



We are what we eat: Designing a cooking booklet with adapted typical dishes from The United Kingdom, Canada and Australia.

An elective workshop for sophomores.

TRABAJO DE TITULACIÓN para optar al Título de Profesor de Inglés
y al GRADO DE LICENCIADO EN EDUCACIÓN

Name: Camila Svriz Pacheco

Mentor teacher: Ricardo Benítez F.

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Food is not just fuel. Food is about family, food is about community, food is about identity.

M. Pollan

Despite the fact that people are the principal element of any culture, many are not able to comprehend the importance of the countless aspects that culture gives to their lives. It is really hard for them to be aware of the significance of culture if they hardly ever talk or discuss about it. School is one of the places where students can debate about their culture inside and outside the classroom, as Johnson and Rinvolutri (2010: 7) say: "Culture takes place in our classrooms, affecting all aspects of our teaching and our students' learning." However, it is almost impossible to have a discussion if there are no other referents with which to make a comparison. Unfortunately, this problem is happening in the Chilean education since the proposals of the national curriculum do not offer the students the opportunity to expand their knowledge beyond their own cultural model.

The relation of this current issue to teaching English in the Chilean classrooms is even worse. In the MINEDUC's Planes y Programas of English, it is clearly stated that students -- at all levels -- have to relate the contents to their own culture, leaving behind any other possible association with a different one. Therefore, the innumerable aspects of a culture can be a very useful tool to teach students the language.

Considering the above, culture can be defined as "the characteristics of a particular group of people, defined by everything from language, religion, cuisine, social habits, music and arts" (Zimmermann, 2012: <http://www.livescience.com/21478-what-is-culture-definition-of-culture.html>). One aspect that is closely connected to the country's culture is food. "Food is a central activity of mankind and one of the single most significant trademarks of a culture" (Kurlansky, 2002: <http://stevemccurry.wordpress.com/2012/08/20/food-for-thought/>). In reference to the last quote, it can be said that food is a very important feature of a culture but,

sadly, it is not considered a relevant content to be covered in the Chilean classrooms.

The traditional and most popular dishes of some places can give us some clues as to how our ancestors lived; what they ate; how they cultivated the ground; their eating habits, among others. Consequently, one way to study the culture of a country is through identifying why people ate those kinds of dishes; how they prepared them and what ingredients they used. To understand the traditional dishes of some regions, it is important to start defining the word *tradition* itself. According to the Merriam-Webster Dictionary, *tradition* means the stories, beliefs, etc., that have been part of the culture of a group of people for a long time. For that reason, as a general term, it can be concluded that food is a cultural element that is interconnected with the ancient people, beliefs, values, identity and traditions of a country, and it provides some important evidence to know more about the cultural aspects and diversity of a specific country.

Since almost all dishes have a story behind them, these stories belong to the cultural background of the country. At the same time, they reflect the beliefs, values, perspectives and traditions of the people who cook these dishes.

Taking all those aspects into account and knowing about the typical food and the national cuisine of three English-speaking countries -- Canada, Australia and The United Kingdom—will give students the opportunity to know more about three new cultures, giving them the chance to travel without physically moving and to adapt some of the traditional dishes to their own reality. As a result, these will give students a deepest view of the unknown culture and of the identity of these places, making a real and direct link with their own culture.

Besides, adding this culinary discipline into the Chilean curriculum is a beneficial way to integrate engaging activities and make the students interested in the language through a different and attractive method.

For those reasons, this graduation project intends to get Chilean students to come closer to those aspects that are not fully known. Moreover, the national curriculum does not integrate food and cuisine as a cultural content into the Planes y Programas designed for the school grades where English is taught. That gap has not been breached yet, giving the impression that knowing about different cultures is not important in our society. In order to fulfill that necessity, this elective workshop -- whose main objective is to design a cooking booklet of at least six pages, with some of the adapted recipes of Canada, Australia and the UK -- is oriented to sophomores. It is conceived of as elective since it is intended for students who are interested in acquiring general knowledge about food and international cuisine of other countries. Besides, in order to achieve this objective, the word “adapted” will take on an important meaning in this workshop.

As, for obvious reasons, some of the ingredients that form part of the dishes of these countries are not available in Chile, the recipes that the students have to include in their booklet will be adapted and created by them. This means that the students will have to modify the recipes, maintaining the base of the original ones, trying to change as few ingredients as possible in order to make the recipes doable and creative as they will have to use their imagination to do it.

English, Canadian and Australian cuisine

According to the Encyclopedia Britannica (<http://global.britannica.com/EBchecked/topic/145997/cuisine>) the definition of *cuisine* is “the foods and methods of preparation traditional to a region or population. The major factors shaping a cuisine are climate, which in large measure determines the native raw materials that are available to the cook; economic conditions, which regulate trade in delicacies and imported foodstuffs; and religious or sumptuary laws, under which certain foods are required or proscribed.” In reference to the previous quote, it is said that a national cuisine is a traditional preparation of a dish in relation to a specific region or culture, its history and traditions.

The cuisines from three English-speaking countries will be used as principal content in this workshop. The first one is that from the United Kingdom (UK). Made up of several islands, the UK is situated in the west of Europe. The largest island called Great Britain is composed by Wales, England and Scotland, and each region has its own cuisine. Sixty percent of the food produced in the UK comes from the farmers. Despite the fact that the English cuisine has been criticized because of the lack of spices, the influence of some colonies such as Asia, India and Africa has brought in new cooking ideas and some new spices to its national cookery. This country has many mealtime customs; for example, they eat four times a day, breakfast, lunch, tea, and dinner where breakfast is one of the most important meals. English people commonly eat eggs, sausages, tomatoes, and fried bread.

The second cuisine is that from Canada, the second-largest country in the world, which is located in the north of North America and well-known for its climate's variety and the splendid diversity of landscapes. Their cuisine differs depending on the region. In the late 1400s, England and France disputed the colonization of this country. Nowadays, the food and customs of this country are under the big influence of these two colonies. Also, Asians, Scandinavians, and Slavs brought their culture together with their food traditions, making a mixture of cuisines. The United States, its border country, has also had a huge impact on the food traditions of some regions in Canada. Because of the extreme climate in some regions, only five percent of the land is arable to grow crops such as wheat, barley, corn, and oats. Throughout Canada, the main ingredient and most popular one is syrup, a natural sweetener, which is made of the popular tree, called maple. There exist numerous dishes and desserts in which this maple syrup is used. This tree is so important that the leaf is on their flag.

The third cuisine is that from Australia whose main characteristic is its diverse landscape and climate. Located to the southeast of the Asian continent, it is home of a wide range of flora and fauna. The country's diet has been influenced by several countries and cultures since the 1840's, starting with the potato famine in

Ireland, followed by the World War II, when thousands of Europeans and Asians arrived in the land, escaping from the war and bringing different ingredients and new cooking methods and techniques. Red meat has always been very popular in the Australian diet, together with seafood, poultry, pork and lamb. In addition, the most common crops include oranges, grapes, bananas, rice and wheat.

The food culture, including the climate, the ingredients, the traditions, the geographical location and the history of these three countries will be the center of the content to teach students the English language.

Target Audience

As food tradition is a cultural element of our everyday life, the workshop “We are what we eat: Designing a cooking booklet with adapted typical dishes from three English-speaking countries” considers the participation of any school grade as the topic is flexible enough to be adapted to students’ skill levels. Nonetheless, the grade chosen is sophomores.

In accordance with the MINEDUC’s Planes y Programas de Inglés para 2do medio, students of this level are supposed to know at least 250 words; this will help students to be able to develop an opinion, rich in vocabulary. As far as grammar is concerned, they are supposed to know about the past continuous with *used to*, which refers to habits and past routines. Besides, at this level the descriptive and narrative texts are introduced. These kinds of text will be an excellent way of teaching them about recipe structures and also about narrations of the history of the countries involved in a narrative mode.

The syllabus

The proposal of this workshop is to use an interesting and a provocative cultural topic in order to engage students and to have a significant emotional response from them. Therefore, some elements of the content-based (Nunan, 1988) syllabus are used to reach the general objective of this project. The syllabus is the most essential part of any course because it provides the sequence of what is intended

to achieve and what students are supposed to do. This idea is clearly stated by Nunan (1988): “A syllabus focuses more narrowly on the selection and grading of content.”

The content-based syllabus is aimed to teach specific information and content using the language that the learners are also learning. This type of syllabus will be very useful in this workshop since the information and material given to the students is the vehicle to teach them the language. As Brown (2001: 48) says: “When language becomes the medium to convey informational content of interest and relevance to the learner, the learners are pointed towards matter of intrinsic concern.” This type of syllabus then might give the students intrinsic motivation to drive them to know more about what they have been learning.

Linguistic aspects

The linguistic aspects that are intended to be developed in this workshop are mainly the productive skills: speaking and writing. During the entire course, students will enrich their writing skill in order to accomplish the general objective: to design a cooking booklet whose contents are the adapted recipes of Canada, Australia and the United Kingdom. Furthermore, they will improve their speaking skills since that will lead them to perform an effective oral presentation at the end of the course.

Additionally, vocabulary is a very important part of this process, not only isolated words, but also chunks and phrases. “Vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas” (http://www.tesol.org/docs/books/bk_ELTD_Vocabulary_974). According to the previous definition, it is essential to say that in this project the acquisition of vocabulary, together with the development of speaking and writing, is one of the main linguistic aspects and absolutely necessary to accomplish the main goal of this workshop.

Another essential linguistic aspect to be considered and developed by the students in this workshop is *critical thinking*. According to Scriven and Paul (1987), *critical thinking* "is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action." This important process is expected to be used by the students in order to make them analyze the given material about the different cooking cultures included in this workshop. The main idea is to generate an instance where students can build their own opinions and criteria about the culture they are getting familiar with.

In order to help students to go through the process of critical thinking and to make the acquiring process of the second language much more productive and creative, it is necessary to encourage students to work in groups. According to research conducted by Porter and Long (1985), when students work in groups, the opportunities to speak and to practice the second language are more significant than if they were given in a teacher-centered class. The research also found that the interaction between peers inside a small group leads to a better negotiation of information and meaning.

Needs analysis

Concerning all the information given above, it was important to analyze the needs of the students who will participate in this workshop. To do that, a needs analysis is a required process to create the syllabus. As Casper (2003) states (cited by UKessay): " The information gleaned from a need analysis can be used to help you define program goals. These goals can be stated as specific teaching objectives, which will function as the foundation on which a teacher will develop the lesson plans, materials, tests, assignments and activities." Thus, the needs analysis is the starting point to make a coherent and suitable syllabus.

A 15-question questionnaire was applied to thirty-six sophomores from Santa Cruz school, located in Limache. The questions are about the concept of culture in relation to food and about their preferences according to the second language itself, the results are the following:

Seventy-five percent of the students answered that they like to cook. According to the reasons they wrote, the students say that they found cooking a very interesting activity and that it is something useful because they will need it in their future.

Ninety-seven percent of the students answered that they would like to know about other countries' culture. This obviously indicates that almost all the students would like to know about other cultures. Additionally, the same percentage believes that food is an important element that represents the culture of a country.

Finally, a considerable number of students, 86%, are interested in participating in a cooking class. This may indicate that this elective workshop may become very interesting and popular among sophomores.

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Lesson Plan

Name of the course: We are what we eat: Designing a cooking booklet with adapted typical dishes from three English-speaking countries

Type of course: Elective workshop

Audience: Sophomores

Duration: 3 months / one class per week of 2 pedagogical hours (90 min)

Teacher: Camila Svriz

Email: Camilasvriz@gmail.com

Rationale

This workshop gives the students the opportunity to understand three English-speaking countries' culture – Canada, Australia and the United Kingdom -- by focusing on their food traditions, typical dishes and general history. Food is an everyday matter surrounded by many different subjects although students are not aware of how usual and familiar food is in their lives. This is why this workshop is focused on something so common and interesting but at the same time so unknown to the students. This course will adopt a content-based syllabus so that throughout the units students will have the chance of acquiring the second language (English) simultaneously with their learning the content itself in order to increase their knowledge and comprehension of these cultures.

Course organization

Unit 1: I'm hungry. Let's cook!

- Lesson 1 – Step by step
 - Review previous vocabulary about food.
 - Recognize specific and new vocabulary about food
 - Identify the action verbs used in a recipe
 - Distinguish the structure of a recipe

- Lesson 2 – Food: More than a mixture of ingredients
 - Understand what food habits are
 - Identify what a typical dish is.
 - Assimilate the significance of food in a country's culture

Unit 2: Fish and Chips: How delicious!

- Lesson 1 – The land of Islands
 - Identify the geographical location of the United Kingdom
 - Relate important facts of the UK to their own.
 - Demonstrate understanding of British food habits and traditions
 - Compare some British food habits with their own.

- Lesson 2 – Tea time
 - Identify some British typical ingredients
 - Relate the geographical and climatological components of the UK to their food
 - Infer why they eat those ingredients

- Lesson 3 – Wales. England and Scotland
 - Discover the multiculturalism of food traditions in the UK
 - Compare food traditions between Wales, England and Scotland

Unit 3: Maple syrup is everything!

- Lesson 1 – Knowing about Canada
 - Identify the geographical location of Canada
 - Relate important facts of Canada to their own
 - Demonstrate understanding of the Canadians food habits and traditions
- Lesson 2 – Why do they eat that?
 - Identify Canada's typical ingredient
 - Understand the process of doing Maple syrup
 - Infer why some ingredients are from one country or another
- Lesson 3 – Canadian cuisine
 - Relate some typical dishes to the country's history
 - Compare Canadian cuisine with Chilean cuisine

Unit 4: Sweet, sweet pavlova

- Lesson 1 – The continent-country
 - Identify the geographical location of Australia
 - Relate the most important facts of Australia to their own
 - Demonstrate understanding of Australians food habits and traditions
- Lesson 2 – From the sea to the ground
 - Identify Australia's typical ingredients
 - Infer why they eat those ingredients
 - Relate the geographical and climatological components of Australia to their food
- Lesson 3 – Pavlova, the national dessert

- Compare the Australian's food history with Chilean's food history
- Understand how to convert measures into recipes
- Discover how to make an Australian typical recipe

Assessment

Class participation 20%

Role play 30%

Final project 45%

Peer- assessment 5%

SAMPLE ACTIVITIES

Unit 1: I'm hungry. Let's cook!

Lesson 1: Step by Step

Vocabulary!

Activity 1. With a partner brainstorm food vocabulary and write it down in your copybook. Answer these questions to help you:

- What ingredients do you know?
 - What types of meals do you know?
 - What adjectives related to cooking do you know? (ex: **sweet, spicy**)
 - What action verb related to cooking do you know? (ex: **chop** the onion)
- ✓ Share the list of words with the whole class.

Activity 2. Classify the words into these categories:

Ingredients	Meals	Adjectives	Action verbs

Activity 3. Complete the sentences with the verbs in the box.

ADD	STIR	PEEL	PRE-HEAT	CHOP
MELT	BOIL	SLICE	FRY	DRAIN

a. _____ the bread.

f. _____ the onion.

- b. _____ the potatoes. g. _____ salt and pepper.
- c. _____ the apple. h. _____ the spaghettis.
- d. _____ the oven. i. _____ the soup.
- e. _____ the water. j. _____ the butter.

Activity 4. Match the cooking verb with its meaning.

Grate	To cut into small pieces.
Steam	To combine two or more ingredients into one mass.
	To remove the skin of fruit or vegetables.
Season	To cause a solid food to turn into or become part of a liquid.
Mix	To reduce into small bits by rubbing it on the sharp teeth of a utensil.
Dissolve	To add spices, herbs, or other ingredients to a food to increase the flavor.
Chop	To cook with vapor produced by a boiling liquid.
	To cook something in a very hot water.

Activity 5. Make pairs of opposites from the adjectives below.

CLUE! The word **SWEET** has 3 opposites.

Tough	Hot
Salty	Juicy
Sweet	Dry
Bitter	Tender
Sour	Cold

Let's cook!

Activity 6. Answer these questions and share your ideas with your partner

1. Can you guess what a cooking booklet looks like? What do you think it contains?
2. How could you recognize a recipe?
3. What do you think a “procedural writing” is?

- ✓ Discuss the answers with the whole class

Activity 7. Work in pairs. Observe these two recipes samples and discuss the following question:

- ✓ Regarding the structure, which are the similarities between the two? And the differences?



Recipe Card

Quick Cheesy Fish Pie



Feeds: 4

Prep Time: 10 mins

Cooking Time: 25 mins



Ingredients: 1 kg potatoes, cubed
500ml milk
400-500g white fish
50g butter or block marg
50g plain flour

200g cheddar cheese, grated
200g crème fraiche
200g frozen peas
4 carrots, sliced
1 small head broccoli

What to do:

1. Boil the potatoes in boiling water for 15-20 mins. Drain and mash well.
2. Put the fish in a frying pan with the milk and cook on a low to moderate heat for 5 minutes or so until just cooked. Remove the fish onto a plate and keep the milk. Cook carrots in boiling water for 10 mins.
3. Put the butter, flour and milk into a pan and heat, stirring continuously until the sauce thickens. Stir in 150g cheese and the crème fraiche. Cook the frozen peas according to the packet, drain and add to the cheese sauce. Flake the fish and add to the sauce. Season. Pre-heat grill to medium. Put the fish mixture in a ovenproof dish, and top with mash potatoes, sprinkling with cheese. Grill for 3-4 mins until golden. Cook broccoli in boiling water for 4-5 mins.

Notes:

Try using frozen fish in this recipe – it's much cheaper



Pumpkin & Turkey Sausage Lasagna

Ingredients:

- * 2 tablespoons extra-virgin olive oil (EVOO)
- * 1 1/2 pounds bulk sweet turkey sausage, casings removed
- * 1 large eggplant, peeled and chopped into small pieces
- * 1 medium onion, chopped
- * 2 garlic cloves, grated
- * Salt and freshly ground black pepper
- * 3 tablespoons butter
- * 3 tablespoons flour
- * 3 cups milk
- * 1 15-ounce can pumpkin puree
- * Few dashes fresh nutmeg
- * 1 box oven-ready lasagna noodles
- * 3/4 cups grated Romano cheese
- * 3/4 cups grated Parmigiano-Reggiano cheese

Preparation (yields 4-6 servings)

1. Heat a large saute pan over medium-high heat with 2 tablespoons EVOO. Add sausage and cook until golden brown. Push the meat to one side of the pan and add the eggplant, onion and garlic. Cook 7-8 minutes, then season with salt and freshly ground pepper.
2. Place a medium-size saute pan over medium-high heat and melt the butter. Whisk in the flour and cook mixture for about 1 minute. Whisk the milk into roux, breaking up any clumps. Bring the mixture to a bubble and add pumpkin puree and nutmeg. Season the sauce with salt and freshly ground pepper, reduce the heat and simmer the sauce for 2-3 minutes, until slightly thickened.
3. Spread about 1 cup of the sauce onto the bottom of a 13x9" casserole dish. Layer 3 lasagna noodles over the sauce, then top them with about 1 cup of the meat mixture, a cup or so of the sauce and a palmful of cheese. Repeat these layers two times, topping the casserole with a layer of lasagna noodles. Spoon the remaining sauce over the noodles and sprinkle the remaining grated cheese over the top.
4. Cover with aluminum foil and bake the lasagna until the sauce is bubbling and pasta is baked through, about 45 minutes. During the last 10 minutes of baking, remove foil to brown the cheese. Let dish rest a few minutes before serving.



from Lily's Kitchen

Activity 8. Answer the following questions. Then, discuss the answers with the whole class.

1. What do you think that a recipe has to contain to be a recipe?

2. How can you differentiate a recipe from a narrative text?

3. Can you find any similarity between these sentences?

✓ “Put the carrots”, “Chop the onions”, “Peel the potatoes”

AND

✓ “Be quiet”, “Sit well”, “Speak loud”

4. Can you notice the intention that these phrases have?

Activity 9. Create your own recipe. If you want, you can follow the examples above. Make it simple and easy to follow.

Use at least:

✓ Six different ingredients

✓ Ten different cooking verbs

Unit 1: I'm hungry. Let's cook!

Lesson 2: Food: more than a mixture of ingredients

Time to speak!

Activity 1. Answer these questions. Write the answers in your copybook:

What do you choose to eat when you are hungry?

Where do you usually eat?

Who is with you when you eat?

When do you eat?

How does food make you feel?

Do you cook your own meals?

Activity 2. Work in pairs. Let your partner know your answers. Are they different?

Can you imagine why they are different if you are the same age and you live in the same country?

- ✓ Write some ideas in your copybook and share them with the whole class.

The answers to all these questions can reflect your food habits. This is because the factors that affect food habits are different for every person.

Can you come up with a definition of “food habits”? What do you think it means?

- ✓ Share your opinion and ideas with the whole class. Then, look up the definition in the dictionary or on the internet.

Let's think!

Activity 3. Before reading the text, answer these questions. Then discuss your answers with the whole class.

- ✓ Can you imagine what a typical or traditional dish is?
- ✓ Have you ever tried a typical dish from another country? Which one? If not, what would you like to try?
- ✓ In your opinion, what elements make a typical dish typical?
- ✓ What do you think differentiates a typical dish from others?

Activity 4. Read the text and answer the questions below:

Food as part of our history

Chilean cuisine is well-known by the variety of flavors and ingredients because of the diverse geography and climate along the country. The Spanish colonizers and the native people have influenced their cuisine and food traditions. For example: the Mapuches have left some typical food as heritage, such as the “charquicán.” Other Chilean traditional dishes are “empanadas,” “humitas” and “pastel de choclo,” among others.

1. How do you think that native people or colonizers have influenced our current food habits and traditions?
2. What about the family heritage? Do you have, in your family, any dish or food habit that has been passed from one generation to the other? How are they passed? Orally or written?

Let's go travelling!

Before you start

Activity 5. Which of these kinds of food have you eaten and would you which like to try?

American

British

Chinese

French

Indian

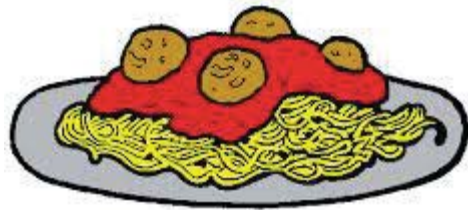
Italian

Mexican

Thai

- ✓ Work in pairs and discuss the answers with your partner.

Activity 6. Look at the dishes and associate them with their corresponding country.



Activity 7. Answer the following question:

1. According to your answers in Activity 6, do you think that a particular dish can represent a country? What makes you think that?

✓ Discuss your answers with the whole class.

Practice your writing!

Activity 8. Write a short paragraph about one Chilean traditional dish that you have eaten. Explain what the dish is about and on which occasions you or someone else usually prepare it. Try to use sequence connectors such as First, Then, Finally, etc.

Unit 2: Fish and chips. How delicious!

Lesson 1: The land of islands

WHAT DO YOU KNOW ABOUT THE UK?

Before reading

Activity 1. Identify where the United Kingdom is located on the map.

Some clues...

- ✓ It is located in the west of Europe.
- ✓ It is just in front of France
- ✓ It is an island



Activity 2. With a classmate talk about whatever you know about the UK and brainstorm some ideas. For example, it could be about some facts such as the capital city, the spoken language, their monetary unit, some British people, music bands, etc.

- ✓ Write down your ideas in your copybook. Then, share them with the whole class.

Activity 3. Read the following text in silence.

BRITISH LIFE AND CULTURE

The UK is situated in the north-west of the European continent between the Atlantic Ocean and the North Sea. It has a total land area of 244,100 square kilometres, of which nearly 99% is land and the remainder inland water. From north to south it is about 1,000 kilometres long.

The UK takes part of Europe and it is a member of the European Union (EU).

The official name of the UK is the **"United Kingdom of Great Britain and Northern Ireland."** The name refers to the union of what were once four separate nations: England, Scotland, Wales and Ireland (though most of Ireland is now independent).

The United Kingdom is made up of four countries: England, Scotland, Wales and the Northern Ireland. The capital of the UK is London.

Before 1922 the UK included Ireland in the definition, but when the Irish Free State ceased to be part of the Union the title changed to include 'Northern Ireland'.

The United Kingdom (UK) was formed on January 1, 1801, and constitutes the greater part of the British Isles. People in the UK are called British although they have different nationalities.

The British government is a "Constitutional Monarchy" where the Queen only rules symbolically because power belongs to Parliament. The head of the state is Queen Elizabeth II and the head of the government is the Prime Minister, David Cameron.

The Buckingham Palace is the Queen's official and main royal London home. It has been the official London residence of Britain's monarchy since 1837.

While reading

Activity 4. Answer the following questions in your copybook:

1. Which is the capital city of the UK?
2. Which is the official name of the UK?
3. How many countries formed the UK? Name them.
4. What does a “Constitutional Monarchy” means?
5. Who is the head of the government?
6. Where does Queen Elizabeth II live?

✓ Share the answers with the whole class.

Activity 5. Work in pairs. Use the information from the text and answer the following question:

✓ What differences can you identify between Britain and your country?

Activity 6. Complete this chart with the information about the UK and your country.

	The UK	Your country
The head of the government		
Natives are called ...		
Capital		
Continent		

Food habits and traditions

Before you start

Activity 7. Work in pairs. Discuss about some food habits and traditions that Chileans share as a nation.

✓ Write some ideas in your copybook and share them with the whole class.

Activity 8. Listen to and watch the video once. “How to cook a traditional full English breakfast.” (<https://www.youtube.com/watch?v=0fOvdEKXuJ0>)

Activity 9. Listen to and watch the video again and answer the following questions:

1. With a partner discuss about the different meals that we have on a regular day. Which meal do you think is the most important for Chileans?
3. According to you, which meal is the most important one? Why?
4. How do you think that the importance of each meal can be related to the country's culture?

Activity 10. Listen to and watch the video for the third time and answer the following questions:

1. What ingredients are used to make a full traditional English breakfast?
2. How much time do they cook the pork sausages?
3. What happen to the eggs after splashing the hot oil over them?

Role play!

Everybody has their own food habits and traditions. This is given by different factors such as what you eat when you are hungry, with whom you eat, if you prepare your own food, how many times you eat, what meal is more important for you, etc.

Activity 11. Imagine you have met a friend from the UK on a cooking website. He or she sends you an e-mail telling you his food habits and some British traditions. Write a reply letter telling him about your food habits and some Chilean traditions.

Hello my Chilean friend!

My name is Vincent; I live in London, the capital city of England. Every morning my mother prepares breakfast. We usually eat eggs, sausages, and bacon. My mom doesn't cook mushrooms because she knows that I don't like that. I can't skip my breakfast; my father says that it is the most important meal of the day.

During the week, I have lunch at school in the school cafeteria. There, we have a menu and we can choose what to eat. Everything is very healthy, but my favorite dish is 'fish and chips'. I get very happy when it is on the menu.

Around four o'clock, my family sit to drink tea. My grandmother passes on this tradition to the whole family. I don't like tea very much, but it is a good instance to share time with my grandmother and family.

Dinner is also a very important meal in my family. We get together around 7 o'clock to have dinner. We typically eat some meat with vegetables like potatoes, carrots or peas. I hate peas, but I love carrots.

On Sundays, we traditionally prepare roast beef with some vegetables. I love Sunday's lunch because my grandmother prepares the dessert I like the most, Eton mess, which is a mixture of strawberries, meringue and cream. It is delicious! You have to try it, and it is very easy to prepare!

Ok, now I would like to know more about your traditions and food habits. I don't know much about Chile, so would be very happy to learn about your country.

Greetings !

Vincent

Unit 3: Maple syrup is everything!

Lesson 2: Why do they eat that?

Before you start

Activity 1. Think about some Chilean traditional ingredients along all the territory.

- Why do you think some ingredients exist in the North and not in the South? Or vice versa.
- Name any ingredients that are mainly produced in Chile.

Warm up

Activity 2. Work in pairs. Answer the following questions.

1. Can you imagine what maple syrup is?
2. Where is this syrup come from?

Activity 3. Listen to and watch the video once. Take some notes.

<http://www.youtube.com/watch?v=vGelvneyl5E> “How it’s made: Maple Syrup”

Activity 4. Listen to and watch the video for the second time. Answer the following questions:

1. What is the “sap”?
2. When is the time to collect the sap?
3. What is the percentage of water and sugar in the sap?
_____ % water _____ % sugar
4. What is the main process to transform the sap into syrup?
5. How much water has to be evaporated from the sap?
6. How do the maple producers know when the sap is ready?

- ✓ ***At home, look up, on the internet, some recipes where maple syrup is used.***

Activity 5. Listen to the video for the last time and put the steps of how maple syrup is created in order.

_____ The sap fluid is boiled until most of the water is evaporated.

_____ A hole is drilled in the maple tree.

_____ Then, it is filtered to remove impurities.

_____ The sap fluid leaks out and is collected into a container.

_____ Finally, the syrup is bottled.

Activity 6. Read the following text in silence.

Sap Flow

One of the great mysteries of maple syrup is what causes the sap to flow out of the trees

Early in the spring, when the maple trees are still dormant, temperatures rise above freezing during the day but drop back below freezing at night. This fluctuation in air temperature is vital to the flow of sap in sugar maple trees.

During warm periods when temperatures rise above freezing, pressure (also called positive pressure) develops in the tree. This pressure causes the sap to flow out of the tree through a wound or tap hole. During cooler periods when temperatures fall below freezing, suction (also called negative pressure) develops, drawing water into the tree through the roots. This replenishes the sap in the tree, allowing it to flow again during the next warm period. Although sap generally flows during the day when temperatures are warm, it has been known to flow at night if temperatures remain above freezing.



Sap flows through a portion of the outer tree trunk called sapwood. Sapwood consists of actively growing cells that conduct water and nutrients (sap) from the roots to the branches of the tree. During the day, activity in the cells of sapwood produces carbon dioxide. This carbon dioxide is released to the intercellular spaces in the sapwood. In addition, carbon dioxide in sap is released into the spaces between the cells. Both of these sources of carbon dioxide cause pressure to build up in the cells. A third source of pressure is called osmotic pressure, which is caused by the presence of sugar and other substances dissolved in the sap. When the tree is wounded, as when it is tapped by a maple producer, the pressure forces the sap out of the tree.

At night or during other times when temperatures go below freezing, the carbon dioxide cools and therefore contracts. Some of the carbon dioxide also becomes dissolved in the cooled sap. Finally, some of the sap freezes. All three of these factors create suction in the tree. This causes water from the soil to be drawn up into the roots and travel up through the sapwood. When temperatures rise above freezing the next day, sap flow begins again.

Thus, the cycle of warm and cool periods is essential for sap flow. Temperatures too warm or too cool during the short, six-week "sap season" will reduce the amount of sap flow. This will result in lower maple syrup production or a "bad year" for maple producers in the region.

The sap in sugar maple contains a high concentration of sugar compared to the sap of other trees. The sugar in maple sap is the product of photosynthesis that occurred during the previous summer. Carbohydrates produced by photosynthesis are stored in the tree in the form of starch. Starch is converted to sucrose (sugar) and dissolves in sap. Amino acids in the sap give maple syrup its distinctive flavor, which differs from pure sugar.

Many people wonder if tapping the tree and taking away so much of the tree's sap might harm the tree. In fact, when producers follow tapping guidelines, and tap only healthy trees, no damage to the tree results. It has been estimated that tapping removes only 10% or less of the tree's sugar, an amount too small to hurt a healthy tree under normal environmental conditions.

(Retrieved from <http://maple.dnr.cornell.edu/producing/sapflow.htm>)

Activity 7. Scan the text and Answer T (true) or F (false). Justify why the statement is false.

1. _____ The fluctuation in air temperature is vital to the flow of sap in sugar maple trees.
2. _____ During cold periods, pressure, or positive pressure, develops in the tree.
3. _____ During the day, activity in the cells of sapwood produces carbon monoxide.
4. _____ The cycle of warm and cool periods is essential for sap flow.

5. _____ The sap in sugar maple contains a low concentration of sugar compared to the sap of other trees.

6. _____ Amino acids in the sap give maple syrup its distinctive flavor, which differs from pure sugar.

LET'S THINK

Activity 8. Answer the following questions and discuss them with your partner.

1. "Eighty percent of maple syrup is made in Canada." Why do you think Canada is the biggest provider of maple syrup?

2. Can you think why we don't have maple syrup here in Chile?

3. "Chile's major exportation is grape." Why do you think Chilean grape is highly exported to the northern countries?

Role play

Activity 8.

a. Look for a partner. Student A will be Chilean and student B will be Canadian.

b. Choose who is going to be student A and student B.

Student A

Imagine you have met someone from Canada. This person wants to know some typical dishes from your country. Think about any typical dish you think represents your country and explain it to Student B. For example, you can explain what "charquicán" is and how it can be prepared.

Student B

Imagine you are Canadian and you want to know more about Chilean food. Ask some questions to Student A to find out more about Chilean dishes. You are supposed to know nothing about the dish, so ask some clarifying questions.

c. Write the dialogue down in your copybook. It has to have at least 25 exchanges of information.

d. Check the dialogue with the teacher.

e. Practice it and then present it in front of the class.

Unit 4: Sweet, sweet pavlova

Lesson 3: Pavlova, the national dessert

How to measure!

Cheesy scones recipe

Serving size: 8

Ingredients:

- 2 cups self-raising flour
- ½ teaspoon [salt](#)
- 50g butter, plus ¼ teaspoon more for greasing pan
- 1/3 cup cheddar cheese, finely grated
- ¾ cup whole milk, plus 1 tablespoon more for brushing

Method:

Preheat oven to 200°C. Lightly grease a baking sheet using the ¼ teaspoon butter, and set aside.

In a mixing bowl, mix flour, and salt together. Place butter in the mixture and using your fingertips rub the butter together with the flour until you have a mixture resembling coarse breadcrumbs. Mix in the milk and almost all the cheese, reserving about 1 tablespoon.

Once it's loosely combined, turned out the mixture onto a clean kitchen bench and knead together until the mixture takes a dough form – avoid over-working the dough as this will make for heavy scones.

Knead for about 1 minute gently and form a 20cm diameter round about 2 cm thick. Cut 5-6cm circles out using either a knife or a round cookie cutter.

Place the cut circles touching side by side on the baking sheet and bake for ten minutes.

Remove from oven and then sprinkle the remaining cheese over the top. Put back in the oven for another 2-3 minutes until they are nicely golden. Serve immediately.



(Taken from <http://www.kidspot.com.au/best-recipes/Cakes-and-Baking+20/Cheesy-scones-recipe+762.htm>)

Activity 1. Look for the measures used in this recipe.

_____	_____
_____	_____
_____	_____

The equivalents are ...

1 CUP	250 ML
1 TEASPOON	5 ML
1 TABLESPOON (4 TEASPOONS)	20 ML

Activity 2. Convert the measures from the recipe above.

2 cups = _____ ml

_____ = _____

_____ = _____

_____ = _____

_____ = _____

Activity 3. Listen to the recipe of the pavlova, a traditional Australian dessert, and write down the words missing to complete the recipe.

Ingredients for meringue

_____ of white vinegar

_____ of vanilla extract

_____ of corn starch

_____ of super fine sugar

_____ egg whites

Preparation

_____ the egg whites into the bowl.

_____ the egg whites until they begin to look fluffy.

_____ 1 tablespoon of sugar at a time.

_____ the corn starch, vanilla extract and the white vinegar.

_____ until the egg whites look stiff.

Using a spatula, _____ all the egg whites onto the backing sheet.

_____ the top of the meringue.

_____ the oven to 300° Fahrenheit.

Ingredients for whipped cream

_____ of vanilla extract

_____ of sugar

_____ of whipping cream

Preparation

_____ the whipping cream onto the bowl.

_____ for about 1 minute.

_____ the sugar and vanilla to the whipping cream.

_____ the whipped cream onto the pavlova.

_____ some berries or anything you like.

- ✓ **At home, look on the internet for another way to prepare a pavlova.**

Some of Australian history...

Before reading...

- ✓ What do you already know about Australia?

Activity 5. Read the text once.

The History of Australian Food

Information about the history and traditions of Australian food...

Prior to European colonisation in the 18th century, Aboriginal Australians survived for thousands of years on a hunter-gatherer diet. They were experts at finding food and water in the Australian landscape. This "bush tucker" diet often included emu, kangaroo, moths, lizards and snakes as well as berries, roots and honey. Seafood, which was caught with spears or hooks, was a staple of the Aboriginal diet. The diet and cooking techniques of a particular tribe varied with their location. Despite the hardships of this lifestyle many Aborigines thrived and were healthy and well fed.

The British settlers who arrived following Captain James Cook in 1770 did not adjust easily to the staples of the indigenous diet, much of which they didn't recognise. The scarcity of water was also a shock after its abundance in the United Kingdom. They did find some foods that were familiar: fish, geese, swans and pigeons. The settlers put much effort into developing agriculture to provide a more familiar European diet. Sheep and

cattle were introduced throughout the continent and familiar crops were planted. Flour was a staple of the settler's diet and was used to make bread or damper, a dense thick bread.

Familiar game animals such as rabbit and deer were introduced for hunting. The success of some of these introduced species led them to become pests in the eyes of farmers and environmentalists. Rabbit was to become an important food during the Great Depression of the 1930s as it was the only affordable meat for poorer families. In the last twenty years rabbit has lost its reputation as a poor person's food and has gained popularity as a gourmet choice in Australian restaurants.

Modern Australian cuisine has been strongly influenced by the palettes of migrants to the country. The influx of immigrants from Eastern Europe, Asia and the Middle East has brought a vast range of new flavours. Chinese, Thai, Japanese, Lebanese, French, African and Greek cuisines have become strong influences on Australian tastes and the major cities have a wide choice of restaurants. Australian chefs are renowned worldwide for their fusion cuisine, combining traditional European cooking with Asian flavours.

In recent years vegetarianism and veganism have gained a wider acceptance in Australian culture, partly because of the importance of vegetables in Asian and Indian cuisines. There has also been a growth in awareness of Kosher and Halal eating practices. In modern Australia traditional bush tucker foods and game meats are novelty or speciality food items. Meat pie, normally filled with steak, is considered a national dish.

(Taken from <http://australia.angloinfo.com/lifestyle/food-and-drink/food-history/>)

Activity 6. Underline and make a list in your copybook of all the words related to food.

Activity 7. Choose 5 underlined words and create a sentence for each chosen word.

1. _____

2. _____

3. _____

4. _____

5. _____

Activity 8. Infer the meaning of these words by the context.

a. Seefood was a **staple** of the Aboriginal diet:

b. the **scarcity** of water:

c. Despite the **hardships** of this lifestyle

d. The British **settlers** who arrived following Captain James Cook

e. Rabbit was the only **affordable** meat for poorer families

Activity 9. Answer and discuss the following questions.

1. Compare the Australian food history with Chilean food history.

2. What would have happened if the British colony had not influenced the Australian cuisine?

3. What do you think happens to the identity of a country when it has many other cultural influences?

4. Do you think that Chilean cuisine has received influence from some other countries such as Argentina or Peru? Give examples.

ROLE PLAY !

Activity 10.

You are going to choose one of the dishes that you like it the most about Canada, Australia or the UK. The idea is that you personalized the chosen dish, adapting the recipe to make a new one.

You have to write the recipe down and then you have to explain it in front of the class.

The recipe has to contain at least:

- A title
- 10 ingredients
- 5 steps
- Use as much cooking verbs as possible
- Make it procedural, using some linking words such as First, Then, Finally.

Final Project

In trios, you have to create a cooking booklet, in no more than 6 pages, that contains at least 5 recipes from the UK, Australia and Canada.

How to do it?

First, you have to choose the recipes you will include in your cooking booklet.

Then, you will have to adapt this recipe in order to make it doable in Chile. For example, if in Chile there is no kangaroo meat, you will have to use another kind of meat.

Finally, after creating and adapting all the recipes you will include in your cooking booklet, you have to choose one of them to prepare it. Then you have to present the dish orally, as if you were chefs showing your own recipe.

- ✓ **The idea is that you explain why you choose that specific dish; demonstrate some background knowledge about the country where the recipe comes from; and how you adapted the recipe to your country's food habits, ingredients, occasions to eat it, etc.**

APPENDIX

Questionnaire

El presente cuestionario será utilizado como herramienta para extraer información para el trabajo de titulación de la carrera de Pedagogía en Inglés. Por consiguiente, es completamente anónimo. Aun así, es de suma importancia que se realice a consciencia y las respuestas sean lo más honestas posibles.

Please answer the following questions, either in English or Spanish. Please try to answer them all in the most honest way possible.

1. Do you like to cook? Why? Why not?

2. Do you like to know about other countries' culture? Why? Why not?

3. Do you think food is an important part of a culture? Why? Why not?

4. Do you know any typical Chilean dishes?

Have you tried them? Yes ____ No ____

5. In your family, are typical dishes important events or important traditions?

Yes ____ No ____

If yes, what events or what traditions? _____

6. Have you ever watched any cooking programs on TV?

Yes ____ No ____

If yes, which ones? _____

7. Do you think that knowing about international food is necessary? Why? Why not?

8. Do you think that cooking in class is fun?

Yes _____ No _____

9. Do you like reading?

Yes _____ No _____

10. What kind of activities do you prefer the most?

- a. Speaking
- b. Listening
- c. Reading
- d. Writing

11. Do you like to speak in English in front of the class?

Yes _____ No _____

If No, why? _____

12. If you would have the chance, would you like to take a cooking class?

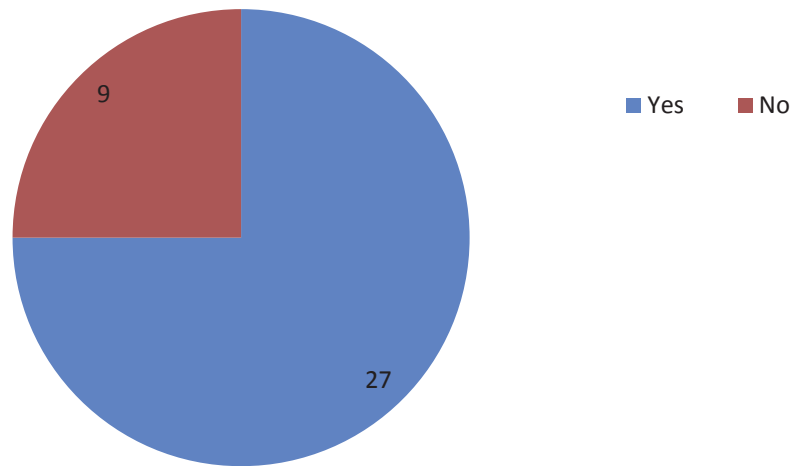
Yes _____ No _____

If yes, why? _____

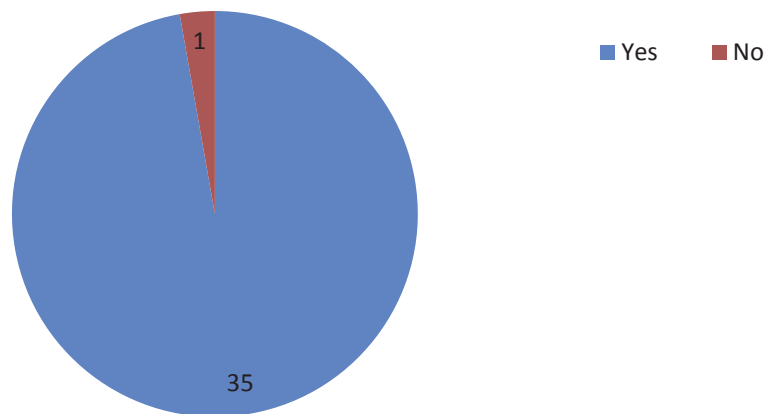
THANK YOU FOR ANSWERING

Questionnaire's results

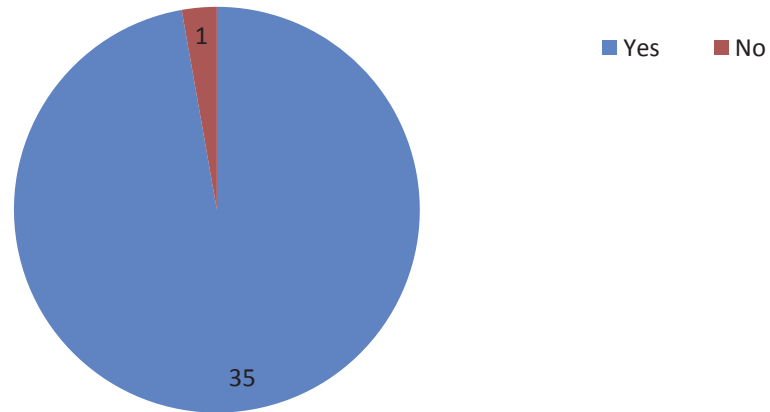
Do you like to cook? Why? Why not?



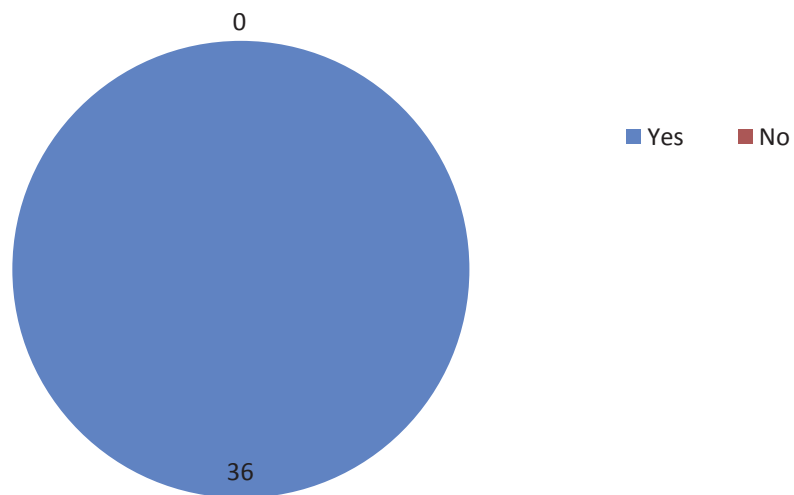
Do you like to know about other countries' cultures? Why? Why not?



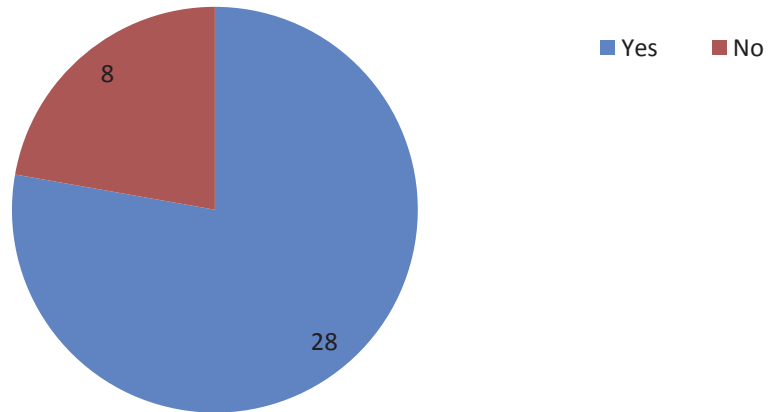
Do you think food is an important part of a culture? Why? Why not?



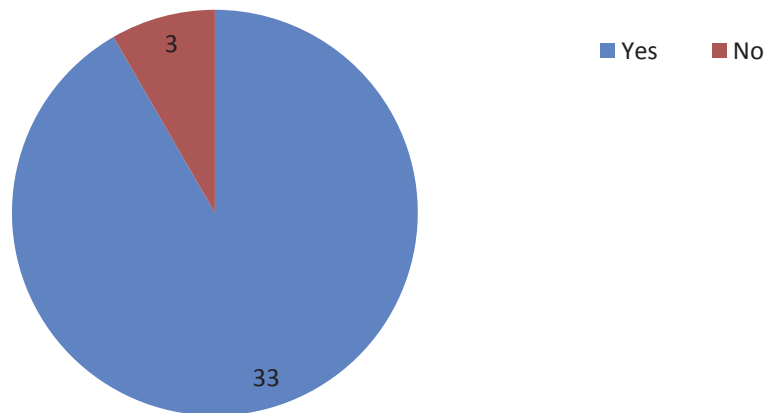
Do you know any typical chilean dishes?



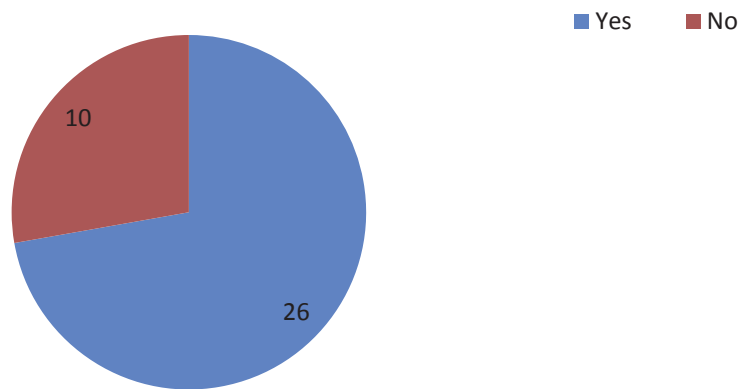
In your family, are typical dishes important events or important traditions?



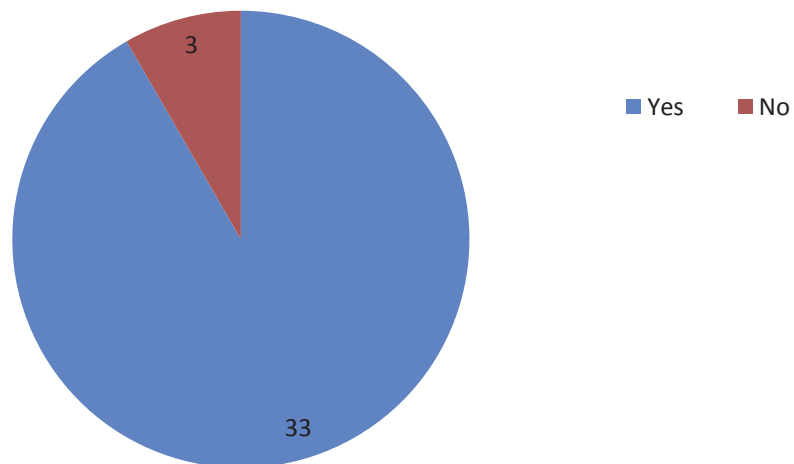
Have you ever watched any cooking program on TV?



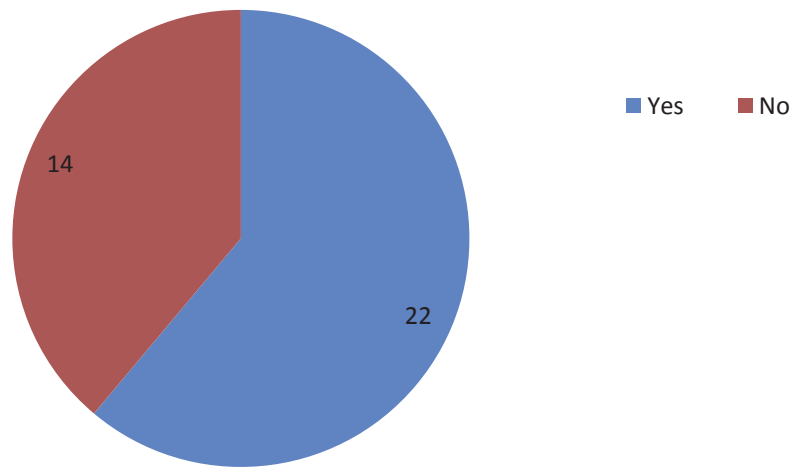
Do you think that knowing about international food is important? Why? Why not?



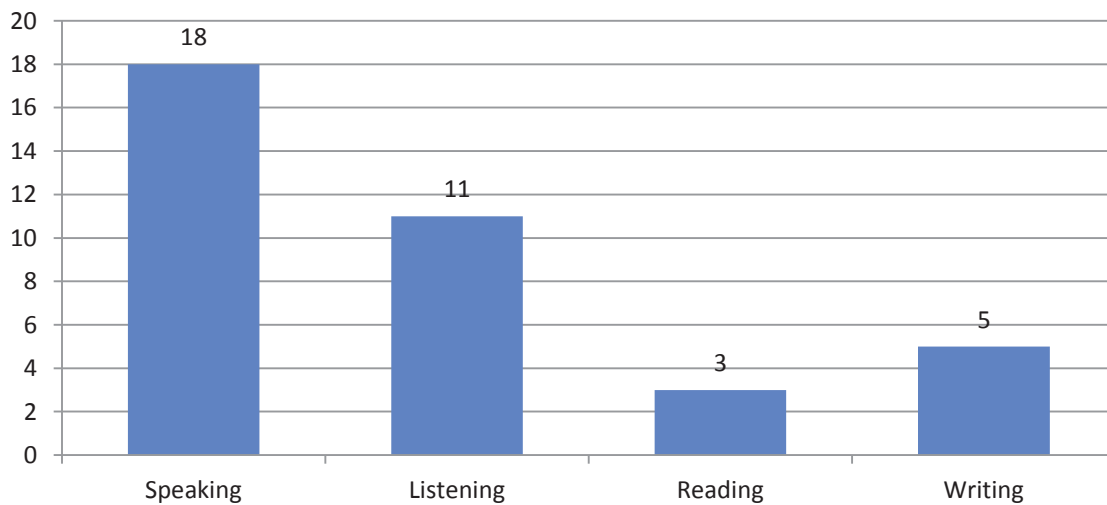
Do you think that cooking in class is fun?



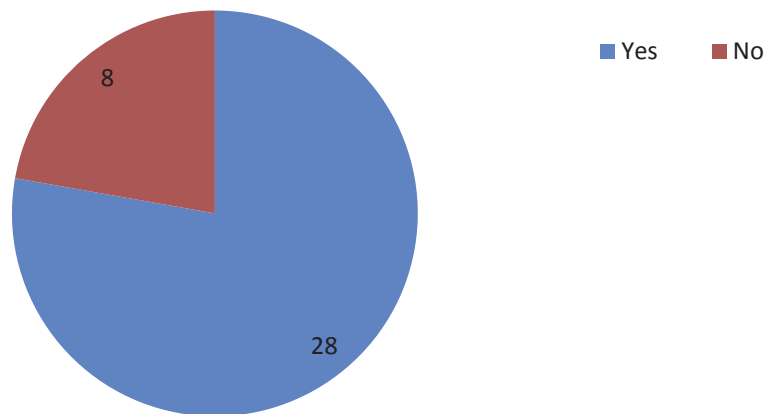
Do you like reading?



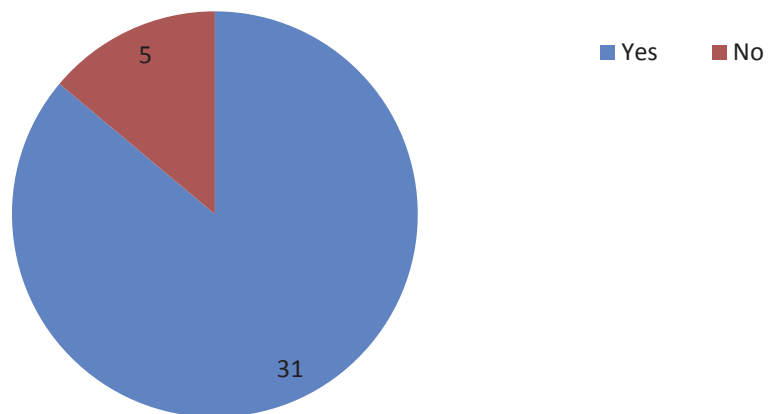
What kind of activities do you prefer the most?



Do you like to speak in English in front of the class?



If you would have the chance, would you like to take a cooking class?



NAME: _____ DATE: _____ PERIOD: _____

CLASS PARTICIPATION RUBRIC

	SATISFACTORY (5 points)	NEEDS DEVELOPMENT (3 points)	UNSATISFACTORY (1 point)
Listening	Actively and respectfully listens to peers and instructor.	Sometimes displays lack of interest in comments of others.	Projects lack of interest or disrespect for others.
Preparation	Arrives fully prepared with all assignments completed, and notes on reading, observations, questions.	Sometimes arrives unprepared or with only superficial preparation.	Exhibits little evidence of having read or thought about assigned material.
Quality of Contributions	Comments are relevant and reflect understanding of: assigned text(s); previous remarks of other students; and insights about assigned material.	Comments sometimes irrelevant, betray lack of preparation, or indicate lack of attention to previous remarks of other students.	Comments reflect little understanding of either the assignment or previous remarks in seminar.
Impact on Class	Comments frequently help move seminar conversation forward.	Comments sometimes advance the conversation, but sometimes do little to move it forward.	Comments do not advance the conversation or are actively harmful to it.
Frequency of Participation	Actively participates at appropriate times.	Sometimes participates but at other times is "tuned out."	Seldom participates and is generally not engaged.

_____/25 – Overall Grade

Taken from <http://www.slideshare.net/lherzl/class-participation-rubric>

Peer Assessment Collaboration Rubric for the Final Project

	4	3	2	1
Participation	Group member participated fully and was always on task in class.	Group member participated most of the time and was on task most of the time.	Group member participated but wasted time regularly and/ or was rarely on task.	Group member did not participate, wasted time, or worked on unrelated material.
Leadership	Group member assumed leadership in an appropriate way when necessary by helping the group stay on track, encouraging group participation, posing solutions to problems, and having a positive attitude.	Group member sometimes assumed leadership in an appropriate way.	Group member usually allowed others to assume leadership or often dominated the group.	Group member did not assume leadership or assumed it in a non-productive manner.
Listening	Group member listened carefully to others' ideas.	Group member usually listened to others' ideas.	Group member sometimes did not listen to others' ideas.	Group member did not listen to others and often interrupted them.
Feedback	Group member offered detailed, constructive feedback when appropriate.	Group member offered constructive feedback when appropriate.	Group member occasionally offered constructive feedback, but sometimes the comments were inappropriate or not useful.	Group member did not offer constructive or useful feedback.
Cooperation	Group member treated others respectfully and shared the work load fairly.	Group member usually treated others respectfully and shared the work load fairly.	Group member sometimes treated others disrespectfully and/ or did not share the work load fairly.	Group member often treated others disrespectfully and/ or did not share the work load fairly.
Time Management	Group member completed assigned tasks on time.	Group member usually completed assigned tasks on time and did not hold up progress on the newspaper because of	Group member often did not complete assigned tasks on time, and often held up completion of the newspaper.	Group member did not complete most of the assigned tasks on time and often forced the group to make last-minute

		incomplete work.		adjustments and changes to accommodate missing work.
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Write the number of the description that fits each group members' participation in the box under the collaboration skill. Include your own name in the list.

- 4—Student is functioning at a high level and does not need to improve;
- 3—Student is working well within the group but has a few areas which could be improved;
- 2—Student is making an attempt to work well but needs to improve in some areas;
- 1—Student does not seem to be trying to work well with the group and needs to improve a great deal.

Group Member	Participation	Leadership	Listening	Feedback	Cooperation	Time Management

Taken from

<http://webcache.googleusercontent.com/search?q=cache:HxnahpfS7M4J:www.intel.my/content/dam/www/program/education/apac/my/en/documents/assessing-projects/assessment-plans/world-war-i/wwi-collaboration-peer-assessment-rubric.doc+&cd=7&hl=es-419&ct=clnk&>

ROLE PLAY RUBRIC

CRITERIA	Excellent (4)	Proficient (3)	Adequate (2)	Limited (1)
Preparation	Always willing and focused during group work and presentation	Usually willing and focused during group work and presentation	Sometimes willing and focused during group work and presentation	Rarely willing and focused during group work and presentation
Presentation of character	Convincing communication of character's feelings, situation and motives.	Competent communication of character's feelings, situations and motives.	Adequate communication of character's feelings, situation and motives.	Limited communication of character's feelings, situation and motives.
Achievement of purpose	Purpose is clearly established and effectively sustained.	Purpose is clearly established and generally sustained.	Purpose is established but may not be sustained.	Purpose is vaguely established and may not be sustained.
Imagination and creativity	Choices demonstrate insight and powerfully enhance role play.	Choices demonstrate thoughtfulness and completely enhance role play.	Choices demonstrate awareness and developing acceptably enhance role play.	Choices demonstrate little awareness and do little to enhance role play.
Grammar and dialogue organization	There are no grammar mistakes and the dialogue has 25 or more exchanges.	There are some minor grammar mistakes and the dialogue has at least 20 exchanges.	There are several grammar mistakes and the dialogue has less than 20 exchanges.	There are numerous grammar mistakes and the dialogue has less than 15 exchanges.

Adapted from

<http://www.sites4teachers.com/links/redirect.php?url=http://education.alberta.ca/physicaleducationonline/edmonton2001/pdf/7-12/%28Q%29AssessmentSuggestionsp51-56.pdf>

RUBRIC FOR THE WRITTEN WORK AND ORAL PRESENTATION

CATEGORY	4	3	2	1
Writing - Organization	All steps and instructions in the recipes are clear.	Almost all steps and instructions in the recipes are clear.	Most steps and instructions of the recipes are clear.	Less than half of the steps and instructions in the recipes are clear.
Writing - Vocabulary	The author correctly uses a wide variety of cooking verbs and words and defines words unfamiliar to the reader/hearer	The author correctly uses a good variety of cooking verbs and words and defines words unfamiliar to the reader/hearer	The author uses a poor range of the cooking vocabulary and with some mistakes.	The author uses a poor range of the cooking vocabulary and with many mistakes.
Writing - Mechanics	Capitalization and punctuation are correct throughout the recipes.	Capitalization and punctuation are correct throughout the recipes after feedback.	There are 1-2 capitalization and/or punctuation errors in the recipes even after feedback.	There are several capitalization or punctuation errors in the recipes even after feedback.
Writing - Grammar	There are no grammatical mistakes in the recipes.	There are no grammatical mistakes in the recipes after feedback.	There are 1-2 grammatical mistakes in the recipes even after feedback.	There are several grammatical mistakes in the recipes even after feedback.
Spelling & Proofreading	No spelling errors.	No more than 1 spelling error	No more than 3 spelling errors	Several spelling errors in the recipes.
Graphics/Pictures	Graphics go well with the text and there is a good mix of text and graphics.	Graphics go well with the text, but there are so many that they distract from the text.	Graphics go well with the text, but there are too few and the recipe seems "text-heavy".	Graphics do not go with the accompanying text or appear to be randomly chosen.

Knowledge Gained	The students can accurately explain its own recipe and answer all the questions related to the recipe and to technical processes used to write the recipe.	The student can accurately explain its own recipe and answer most questions related to the recipe and to technical processes used to write the recipe.	The student can hardly explain its own recipe accurately answer most questions related to the recipe and to technical processes used to write the recipe.	The student appears to have little knowledge about the recipe or technical processes used to write
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(Taken and adapted from <http://emily-edu645portfolio.blogspot.com/2012/03/recipe-assessment-with-rubric-learning.html>)