

The background features several large, overlapping organic shapes in shades of pink and purple. A prominent light pink shape is in the upper right, while darker purple shapes are scattered throughout. The overall aesthetic is modern and minimalist.

PEER TO PEER

# LANGUAGE

PEER TO PEER

# LANGUAJE

*Romani  
Phen*

 Asociación  
Gitanas  
Feministas  
por la Diversidad

 Amare  
Romentza

 Ribaltambição

*Arate Caló*



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### TIMING :

1 session of one hour and a half. (+ 15 minutes for feedback + 10 minutes for planning)

### INTRODUCTION :

In this session we will learn about the functional use of language. Do you know what functional texts are? It is a type of text in which the appellative function of language predominates, that is, the one that alludes to the fact that the sender seeks some kind of behavior or reaction in the receiver through the words.

Functional texts are those that provide instructions or guidelines. Some examples of functional texts are: cooking recipes, instruction manuals, information notes, medical leaflets, etc.

We will learn to write down a cooking recipe!

### FINAL PRODUCT :

A written cooking recipe. A group menu.

#### • OBJECTIVES :

- To know cooking recipes.
- To work as a team in an equitable way.
- To use basic quantifiers in the use of recipes.
- To use the functional form of the language.

#### • CONTENTS :

- Reading and listening
- Asking and answering
- Reproducing a writing structure
- Using measures of quantity and time.

### MATERIALS :

Pens, notebooks, portfolio, video

### DEVELOPMENT OF THE SESSION :

#### • Activity 1:

The peer tutor will explain to the students what is the functional use of language. She will encourage the peers to say some examples. (e.g instructions to use a electric saw , instructions to dye your hair...)

10 minutes

#### • Activity 2 :

The group will watch a tutorial video in which a recipe is explained, After watching it the students will be talking in a large group about the cooking recipe and the cooking activity in general.

Did they know the recipe of this dish? Do they cook it at home? What differences they find with the recipe watched and the one they cook? Do they like cooking? Are they good at it? Is someone cooking for them sometimes? What are their favourite meals?

20 minutes.

- **Activity 3:**

The students will form team works of three members each. They will work in the elaboration of a complete meal, first course, main course, and dessert. Each member of the group will be responsible to make one of the component dishes of a menu. One will do the first course recipe, the second one the recipe for the main course and the third will write the dessert.

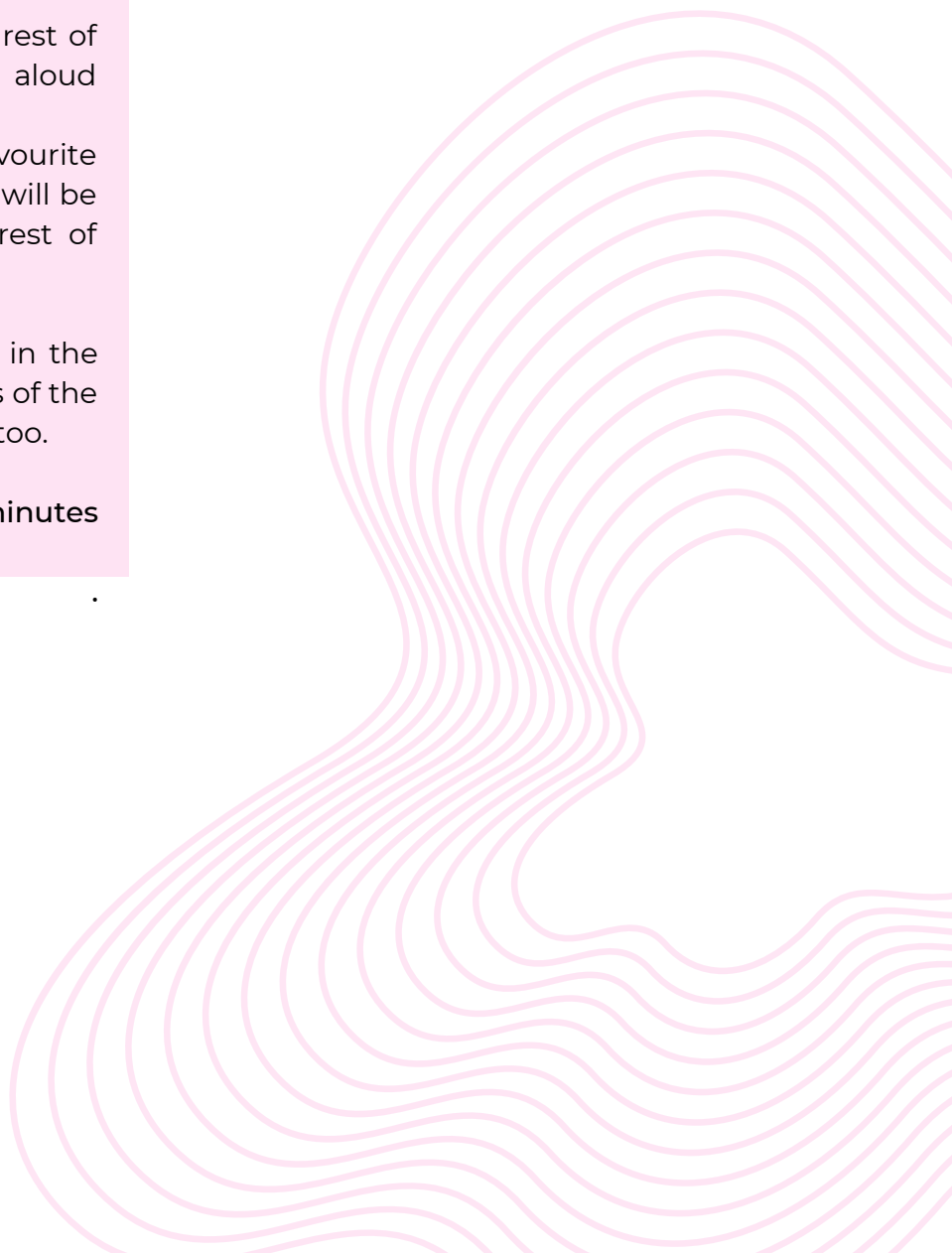
**30 minutes**

- **Activity 4:**

Each group will present to the rest of peers their menu and will read aloud the elaboration of their meals. The students will vote for their favourite menu, and the one most voted will be photocopied and given to the rest of students.

Our own recipes will be kept in the portfolio. One of the members of the group will save the menu in it too.

**30 minutes**



## MATERIAL AND DIDACTIC REASOURCES USED IN THIS SESSION:

- ACTIVITY 2  
Video of a recipe.
  
- ACTIVITY 3  
Temples for a menu and to write a recipe.

GROUP NAME:

MEMBERS :

# MENU

## FIRST COURSE

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## MAIN COURSE

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## DESSERT

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# COOKING RECIPE

NAME OF THE MEAL :

INGREDIENTS:

INSTRUCTIONS:

BON APETIT!!