

Class Level: 3	Topic: Food	Estimated Class Length: 3hrs	Date:
<b>Lesson Objectives:</b> <ul style="list-style-type: none"> <li>• Read and interpret a simple recipe</li> <li>• Share a personal favorite recipe</li> <li>• Identify utensils used for cooking</li> </ul>			
Language Skill Proficiency: <ul style="list-style-type: none"> <li>▪ Speaking</li> <li>▪ Listening</li> <li>▪ Reading</li> <li>▪ Writing</li> </ul>		 <b>Materials and Equipment:</b> <ul style="list-style-type: none"> <li>▪ <u>Oxford Picture Dictionary</u></li> <li>▪ LCD Projector</li> <li>▪ Computer, tablets or iPads and internet</li> <li>▪ <a href="http://eslblogs.waketech.edu/esl-english/2015/01/24/cooking/">http://eslblogs.waketech.edu/esl-english/2015/01/24/cooking/</a></li> <li>▪ Examples of cooking measuring devices; tsp, tbsp, c, ½ c, etc</li> <li>▪ 2 fly swatters for game</li> <li>▪ Personal cookbooks for Ss to view extensive list of recipes</li> </ul>	
<h2>Activity Plan</h2> <p><b>Warm Up:</b> Ask Ss to discuss with classmates their favorite food from their home country and their favorite new food here in America. Do they prefer to cook and eat at home or to go out to eat at a restaurant?</p> <p><b>Introduction:</b> Ask Ss if they have cooked an American recipe? Have they been confused by the measurements and parts of the recipe? Tell Ss today's lesson is about understanding a simple recipe and the different measurements, utensils.</p> <p><b>Presentation:</b> Direct Ss to the section in the <i>Oxford Picture Dictionary</i> to review the utensils and measurements used in cooking. Key vocabulary for the recipe; title, ingredients, directions or instructions, yield. Also ensure they understand count/noncount nouns. Have Ss to go <a href="http://eslblogs.waketech.edu/esl-english/2015/01/24/cooking/">http://eslblogs.waketech.edu/esl-english/2015/01/24/cooking/</a> or <a href="http://www.eslblogs.waketech.edu">www.eslblogs.waketech.edu</a> English Language link and search <i>understanding recipes</i></p> <p><b>Practice:</b> Ss may work independently or you may lead the activity having Ss follow with the website displayed on the projector. Review the measuring tools and show actual examples if available for the 1<sup>st</sup> recipe example. Have Ss make note of the metric conversions provided. Also you can find more conversions in the <i>OPD</i></p> <p><b>Practice:</b> Have Ss read the 2<sup>nd</sup> recipe and answer questions. Point out the grammar note; Recipes use the <u>imperative tense</u>: regular verbs with no changes. Each sentence usually starts with a verb. Review the answers and see if Ss have additional questions.</p> <p><b>Evaluation:</b> Have Ss review the measuring tools and recipes through conversation. Play a class game; write the abbreviations for the measurements on the board and have Ss come up and hit with a fly swatter or circle the abbreviations called out. First to do so gets a point. Ask Ss to share a favorite recipe if they have one.</p> <p><b>Extension Activities:</b></p> <ul style="list-style-type: none"> <li>• Find a simple recipe the class can do together; fruit salad or even this homemade ice cream in a bag recipe to make as a class. Assign different ingredients to Ss and next day follow the directions, make and enjoy as a class. See link for ice cream in a bag recipe <a href="http://www.food.com/recipe/homemade-ice-cream-in-a-bag-34257">http://www.food.com/recipe/homemade-ice-cream-in-a-bag-34257</a></li> <li>• Have cookbooks in class for Ss to look at if they like</li> </ul>			