

EATING AROUND THE WORLD: MODULE OUTLINE

Field: The International World **Band:** Middle Primary



Purpose

Students investigate how staple foods are prepared in different countries and then plan an international food expo for their school.

Core learning outcomes

This module is designed for students in the beginner stage of LOTE learning. Outcomes for students at the beginner stage would be:

Comprehending [1.1](#), [1.2](#), [1.3](#), [2.1](#), [2.2](#), [2.3](#)

Composing [1.4](#), [1.5](#), [1.6](#), [2.4](#), [2.5](#), [2.6](#)

To see the detailed descriptions, click on the relevant level.

Content

The content for this module is delineated in the field and tasks and under the headings of 'sociocultural understanding' and 'functions and language elements'. The teacher will need to select a range of appropriate [process skills and strategies](#) that will meet the current needs of the students.

Sociocultural understanding

Students gain an understanding of the diverse cultures within Australian society by exploring food from around the world and multicultural cuisine in Australia.

Functions and language elements

- [identifying and asking about places and things](#): dishes, ingredients, utensils, countries
- [describing procedures](#): boil, steam, fry, mash, stir, chop
- [expressing opinions](#): delicious, awful
- [expressing likes and dislikes](#): I like/don't like
- [expressing thanks and gratitude](#): Thankyou
- [offering and receiving things](#): ingredients
- [describing things](#): delicious, good, okay, colours, messy
- [welcoming](#): Welcome
- [offering invitations](#): Please come ...
- [describing activities](#): I eat with ...
- [giving and responding to instructions](#): boil, steam, fry, stir, mash, chop, add

Assessment strategy

In [Task 3](#) and [Task 10](#) the teacher can record students' performances in oral interaction. At what [level](#) can students use language to talk about food?

In [Task 4](#) and [Task 5](#) the teacher can observe students' abilities to listen for key words and phrases. At what [level](#) can students comprehend the detail of recipe ingredients?

In [Task 9](#) the teacher can record notes on students' writing. At what [level](#) can students use language to present an invitation?



Teaching considerations

Sample units

One work unit is provided for this module:



[**Unit 1: World food expo**](#)

WORLD FOOD EXPO: UNIT OVERVIEW



Orientating task

- 1 Name various food dishes and identify their country of origin.



Enhancing tasks

- 2 Name various dishes and the main ingredient of each. Match the food's name with its country of origin and staple food category.
- 3 Identify and plot on a world map national dishes and their staple ingredients.
- 4 Listen to and identify information about the staple ingredients, cooking processes and ways to eat dishes. Classify the processes and methods of eating as easy, difficult or messy.
- 5 Listen to recipes and mark off the ingredients on a shopping list. Role-play buying and selling ingredients at a market.
- 6 Read recipes and dramatise the steps in a recipe while reciting its instructions.

- 7 Read recipes, identify ingredients required and prepare several dishes. Taste and rate the prepared recipes.

- 8 Organise and set up an international food expo. Include menus, decorations, music, guest lists and program.

- 9 Read an invitation to an event and use it as a model to write invitations to a food expo. Role-play being a host and guest at a food expo.

Students' needs and teaching programs will determine the specific content of [form-focused instruction](#).



Synthesising task

- 10 Welcome guests to the food expo, tell them about the food on display and offer them something to eat.