

Words In The News

Teacher's pack

Lesson plan and student worksheets
with answers

Compulsory cooking classes –

23 January 2008



BBC WORLD SERVICE
LEARNING ENGLISH



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BBC Learning English – Words in the News

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Level: Intermediate and above

Topic: Cookery lessons are going to be compulsory in England's secondary schools.

Language: Vocabulary of a news report

Aims:

Reading skills	– Understanding a short news report
Language skills	– Vocabulary – cooking
Writing skills	– Writing a recipe

Materials:

Worksheet 1	– Comprehension questions
Worksheet 2	– Vocabulary matching task
Worksheet 3	– Grammar/language focus – vocabulary

News story – Available online at:

http://www.bbclearningenglish.com/newsenglish/witn/2008/01/080123_cooking.shtml

Preparation: Before the lesson, make enough copies of worksheets 2 and 3 so that there is 1 worksheet for every 4 – 5 students. Cut up the vocabulary and explanations to make a matching exercise. Students also need one copy each of worksheet 1.

If possible, bring some pictures from magazines or the internet of people cooking which show a variety of verbs – e.g. peel, chop, slice, fry, bake, etc. Try: <http://www.bbc.co.uk/food> for ideas.

If you have access to the internet in your classroom, you could show your students part of the BBC 'get cooking' video series, to see some of the vocabulary in action:

http://www.bbc.co.uk/food/get_cooking/main/index.shtml?section=2&id=../chefs/xml/006.xml

If possible, also bring in some pictures of well known dishes to use in the follow-up activity. If you can't find enough pictures, write the names of the dishes on slips of paper.

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LESSON STAGES

A Stimulate student interest in text

Put these four common causes of death on the board and ask students for an example of what causes each one.

Cause of death	Example of what causes it
lung cancer	
HIV / ADIS	
road accident	
heart attack	

Possible answers:

Cause of death	Example of what causes it
lung cancer	smoking
HIV / ADIS	unprotected sex
road accident	dangerous driving
heart attack	obesity

Ask students of the four health risks, which one is most likely to affect children. Why?

B Pre-teach essential vocabulary

Elicit/present key vocabulary that students need either to understand the key points in the text or to understand and/or answer any questions that you'll set them later in the lesson. The vocabulary is from Words in the News (so you can elicit the vocabulary by using the explanations provided online or below).

You could either pre-teach the vocabulary at this stage of the lesson or you could use the vocabulary building activity from further down in this lesson plan. Have students working together in small groups and ask them to try to match the vocabulary with the definitions. Encourage them to work with the other groups to pool their knowledge.

When they have done as much as they can, if they have dictionaries, ask them to look up the words to check their answers and to find out the definitions of any words they are not sure of. If they don't have dictionaries, check their answers and give them help with any words they aren't sure of.

Whichever method you use to elicit/present the vocabulary, you should then model it (say it clearly, highlighting the word stress) and get them to repeat the words after you.

integral

essential, very important

peripheral

minor, not as important as other things (here, school subjects)

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on the premises
in the schools

obesity
extreme fatness

to adapt
to change so that they are suitable

a shortage of teachers
not enough teachers

compulsory
something you are obliged or have to do

hands on
practical, making or doing something with your hands

a life skill
knowledge that you can use all your life, that will help you outside of school

current trends are not halted
the way that most people (here, British people) are behaving continues

C Written record of vocabulary

Write the words on the board, eliciting spelling as you write. Elicit and show the word stress of each item and word class, if appropriate.

Give students some time to copy the boardwork into their notebooks.

Boardwork:

an integral part

peripheral

on the premises

obesity

to adapt

a shortage of teachers

compulsory

hands on

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a life skill

current trends are not halted

D Set a skimming question

Tell the students they are going to read a text about cooking lessons in English schools and about some meals that children prepare. Ask them to predict any words or phrases they think they'll read in the text. Put their answers on the board:

Example answers:

cook follow a recipe pizza soup chips cakes

Then, put this question on the board:

How many of our words or phrases are mentioned in the text?

Students read text the first time.

Give them a time limit (1 - 2 minutes) to read the text quickly to find the answer to the question. They do not need to understand the details of the text to answer it.

E Check answers

Answers will depend on what vocabulary students predicted.

F Set specific information questions

Hand out worksheet 1 or use the online quiz. Students complete the worksheet to help them understand the text in more detail. Give them a time limit (5 - 6 minutes) to read the text a second time in more detail and to answer the questions.

G Check answers

Elicit True or False answers. Direct attention to a particular paragraph if an answer is wrong to try to elicit the correct answer (see worksheet 1 and answer key).

H Vocabulary consolidation/building

Students do the vocabulary matching exercise (worksheet 2 that you cut up before the lesson). In small groups they match the correct word with the right definition.

I Check answers

Elicit answers. If an answer is wrong, ask other students to try to elicit the correct answer.

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J Vocabulary focus: Cooking vocabulary

Elicit/teach some cooking vocabulary, using either worksheet 3 or the materials you have brought in. Tell students that they will need this cooking vocabulary for the follow-up task at the end of the lesson.

K Check answers

If an answer is wrong, ask other students to try to elicit the correct answer (see worksheet 3 and answer key).

L Follow-up activity: Writing

Ask students to choose one of the dishes from the pictures you have brought in (or from the names of dishes you have written down on card or on the board). Tell students they are going to write the recipe for the dish they chose.

If you have some recipes, look at them with the students to elicit what kind of grammar is used in recipes (imperative forms - for example, *peel* the vegetables, *chop* the onions, *fry* the garlic etc.).

Students work by themselves to write their recipes (and if they have time, they can illustrate them too).

Give them 2 or 3 minutes to think about their recipes and about 8 - 10 minutes to write and illustrate their dish.

Circulate, while they are working, giving help with grammar and spelling, if necessary.

M Feedback

If possible, display the recipes around the classroom. Ask the students to look at each one and vote on which one they think is the easiest to make or has the clearest instructions. Give praise for correct language, and give feedback on incorrect language. You could write some example phrases or sentences on the board and elicit from students which ones are correct and which ones are wrong and why.

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STUDENT WORKSHEET 1

COMPREHENSION QUESTIONS

Are the following sentences true or false?

1.	In the past learning to cook was a key part of learning in the English education system.	T/F
2.	In the last 20 or 30 years cooking has become even more important in English schools.	T/F
3.	The schools minister wants all pupils to be able to cook like professional TV chefs.	T/F
4.	At the moment there aren't enough teachers who know how to teach practical cooking because recently teachers have been teaching about food rather than about how to cook.	T/F
5.	Pru Leith thinks cooking is fun for children and that learning how to do it will help them a lot when they leave school when they are older.	T/F
6.	If people don't change the way they eat, in less than 30 years time 50% of all British people will be very fat.	T/F

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STUDENT WORKSHEET 2

VOCABULARY

Match these words and phrases to their definitions.



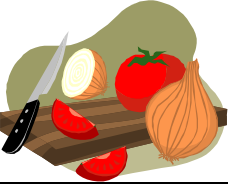
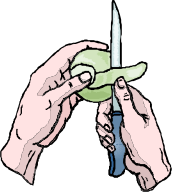
1.	integral	A.	not enough teachers
2.	peripheral	B.	knowledge that you can use all your life, that will help you outside of school
3.	on the premises	C.	in the schools
4.	obesity	D.	practical, making or doing something with your hands
5.	to adapt	E.	essential, very important
6.	a shortage of teachers	F.	the way that most people (here, British people) are behaving continues
7.	compulsory	G.	extreme fatness
8.	hands on	H.	to change so that they are suitable
9.	a life skill	I.	something you are obliged or have to do
10.	current trends are not halted	J.	minor, not as important as other things (here, school subjects)

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STUDENT WORKSHEET 3

COOKING VOCABULARY

Match these cooking verbs to their definitions or pictures.

1.	peel	A.		<div style="border: 1px solid black; padding: 5px;"> cook by heating the food directly, for example, under a very hot surface in a cooker or on a barbeque </div>
2.	chop	B.	heat food	
3.	mix	C.	cook, for example fish, in gently boiling water or other liquid	
4.	bake	D.		<div style="border: 1px solid black; padding: 5px;"> cook food in hot oil </div>
5.	boil	E.		<div style="border: 1px solid black; padding: 5px;"> cut food into small pieces or slices </div>
6.	cook	F.	heat and cook food in very hot water	
7.	fry	G.		<div style="border: 1px solid black; padding: 5px;"> take the outer skin off, for example, a potato or apple </div>
8.	grill (or barbeque)	H.	use an electric microwave oven to heat or cook food	
9.	microwave	I.	cook food in an oven	
10.	poach	J.	combine ingredients together so that the result cannot be separated into its original parts	

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ANSWER KEY

STUDENT WORKSHEET 1

1. **True** – Paragraph 1 says, 'Cooking was once regarded as an integral part of education in England'.
2. **False** – Paragraph 1 says, 'In recent decades cooking has progressively become a peripheral activity in schools'.
3. **False** – Paragraph 2 says, 'Ed Balls is the minister in charge of schools (said) "What I want is for young people to be taught how to do basic, simple recipes"'.
"What I want is for young people to be taught how to do basic, simple recipes".
4. **True** – Paragraph 3 says, 'There is also likely to be a shortage of teachers with the right skills, since the trend has been to teach food technology rather than practical cooking'.
5. **True** – Paragraph 4 says, 'Pru Leith ... (said) "Every child should know how to cook ... because it's a life skill which is a real pleasure"'.
"Every child should know how to cook ... because it's a life skill which is a real pleasure".
6. **True** – Paragraph 5 says, '... half of all Britons will be obese in 25 years if current trends are not halted'.

STUDENT WORKSHEET 2

- | | | | | |
|-------------|-------------|-------------|-------------|--------------|
| 1. E | 2. J | 3. C | 4. G | 5. H |
| 6. A | 7. I | 8. D | 9. B | 10. F |

STUDENT WORKSHEET 3

- | | | | | |
|-------------|-------------|-------------|-------------|--------------|
| 1. G | 2. E | 3. J | 4. I | 5. F |
| 6. B | 7. D | 8. A | 9. H | 10. C |

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English teenagers are to receive compulsory cooking lessons in schools. The idea is to encourage healthy eating to combat the country's spiralling obesity rate. It's feared that basic cooking and food preparation skills are being lost as parents turn to pre-prepared convenience foods. Jon Devitt reports.

Cooking was once regarded as an **integral** part of education in England - even if it was mainly aimed at girls. In recent decades cooking has progressively become a **peripheral** activity in schools. In many cases the schools themselves have given up cooking meals in kitchens **on the premises**. But the rising level of **obesity**, has led to a rethink about the food that children are given and the skills they should be taught. Ed Balls is the minister in charge of schools.

"What I want is for young people to be taught how to do basic, simple recipes like a tomato sauce, a bolognese, a simple curry, a stir-fry - which they can use then at home and in their later life, experiment with, discover the joy of food, having got the basics under control."

The new lessons are due to start in September but some schools without kitchens will be given longer **to adapt**. There is also likely to be a **shortage of teachers** with the right skills, since the trend has been to teach food technology rather than practical cooking. Also the **compulsory** lessons for **hands on** cooking will only be one hour a week for one term. But the well known cookery writer, Pru Leith, believes it will be worth it.

"If we'd done this thirty years ago we might not have the crisis we've got now about obesity and lack of knowledge about food and so on. Every child should know how to cook, not just so that they'll be healthy, but because it's a **life skill** which is a real pleasure and we deny children that pleasure."

The renewed interest in cooking is primarily a response to the level of obesity in Britain which is amongst the highest in Europe, and according to government figures half of all Britons will be obese in 25 years if **current trends are not halted**.

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