

Making British biscuits

Topic: Recipes and imperative verbs

Level: SfL Entry 3 / SQA National 4/ CEFR B1

Time: 90 minutes

Aims

- Learners will be able to give simple recipes using imperatives.
- Learners will be able to understand spoken instructions
- Learners will be able to understand and use vocabulary related to cooking and recipes

Introduction

This lesson is about making British shortbread biscuits. It provides learners with practice of listening to a recipe and of talking and writing about a traditional recipe from their countries.

The video text can be accessed from the *Making British biscuits: imperatives* page on the ESOL Nexus website: <http://esol.britishcouncil.org/content/learners/grammar-and-vocabulary/grammar-lessons/making-british-biscuits-imperative>

Open the video using the above link before the lesson

Make 1 copy of the learner worksheets for each learner

Procedure

Warmer (5 mins)

- Tell learners to work in pairs to discuss the questions and identify the pictures, particularly the shortbread, which is the topic of the lesson.

Answer key

shortbread biscuits; bread and butter pudding; shepherds pie

Task 1: baking vocabulary (10 mins)

- Put learners in pairs. Ask them to work together to match the words and pictures.
- Play the first 20 seconds of the video to check their answers.

Answer key

1 – c; 2 – b; 3 – a

Differentiation

- If learners finish quickly, ask them to work with another student to test each other on the pictures and the spellings of the words.

Task 2: watch the video - ingredients (10 mins)

- Introduce learners to the British use of pounds (lb) and ounces (oz) as units of measurement. Explain that, pounds and ounces are often used alongside kilogrammes and grammes. They are also commonly found in recipes.
- Ask them if they have ever encountered pounds and ounces, for example in a market, and whether they know how to convert pounds and ounces to kilos.
- Give the learners the following information: 1 pound = approx. 454 grams. 1 ounce = approx. 28 grams. 1 pound = 16 ounces.
- Explain that Anne uses ounces when talking about her recipe.
- Tell learners to watch the first part of the video and write how many ounces she needs of each ingredient. Check that they are aware that oz is an abbreviation of ounces.
- Play the video until 00:36. Play it again if necessary.
- Check the answers as a whole class.

TIP: If you wish to stretch all of some of your learners, ask them if they can convert Anne's ingredients to the approximate weight in grams. You can develop their IT skills by asking them to find this information on the internet – maybe for homework.

Answer key

1. 4 ounces of butter (113.4 g)
2. 2 ounces of caster sugar (56.7g)
3. 6 ounces of plain flour (170.1g)

Task 3: watch the video - imperative verbs (15 mins)

- Explain to learners that the pictures show stills from the video.
- Ask them to work in pairs to try and match the correct verb with each picture.
- Play the whole for learners to check their answers.

Making British biscuits: lesson plan

- If necessary, clarify the difference in meaning between *mix* and *stir in*:
Mix – to combine together the ingredients which are already in the bowl.
Stir in – to add something to the bowl and mix it.

Answer key

a – put in; b – mix; c – stir in; d – squeeze; e – tip out; f – roll out; g – cut; h – put in

Differentiation

If learners match the pictures quickly, you can stretch them by asking them to identify the phrasal verbs and to test each other on the pictures. If weaker learners are struggling, ask them to only match alternative pictures (e.g. a, c, e, g) this will give them less information to listen for when they are checking their answers.

Task 4: grammar: imperative verbs (20 mins)

- Put the following example sentences on the board:
Put the sugar in with the butter.
Mix the butter and the sugar.
- Ask learners if they can identify what verb form is being used in these sentences. If learners are unable to identify it, tell them that it is the imperative form.
- Elicit from learners the form of the imperative (i.e. the verb with no changes – no – ed, -s, -ing etc).
- Elicit from learners how Anne is using the imperative i.e. to give instructions.
- Explain to learners that Anne is using the imperative to give instructions.
- Ask learners to provide other examples of how the imperative can be used to give instructions, particularly in the classroom e.g. open your books, work in pairs, stand up, listen to the CD – use mime to elicit some of these ideas from learners.
- If you think they are able to, ask them to provide some other examples of when the imperative can be used to give instructions (e.g. parents talking to children, on signs).
- Ask learners to look at the 2 sentences again and to make them negative.
- Refer learners to the grammar box – ask them to read it if you think they will benefit from it.
- Tell learners to look at the table below the grammar box.
- Ask them to work in pairs to match the imperative verb with the correct sentence ending.
- Refer them to the transcript on page 6 of their worksheet and ask them to check their answers.

Answer key

1-b; 2-d; 3-e; 4-f; 5-c; 6-a

Differentiation

Ask stronger learners to look at the transcript again and underline all the imperative verbs they can find.

Task 5: imperative verbs - practice (15 mins)

- Explain to learners that they are going to complete a recipe for scones, a traditional British tea time food.
- Tell learners to look at the picture. Ask them if they have ever seen or tasted a scone and what they think it is made of.
- Pre-teach the following vocabulary: *grease (verb)*, *bake*, *knead*
- Ask learners to work in pairs to complete the recipe with the correct verb.
- Check answers as a whole class. Ask learners if they would like to eat or make scones.

Answer key

1 – heat; 2 – mix; 3 – stir; 4 – tip/ knead; 5 – roll/ cut/ put; 6 – bake; 7 – eat

Cooler: a recipe from your country (25 mins)

- Tell learners that they are going to tell each other how to make a traditional food or meal from their country.
- Encourage them to write their recipes down, using the imperative and some of the vocabulary from the lesson.
- Give learners a few minutes to think about their ideas and write them down.
- Put learners in pairs, preferably with someone from another country. Ask them to tell each other about their food.
- Monitor and make a note of common errors or errors related to the language from the lesson. Write them on the board to use next.
- Work as a whole class. Ask learners to share information about what they discussed. Then elicit correct answers to the errors noted on the board, and explanations if necessary.

Differentiation

The amount that learners write in this task will depend on their ability – encourage stronger learners to write more complex recipes and don't put pressure on weaker learners to write too much.

Extension activities / Homework

Encourage learners to do at least one of the activities for homework.