Part 1: Preparation

Can I help?

Yes, but wash your hands first

Part 2: Cooking

Mum - is it cooked yet?

Best before...

No, the meat is still pink inside. When it’s white you know the chicken is cooked

Part 3: Sharing a meal

Who'd like more?

Part 4: After dinner

The next day at school...

Yum!

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Yes, but wash your hands first

Mum – is it cooked yet?

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No, the meat is still pink inside. When it’s white you know the chicken is cooked

Who’d like more?

The next day at school...

Yum!
Making a meal – ideas for using the sequence story

Note for Tutors: Activities referred to in *Ideas for using the sequence story* are related to the suggested *Vocabulary and text* which you can find on page 13 of this document.

**Warm up**
Before looking at the picture, discuss what meals your learner has cooked recently. What are some famous dishes in their country? What did they have for dinner last night? Brainstorm any vocabulary associated with the topic.

**Focus on key vocabulary (See page 13 for suggested vocabulary)**
Either provide the learner with a list of target vocabulary and ask them to match the words to what they can see in the picture (Lower level) or brainstorm words with the learner (Higher level)

**Question stories (See page 14 for suggested questions)**
Ask a series of questions relating to the sequence. The learner’s answers can guide them to retell or write the story of sequence. You could then compare the learner’s version with the original text.

Alternatively encourage the learner to ask you some questions about the story. Learners often get more practice answering than asking questions.

**Jumbled pictures – speaking**
Cut the pictures up and jumble them up. Tutor and learner look at them one by one, and discuss what is happening in each picture. When you have discussed each picture put them in order and tell the story. This allows for good recycling of vocabulary.

**Alternative class activity**. Put the learners into small groups of up to six. Show the learners the first and last pictures and ask them to speculate what the story will be about. Give each learner one or two of the cut-up pictures. Tell them not to show it to the others. Learners take it in turns describe their pictures to the group. The group listens and decides on a good order for the pictures. Finally the learners look at all the pictures and revise their story if necessary.

**Jumbled sentences – reading (See page 16 for photocopiable text)**
Cut up the text into strips. Each strip relates to one of the pictures. Jumble up the strips.
Look at the picture story and ask the learner to match the appropriate sentence to the right picture.
Point of view:
Rewrite the text from one person’s point of view (for example Elmira)

Gapped text
Gap out some words in the text on page 13 after reading it with your learner. The learner completes the text by referring to the pictures.

Depending on your learner’s needs, you can focus on particular words: e.g.

• content words from the target vocabulary in the picture (this helps with revision)

They get the ______ ready and start ______ the food. They use different ______ boards for the chicken and vegetables to keep the food safe. They wear ______ to keep their clothes clean. When they have finished preparing the ingredients, they put them into the slow ______ to cook.

• “grammar” words: e.g. prepositions

They get the ingredients ready and start preparing the food. They use different chopping boards _____ the chicken and vegetables _____ keep the food safe. They wear aprons _____ keep their clothes clean. When they have finished preparing the ingredients, they put them _____ the slow cooker to cook

• articles

They get _____ ingredients ready and start preparing _____ food. They use different chopping boards for the chicken and vegetables to keep _____ food safe. They wear aprons to keep their clothes clean. When they have finished preparing _____ ingredients, they put them into _____ slow cooker to cook

Kim’s game (speaking or writing class game)
The learners look at the pictures for a set period of time. In pairs they discuss what they can see. The pair turns over the picture and collaboratively try and recall the pictures in the sequence and what was happening (they can do this orally or in writing). They then turn the picture back over and discuss what they left out.
Listening practice: True/false
Say some sentences about the pictures, some true, some false: e.g. Ayla and Emira are chopping the ingredients (True) There are four chopping boards on the bench (False)

There are three possible activities here:

- The learner simply says true for the true ones and false for the false ones.
- The learner repeats the true sentences and stays silent for the false ones (So it’s a kind of drill, but the learner has to process the meaning as well as repeat)
- The learner says true for the true ones and corrects the false ones: e.g. no, there aren’t four boards on the bench, there are three.

In a higher level class the learners can work in pairs. One learner can say a true/false sentence and the other responds. Then they swap roles.

Dialogue

- Imagine Emira is talking about last night with her friends at school. Write a dialogue.

- Imagine the conversation at the meal time between the family. They are talking about their day. Write a dialogue.
Extension activities

Food and cooking vocabulary

Some ideas for teaching food vocabulary and expressions:

- Use the food in the learner's kitchen – label with sticky labels, point the items and say the names.
- Use a supermarket flyer for food, or a Briscoes/Warehouse flyer for kitchen items.
- Go to the supermarket or greengrocer, and name items you see. Make a treasure hunt for your learner: “Find three kinds of tinned vegetables” – “How much are the cheapest eggs?” – “What different cuts of chicken are for sale?”
- Get some flashcards from Google images - use the search terms ESL food flashcards.
- Use a picture dictionary.

ESL flow has seven kitchen and cooking worksheets, including cooking methods, cooking actions, and items in the kitchen.

They also have ten useful food and restaurant worksheets, including descriptive words, common ingredients, sorting food items into types of flavour or types of food, and a framework for conversation about food.

Recipes and cooking

- Find a recipe, eg this one for Turkish chicken and feta, from We are what we eat.
- Use pictures to identify the ingredients, or bring them in from home.
- Identify the cooking verbs (halved, quartered, pitted, cut into chunks, cut into thick strips, peeled, grated, ground, cubed, arrange, add, mix, drizzle, scatter, bake) and demonstrate what they mean.
- Check your learner understands the quantities – eg 1 cup, ½ cup, 1 tsp, 200g, 180°C.
- If possible, make the recipe.
- As a follow-up write a recipe with your learner. The British Council has a reading and writing lesson to give a framework for this.
Food safety and hygiene in the home kitchen

The Ministry for Primary industries has a page on tips for food safety using the three Cs highlighted in the sequence story:

**CLEAN**

**COOK**

**CHILL**

Use the relevant pictures from the story to discuss these recommendations.

For an explanation on the difference between use-by and best-before dates, look at this article from Consumer magazine. There is also a useful chart showing how long you can expect various perishables to last.
Safety and Accidents in the kitchen

You may also want to discuss avoiding accidents and fires in the kitchens. Look at this picture and identify unsafe practices:

- pot handles facing out (burn hazard)
- pot boiling over
- paper towel next to stove (fire hazard)
- hot oven open
- poor rubbish storage; rubbish on floor
- drips on floor (slipping danger)
- bleach next to oil
- electric flex dangling
- overcrowded worktops
- animal in kitchen
- unsafe knife handling
- girl standing precariously to reach something
- flowing skirt next to stove top
- chef sweating into food
- toast burning
- kettle boiling dry

Food safety and hygiene in commercial kitchens

Some learners may be interested in working in commercial food preparation. A great resource from Worthington ABE, written for intermediate ESL learners, can be found here. It discusses

- handwashing
- appropriate wear in the kitchen
- how to tell if food has gone bad
- avoiding food poisoning
- cleaning and sanitising a kitchen
- dishwashing
- careers in food services, including interview questions

Learners may also wish to study for NZQA standards in food safety and need help from their tutors with the language.

Healthy eating

The Ministry of Health has some recommendations on healthy eating for discussion with your learner.

You could ask start the discussion by asking them how many servings a day an adult should have of:

- Vegetables and fruit
- Grain foods such as bread or rice
- Milk and milk products
- Proteins such as legumes, nuts, seeds, fish, eggs or meat

Discuss what a typical serving size should be.

Check your answers in the Four food groups section.

Vegetables.co.nz has some great resources that you can download on their download page – different ways to prepare individual vegetables such as kumara and eggplant; recipes for easy meals vegetables – recommendations for healthy eating.
Having someone to dinner:

Your learner may want to entertain English-speaking friends for a meal. Teach them appropriate language for a host.

- Hello, come on in I come through.
- Please sit down.
- What can I get you to drink? / Can I get you a drink?
- Lunch/dinner is served/ready.
- Why don’t you sit there/Sit wherever you want.
- Please help yourself (to....).
- Would you like some...
- Would you like some more....
- Can I get you another....?
- Would anyone like a coffee?
- Dig in!
- Have you had enough?

Food and culture

Food and culture are always interesting subjects of conversation.

Discuss what are some differences between the learner’s (and tutor’s) culture/home country and New Zealand in terms of:

- Typical dishes
- Going out and eating in
- Fast food and street food
- Special celebration meals
- Traditional or indigenous foods (eg Hāngi)
- Invitations and hospitality
- Table manners
- Food shopping habits
- Attitudes to food – healthy eating
- Food fads
- Children’s food
- School meals and work lunches
- Drinks and alcohol
- Growing your own food
- Typical food preparation areas and kitchens
Listening and reading extension

ESL news article on Food changes in New Zealand over the last 100 years.

Breaking News English food-related articles:
  • Street food
  • The disgusting food museum
  • Food theft
  • Food waste

ESL lab listening exercises (American English) for higher levels:
  Dinner time
  Dinner ideas

Listen in a minute:
  Food
  Fast food

Discussion questions
  • Food
  • Food safety
  • Eating
  • Breakfast
  • Diets
  • Junk Food
Resources in your ELP library

Passages to English 1 - (Maggie Power)
Unit 3 - A Big Breakfast – Reading and writing exercise about a large Kiwi Breakfast.

AUT New Words for New Migrants (Cameron, Denny and Wette)
Page 59-68  Food and drink: Ingredients for a cake – Summer fruit and vegetables – Meat cuts – Mealtimes – Likes and dislikes – Cooking – Recipe vocabulary – Table manners – Bring a plate

Oxford Picture dictionary
Unit 4 – Food
(American English so needs some adapting)

Basic Oxford Picture dictionary
Unit 5 – the Market
Unit 6 – Meal Time
(American English so needs some adapting)

Listening to New Zealand Beginner
Unit 2 Shopping – At the local shops, Supermarket announcements, asking for help at the supermarket, Buying lunch at the Sandwich shop

Listening to New Zealand Post-BEGINNER
Unit 6D – Sharing a recipe

Listening to New Zealand Intermediate
Unit 3 We are what we eat – How to make gazpacho soup; Food and fashion plate; Obesity in children
English for Everyday Activities Picture Process Dictionary
Unit 7-10 – Making and eating breakfast
Unit 21-27 – Making, eating and clearing away dinner
Unit 47 – shopping for groceries

Everyday Life in New Zealand
Unit 3 Food – Preparing food, Buying food, Eating out

Discover New Zealand
Unit 2 Social customs – Visiting a New Zealand home; Parties

Ideas for using the Making a meal sequence story by Natalie Greenly, Programme Coordinator, ELP Auckland Central 2019
Making a meal – Suggested vocabulary and text

Note for Tutors: For ideas about how to use this suggested vocabulary and text, refer to Ideas for using the sequence story on page 2 of this document.

Key Vocabulary (See page 2 for instructions)

meal, preparation, prepare, check, use-by date, best-before date, ingredients, safe, clean, chicken, vegetables, fish, meat, cheese, feta, salt, pepper, season, chop, knife, fork, spoon, chopping board, apron, slow cooker, crock pot, wash up, wash the dishes, soapy, stir, pot, cut, kitchen bench, ready, share, serve, plate, bowl, ice pod, delicious, yum, leftovers, lunchbox, container

Basic Story

Ayla is preparing a meal for her family. She checks the use-by date of the chicken. Her daughter Emira wants to help prepare the meal. Ayla tells her she must wash her hands first.

They get the ingredients ready and start preparing the food. They use different chopping boards for the chicken and vegetables to keep the food safe. They wear aprons to keep their clothes clean. When they have finished preparing the ingredients, they put them into the slow cooker to cook.

While the meal is cooking, Ayla washes the chopping boards and knives in hot soapy water. Then she checks the best-before date of the feta. Emira lifts the lid of the slow cooker and stirs the pot.

She asks her mum if the meal is cooked. Her mum checks by cutting a piece of chicken in half. The chicken is still pink inside so it is not cooked yet.

When the meal is ready, the family share the meal. They sit at the table and eat. Ayla asks if anyone would like more. Everyone is happy because the meal is delicious.

After dinner, Ayla saves the leftovers. She puts the rice in a container and covers it, ready to go into the fridge straight away. Emira puts some in her lunchbox and stores it in the fridge. The next day she puts an ice pod in the lunchbox to keep the food cold. At school, she is pleased because she has a delicious lunch.
Questions for “Question stories” (See page 2 for instructions)

Part 1: Preparation

Pic 1 How many people are in the picture?
   What is Ayla (the mother) doing?
   What is the use-by date on the chicken?
   Why is it important to check the use-by date on food?
   What is she going to do next?
   What does Ayla’s daughter Emira want to do?
   What does her Ayla tell her she has to do?
   Why is this important before preparing food?

Pic 2 What are Ayla and Emira doing?
   How many chopping boards are there in the picture?
   Why is it important to use different chopping boards for different foods?
   What are they wearing over their clothes? Why?

Pic 3 What is Ayla doing?
   Do you think the water is hot or cold?
   Why is it important?
   What is she using to cook the meal?

Part 2: Cooking

Pic 1 Who is in the picture?
   What is Ayla doing?
   What is the best-before date on the feta?
   Why is she checking this?
   What is Emira doing?
   What does she ask her mum?
   What else can you see on the kitchen bench?
   Do you think they use these for the meal?

Pic 2 What is Ayla doing?
   Is the chicken cooked?
   How does she know?
   What colour is chicken when it is cooked?
Part 3: Sharing a meal

Pic 1 Who is in the picture?
What are they doing?
Who is serving the food?
Do you think they like the meal?
How do you know?

Part 4: After dinner

Pic 1 What is Ayla doing?
Where will she put the container of leftovers?
Why is this important?
What is Emira doing?

Pic 2 Who is in the picture?
Where is she?
What is she holding in her hand?
What is in the lunchbox with the food? Why is it in there?
What is she taking out of her schoolbag?
Is she excited? Why?
What does ‘Yum’ mean?
Descriptions for “Jumbled sentences” *(See page 2 for instructions)*

<table>
<thead>
<tr>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ayla is checking the use-by date on the chicken. Her daughter Emira asks to help prepare the meal.</td>
</tr>
<tr>
<td>Ayla and Emira are preparing the meal.</td>
</tr>
<tr>
<td>Ayla is washing up while the meal cooks in the slow cooker.</td>
</tr>
<tr>
<td>Ayla is checking the best-before date on the feta while Emira stirs the pot.</td>
</tr>
<tr>
<td>Ayla is cutting a piece of chicken to check if it is cooked.</td>
</tr>
<tr>
<td>Ayla’s family are eating the meal.</td>
</tr>
<tr>
<td>Ayla is putting the leftovers in a container.</td>
</tr>
<tr>
<td>Emira is taking her lunchbox out of her schoolbag.</td>
</tr>
</tbody>
</table>