

Grade

3

Unit 3

Cake recipe

**Skill focus:** listening**Lesson objective:** develop the subskill of listening for specific information**Description:**

In this lesson Ps will use all four skills. First, they listen to recipe on how to make a cake. Then they must write down the ingredients they hear, and put them in the right order. Then, from memory they will be asked to write the recipe down and read it to the P sitting next to them.

Materials: listening script in the lesson plan**Benefits:**

During this lesson Ps will:

- follow a recipe
- practise listening for specific information
- will make notes
- read their recipe.

Timings	Stages	Interactions
10 mins	<p>1. Use gestures for Ps to stand up. Say, <i>Hi, class</i>.</p> <p>2. Encourage Ps to stand up and say, <i>Hello, teacher</i>.</p> <p>Pre-task</p> <p>3. Ask, <i>What is your favourite cake?</i></p> <p>4. Allow time for Ps to think and ask for their answers: <i>My favourite cake is _____.</i></p> <p>5. Say, <i>What do we need to make a cake?</i></p> <p>6. Elicit as many relevant words as you can.</p> <p>NOTE: If Ps do not understand the question, give them some clues: eggs, milk. Use gestures to show you want them to continue the list. This is an opportunity to assess what your Ps already know. Write the words you hear on the board.</p>	<p>T – Ps</p> <p>Ps – T</p>
20 mins	<p>Main task</p> <p>1. Teacher says, <i>I am going to read a recipe for a cake. Listen and write in your notebook any words you hear from the board.</i> Explain the word 'recipe' if needed.</p> <p>2. Read the recipe:</p> <p>1) Put flour, sugar and salt in a bowl.</p> <p>2) Mix well.</p> <p>3) Add oil and milk.</p> <p>4) Mix.</p> <p>5) Add four eggs and mix again.</p> <p>6) Put into a cake tin.</p> <p>7) Bake the cake for 1 hour.</p> <p>3. Ask Ps if you should read one more time. Say, <i>Should I read again?</i></p> <p>4. Read the recipe again if needed. Go back to 2. Move to 5 after the second reading.</p> <p>5. Before checking the answers, get Ps to check their answers together.</p> <p>6. Say, <i>What did you hear?</i> Let them answer as a whole class. Write correct answers on the board (flour, sugar, salt, oil, milk, eggs). Correct pronunciation if needed. If Ps say some other words, use gestures to explain the word and show that it is not an ingredient (e.g. circular gesture with your arm to show verb 'mix'). Make sure you have the ingredients written on the board.</p> <p>7. Say, <i>I'm going to read the recipe again.</i> Put the ingredients in the correct order as you hear them. Ask Ps if you should read one more time.</p> <p>8. Get Ps to compare their answers.</p> <p>9. Say, <i>What do you hear first, second and so on?</i> Answers: 1. flour, 2. sugar, 3. salt, 4. oil, 5. milk, 6. Eggs.</p> <p>10. Erase the words from the board.</p> <p>11. Ask Ps, <i>What is the first ingredient?</i> Write number 1 on the board and elicit the correct answer.</p> <p>12. Repeat for the other five words.</p>	<p>T – Ps</p> <p>Ps – T</p> <p>T – Ps</p> <p>Ps – T</p>
10 mins	<p>Post task</p> <p>1. Ask Ps to write the whole recipe in their notebooks. Say, <i>Open your notebooks. Write the recipe, whatever you remember.</i> Allow up to five minutes for Ps to write the whole recipe.</p> <p>2. Say, <i>Check with your friend sitting next to you.</i> Allow one minute for them to check with each other.</p> <p>3. Say, <i>Now read the recipe to each other.</i> Allow a few minutes for Ps to read the recipe to each other. Monitor closely and correct pronunciation.</p> <p>4. Say, <i>Bye, class.</i></p> <p>5. Encourage class to say, <i>Bye.</i></p>	<p>T – Ps</p> <p>P – P</p>

Assessment: While you are reading the listening script, walk around the classroom. By doing this, you will ensure that everyone can hear you well. Use this opportunity to monitor Ps and take notes. As the Ps will be writing the words in their notebooks, it should be manageable for you to see their answers and make notes regarding their listening skills.