Appendix 5 – *Recipes in textbooks*

Table 1 – Listening Extra & Speaking Extra

Textbook (Name, Level, Year)	**Listening Extra, Elementary, 2004**	**Speaking Extra, Elementary, 2004**
Is the textbook recommended by the Belgian education authorities?	No	No
Unit	Unit 7: Food and drink	Unit 7: Food and drink
Subject	What's cooking?	Recipes
Appears under section: Grammar, Vocabulary, Reading, Listening, Writing, Speaking, …	Listening	Speaking
Which skills are pursued by studying the menu / recipe?	Listening strategy: listening for details and for specific information	Language function: Giving instructions
Is it used to learn or to improve a point of grammar? If so, which one?	No	Yes: using the imperative to give instructions
Is it used to enrich vocabulary?	Yes: preparing food	Yes: food and drink & ways of preparing food
What are the learning activities pursued through the genre?	Listening to a recipe and putting pictures in the correct order & fill in the gaps. Speaking: describing how to make a recipe.	Listening: teacher mimes the recipe and gives instructions while doing so. Speaking: In groups, students give the instructions to a recipe and the others have to guess what dish it is.
Are there learning activities related to the genre? If so, what are they?	Yes: explaining a new recipe to the class & writing down recipes explained by classmates (listening)	Yes: in groups, pupils create the instructions for another recipe, one team gives them to another team who mimes them
Is there access to an audio recording or a video?	Yes: audio of a TV chef who describes the recipe	No

Is there an element of reappropriation (recipe for love, …) ?	No	No
How many different recipes/menus are included?	1	3 (Cheese and cucumber sandwich, Vegetable omelette & Mixed Salad)
Is the dish/menu typical of an anglophone culture? If so, which one?	No	No

Table 2 – Step Up 1 & Good News, Palier 1, 2e année

Textbook (Name, Level, Year)	**Step Up 1, 2014**	**Good News, Palier 1, 2e année, 2007**
Is the textbook recommended by the Belgian education authorities?	Yes	No
Unit	Unit 8: Something else? - Part 3: Add some pepper	Chapter 9: The British and… the world
Subject	Popcorn	A nice cup of tea (Lesson 1)
Appears under section: Grammar, Vocabulary, Reading, Listening, Writing, Speaking, …	Vocabulary	Listening & Culture
Which skills are pursued by studying the menu / recipe?	Writing	Listening: how to make a nice cup of tea? Listening and putting the pictures in the right order.
Is it used to learn or to improve a point of grammar? If so, which one?	No	No
Is it used to enrich vocabulary?	Yes: food, cooking tools & verbs related to cooking	Yes: vocabulary related to making tea
What are the learning activities pursued through the genre?	Vocabulary: matching the ingredients and utensils in the list with those on the picture & completing the recipe with the right verbs	Listening: listen to someone explaining how to make tea Speaking: one pupil mimes the preparation of tea and another explains what they are doing.

	Writing: writing the recipe for your favourite Belgian dish	
Are there learning activities related to the genre? If so, what are they?	No	Yes: Reading about the origin of tea
Is there access to an audio recording or a video?	No	No
Is there an element of reappropriation (recipe for love, …) ?	No	No
How many different recipes/menus are included?	1 is shown and pupils have to write one	1
Is the dish/menu typical of an anglophone culture? If so, which one?	Yes: popcorn (American) & typical Belgian recipe	Yes: tea is typically British

Table 3 – Inside Out, Pre-intermediate & Step Up 2

Textbook (Name, Level, Year)	**Inside Out, Pre-intermediate, 2002**	**Step Up 2, 2015**
Is the textbook recommended by the Belgian education authorities?	No	No
Unit	Unit 16: Lifestyle (Longevity, Predictions, Food)	Unit 6: Shop till you drop!
Subject	Food Preparation: 104 things to do with a banana	Breakfast shopping: American pancakes
Appears under section: Grammar, Vocabulary, Reading, Listening, Writing, Speaking, …	Vocabulary	Reading & Grammar

Which skills are pursued by studying the menu / recipe?	Reading	Reading
Is it used to learn or to improve a point of grammar? If so, which one?	No	Yes: countable & uncountable nouns
Is it used to enrich vocabulary?	Yes: food preparation	Yes: food, containers & quantities
What are the learning activities pursued through the genre?	Reading: read and tick the dishes you would like to try, put a cross next to the one you wouldn't like to try	Reading: completing the instructions based on the list of ingredients. Grammar: learning about countable and uncountable nouns
Are there learning activities related to the genre? If so, what are they?	No	No
Is there access to an audio recording or a video?	No	No
Is there an element of reappropriation (recipe for love, …) ?	No	No
How many different recipes/menus are included?	10 short one-line recipes	1
Is the dish/menu typical of an anglophone culture? If so, which one?	No	Yes: American pancakes

Table 4 – Gateway, B2, Student's book & Workbook

Textbook (Name, Level, Year)	**Gateway, B2, Student's book, 2012**	**Gateway, B2, Workbook, 2012**
Is the textbook recommended by the Belgian education authorities?	No	No
Unit	Unit 6: Healthy habits	Unit 6: Healthy habits
Subject	Healthy eating: Egg fried rice	A healthy recipe: Vegetable chili
Appears under section: Grammar, Vocabulary, Reading, Listening, Writing, Speaking, …	Listening	Vocabulary
Which skills are pursued by studying the menu / recipe?	Listening	Reading
Is it used to learn or to improve a point of grammar? If so, which one?	No	No
Is it used to enrich vocabulary?	Yes: quantities & verbs related to cooking	Yes: ingredients & ways of cooking
What are the learning activities pursued through the genre?	Listening: how much of each ingredient is needed? & taking notes on how to prepare the dish	Reading: Fill in the gaps & True or false
Are there learning activities related to the genre? If so, what are they?	Yes: Speaking: about cooking habits & planning a meal in groups and presenting it	Yes: Reading the recipe and analysing the nutritional values of it & giving one's opinion (speaking)
Is there access to an audio recording or a video?	Yes: audio for the recipe	No
Is there an element of reappropriation (recipe for love, …) ?	No	No

How many different recipes/menus are included?	1	1
Is the dish/menu typical of an anglophone culture? If so, which one?	No	No

Table 5 – Language in Use, Upper-intermediate

Textbook (Name, Level, Year)	**Language in Use, Upper-intermediate, Classroom book, 1997**	
Is the textbook recommended by the Belgian education authorities?	No	
Unit	Unit 6: Do it yourself	
Subject	Creative cooking	
Appears under section: Grammar, Vocabulary, Reading, Listening, Writing, Speaking, …	Vocabulary	
Which skills are pursued by studying the menu / recipe?	Reading	
Is it used to learn or to improve a point of grammar? If so, which one?	No	
Is it used to enrich vocabulary?	Yes: verbs related to food preparation	
What are the learning activities pursued through the genre?	Reading: fill in the gaps Speaking: would you eat this dish?	

Are there learning activities related to the genre? If so, what are they?	Yes: Writing: in groups, write a list of ingredients suitable, another group gets this list and writes a recipe Speaking: what do you think of the result?	
Is there access to an audio recording or a video?	No	
Is there an element of reappropriation (recipe for love, …) ?	No, but parody	
How many different recipes/menus are included?	1 & students have to create others in groups	
Is the dish/menu typical of an anglophone culture? If so, which one?	No	