

A recipe for success

Level: intermediate + (IELTS preparation)

Skills: writing/speaking; describing a process

Time: 45 minutes

Aims: The aim of this lesson is to get the students to describe how to make a dish from their country. It practises using sequencing words, imperatives and food vocabulary. This type of activity – describing a process – is something which sometimes features in part one of the writing paper for the IELTS exam.

As it deals with the topic of food, it can be used to revise food vocabulary. It can also be used to link in with a lesson on festivals and celebrations. A follow-up lesson can deal with the use of the passive voice when describing processes – this lesson is more to revise the sequencing vocabulary and imperatives for giving instructions.

Activity	Time	Procedure	Aim
Warmer (whole class)	5 mins	General discussion - ask the students if they have any special foods associated with particular days where they live. You can use food eaten on special days in your culture to start the discussion (e.g. Pancake Day in the U.K.).	To get the students thinking about special food in their culture.
Put the stages in order (pairs)	5 mins	How to make a pancake – give the students the mixed-up instructions (see Worksheet) which they have to put into the correct order.	To give the students an example of a recipe on which to base their own later in the lesson.
Elicit sequencing words (whole class)	5 mins	After deciding on the order, elicit vocabulary from the students to link the stages together (e.g. first, then, next, finally etc.). Write these words on the board.	To revise sequencing vocabulary.
Describe a local dish	20	Now ask the students to work in pairs or groups to write the	To practise writing instructions using

(pairs or small groups)	mins	recipe for a traditional dish from their country, or if teaching groups of mixed nationality ask them to think of some dish they all know how to make. To avoid all the students choosing the same recipe you can give each group their own dish to describe. Remind them to use sequencing words and imperatives.	imperatives and sequencing vocabulary. To revise vocabulary associated with food and cooking.
Tell recipe to the class (individual)	10 mins	Spokesperson from each group explains their recipe to the whole class.	To practise giving instructions verbally.
Follow-up (individual)		Ask the students to write a recipe for their favourite dish. This can be done as homework if class time is short.	To consolidate the language used for describing a process.