Course n° 5 : how to make bread

**Lien avec l’enseignement de LV:**

Vocabulaire spécifique (tsp…)

**Compréhension orale**

**La séance 1 :**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Activité** | Temps | Activité prof | Activité élève | Document/support |
| Brainstorming on bread | 15 min  |  | Describes the picture : men/woman, where, oven, crust/crumb, our bread compared to this… | Protocol: picture of bread baking in Mali |
| Making bread : video for overview | 10 min |  | Answers the questions |  |
| Translation of a bread recipe | 15 min | corrects | translates |  |
| Video how to make bread | 10 + 40 min | Reads the questions and explains if unclear; then projects the video | Listens and answers the questions |  |

Pour la semaine prochaine : read the text presenting the role of leaveners and gluten.

**La séance 2 :**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Activité** | Temps | Activité prof | Activité élève | Document/support |
| Sensory test on bread | 50 min | Explains the rules: 7 bread sorts, fill in the chart (exercise 5)  | Make the test. Fill in a common chart on the white board: prefered breadTaste the left bread with peanut butter, lemon curd. | Documents for course 5 |

In the notebook : specific terms corresponding to course n°5

For next time: webquest on the feisty creatures in bread.

**Course n° 5 : How to make bread…**



1. **Getting an overview**

Log onto the following site:

<http://www.youtube.com/watch?v=bHK0uFb6Vzw>

Watch this video and answer following questions:

* Tell why it is interesting to eat wholemeal bread (= (brit.) pain complet):
* Make a list of the ingredients you can see:
* Make a list of the steps involved in making bread as seen in the video:
1. **The recipe**

To increase our knowledge we are going to watch a second video:

http://www.youtube.com/watch?v=zOa-U6uFHoU

* 1. Here is the recipe used in the video. Translate it.



* 1. Read the following questions carefully and try to answer them while watching the video. The following sign corresponds to a pause in the projection of the video: 👍.
1. If dry yeast is not made out of little grains what should you do before use:
2. Should you use a spatula or a maryse to mix the ingredients (say mariise or rubber spatula):
3. Until when should you mix:
4. Give two adjectives to describe the bread dough obtained:

2:47

👍

4:43

1. What will happen now?

👍

1. What do you sprinkle over the risen dough and on the work-top:
2. What does yeast transform sugar into?
3. What happens to the alcohol during the baking?

6:46

1. **Sensory test**

Your teacher will provide you with 7 different breads. Taste each one and fill in the following table, except line n°2, using plus signs (according to your preference from one up to three).

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Sample n° | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Bread category |  |  |  |  |  |  |  |
| General aspect |  |  |  |  |  |  |  |
| Smell |  |  |  |  |  |  |  |
| Crust |  |  |  |  |  |  |  |
| Crumb |  |  |  |  |  |  |  |
| Taste |  |  |  |  |  |  |  |
| Score |  |  |  |  |  |  |  |

Try now to fill in line n°2 using the following bread categories:

White, brown, wholemeal, whole-grain, unleavened, sourdough, flat bread.

Mention which bread was the most popular in the class:

Make a comment on this result: