

Scheme of Work					Food and Drink	Year: 5
LANGUAGE SKILL	Listening	Reading	Literature	Speaking	Writing	
LEARNING OUTCOME	LV 6.1, LV 6.13	RV 6.2, RV 6.3, RV 6.11	LIT 6.2, LIT 6.5	SR 6.5, SR 6.15, RV 6.4, LAP 6.4	WR 6.2, WR 6.4, WR 6.9 A,	
ASSESSMENT	Worksheet completion - Learner feedback in response to teacher questioning	Learner feedback in response to teacher questioning - Questions on textbook and post-task activity	Learner feedback in response to teacher questioning / Poem recital	Learner performance in paired tasks / Short presentations	Ideas shared throughout shared writing Learners' writing frames	
ACTIVITY	<p><b>Pre-Task:</b></p> <ul style="list-style-type: none"> <li>Have learners brainstorm different meals they enjoy eating/ they prepare at home. In pairs they discuss ways some ingredients that are needed for these meals.</li> <li>Show key vocabulary on the board. Can the learners guess what they will be listening to? Elicit meaning of selected words.</li> </ul> <p><b>Main-Task:</b></p> <ul style="list-style-type: none"> <li>Listen to recipe. Have learners work the While Listening questions on the worksheet.</li> <li>Discuss answers in pairs, then as a whole class. Ask more questions: <i>What kind of dish is this? (starter, main course, dessert, side dish) Would you like to eat this dish? What would you eat with it? What does 'lightly salted water' mean? Why do you think we should cook the onion gently? Is this recipe easy to follow?</i></li> </ul>	<p><b>Pre-Task:</b></p> <ul style="list-style-type: none"> <li>Remind learners of previous lesson – recipe for green beans as a side dish.</li> <li>Ask learners if they have ever read a recipe? If yes, ask what a recipe includes, and write their answers on the board (e.g., ingredients, directions, oven temperature, etc.). Look at recipes on PPT and check with learners to see if they missed anything.</li> <li>Show picture of a menu and of a recipe (Slide 15 of PPT presentation) and elicit how the two differ. (<i>structure and layout, numbers and sequence, instructions, cooked dishes, raw ingredients, etc.</i>) Ask questions: <i>Who would use a menu at the restaurant? Who would use a recipe?</i></li> </ul> <p><b>Main Task:</b></p> <ul style="list-style-type: none"> <li>Show text (Macmillan 4 p. 32 and p. 33). Learners read the first text quietly. Discuss any difficult vocabulary.</li> </ul>	<p><b>Pre-Task:</b></p> <ul style="list-style-type: none"> <li>Introduce poet Michael Rosen. Have the children ever read poems by this poet?</li> <li>Show poem on board and explain that it is an extract from a longer poem. It talks about how much the poet loves chocolate cake.</li> </ul> <p><b>Main Task:</b></p> <ul style="list-style-type: none"> <li>Read poem for the first time.</li> <li>Gather children's thoughts about it. What do they notice about the way the poem is written? (narrative poem because the poet is telling a story). Can the children identify the point of view from which the poem is written?</li> <li>Discuss how the plot develops – what happens first, second, next, last? Have learners draw the sequence of events and some key words related to each part of the plot.</li> </ul>	<p><b>Pre-Task:</b></p> <ul style="list-style-type: none"> <li>Remind learners of genre for this week and elicit main characteristics. Project a recipe on the board and have them point out the different parts.</li> </ul> <p><b>Main Task:</b></p> <ul style="list-style-type: none"> <li><i>Activity 1:</i> Practise learned vocabulary. Elicit imperative verbs commonly used in recipes (fry, grill, boil, steam, add, sprinkle, mix, etc.). Have learners brainstorm as many words as they can that go with the cooking verbs, e.g.: fry the meat, fry the potato, fry the fish, etc...</li> <li><i>Activity 2:</i> Using their own favourite recipes, have learners recall the steps taken to make this dish. They might want to draw pictures first and verbally describe the steps.</li> <li>Circulate around monitoring the use of the imperative and the use of</li> </ul>	<p><b>Pre-Task:</b></p> <p>Remind learners of the recipe called Party Potato Nests. Go over main features of a recipe. Elicit success criteria for writing a recipe.</p> <p><b>Main Task:</b></p> <ul style="list-style-type: none"> <li>Shared Writing: Explain that they need to write a recipe for a jam sandwich.</li> <li>Have learners look at the pictures on Macmillan p. 38. Have children discuss the pictures in pairs and come up with a list of ingredients.</li> <li>Share ideas and come up with a finalised list and write it on the board.</li> <li>Do the same for equipment / utensils.</li> <li>Next elicit instructions for each step. Have learners think, pair and share each instruction one at a time. Select most appropriate instruction and write on the board. Instructions need to be clear and concise.</li> </ul>	

	<p><i>Why/Why not? What other information can the writer add to make the recipe easier to follow? (list of utensils, time, serving suggestions/ yield, rating, etc...) What measurements/ quantities would they add to the list of ingredients?</i></p> <ul style="list-style-type: none"> <li>Write two sentences from the recipe on the board: <b>Bring a pan of lightly salted water to the boil. Cook the green beans for two minutes and drain them.</b></li> <li>What do the learners notice about the way the verbs are used in these sentences? What do they already know about this verb tense? Have them identify the bossy words, the words that tell the reader what to do (bring, cook, drain). Can they remember any other bossy verbs from the recipe?</li> </ul> <p><b>Post-Task:</b> Have learners listen to the audio one more time and write down any bossy words they hear. Discuss how each word is used within the sentence. Can they write one more sentence using the imperative tense to tell the reader what they need to do</p>	<p>Discuss questions in pairs/ small groups. <i>What kind of text is this? How can you tell? What side dishes can be chosen? If you were eating out at Green Park Restaurant, what would you order?</i></p> <ul style="list-style-type: none"> <li>Direct learners' attention to second text. Have them read it quietly. Discuss difficult vocabulary and then discuss questions: What is this recipe for? How many potato nests can be made using these ingredients? How many tomatoes do you need? How much cheese do you need? What does the word 'peeled' mean? Can the learners find the imperative verbs in the recipe?</li> <li>Review the genre and draw up a list of main characteristics.</li> </ul> <p><b>Post-Task:</b></p> <ul style="list-style-type: none"> <li>Learners answer comprehension questions on Macmillan p.33</li> <li>Have learners create who, what, when, where, why, and how questions on sticky notes. Place their questions around the room. Learners walk around the room and discuss similarities</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the use of onomatopoeia in the poem: "yowww" and "shhhhhh". Can the learners explain what happened at this point of the poem?</li> <li>Have learners watch Michael Rosen performing the poem (link on worksheet).</li> <li>Discuss Michael Rosen's performance and how he makes the poem come to life.</li> </ul> <p><b>Post-Task:</b></p> <ul style="list-style-type: none"> <li>Learners work in pairs to perform the poem. They use the actions in the poem and add some of their own.</li> <li>Pairs can perform the poem to the rest of the class.</li> </ul>	<p>quantifiers to describe countable and uncountable nouns.</p> <p><b>Post Task:</b> Learners can present their recipe to the whole class. Give feedback on how the instructions are presented (order) and the use of imperative verbs.</p> <p><i>*Some learners might use connectives such as first, next, then, after that and finally to show sequence. Observe their use but do not feel the need to correct any mistakes for now. These can be the language focus during the lesson of the next week.</i></p>	<p>Direct learners' attention to the use of the imperative when giving instructions.</p> <ul style="list-style-type: none"> <li>Leave other alternative instructions or suitable vocabulary available on the side of the board.</li> <li>Keep going until you have written all the instructions. Reread all the recipe and match with success criteria.</li> </ul> <p><b>Post Task:</b> Depending on learners' ability levels, have learners write different recipes. They can write the same recipe or a recipe for another dish (e.g. pancakes, a fruit salad, or a preferred recipe).</p>
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		once the beans have cooled down?  Have learners look for / ask about a favourite recipe at home.	and differences among the questions. Use a think-pair-share activity to summarize how answering these questions helped learners to understand the recipe better.			
RESOURCES		Audio text: Green Beans Worksheet 1: Listening to a recipe	Macmillan p.65 PPT presentation Recipes	Worksheet: Chocolate Cake YouTube video link	List of cooking verbs to write on the board: fry, cook, bake, roast, grill, sprinkle, mix, add Learners' own favourite recipes	Recipe Writing Frame Macmillan p. 38 Additional recipes in picture format (for differentiation)
LAP	LANGUAGE STRUCTURE	Imperative form Connectives Quantities: a handful, a little, a few...	Imperative form Quantifiers: How much/ How many?	Past tense	Imperatives Quantifiers	Imperatives Quantifiers
	VOCABULARY	simmer, season, stir	Peeled, mash, mixture, sprinkle	Creaky, floorboard, nibble, tread	Vocab from previous lessons and vocab related to preferred dish	Vocab from previous lessons and vocab related to making a jam sandwich
	LANGUAGE FUNCTION	To instruct	To instruct	To narrate events	To instruct	To instruct

*Note: The scheme of work above shows how English lessons based on the topic Food and Drink can be sequenced throughout the week. The goal is for the learners to **write a recipe** by the end of the unit. Ideally, the writing of a recipe should be planned across two weeks to allow enough time for the learners to research recipes, read different recipes, build and extend vocabulary, share, discuss and present recipes, plan, draft, revise and edit their work, before finally reaching the publishing stage. Therefore, teachers who are making use of this scheme should, by the end of the week, reflect on what has been learned and what the learners still need support with, to plan appropriate teaching and learning opportunities for the next week.*