>
big	<b>bigger than</b>	the biggest
small	<b>smaller than</b>	the smallest
happy	<b>happier than</b>	the happiest
sad	<b>sadder than</b>	the saddest
good	<b>better than</b>	the best
bad	<b>worse than</b>	the worst
tasty	<b>tastier than</b>	the tastiest
crunchy	<b>crunchier than</b>	the crunchiest
creamy	<b>creamier than</b>	the creamiest
salty	<b>saltier than</b>	the saltiest
bitter	<b>more bitter than</b>	the most bitter
cheap	<b>cheaper than</b>	the cheapest
expensive	<b>more expensive than</b>	the most expensive

15. Students should choose the correct word to complete the dialogue:

**Answers:**

A: What is that? I have never seen anything like that before!

B: It is **a** fruit.

A: What is it called?

B: Dragon fruit.

A: Where can you buy **it**?

B: In **an/a** supermarket.

A: Wow! You have 3 boxes! Did chef order **them**?

B: Yes, he made **the** order.

A: What is he going to do with they/**them**?

B: I do not know. He told me to store **them**/it.

A: In **the** cold room or storeroom?

B: I am not sure.

A: You should check with chef.

16. Remind students of the different forms of Future Tense and write some examples on the board if necessary. Then ask the students to complete the sentences in their workbooks with “will, “going to” or the Present Continuous:

**Answers:**

a) I <b>am travelling</b> to London next Friday for business.
b) I hope it <b>will / won't</b> rain tomorrow.
c) Watch out! You <b>are going to crash</b> into that car!
d) The teacher is very angry with Tom. He <b>is going to call</b> Tom's parents.
e) I am <b>going to meet</b> my friends for lunch.
f) I am busy this afternoon. I <b>am seeing</b> the dentist at 4pm.
g) My friend <b>is having</b> her wedding on July 4th.
h) In the future we <b>will live</b> on floating houses.
i) They are wearing sports trainers because they <b>are going to play</b> tennis.
j) One day I <b>will go</b> to Brazil and visit the Amazon.

17. Instruct the students to read the team briefing below. They should rewrite the underlined sentences as reported speech:

Chef de Partie: Good morning team! We are very busy this morning so please (a) check the cleaning duty list, (b) read the specials board and (c) do not forget to maintain personal hygiene at all times. Today we have 150 covers and (d) we will have a party of 15. (e) I am going to be in a meeting for one hour so (f) if you need me you can find me in Conference Room Two. Please only contact me for emergencies. I (g) expect you all to do your jobs well.

**Answers:**

- |   |
|---|
| a) He said / told us to check the cleaning duty list.                         |
| b) He said / told us to read the specials board.                              |
| c) He said / told us not to forget to maintain personal hygiene at all times. |
| d) He said we would have a party of 15.                                       |
| e) He said he was going to be in a meeting for one hour.                      |
| f) He said if we needed him we could find him in Conference Room Two.         |
| g) He said he expected us to do our jobs well.                                |

18. Students should write “a” or “an” or “the” to complete the following story about tea:

**Answers:**

Many years ago, there was **an** emperor in China who was very wise. One day he was sitting under **a** tree. His servant was boiling water when **the** wind blew some leaves from **the** tree into **the** boiling water. The emperor saw that the boiling water was brown, so he decided to taste it. That is how drinking tea was born.

19. Students should complete the dialogue with “some”, “any”, or “many”:

Benjamin: Are you hungry?  
 Akyas: Yes!  
 Benjamin: Let's make spaghetti. Do we have **any** spaghetti?  
 Akyas: We have **some** macaroni. But we don't have **any** spaghetti.  
 Benjamin: Okay, put that on the order list. Do we have **any** onions?  
 Akyas: We have **some / many** spring onions. But no onions.  
 Benjamin: Is there **any** garlic? I am sure we have **some / many** tomatoes.  
 Akyas: No garlic, no tomatoes.  
 Benjamin: I think we have to go to the supermarket!

20. Have the students circle the correct conjunctions for each of the following sentences:

- a) Shanika **and** Mary are friends.
- b) I like to play badminton **but** I do not like to play tennis.
- c) The food became spoilt **because** the thermostat was broken.
- d) Would you like tea **or** coffee?
- e) She is going to close the window **because** she is cold.
- f) Chop the onions, **then** fry them.
- g) I have to study hard **so that** I can pass this test.
- h) I have a driver's license **so** I can go anywhere I want.
- i) They are going to watch a movie **and** they are going to a restaurant.
- j) I like to read books **when** I have some free time.

### ABOUT THE WRITTEN TEST

Go through details of the written test so students know what to expect. Important points for them to note are that:

- The written test will start in the afternoon (after the lunch break).
- During the written test the teacher will call students out for the interview test. When this is completed they should return to the written test.
- If students finish the written test before they are called for the interview test, they should wait in their seat until the teacher calls them.

### Test Etiquette

#### **For the test students will need:**

- Pencil (and pencil sharpener) and eraser or pen
- A ruler

#### **During the test students must not:**

- Speak to other students.
- Ask other students for answers.
- Try to see other students' answers.

**During the test:**

- ▶ Students should try to answer all the questions.
- ▶ Use a ruler to draw straight lines for labelling diagrams.

**INTERVIEW TEST**

Go through details of the interview test so students know what to expect. Important points for them to note are that:

- ▶ The interview test is a chance to show the teacher how students have improved their listening and speaking skills.
- ▶ The interview should only take 5 minutes.
- ▶ It will be in two parts.

**Part 1**

Students will be asked to talk about a topic.

The teacher will ask a question, for example, “What is your favourite meal of the day?” Before speaking the teacher will give the student 30 seconds to think about their answer before speaking. Students will then be expected to speak for 30 seconds to 1 minute to answer the question.

**Part 2**

Students will do a short role-play with their teacher.

The teacher will give the student a role and a situation on a card and allow some time for the student to read and understand these before starting the role-play. The teacher will stop the role-play when the time is up.

Wish your students good luck !!

**After the Test**

Congratulate your students on all their hard work. Remind them to look at the Learner Training in their workbooks. If there is time, ask the students how they felt about the course and their participation:

## LEARNER TRAINING

Congratulations for completing the Functional English for Professional Cookery Course!!

You should feel proud of your efforts to improve your English. Speaking good English will help improve the opportunities that will come your way in your career as a chef. So even though this course is finished, your English learning should not stop.

Remember some of the learner training tips that you have read during this course:

- Use books, magazines, TV shows, movies, and the Internet to expand your vocabulary.
- Use English as often as possible in your work life and even your personal life. The more you speak English, the better you will become.
- If you do not know the name of something in English, do not be afraid or ashamed to ask someone.

**This is the end of the course.**

**Please thank your students for participating in this course.**

**Please remind them to continue their English language learning.**

**Well Done to You and Your Students!!**

## WORDS FROM OTHER LANGUAGES IN PROFESSIONAL COOKERY

The Professional Cookery Course is taught in English, and many of the professional kitchens in Sri Lanka and around the world use English as their language for communication. However, the food and catering industry is full of words that have been taken from other languages such as French, German, Italian, Spanish, Indian, Chinese, Japanese and Arabic. This is because many of the skills you will learn through this course were tried and tested in those countries, and some of the food you will be handling is produced in those countries.

Therefore it is important that you not only know the words themselves but also the correct pronunciation of those words, so that you are able to understand and communicate satisfactorily in the workplace. The words are categorized by topic.

### Menus

a la carte (*a-la-kart*)

banquets (*bank-wets*)

buffet (*buh-fay*)

décor (*day-kor*)

entree (*on-tray*)

gourmet (*goor-may*)

h'ors oeuvres (*or-duhvrüh*)

table d'hote (*ta-blüh-doht*)

### Kitchen Brigade

aboyeur (*a-bo-year*)

boulangerie (*boo-lon-jerry*)

brigade de cuisine (*bri-gard-de-kui-zeen*)

chef de cuisine (*shef-de-kui-zeen*)

chef de entremetier  
(*shef-de-on-tre-me-ti-air*)

chef garde-manger (*shef-gard-mon-jair*)

chef legume (*shef le-goom*)

chef de partie (*shef-de-party*)

chef de patisserie (*shef-de-pa-ti-se-ri*)

chef de potage (*shef-de-po-taj*)

chef de saucier (*shef-de-saw-si-air*)

commis (*ko-mi*)

demi-chef de partie (*de-mi-shef-de-party*)

escuelerie (*es-qu-leri*)

patissiere (*pa-ti-si-air*) (*pa-ti-si-yay*)

poissonnier (*puah-son-ni-air*)

plongeur (*plon-juh*)

sommelier (*so-me-li-air*).

sous-chef (*soo-shef*)

maître d'hôtel (*may-truh-dohtel*)

**Equipment**

bain-marie ( <i>ban-muh-ree</i> )	cutlery ( <i>ku-luh-ree</i> )
carafe ( <i>kar-raf</i> )	ramekins ( <i>ram-uh-kins</i> )
champagne flute ( <i>sham-pain flook</i> )	sous-vide ( <i>soo-vid</i> )
croquery ( <i>kro-kuh-ree</i> )	toque ( <i>toke</i> )

**Food Terms and Hot Range**

al dente ( <i>al-den-tay</i> )	linguine ( <i>lin-gwi-nee</i> )
aubergine ( <i>oh-ber-jeen</i> )	marguerita ( <i>maa-geh-rita</i> )
boursin ( <i>boor-san</i> )	mascarpone ( <i>muh-ska-po-nay</i> )
carpaccio ( <i>kar-pa-chi-o</i> )	mozzarella ( <i>mo-tsa-rella</i> )
caviar ( <i>ka-vi-arr</i> )	parmesan ( <i>par-meh-zun</i> )
chateaubriand ( <i>sha-toe-bri-ond</i> )	penne ( <i>pen-nay</i> )
court-bouillon ( <i>kor-bui-yon</i> )	pate ( <i>pa-tay</i> )
courgette ( <i>kor – zshet</i> )	penne arrabiatta ( <i>pen-nay ara-bi-aata</i> )
edam ( <i>ee-dam</i> )	potage ( <i>po-taj</i> )
entrecote ( <i>on-truh-kot</i> )	puree ( <i>pue-ray</i> )
feta ( <i>fe-tah</i> )	quiche Lorraine ( <i>key-sh-lor-rain</i> )
fettucine ( <i>fet-to-cheenee</i> )	ratatouille ( <i>ra-ta-too-ee</i> )
filet mignon ( <i>fi-lay-minyon</i> )	roux ( <i>roo</i> )
fondue ( <i>fon-doo</i> )	ravioli ( <i>ra-vi-o-li</i> )
frittata ( <i>fri-tata</i> )	ricotta ( <i>ri-kotta</i> )
gratin ( <i>gra-tan</i> )	scones ( <i>skons</i> )
gouda ( <i>gooda</i> )	umami ( <i>oo-ma-mi</i> )
lasagne ( <i>la-za-nya</i> )	zucchini ( <i>zoo-kee-nee</i> )

**Mise-en-Place (*miz – on – plus*)**

brunoise ( <i>broo-no-ahz</i> )	macedoine ( <i>ma-se-doe-an</i> )
chiffonade ( <i>shiffo-naad</i> )	milanese ( <i>mi-la-nay-z</i> )
concasse ( <i>kon-ka-say</i> )	mirepoix ( <i>mir-po-ah</i> )
julienne ( <i>ju-lee-en</i> )	pane L'Anglaise ( <i>pan-long-glaze</i> )
jardiniere ( <i>ja-di-ni-air</i> )	paysanne ( <i>pay-zan</i> )

### Cooking Methods

saute (*saw-tay*)

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### Beverages

mocha (*maw-kah*)

latte (*lah- tay*)

espresso (*es – presso*)

cappuccino (*cahp – pooch-chee-noh*)

Americano (*ah-merry-kaa-no*)

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### Sandwiches

baguette (*ba-get*)

croissant (*kru-wa-son*)

croque-monsieur (*krok-muh-si-yuh*)

focaccia (*fo-ka-chia*)

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### Salads and Appetizers

aspic (*aspik*)

balsâmico (*bal-sa-miko*)

Caesar Salad (*see-zuh-salud*)

canape (*kana-pay*)

hors d'oeuvres (*or-duhvrüh*)

mayonnaise (*may-yuh-naze*)

pate (*pa-tay*)

prosciutto ham (*pro-shoo-toe ham*)

souffle (*soo-flay*)

terrines (*te-reen*)

vinaigrette (*vi-nuh-gret*)

**Desserts**

blancmange ( <i>bluh-monj</i> )	gateau ( <i>guh-toe</i> )
crème anglaise ( <i>krem -on-glaze</i> )	gelato ( <i>juh-lah-toe</i> )
crème brulee ( <i>krem-broo-lay</i> )	mousse ( <i>moo-s</i> )
creme caramel ( <i>krem-ka-ra-mel</i> )	pavlova ( <i>pav-loe-vah</i> )
creme ganache ( <i>krem-guh-nush</i> )	panna cotta ( <i>pan-na-kot-ta</i> )
crème patissiere ( <i>krem-pa-ti-si-yair</i> )	parfait ( <i>par-fay</i> )
crepe ( <i>crape</i> ) ( <i>krep</i> )	pavlova ( <i>pav-loe-va</i> )
crepe suzette ( <i>crape soo-zet</i> )( <i>krep-su-zet</i> )	profiteroles ( <i>pro-fi-tuh-roll</i> )
choux a la creme ( <i>shoo-a-la-krem</i> )	sorbet ( <i>saw-bay</i> )
coulis ( <i>kooli</i> )	souffle ( <i>sue-flay</i> )
doughnut ( <i>doe-nut</i> )	strudel ( <i>stroo-del</i> )
éclair( <i>ay-klair</i> )	tiramisu ( <i>ti-ra-mi-su</i> )
galette ( <i>guh-let</i> )	

**Ethnic**

camembert ( <i>ca-mom-bear</i> )	kheer ( <i>kir</i> )
ceviche ( <i>se-vee-che</i> )	kway teo ( <i>kuway-ti-ow</i> )
char siew ( <i>char-shoe</i> )	lo mein ( <i>low-main</i> )
cheddar ( <i>che-duh</i> )	paneer ( <i>pa-nir</i> )
chow mein ( <i>chão-main</i> )	ramen ( <i>raa-men</i> )
congee ( <i>kon-ji</i> )	tamales ( <i>ta-ma-lez</i> )
feta ( <i>fe-ta</i> )	tortilla ( <i>tor-tee-ya</i> ).
fondue ( <i>fon-doo</i> )	turnedos ( <i>tor-nay-dos</i> )
Gouda ( <i>goo-da</i> )	udon ( <i>oo-don</i> )







## **Skills for Inclusive Growth**