

Professional Development Programme

For

Secondary Teachers of English

Catering for Learner Diversity in English language Learning

Writing a Recipe

Catering for Learner Diversity in English Language Learning

Introduction

Catering for Learning Diversities

It is commonly believed that every student is unique; and at the same time part of a learning community. Because of this, teachers need to adapt and differentiate the teaching based on the different student backgrounds, including motivation, interests, abilities and motivation by using flexible curriculum planning, teacher and peer support, questioning, etc.

Writing a Recipe

My partner and I design a writing unit plan to suit the needs of two groups of Grade 7 (Secondary 1) students, namely better-able and less-able students. The plan is drafted based on unit 7 in the textbook 'Longman Elect Book 1B'. It is found that the writing task itself cannot cater for the needs of students at both ends, and therefore, adaptation is necessary. Our package engages students in a variety of learning activities which aim to scaffold their knowledge and skills in a fun, meaningful and practical way.

After using the package, it is expected that students will develop better communication skills, collaboration skills, creativity and the like. On the other hand, different multiple intelligences have been embedded in the different activities, namely, linguistic, interpersonal, etc.

In designing this package, the following approaches have also been taken into consideration: (1) use of flexible class, group and pair work, (2) replacement and deletion of challenging tasks and expectations for less-able students, (3) adaptation by using simplified language and adjusting the teaching materials for less-able students, and (4) setting higher expectations for better-able students.

Learning Objectives

This resource package includes 4 sections. The end products are a recipe and an oral presentation (for better-able students only). With these end products in mind, appropriate input will be provided to students so that they can be familiarized with the final product. In the first two sessions, students will be provided ample opportunities to learn and practice the target vocabulary and language. In the third section, they will work together collaboratively to create the final product. This is also the time when teachers provide extra support to them. In the final section, students will be asked to apply the knowledge and skills they have learnt in their production of recipe and oral presentation.

Table of Content

	The Strong Version (7G1 35 students)	The Weak Version (7G7 15 students)
Section 1 (Pre-Writing) – Different Types of Recipes & Ingredients		
No. of lesson	1	1-2
Objectives	<p>Students will be able to:</p> <ul style="list-style-type: none"> ➤ Learn different types of Recipes & Ingredients ➤ Identify common style of writing recipes ➤ Write certain amount of ingredients by using quantifiers correctly 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ➤ Learn different types of Recipes & Ingredients ➤ Identify common style of writing recipes ➤ Identify certain amount of ingredients by using quantifiers correctly
Learning activities / tasks	<ul style="list-style-type: none"> ➤ Students work in groups of 5 touch the ingredients in boxes and guess what are they ➤ Students watch a video of Australia Junior Master Chef guess in groups of 5 what the ingredients are used in making a pizza ➤ Students work in pairs to match the quantifiers with the ingredients 	<ul style="list-style-type: none"> ➤ Students work in groups of 3 to touch the ingredients in boxes and guess what are they ➤ Students watch a video of Australia Junior Master Chef choose what the ingredients are used in making a pizza from a list ➤ Students work in pairs and identify the ingredients used for different dishes
Learning & teaching materials	Worksheets 1-3, real vegetables and other cooking ingredients, PPT	Worksheets 1-3, real vegetables and other cooking ingredients, PPT
Language skills to be developed	<ul style="list-style-type: none"> ➤ Speaking ➤ Listening ➤ Reading ➤ Writing 	<ul style="list-style-type: none"> ➤ Speaking ➤ Listening ➤ Reading ➤ Writing
Generic skills to be developed	<ul style="list-style-type: none"> ➤ Collaboration skills ➤ Communication skills ➤ Critical thinking skills ➤ Numeracy skills 	<ul style="list-style-type: none"> ➤ Collaboration skills ➤ Communication skills ➤ Critical thinking skills
Multiple Intelligences	➤ Interpersonal	➤ Interpersonal

to be developed	<ul style="list-style-type: none"> ➤ Visual-spatial ➤ Verbal-linguistic ➤ Bodily-kinesthetic ➤ Logical-mathematical 	<ul style="list-style-type: none"> ➤ Visual-spatial ➤ Verbal-linguistic ➤ Bodily-kinesthetic ➤ Logical-mathematical
------------------------	---	---

	The Strong Version (7G1 35 students)	The Weak Version (7G7 15 students)
Section 2 (Pre-Writing) – Cooking Steps		
No. of lesson	1	2-3
Objectives	<p>Students will be able to:</p> <ul style="list-style-type: none"> ➤ use imperatives for writing cooking steps ➤ Use plural form of countable and talk about amount of uncountable nouns ➤ Use time words or phrases to describe a sequence of events 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ➤ use imperatives for writing cooking steps ➤ Use plural form of countable and talk about amount of uncountable nouns
Learning activities / tasks	<ul style="list-style-type: none"> ➤ Students work in groups of 5 to write down the ingredients after tasting a piece of cookie ➤ Students watch a video of their teacher making the cookies and check whether they have wrote the correct ingredients ➤ Students fill in the blanks in the cooking steps of making chocolate cookies ➤ Students work in groups of 5 to mime and guess the cooking steps 	<ul style="list-style-type: none"> ➤ Students work in groups of 5 to write down the ingredients after tasting a piece of cookie ➤ Students watch a video of their teacher making the cookies and check whether they have wrote the correct ingredients ➤ Students match and order the cooking steps of making chocolate cookies ➤ Students work in groups of 3 to mime and guess the cooking steps ➤ Students will receive several samples of recipes and in groups of 3 to identify the common features of the recipes
Learning & teaching materials	Worksheets 4-5, chocolate chips cookie, PPT, video of making cookie	Worksheets 4-5, chocolate chips cookie, PPT, video of making cookie
Language skills to be developed	<ul style="list-style-type: none"> ➤ Speaking ➤ Listening 	<ul style="list-style-type: none"> ➤ Speaking ➤ Listening

	<ul style="list-style-type: none"> ➤ Reading ➤ Writing 	<ul style="list-style-type: none"> ➤ Reading ➤ Writing
Generic skills to be developed	<ul style="list-style-type: none"> ➤ Collaboration skills ➤ Communication skills ➤ Critical thinking skills ➤ Numeracy skills ➤ Creativity 	<ul style="list-style-type: none"> ➤ Collaboration skills ➤ Communication skills ➤ Critical thinking skills ➤ Numeracy skills ➤ Creativity
Multiple Intelligences to be developed	<ul style="list-style-type: none"> ➤ Interpersonal ➤ Visual-spatial ➤ Verbal-linguistic ➤ Bodily-kinesthetic ➤ Logical-mathematical 	<ul style="list-style-type: none"> ➤ Interpersonal ➤ Visual-spatial ➤ Verbal-linguistic ➤ Bodily-kinesthetic ➤ Logical-mathematical

	The Strong Version (7G1 35 students)	The Weak Version (7G7 15 students)
Section 3 – Working on the Final Product		
No. of lesson	4 – 5 lessons	2 lessons
Objectives	<p>Students will be able to:</p> <ul style="list-style-type: none"> ➤ Be familiar with the presentation they are going to give. ➤ Apply all the vocabulary and language learnt when working out the recipe and doing the presentation. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ➤ Apply all the vocabulary and language learnt when writing the personal letters.
Learning activities / tasks	<ul style="list-style-type: none"> ➤ Ss discuss in groups to invent a new dish. ➤ Ss complete a mind map outlining the ingredients and the cooking steps. ➤ Ss design the recipe (having higher expectations on the use of ingredients, cooking steps and language). ➤ Ss are shown a video clip which serves as a demonstration of their upcoming presentations. ➤ Ss do presentations to share their recipes (if possible, Ss are invited to show their prepared dishes and ask Ss to taste them). 	<ul style="list-style-type: none"> ➤ Ss discuss in groups to invent a new dish. ➤ Ss complete a mind map outlining the ingredients and the cooking steps (having more reasonable expectations on the use of ingredients, cooking steps and language). ➤ Ss write the personal letters to share their recipes with friends. ➤ If possible, Ss are invited to show their prepared dishes and ask Ss to taste them.
Learning materials	Worksheet 6 Video clip	Worksheet 6
Language skills to be developed	<ul style="list-style-type: none"> ➤ Speaking ➤ Listening ➤ Reading ➤ Writing 	<ul style="list-style-type: none"> ➤ Speaking ➤ Listening ➤ Reading ➤ Writing
Generic skills to be	<ul style="list-style-type: none"> ➤ Collaboration skills 	<ul style="list-style-type: none"> ➤ Collaboration skills

developed	<ul style="list-style-type: none"> ➤ Communication skills ➤ Critical thinking skills ➤ Creativity skills 	<ul style="list-style-type: none"> ➤ Communication skills ➤ Critical thinking skills ➤ Creativity skills
Multiple intelligences to be developed	<ul style="list-style-type: none"> ➤ Interpersonal ➤ Visual-spatial ➤ Verbal-linguistic ➤ Intra-personal ➤ Bodily-kinesthetic 	<ul style="list-style-type: none"> ➤ Interpersonal ➤ Visual-spatial ➤ Verbal-linguistic ➤ Intra-personal ➤ Bodily-kinesthetic

	The Strong Version (7G1 35 students)	The Weak Version (7G7 15 students)
Section 4 – Peer Evaluation		
No. of lesson	1 – 2 lessons	1 – 2 lessons
Objectives	Students will be able to: <ul style="list-style-type: none"> ➤ Appreciate their classmates' work. ➤ Give constructive feedback. ➤ Improve their work. 	Students will be able to: <ul style="list-style-type: none"> ➤ Appreciate their classmates' work. ➤ Give constructive feedback. ➤ Improve their work.
Learning activities / tasks	<u>Writing</u> <ul style="list-style-type: none"> ➤ Ss exchange the recipes with other groups. ➤ Ss fill out a peer evaluation form. ➤ Ss work out an improved version of their work. <u>Presentation</u> <ul style="list-style-type: none"> ➤ Ss fill out a peer evaluation form. 	<ul style="list-style-type: none"> ➤ Ss exchange the recipes with other groups. ➤ Ss fill out a peer evaluation form (having reasonable amount of foci, such as spelling, use of imperatives, etc.). ➤ Ss work out an improved version of their work.
Learning materials	Worksheet 7 Peer evaluation forms	Worksheet 7 Peer evaluation forms
Language skills to be developed	<ul style="list-style-type: none"> ➤ Listening ➤ Reading ➤ Writing 	<ul style="list-style-type: none"> ➤ Reading ➤ Writing
Generic skills to be developed	<ul style="list-style-type: none"> ➤ Critical thinking skills 	<ul style="list-style-type: none"> ➤ Critical thinking skills
Multiple intelligences to be developed	<ul style="list-style-type: none"> ➤ Interpersonal ➤ Verbal-linguistic ➤ Intra-personal 	<ul style="list-style-type: none"> ➤ Interpersonal ➤ Verbal-linguistic ➤ Intra-personal

Cherry Tomato Toasts



Prep Time: 1 hour

Yield: 4 servings
(Starter)

Ingredients

- 1 pound large cherry tomatoes
- 1/4 cup olive oil
- Freshly ground black pepper
- 1 teaspoon salt
- 8 slices bread

Preparation

1. Heat oven to 275°F.
2. Arrange the tomatoes in a baking dish.
3. Add half the oil over the tomatoes and sprinkle with the some pepper and some salt.
4. Bake about 40 minutes.
5. Remove from oven. Toast the bread on both sides until golden.
6. Sprinkle with the remaining salt and add the remaining oil. Serve the tomatoes on top of the toast.

Ham-and-Cheese Skewers



Prep Time: 25 min.

Yield: 60 skewers
(Starter)

Ingredients

- 1/2 pound smoked ham
- 1 blue cheese wedge
- 1 large apple, sliced
- 60 (4-inch) wood or metal skewers

Preparation

1. Cut ham into 3/4-inch cubes.
2. Carefully break cheese into 60 small pieces. Cut apple slices into thirds.
3. Thread cheese, apple, and ham onto skewers.
4. Stand skewers upright, ham ends down, on a serving plate.

Grilled Rainbow Peppers



Prep Time: 20 min.

Yield: 6 servings
(Starter)

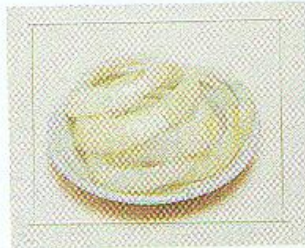
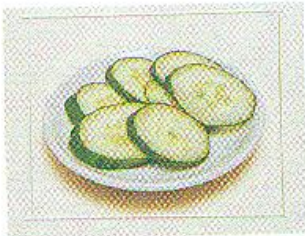
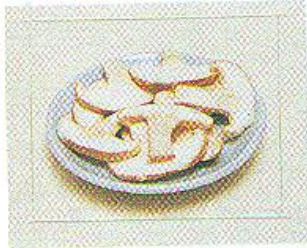
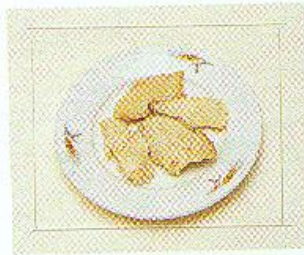
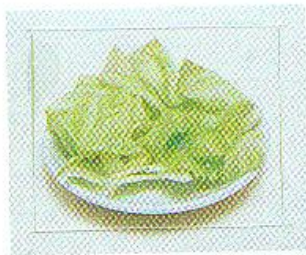
Ingredients

- 3 bell peppers
- 3 tablespoons olive oil
- 2 tablespoons vinegar
- 1 tablespoon brown sugar
- 1/2 cup goat cheese
- Salt and freshly ground pepper to taste

Preparation

1. Preheat grill to 350° heat.
2. Cut bell peppers into 4 pieces.
3. Grill peppers for 5 minutes on each side or until tender.
4. Arrange, cut sides up, on a serving plate.
5. Whisk together olive oil, vinegar, and brown sugar; add over peppers.
6. Sprinkle with goat cheese, and salt and freshly ground pepper to taste.

Stickers












Version 1




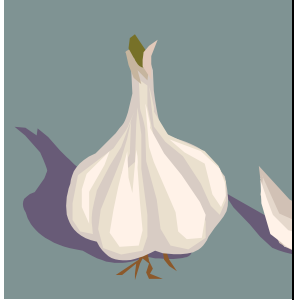
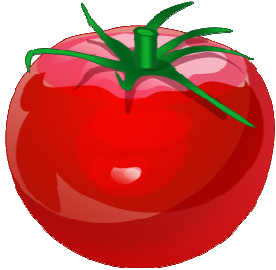

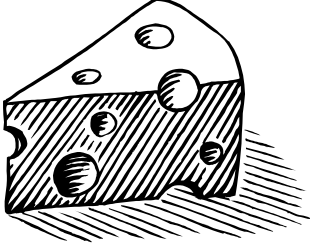


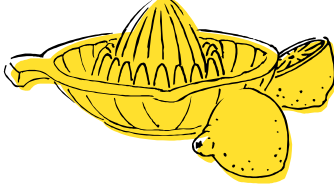


For
High
Achievers

Section 1 Different kinds of Ingredients

A Touch the stuff inside each box and guess what are they.

				
1 _____		2 _____		3 _____
				
4 _____		5 _____		6 _____
				
7 _____		8 _____		9 _____

B Can you name the ingredients for the taste test pizza?

 <u>water</u>	 _____	 _____	 _____
 _____	 _____	 _____	 _____
 _____	 _____	 _____	 _____

C Our class is going to make a mango pudding. Look at the following ingredients and quantifiers below and match them correctly.



- | | | |
|-------------------|---|-------------------|
| one tablespoon of | • | • ice cubes |
| 175 g of | • | • sugar |
| 1 cup of | • | • hot water |
| 4 | • | • evaporated milk |
| 8 | • | • mangoes |
| 1 cup of | • | • gelatin |

Section 2

Cooking Steps

A While watching the video, please fill in the blanks for the ingredients of chocolate chip cookies.

6 _____ of sugar



_____ egg



1 _____ of _____ extract



1/2 teaspoon of _____



1 teaspoon of _____



4 and 1/8 _____ of all-purpose _____



4 _____ of _____ temperature unsalted _____

6 ounces of chocolate _____



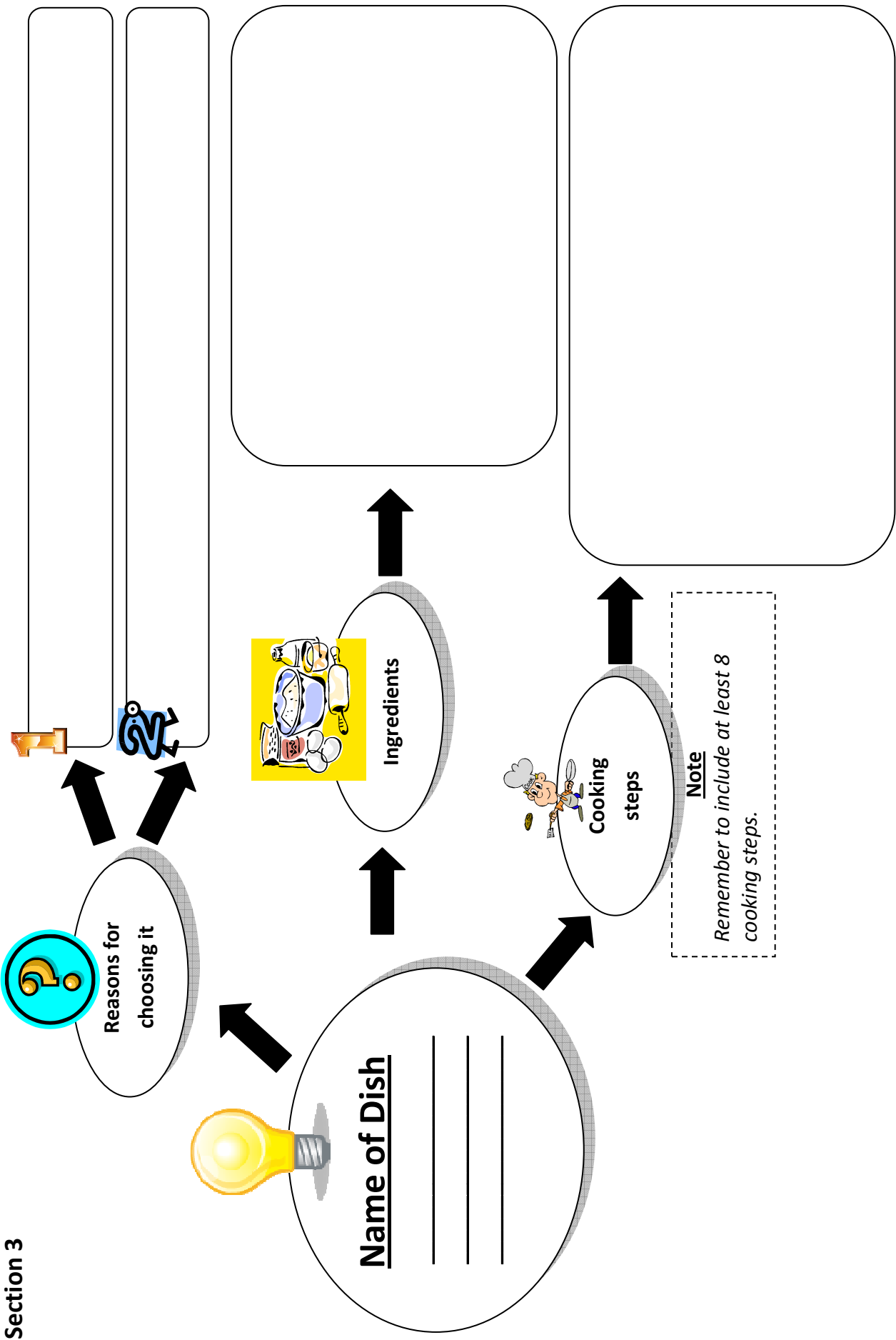
B **Work with your group mates, fill in the blanks for the correct cooking steps.**

1. _____ the egg into a small bowl.
2. _____ 1tsp of vanilla into the bowl. _____ quickly and nicely.
3. _____ 4 1/8 cups of flour into a medium bowl.
4. Add 1tsp of baking soda and ½ tsp of salt in the flour.
5. _____ 4 ounces of room temperature unsalted butter into chunks.

Put them into a large mixing bowl.

6. Add 6 tbsp of light brown sugar and white sugar.
7. _____ them together with an electric hand mixer.
8. _____ the egg and vanilla combo into the big bowl. Mix them nicely.
9. Gradually _____ in the flour mixture and mix everything together.
10. Put 6 ounces of chocolate chips into the mixture. _____ and mix them together.
11. Put the cookie dough into a preheated oven. The temperature is 175 °C
12. _____ the cookie dough for around 10 minutes.
13. _____ the cookies out and wait until they cool down.
14. Enjoy!

Section 3



Writing Task

With the help of the mind map, complete the following cooking competition entry form.



COOKING COMPETITION ENTRY FORM

Name of dish: _____

Recipe:

Ingredients:



_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Cooking steps: (at least 8 cooking steps)

What is special about the dish? (more than 40 words)



Section 4

Peer Evaluation Form (Writing Task: Recipe)

Please give feedback to your partner using the following table.

	-----> Excellent				
Are the ideas relevant?	1	2	3	4	5
Are the ideas clear enough?	1	2	3	4	5
Is the spelling correct?	1	2	3	4	5
Does your partner use imperatives accurately?	1	2	3	4	5
Does your partner use countable and uncountable nouns correctly?	1	2	3	4	5
Does your partner use appropriate connectives?	1	2	3	4	5
Do you have any other comments and suggestions?					

Peer Evaluation Form (Oral Presentation)

Please give feedback to the other groups using the following table.

	-----> Excellent				
Are there good introduction and ending?	1	2	3	4	5
Are the ideas relevant?	1	2	3	4	5
Are the ideas clear enough?	1	2	3	4	5
Is the presentation organised?	1	2	3	4	5
Is there appropriate use of eye contact and body language?	1	2	3	4	5
Is the voice clearly and appropriately projected?	1	2	3	4	5
Do you have any other comments and suggestions?					

Version 2








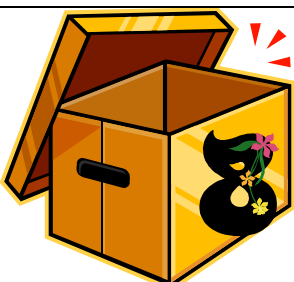

For

Low




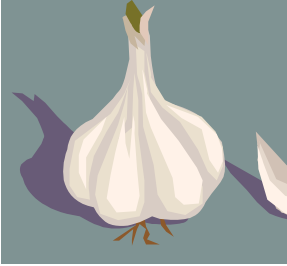
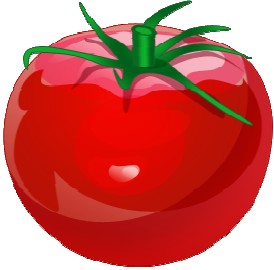

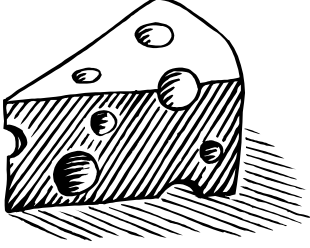


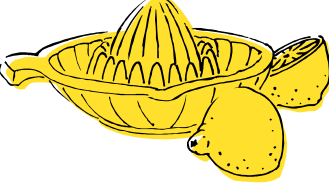


Achievers

Section 1 Different kinds of Ingredients





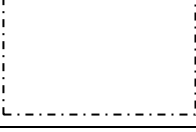



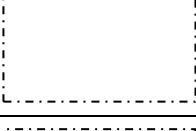
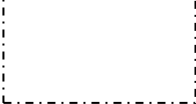
A Touch the stuff inside each box and guess what are they.

				
1 c _ _ _ _ _		2 p _ _ _ _		3 p _ _ _ _ _
				
4 l _ _ _ _		5 e _ _		6 b _ _ _ _
				
7 c _ _ _ _ _		8 m _ _ _ _ _		9 r _ _ _

B Can you name the ingredients for the taste test pizza?

 <p><u>water</u></p>	 <p>o__</p>	 <p>o__</p>	 <p>g_____</p>
 <p>t_____</p>	 <p>h__</p>	 <p>c_____</p>	 <p>p_____</p>
 <p>o_____</p>	 <p>l_____</p>	 <p>b_____</p>	 <p>f_____</p>

C Our class is making a chart about popular food items. Look at the chart below. Choose the ingredients for the food items from the Sticker Sheet and stick them beside their names.

		burger	pizza	chicken salad
beef				
cheese				
chicken				
cucumber				
lettuce				
mushroom				
onion				
pickles				
sweet corn				
tomato				

What ingredients are there in each of the three food items above? Put a tick in the correct spaces. Then discuss with your partner the ones you are not sure about.

Section 2

Cooking Steps

A While watching the video, please fill in the blanks for the ingredients of chocolate chips cookie.

6 tablespoons of _____



An _____



1 teaspoon of _____ extract



1/2 teaspoon of _____



1 teaspoon of _____ soda



4 and 1/8 cups of all-purpose _____



4 ounces of room temperature unsalted _____



6 tablespoons of white _____



6 ounces of _____ chips



B Work with your group mates to put the following steps into correct order.

- a. Bake the cookie dough for around 10 minutes.
- b. Add 1tsp of vanilla into the bowl. Whisk quickly and nicely.
- c. Add the egg and vanilla combo into the big bowl. Mix them nicely.
- d. Add 6 tbsp of light brown sugar and white sugar.
- e. Put the cookie dough into a preheated oven. The temperature is 175 °C.
- f. Add 1tsp of baking soda and ½ tsp of salt in the flour.
- g. Mix them together with an electric hand mixer.
- h. Gradually pour in the flour mixture and mix everything together.
- i. Crack the egg into a small bowl.
- j. Cut 4 ounces of room temperature unsalted butter into chunks. Put them into a large mixing bowl.
- k. Enjoy!
- l. Put 6 ounces of chocolate chips into the mixture. Stir and mix them together.
- m. Pour 4 1/8 cups of flour into a medium bowl.
- n. Take the cookies out and wait until they cool down.

1	2	3	4	5	6	7
i			f			g
8	9	10	11	12	13	14
		l		a		

Section 3

Name of Dish

Reasons for
choosing it

Ingredients

Remember?

We also include the amount when mentioning the ingredients.

Cooking
steps

Remember?

We talked about the cooking steps before, for example,

1. Crack the egg into a small bowl.
2. Add 1 tsp of vanilla into the bowl. Whisk quickly and nicely.
3. Pour 4 1/8 cups of flour into a medium bowl.
4. Add 1 tsp of baking soda and 1/2 tsp of salt in the flour.
5. Cut 4 ounces of room temperature unsalted butter into chunks. Put them into a large mixing bowl.
6. Add 6 tbsp of light brown sugar and white sugar.

Writing Task

With the help of the mind map, complete the following cooking competition entry form.



COOKING COMPETITION ENTRY FORM

Name of dish: _____

Recipe:

Ingredients:

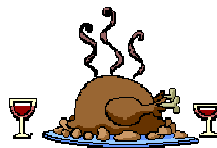


_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

_____ (4 – 5 steps)

1. _____
2. _____
3. _____
4. _____
5. _____

What is special about the dish? (about 30 words)



Section 4

Peer Evaluation Form (Writing Task)

Please give feedback to your partner using the following table.

	-----> Excellent
Are the ideas clear enough?	1 2 3 4 5
Is the spelling correct?	1 2 3 4 5
Does your partner use imperatives accurately?	1 2 3 4 5
Does your partner use countable and uncountable nouns correctly?	1 2 3 4 5
Do you have any other comments and suggestions?	