

What is Product Writing?

Stage 1: Introducing the model text

Ask students to read the recipe below and decide if they would like to make or try the dish.



1 pound of shrimp	2 to 3 tablespoons red
1 tablespoon cumin	peppers
1 tablespoon paprika	2 tablespoons red onion
Olive oil	1/4 teaspoon chili powder
1 1/2 tablespoons mayo	Salt & pepper
1 1/2 tablespoons Greek	Handful of cilantro
yogurt	1 clove garlic, peeled and
2 limes	chopped
	2 ripe avocados

1 Season shrimp with spices. Cook in a pan with olive oil until they begin to brown slightly and turn opaque. Remove from pan and set aside to cool.

2 Meanwhile, mix together the mayo sauce by combining mayo, yogurt, juice of half a lime, orange juice, bell peppers, red onion, a dash of chili pepper, salt and pepper.

3 For the cilantro lime sauce, add cilantro, garlic, juice of one lime, a splash of red wine vinegar, olive oil, and salt in a processor or blender.

4 When shrimp is cool, roughly chop and mix into creamy sauce.

5 Fill avocados and serve on tostadas or lettuce. Drizzle cilantro lime sauce on top.

Stage 2: Analysing the model

1 Ask students to identify the ingredients and the measures mentioned in the recipe.

2 Ask students to identify the cooking verbs mentioned in the recipe

3 Ask students to decide whether the statements are **True** or **False**

___ Recipes bring a list of the ingredients used first.

___ The procedures are usually described in the imperative form.

___ Sentences to describe procedures are short and straightforward.

Stage 3: Controlled Practice

Ask student to complete the sentences below with the appropriate word:

COOK

SEASON

SPRING ONIONS

DASH

ROUGHLY

MIX

_____ the shrimp with salt and pepper.

_____ the shrimp in a pan.

_____ chop the onions.

Drizzle _____ on top.

_____ the chopped shrimp into the sauce

Add a _____ of chili pepper.

Stage 4: Organising ideas

Students decide what type of recipe they'd like to write. Ask them to jot down the ingredients and key words of the procedures they need to describe. Remember to encourage peer help. Learners might also use a dictionary, if you find appropriate.

Stage 5: Final product

Now, students write their recipes. They can use the model to help them.

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- 1** Ask students to identify the ingredients and the measures mentioned in the recipe.
- 2** Ask students to identify the cooking verbs mentioned in the recipe
- 3** Ask students to decide whether the statements are **True** or **False**
True Recipes bring a list of the ingredients used first.
True The procedures are usually described in the imperative form.
True Sentences to describe procedures are short and straightforward.

Stage 3: Controlled Practice

Ask student to complete the sentences below with the appropriate word:

COOK SEASON SPRING ONIONS DASH ROUGHLY MIX

- SEASON the shrimp with salt and pepper. COOK the shrimp in a pan.
- ROUGHLY chop the onions. Drizzle SPRING ONIONS on top.
- MIX the chopped shrimp into the sauce Add a DASH of chili pepper.

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