

## Smart crackle cakes!: Teacher's notes

**Age group:** 12 years +

**Level:** pre-intermediate

**Time:** 2 hours

**Key skills:** speaking, reading, listening and writing

### Learning objectives:

1. To describe a process;
2. To use imperatives in giving instructions;
3. To practise the passive form by converting imperative instructions to passive descriptions, followed by free practice of the passive;
4. To practise sequence vocabulary and quantifiers.

**Preparation time:** A shopping trip (OPTIONAL) + 15 minutes before the lesson (5 mins to cut up recipe + gather apparatus.)

### Resources and preparation:

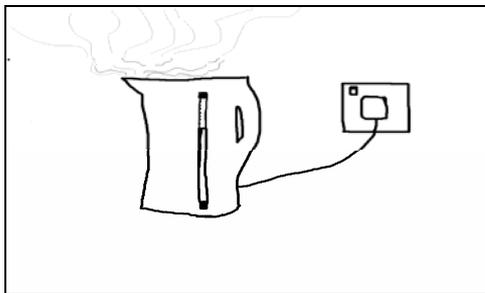
1. A cut-up copy of the recipe for each pair of students.
2. The following items:
  - a. 2 x 400g chocolate bars
  - b. A bag of small, colourful chocolate 'smarties' ('mini eggs' if it's Easter)
  - c. 20 cup cases
  - d. A small box of 'rice crispies' or 'rice puffs'/'cornflakes' etc.
  - e. 4 plastic (or glass) bowls of two sizes
  - f. A kettle
  - g. 2 wooden spoons and 2 dessert spoons
  - h. A couple of tea towels (optional)

## Procedure

### Introduction and lead in

Explain to the students that they are going to describe a process and begin by eliciting on the board how to make a cup of English tea, with a teabag/leaves, sugar and milk. Write the students' suggestions on the board. Demonstrate this in steps (imperative form) with diagrams for each stage and using sequence words:

First, fill the kettle with water and turn it on to boil.



Now, check the students remember the passive form ('to be' in the appropriate tense + past participle) and demonstrate how to write a description of the process by converting the imperative instructions into the passive. They can do this in the past or present tense. Ask the students to write their own set of instructions for a different activity to check they have understood (e.g. making a paper aeroplane).

*NB: The present sounds more general and the past describes a specific process that has been witnessed by the writer/speaker. Perhaps the best choice is the present, unless you are practising the past passive grammar point particularly. For example:*

Firstly, the kettle is filled with water and is turned on to boil.

Secondly, a tea bag, some sugar, some milk, a spoon and cup and kettle are obtained.

### Pre-activity warmer

Hand out the cut-up recipe to pairs to arrange in the correct order and check with the class. Ask different students to read parts of the recipe in the correct order.

### Practical cooking session (optional)

Stimulus for the writing activity and a memory aid of the lesson. Students form two groups. The cooking apparatus should be set up on two different tables and the class divided into two groups. Supervise the handling of the hot water

bowl (especially with clumsy, excited teenagers) carefully.

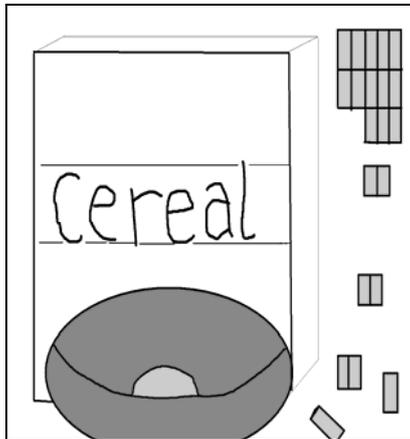
### Practical cooking session (alternative)

Bring in recipes as an alternative to the practical session. Discuss traditional recipes in different countries. Students write their own recipe for a traditional dish in their own country. This activity could be extended further by making a class recipe book.

### Writing practice

Ask students go through the recipe and write it in the passive present form. There should be about 10 steps with a diagram for each stage:

Firstly, the ingredients are collected. The ingredients are 400g chocolate, a bag of 'smarties',...



## Smart crackle cakes recipe!: Worksheets

### Ingredients:

- 2 x 400g chocolate bars
- A bag of small, colourful chocolate 'smarties' ('mini eggs' if it's Easter)
- 20 cup cake cases
- A small box of cereal
- 4 plastic (or glass) bowls of two sizes
- A kettle
- 2 wooden spoons and 2 dessert spoons
- A tray

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Firstly, fill the kettle with water and put it on to boil. Then arrange the cup cake cases on a tray.  
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Secondly, break up the chocolate into pieces and put it in to the smaller bowl.  
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When the kettle has boiled, pour the water into the big bowl, so that it is half full. Be careful not to scald yourself!  
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Now place the smaller bowl (with the chocolate in it) into the larger bowl (do not let any water into the chocolate bowl), so that the chocolate warms and melts.  
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Next, stir the chocolate gently whilst it melts, until it is like a liquid. (It is advisable to take the smaller bowl out of the hot water when you do this to avoid harming yourself)  
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Then, add the cereal, little by little, and stir with the wooded spoon until there is enough mix for your group and all the cereal is covered in chocolate.  
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Scoop out the mixture with a dessert spoon and place it into cup cases, so that all the cakes are a similar size.  
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Finally, decorate the crackle cakes with 'smartie' sweets and place in the fridge for 30 mins – an hour.  
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After an hour, they are good enough to eat. Enjoy!