

Unit: HEALTH AND SAFETY

CLB: 3-4

Topic: EATING HEALTHY

Duration: 5 HOURS

This lesson ties in with LINC Three Curriculum Guidelines-Health & Safety-Nutrition and Food Preparation

CALL Objectives:

- Create a document and follow instructions to use new function
- Follow instructions to format a document
- Complete and mark exercise on screen
- Print exercise

Lesson Objectives:

- Give and follow instructions for preparing a meal
- Identify nutrition information in Canada’s Food Guide
- Write one to six step recipe

Language:

FUNCTION	Give and write instructions Express opinions, preference (e.g., I think garlic makes food tasty. I prefer brown sugar to white.)
STRUCTURE	Comparison (as much as, not quite) Imperative instructions
VOCABULARY	Related to ingredients, cooking, and recipes Verbs related to cooking (e.g., simmer, boil, mix)
OTHER	Write in point form

Computer Skills:

- Header and footer
- ELLIS Speech Acts

Previously Taught:

- ELLIS Master Pronunciation Structure
- Spell checker
- Bullets
- Print preview
- Marking procedure in Tense Buster
- Saving

Software:

- Microsoft Word
- ELLIS Master Pronunciation
- Tense Buster Intermediate

3 • SAMPLE LESSON PLAN

Procedure:

WARM-UP

Task 1(Listening/Speaking)

- Divide the class in three groups. Each group discusses what they eat at different meals of the day, e.g., breakfast, lunch, and dinner. Instructor writes responses on the board.

PRESENTATION

- Express opinion, preference
- Comparison
- Write in point form
- Speech Acts
- Header and footer

PRE-COMPUTER

Task 1(Listening/Speaking, Reading)

- Class is divided into groups. Instructor hands out copies of Canada Food Guide to groups and writes questions on the board. Each group will then discuss the questions.

Task 2(Writing)

- In groups, learners plan a day's menu based on the food guide.

AT COMPUTER

Task 1(Writing)

- Learners word process the menu in Task 2. They follow instructions to insert their name and the date as a header, spell check, and save.

Task 2(Reading & Writing)

- Open **Tense Buster Intermediate** | **Equality** | **Practice: almost, just....** Learners read the recipe and key in the correct answers. They mark and print exercise.

Task 3(Reading & Writing)

- Open **Tense Buster Intermediate** | **Equality** | **Practice: almost, just....** Learners fill in the blanks and print for peer correction.

Task 4(Writing)

- Learners write their favourite recipe (not more than six lines) in a blank Word screen in point form. They follow instructions to insert bullets (or numbers), enhance the appearance of text, and print preview. Learners print for display around class.

Task 5(Reading)

- Open **ELLIS** | **Master Pronunciation** | **Speech Acts** | **Conversing** | **Express Opinions** or **Agree and Disagree**. Learners read the statements on the screen, click on **Response** and **Next** to advance to the next sentence when ready.

Follow-up ideas:

Task 1(Listening/Speaking)

- Learners role-play expressing opinions and agreeing/disagreeing politely. For example, when to eat, where to shop, what you should eat for breakfast.

Task 2(Listening/Speaking, Reading)

- Learners record the speech acts in pairs (one learner records Token and the other the Response).



You do not have to do all the tasks or functions in the lesson plan with your learners. Pick the ones that you like and adapt the lesson plan to suit your learners' interests and needs.