

# ORDER THE ACTIVITIES IN THIS UNIT



Study the activities included in a learning unit whose objective is to design a recipe book to be sold at St George fair. Classify the activities in initial (I), development(D), and synthesis (S). Then order them so that they foster English learning.

| A Recipe Book  | Type<br>(I, D, S) | Order |
|--|-------------------|-------|
| Designing the recipe   |                   |       |
| Analysis of the structure of the text: essential parts in a recipe.  |                   |       |
| Analysis of the order of the steps in the preparation. Image of the dish.  |                   |       |
| Ordering the steps of a mango recipe, paying attention to the connectors   |                   |       |
| Ordering the steps to follow to prepare a recipe of black olives penguins.   |                   |       |
| Ordering the recipe for a pizza.   |                   |       |
| Introducing the communicative situation: Design a cooking book to be sold at St George fair.   |                   |       |
| Writing of a recipe for a dish of the student's choice without any preparation. Guided conversation: What do they know about recipes? Students present their recipe and explain how to prepare it. |                   |       |
| Analysis of the texts that correspond to a recipe. Recognition of the layout of a recipe and its parts.  |                   |       |
| Listing of the ingredients needed to prepare chocolate cookies   |                   |       |
| Matching name of the recipe and the image that shows the dish.   |                   |       |
| Choice of the text typology most appropriate for a recipe: Which texts give instructions to cook?  |                   |       |
| Work on cooking vocabulary: tools, ingredients, preparation.   |                   |       |
| Listing of the tools needed to prepare crepes.   |                   |       |