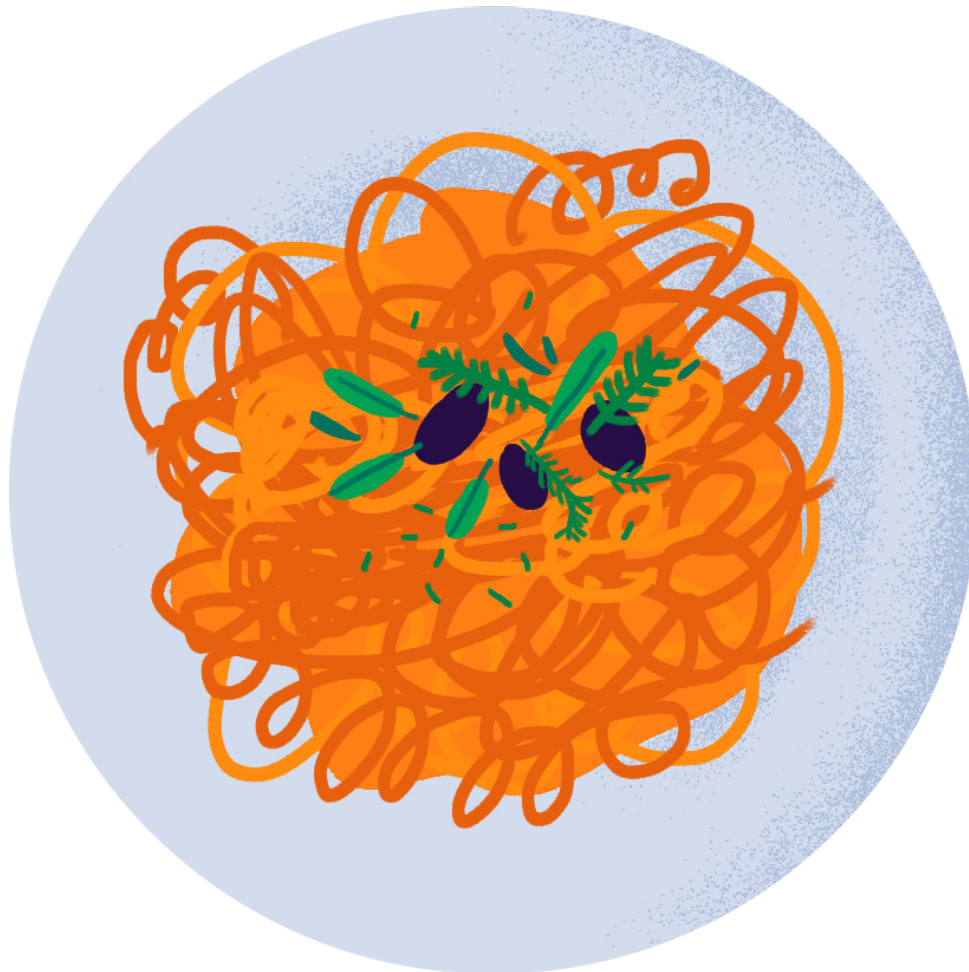


# Food Words

Year 3 – English



**(English; Yr 3, ACELA1484)**

Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs

**(English; Yr 3, ACELA1478)**

Understand how different types of texts vary in use of language choices, depending on their purpose and context (for example, tense and types of sentences)

# Food Words

## Time to use technical words in recipes

Reading recipes is a fabulous way to learn about the English language. Recipes tend to have short sentences that follow predictable patterns (verb, noun, conjunction, noun). They also often use borrowed and technical words which, when put in context, can help you decode new meanings. Motivation is built in because if you work it all out there's a pot of food at the end... gold!

### Equipment:

Lots of recipes that use technical terms, such as 'dice' or 'sauté' – these can be printed, or in books or magazines

An interactive whiteboard and a recipe or two to share on it

### Duration:

45 minutes

### Location:

The classroom and/or kitchen

### Notes:

## Lexicon

<b>braise</b>	To cook ingredients in a covered pot with vegetables and liquid. Whatever you're braising (meat or vegetable!) is usually browned first in hot fat/oil.
<b>cure</b>	To salt, smoke or dry fresh ingredients such as fish, meat or olives – as a means of preserving them.
<b>dice</b>	To cut into small cubes.
<b>fold</b>	To very gently mix one ingredient or mixture into another by passing a large metal spoon back and forth. Folding does not knock out the air bubbles.
<b>sauté</b>	To fry rapidly in hot fat (there's usually lots of careful stirring involved).
<b>simmer</b>	To cook in liquid just below boiling point.

## Food language

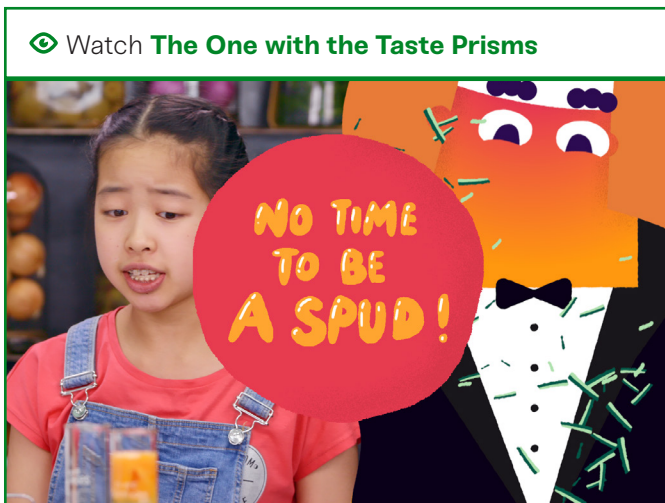
- Provide two to four recipes per pair of students.
- Students read over some recipes in pairs and highlight or list the words they would like to have explained.
- Discuss the class's lists of words and make some guesses about their meanings.
- Discuss different categories we might make for these words, such as verbs/action words, words for equipment, and words for ingredients or foods that are unfamiliar to us. Model how to work out which category each word fits into by putting it into a sentence. Divide the class's lists into the new categories.

## Procedural texts

- Work through the features of the text with students. For example, a recipe is a procedural text and this means that, in many cases, each step begins with a verb. (E.g. 'mix the sugar with the butter.')
- Show a recipe on the whiteboard and highlight the verbs with the class.
- Find the places where the verb is preceded by an adverb. (E.g. 'finely dice the carrots.')
- Discuss the difference between verbs and adverbs. (Adverbs modify a verb.)
- Revisit the class list of unfamiliar words and split up the list, assigning two to four words (depending on time available) to each pair of students.

## Defining words

- Students use (paper or online) dictionaries to define these words and present their definitions in either workbooks or small posters. Posters can be displayed in the kitchen/classroom.
- Help each pair to include the type of word in their definition (noun, verb, adverb, adjective, etc).
- For words borrowed from other languages, you may wish to show students how to find out what language these words come from. For example: sauté comes from French. Although we might guess this because of the accent, we can confirm our guess by looking at a dictionary definition in a good dictionary such as the Macquarie. Next to the phonetic spelling of the word, there is an abbreviation in italics, 'fr.' At the back of the dictionary there is a table explaining what each of these abbreviations means.



## Taste Prisms

- Knowing what we know now about procedural texts, ask the class why they think Tuberman might have got himself into a muddle?
- Have some fun! Students take one of the recipes from the lesson and play with the language. They could make up their own terms for any of nouns in the recipe. For example, 'Carrot and Annoying Orange Salad' might become something like an 'Orange-Coloured Root and Sweet Juice Fruit Bomb edible mix'. Students could work individually and illustrate their productions, then try guess what each other's creations are by looking at either the picture or title.

# Carrot and Annoying Orange Salad

## In the Kitchen

**From Alice:** Know what's really annoying? Nothing rhymes with orange except orange! But at least everything orange tastes better together! Like this salad, where the sweet zippiness of citrus and saltiness of olives (not orange!) makes the carrots really sing!



### Stuff

**Chopping board** and **knife** and **peeler** and **spiraliser** or **grater** and **citrus juicer** and **mixing bowl** and **servicing platter**.

### What

500g carrots, peeled  
½ bunch dill, chopped  
½ bunch continental parsley, chopped  
1 orange, juiced  
100g black olives, pitted  
40ml extra virgin olive oil  
Salt flakes and pepper

### How

- Use a spiralizer or grater to make lots of long thin spirals/strips of carrot.
- Place carrot spirals/strips into mixing bowl, with the herbs (reserve some sprigs for garnish), juice, olives and olive oil.
- Taste for salt and pepper.
- When ready to serve, place into a serving bowl or platter and garnish with remaining herb sprigs.