
WINTER COOKIES

LET'S BAKE SOME GINGERBREAD COOKIES

Type of modul	Creative Communication
Level	A1–
Target group	10–13-year-old learners
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A kiadvány az Educatio Kht. kompetenciafejlesztő oktatási program kerettanterve alapján készült.

A kiadvány a Nemzeti Fejlesztési Terv Humán erőforrás-fejlesztési Operatív Program 3.1.1. központi program (Pedagógusok és oktatási szakértők felkészítése a kompetencia alapú képzés és oktatás feladataira) keretében készült, a sulinova oktatási programcsomag részeként létrejött tanulói információhordozó. A kiadvány sikeres használatához szükséges a teljes oktatási programcsomag ismerete és használata.

A teljes programcsomag elérhető: www.educatio.hu címen.

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INFORMATION TABLE

TYPE OF MODULE	Creative Communication
DESCRIPTION OF MODULE	Ls learn the cooking process and what ingredients are needed to bake some gingerbread. Together they bake some gingerbread. They make the dough and cut out the shapes for cookies in class. Then T bakes the cookies between 2 lessons. They learn some rhymes and role-play a short shopping dialogue, too. Ls gradually complete a poster about making some gingerbread.
AIMS AND OBJECTIVES OF MODULE	<ul style="list-style-type: none"> ■ To extend Ls' vocabulary about ingredients for baking gingerbread and the cookery process ■ To develop Ls' comprehension skills in listening for details and in understanding cooking instructions ■ To improve Ls' comprehension skills in identifying words, making meaning and reading ■ To develop Ls' skills in cooperation and to develop tolerance
TIMEFRAME	4 lessons
TARGET GROUP	10-13-year-olds learners
LANGUAGE LEVEL	A1- : learners have been introduced to reading and writing in English
SUGGESTED LANGUAGE COMPETENCE	<p>Learners</p> <ul style="list-style-type: none"> ■ have some experience in making connection between spoken and written language ■ have some experience in recognizing words and in reading ■ have some experience in role-playing
LINKS OF THE MODULE	
Cross-curricular links	<p>Literature – rhymes in Hungarian</p> <p>Art – making a poster and decorating cookies</p> <p>Life skills – shopping and baking</p>
Links with other modules	The Gingerbread Man
FOCI OF SKILLS DEVELOPMENT	
Communicative language skills	<ul style="list-style-type: none"> ■ identifying and naming ingredients of gingerbread ■ following instructions of and describing the cooking process ■ role-playing a shopping dialogue

General
educational skills

- learning how to follow a recipe
- co-operating and working together
- appreciating rhymes and chants in English

EVALUATION

Ls give some feedback to each other about their gingerbread cookies. Using simple sentences they evaluate how the cookies are decorated.

At the end of module, Ls recall and give feedback on the main activities. They express their opinion about the activities in a chart with simple symbols and then they describe their feelings using sample sentences.

SUGGESTIONS

One of the main activities in this module is to compile a Gingerbread Poster step by step. The aim is to gradually add some information onto the poster to record the Ls' learning process and use the adjustable picture and word cards several times for different purposes. During the module the poster serves as a record of the children's learning and also provides constant help and a resource for the activities which Ls can use any time.

Baking offers a good opportunity for Ls to use their knowledge about everyday life in the English lesson because they bring in and draw on their own personal experiences in the activities. On the other hand, learning about how to bake gingerbread can also add some new and useful information to Ls' knowledge about everyday life that they can use outside the classroom, too.

The module is based on using realia and carrying out a real baking process. The success of the module depends on the careful preparation of the lessons (see 3.3 Recipe for gingerbread). Be prepared to bring in all the necessary ingredients and kitchen tools and to mix the dough for some gingerbread in front of the children. Take your time to bake the cookies between Lesson 3 and 4. It is advisable to involve Ls in the process by giving them the responsibility to provide some of the ingredients or kitchen tools for the module. If the facilities are given, do some or all of the lessons in the school kitchen.

BACK UP SYSTEMS

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MAP OF THE MODULE

LESSONS	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
1	<p>Developing Ls' vocabulary in winter words and in ingredients for baking gingerbread</p> <p>Developing Ls' listening skills in recognizing words and parts of a dialogue</p> <p>Developing Ls' pronunciation of words and intonation of parts of a dialogue</p> <p>Developing Ls' speaking skills through a short role-play</p>	<p>Preparing for Christmas together</p> <p>Learning what ingredients are needed for baking some gingerbread</p> <p>Starting off the Gingerbread Poster</p>	<p>Winter vocabulary: 'snow' words</p> <p>Ingredients: flour, egg, sugar, etc.</p> <p>Can I have some flour, please?</p> <p>Here you are.</p>	<p>CD player</p> <p>1.1 Snow Pictures 1.1 Recording: I'm a little snowman</p> <p>Ingredients (flour, sugar, butter, egg, baking powder, sugar flavoured with vanilla, ginger, raisins, walnuts, cinnamon) in small bowls</p> <p>1.2 Word cards</p> <p>Gingerbread Poster</p> <p>1.3 Pictures of ingredients</p> <p>Blutack</p> <p>1.4 Recording: The ingredients chant</p> <p>10 word cards with mixed letters of the ingredients</p> <p>10 pieces of paper</p> <p>1.6 Homework task</p>

LESSONS	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
2	<p>Developing Ls' pronunciation of words and intonation of parts of a dialogue</p> <p>Developing Ls' speaking skills through role-plays</p> <p>Developing Ls' skills in listening for details</p> <p>Improving Ls' skills in identifying words and making meaning</p>	<p>Role-playing a shopping dialogue</p> <p>Pat a cake rhyme</p> <p>Learning how to bake gingerbread – a recipe</p>	<p>Shopping dialogue</p> <p>Pat a cake rhyme</p> <p>Recipe for gingerbread</p> <p>Mix some flour, sugar, butter and eggs.</p> <p>Add some baking powder, sugar flavoured with vanilla, some ginger and cinnamon. Mix them well.</p> <p>Etc.</p>	<p>1.3 Pictures of ingredients</p> <p>1.2 Word cards of ingredients</p> <p>Gingerbread Poster</p> <p>1.6 Homework task, Shopping lists from Lesson 1 Stage 5</p> <p>2.3 Recording: Shopping dialogue</p> <p>2.6 Action verbs</p> <p>2.6 Sentence cards of the recipe</p>
3	<p>Developing Ls' listening comprehension skills in understanding instructions</p> <p>Developing Ls' skills in identifying words</p> <p>Improving Ls' skills in reading comprehension in understanding baking instructions and following a process</p> <p>Developing Ls' speaking skills in giving instructions</p> <p>Developing Ls' skills in cooperation and improving tolerance</p>	<p>Making gingerbread dough</p> <p>Making some gingerbread cookies</p>	<p>Recipe for baking gingerbread</p>	<p>a ball</p> <p>3.3 Recipe for making gingerbread</p> <p>Ingredients and kitchen tools for making some gingerbread</p>
4	<p>Developing Ls' skills in listening comprehension through following a rhyme</p> <p>Improving Ls' speaking skills in describing products and expressing their opinions</p> <p>Raising Ls' awareness in the learning process and in assessing learning activities</p>	<p>Who stole the cookies? rhyme</p> <p>Describing and eating gingerbread cookies</p> <p>Completing the poster</p> <p>Evaluating the module</p>	<p>Who stole the cookies from the cookie jar? rhyme</p>	<p>A large cookie jar</p> <p>Gingerbread cookies</p>

PROCEDURE

LESSON 1: WHAT DO YOU NEED TO BAKE SOME GINGERBREAD?

AIMS OF THE LESSON

- to develop Ls' vocabulary in winter words and in ingredients for baking gingerbread
- to develop Ls' listening skills in recognizing words and parts of a dialogue
- to develop Ls' pronunciation of words and intonation of parts of a dialogue
- to develop Ls' speaking skills through a short role-play

MATERIALS AND RESOURCES

CD player, 1.1 Snow Pictures, 1.1 Recording: I'm a little snowman, 1.2 Word cards of ingredients, Gingerbread Poster, 1.3 Pictures of ingredients, Blotack, 1.4 Recording: The ingredients chant, 1.6 Homework task

Note for the Teacher: The Gingerbread Poster contains 1.3 Pictures of the ingredients, 1.2 Word cards of ingredients, some space for the steps of the recipe and some more empty space for pictures of gingerbread made by Ls at a later stage of this module.

Before the lesson: Prepare all the ingredients (flour, sugar, butter, egg, baking powder, sugar flavoured with vanilla, ginger (mézeskalácfűszer), raisins, walnuts, cinnamon) you will need to bake gingerbread in small bowls and cover them with a tea towel. Write the words of each ingredient on the board in mixed letters (E.g.: loruf = flour) and cover them.

Prepare a large piece of paper and write Gingerbread Poster on it. Divide it into 3 parts: Ingredients, Recipe, Gingerbread Cookies. Put pictures and word cards on the poster gradually for keeping a record of Ls' learning.

STAGE 1 **Lead in – vocabulary building and a song**

TIME 10 mins

SKILLS AND
COMPETENCIES IN FOCUS
Vocabulary extension
Listening comprehension
Miming
Elaborating a concept

ORGANISATION Whole class

AIDS AND MATERIALS 1.1 Snow Pictures, 1.1 Recording: I'm a little snowman

TEACHER'S ACTIVITIES

- Hide 1.1 Snow Pictures in the classroom and ask Ls to find and place all pictures on the board. Ask Ls to find out what they have in common.
Name and label each picture: snowflake, snowball, snowman, Snow White, snowdrop, snowboard, snowfall, snow mobile, snowstorm, snow field.
Talk about the pictures.
T: *Do you like snowball fights? When did you last build a snowman? What was it like? Do you like the story of Snow White? Who are her friends? Can you draw a snowflake? When do snowdrops come out? Would you like to have a ride in a snow mobile? Etc.*
Practise pronunciation.
- Play 1.1 Recording: I'm a little snowman song and show how to mime the actions. Listen to the song 2-3 times and encourage Ls to sing along.
- Make a word web, ask Ls to collect winter words. Write 'WINTER' in the middle of the board in a circle and encourage Ls to collect more winter words (e.g.: cold, snow, white, pine tree, Christmas, fireplace, skiing, snowman). Write the words on the board as Ls dictate them, include 'Christmas', too.
Talk about the words and ask or clarify their connection with winter.
E.g.: Ls: cold T: *You're right. It is often very cold in winter.*

LEARNERS' ACTIVITIES

- Ls search the classroom for 10 snow pictures.

Ls share their ideas and memories about the pictures and reply to the T's questions.

Ls repeat the words after the T.
- Ls join in the song and sing along.
- Ls say words about winter.

STAGE 2 **Taste and guess – ingredients for making gingerbread**

TIME 10 mins

SKILLS AND COMPETENCIES IN FOCUS
Vocabulary building,
Pronunciation
Using your senses in a guessing game
Making informed guesses

ORGANISATION Whole class

AIDS AND MATERIALS A small portion from the following ingredients for making gingerbread: flour, sugar, butter, egg, baking powder, sugar flavoured with vanilla, ginger (mézeskalácsfűszer), raisins, walnuts, cinnamon
1.2 Words cards

TEACHER'S ACTIVITIES

1. From the word web choose the word 'Christmas' and invite Ls to prepare for Christmas together with some cookies.

T: *We often make some delicious cookies at Christmas time. What kind of cookies and cakes do you usually make or eat at Christmas?*

Let's make some winter cookies together.

2. Explain that for making gingerbread you will need a lot of things. Elicit some of the ingredients from Ls.

T: *What does your Mum / Grandma need when she is baking gingerbread? Have you ever made gingerbread?*

3. Before the lesson prepare and display all the ingredients (flour, sugar, butter, egg, baking powder, sugar flavoured with vanilla, ginger, raisins, walnuts, cinnamon) you will need for baking in small bowls on a desk. Display all the 1.2 Word cards on the desk, too.

Cover the ingredients with a tea towel and play a guessing game with Ls. Ask all Ls to come and stand around the desk. Invite one L and blindfold him/her. Choose one of the ingredients and ask him/her to taste it and make a guess about it. (To make the guessing game exciting make sure you do not show the other ingredients to the rest of the group.)

Encourage Ls to name the ingredients and confirm their guesses in English. Show 1.2 Word cards to Ls and ask them to choose the correct one to label what is in the bowl.

Repeat the game with other Ls. By the end of this process, all ingredients should be labelled on the desk.

4. Practise pronunciation.
5. Practise the words and play a memory game. Ask Ls to turn over and mix the word cards.
Practise pronunciation.

LEARNERS' ACTIVITIES

1. Ls share their experiences about preparing for Christmas and list a few cookies they usually eat at this time of the year.

2. Ls suggest some ingredients – in Hungarian – that are needed for baking cookies and share their experiences.

3. Ls touch or taste the ingredients with their eyes closed and guess what it could be.

When Ls have guessed the ingredient correctly, they name it (in Hungarian or in English). After T has confirmed their guess, they choose a 1.2 Word card and place it in front of the right ingredient. Ls repeat the word after T.

4. Ls repeat the words after T.
5. Ls put the word cards back in their correct place.

VARIATION FOR LARGE CLASSES

AIDS AND MATERIALS	Ingredients for making gingerbread and 1.2 Word cards
DESCRIPTION	If it is too complicated to organize the exciting 'Taste and guess' activity, show the ingredients for Ls, elicit their names and ask them to label the bowls. Practise pronunciation and play a memory game.
STAGE 3	Gingerbread poster – the ingredients
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Recognizing words Spelling and pronunciation
ORGANISATION	Whole class
AIDS AND MATERIALS	Gingerbread Poster, 1.3 Pictures of ingredients, 1.2 Word cards of ingredients

TEACHER'S ACTIVITIES

1. Before the lesson write the ingredients on the board with mixed letters. E.g.: loruf = flour. Encourage Ls to guess the correct spelling and ask them to write the words on the board.
2. Ask Ls to check the spelling by choosing the right word card from 1.2 Word cards of ingredients.
3. Introduce the Gingerbread Poster and explain how you are going to complete it step by step. (See Suggestions above.) Put all 1.3 Pictures of ingredients on the poster. Ask Ls to label the pictures on the Gingerbread Poster using 1.2 Word cards of ingredients.
4. Practise pronunciation and read the words out loud.

LEARNERS' ACTIVITIES

1. Ls write the words with correct spelling on the board.
2. Ls self-check their spelling.
3. Ls place their word cards on the poster.
4. Ls repeat the words.

STAGE 4	The ingredients chant
TIME	8 mins
SKILLS AND COMPETENCIES IN FOCUS	Recognizing words Listening comprehension Joining in chant Role-playing
ORGANISATION	Whole class, pairs
AIDS AND MATERIALS	1.4 Recording: The ingredients chant

TEACHER'S ACTIVITIES

1. Invite Ls to stand around the desk with the ingredients on it. Ask them to listen to 1.4 Recording: The ingredients chant and point to the ingredient which they can hear.
Can I have some flour, please?
Here you are. Here you are.
Can I have some eggs, please?
Here you are. Here you are.
(Butter, sugar, walnuts, raisins, etc.)
2. Play the chant again and encourage Ls to join in.
3. Arrange Ls to stand in pairs by one of the ingredients. Ask them to listen to the chant again. Invite one L to give the ingredient to his/her partner when he/she hears it.
4. Play the chant again and ask Ls to join in and repeat the process above as in a mini role-play.
5. Repeat the mini role-play with a different ingredient.
6. Practise the dialogue using the ingredients.

LEARNERS' ACTIVITIES

1. Ls listen to the chant and identify the ingredients by pointing to them.
3. Ls stand in pairs around the desk and listen to the chant carefully. They give one of the ingredients to their partner when it is mentioned in the chant.
4. Ls in pairs do a mini role-play while they are joining in the chant.
5. Ls change places / ingredients and role-play the short dialogue again without the tape.
L1: *Can I have some flour, please?*
L2: *Here you are. Here you are.*
6. Ls go around the desk in a circle repeating the short dialogue.
L1: *Can I have some sugar, please?*
L2: *Here you are. Here you are.*

STAGE 5	Shopping list
TIME	3 mins
SKILLS AND COMPETENCIES IN FOCUS	Compiling a list of ingredients Writing words Spelling Memory
ORGANISATION	Pair work
AIDS AND MATERIALS	A piece of paper for each pair of Ls entitled 'Shopping list'

TEACHER'S ACTIVITIES

1. Set the context and ask Ls to write a shopping list in pairs.
T: *To make some gingerbread cookies we will need to go shopping and buy these ingredients. Write a shopping list in pairs, list what we will need to buy.*
2. Collect shopping lists for later use.

LEARNERS' ACTIVITIES

1. Ls write their shopping list using the poster for resources.

STAGE 6	Homework
TIME	1 min
SKILLS AND COMPETENCIES IN FOCUS	Recognizing words Vocabulary building Building association between written forms of words and pictures
ORGANISATION	Whole class
AIDS AND MATERIALS	1.6 Homework task

TEACHER'S ACTIVITIES

1. Set 1.6 Homework task: match the name of ingredients with the pictures.

LEARNERS' ACTIVITIES

1. Ls make note of their homework.

LESSON 2: THE RECIPE FOR BAKING GINGERBREAD

AIMS OF THE LESSON

- to develop Ls' pronunciation of words and intonation of parts of a dialogue
- to develop Ls' speaking skills through role-plays
- to develop Ls' skills in listening for details
- to improve Ls' skills in identifying words and making meaning

MATERIALS AND RESOURCES

1.3 Pictures of ingredients, 1.2 Word cards of ingredients, Gingerbread Poster, 1.6 Homework task, Shopping lists from Lesson 1 Stage 5, 2.3 Recording: Shopping dialogue, 2.6 Action verbs, 2.6 Sentence cards of the recipe

Before the lesson: Remove 1.3 Pictures of ingredients and 1.2 Word cards of ingredients from the Gingerbread Poster and hide them in the classroom. Put 2.6 Sentence cards of the recipe on the Gingerbread Poster and place 2.6 Action verbs on the pictures with some blu tack.

STAGE 1 **Warmer – Lip-reading**

TIME 2 mins

SKILLS AND
COMPETENCIES IN FOCUS
Recognizing words
Pronunciation
Guessing from clues

ORGANISATION Whole class

AIDS AND MATERIALS –

TEACHER'S ACTIVITIES

1. Do some lip-reading with the words of ingredients and encourage Ls to guess the words by 'reading your lips' only. (Articulate clearly but avoid giving any sounds when you say the words.)
T: *flour, egg, cinnamon, sugar, etc.*

LEARNERS' ACTIVITIES

1. Ls guess the words.

STAGE 2	Role-play – asking for things
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Identifying pictures and words Recognizing words Fluency
ORGANISATION	Whole class (mingle)
AIDS AND MATERIALS	1.3 Pictures of ingredients, 1.2 Word cards of ingredients, Gingerbread Poster, 1.6 Homework task

TEACHER'S ACTIVITIES

1. Before the lesson remove 1.3 Pictures of ingredients and 1.2 Word cards of ingredients from the Gingerbread Poster. Hide them in the classroom. Ask Ls to find the hidden cards and pictures. Tell them not to show their picture or card to each other.
2. Ask Ls to find their partners. When they have found their partners, they put the pictures and the words back on the poster in pairs.
3. Ask Ls to check their homework.

LEARNERS' ACTIVITIES

1. Ls find the hidden pictures and word cards in the classroom.
2. Ls mingle and ask each other to find their partners.
L1 (with a word card): *Can I have some flour?*
L2 (with a picture): *Here you are. Here you are.*
3. Ls use the Gingerbread Poster to self-check 1.6 Homework task.

STAGE 3	Listening – Shopping dialogue
TIME	8 mins
SKILLS AND COMPETENCIES IN FOCUS	Understanding a short dialogue Listening for details Recognizing words Checking the results of a listening task in pairs
ORGANISATION	Whole class
AIDS AND MATERIALS	Shopping lists from Lesson 1 Stage 5, 2.3 Recording: Shopping dialogue

TEACHER'S ACTIVITIES

1. Hand out the shopping lists made in the previous lesson. Arrange Ls in pairs and set the context. Ask them to listen to 2.3 Recording: Shopping dialogue twice and do the tasks.

Listening task 1: You are going to listen to a dialogue from a shop. Look at your shopping list and tick the word on your list if you have the same ingredient.

Ls in pairs self-check their work.

2. Play 2.3 Recording: Shopping dialogue again for the next task.

Listening task 2: Listen again to the dialogue. What did the boy buy?

Elicit answers and check.

LEARNERS' ACTIVITIES

1. Ls do Listening task 1.

Ls listen again and check.

2. Ls do Listening task 2.

Ls listen again and check.

STAGE 4 **Role-play: Shopping dialogue**

TIME 8 mins

SKILLS AND
COMPETENCIES IN FOCUS Thinking themselves into different roles
Acting out
Fluency

ORGANISATION Pair work

AIDS AND MATERIALS Ingredients

TEACHER'S ACTIVITIES

1. Model the shopping role-play with one L using the real ingredients.

For example:

- Good morning.
- Good morning. Can I have some flour and sugar, please?
- Here you are. Anything else?
- Oh, yes. Can I have some eggs and cinnamon, please?
- Here you are. That's 4 pounds.
- Here you are.
- Thank you. Good bye.
- Good bye.

Adapt or extend the dialogue according to Ls' need and language level.

LEARNERS' ACTIVITIES

1. Ls listen to the model dialogue.

2. Ask Ls to practise the dialogue in pairs (without the real ingredients).
3. Ask 2-3 pairs to present their dialogues. Give short feedback on their role-play.

2. Ls practise the shopping dialogue in pairs.
3. Some Ls present the role-play in front of the class using the real ingredients.

STAGE 5	Rhyme – Pat a cake
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Listening comprehension Miming Pronunciation
ORGANISATION	Whole class
AIDS AND MATERIALS	–

TEACHER'S ACTIVITIES

1. Say and act out the adaptation of the traditional Pat a cake rhyme. Encourage Ls to join in as soon as possible by repeating the lines and miming.

T: *Pat a cake, pat a cake baker's man*

Bake me a cake as fast as you can

Roll it, pat it, cut it out fast

Put it in the oven

Then eat until it lasts.

LEARNERS' ACTIVITIES

1. Ls join in and learn the rhyme.

STAGE 6	Action verbs for baking – Recipe
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Identifying action verbs and making meaning Miming Guessing words from details
ORGANISATION	Whole class
AIDS AND MATERIALS	Gingerbread Poster, 2.6 Action verbs, 2.6 Sentence cards of the recipe

TEACHER'S ACTIVITIES

1. Before the lesson put 2.6 Sentence cards of a recipe on the Gingerbread Poster and place 2.6 Action verbs on the pictures with some blu tack. Set the context and explain that Ls are going to learn the steps of making gingerbread.

Show 2.6 Sentence cards of the recipe on the Gingerbread Poster and point to 2.6 Action verbs from the rhyme (pat, roll, put, bake, eat). Ask Ls to mime the verbs.

When Ls have mimed the action verbs correctly remove the word card to show the picture underneath for self-check.

(E.g.: *Roll* the dough. If you take the word card 'roll' off, you can see the action in a picture underneath on the sentence card.)

2. Point to the other verbs one by one (mix, add, knead, cut out, decorate) and encourage Ls to guess how to mime these. If Ls don't know the verbs, mime them yourself and let Ls guess in Hungarian.

After each verb take off the word card and confirm that Ls' miming was correct by pointing to the picture under each word card on the sentence card.

Recipe for baking gingerbread

1 MIX some flour, sugar, butter and eggs.

2 ADD some baking powder, sugar flavoured with vanilla, some ginger and cinnamon.

3 KNEAD the dough with your hands.

4 ROLL the dough.

5 PAT it.

6 CUT OUT some shapes: stars, houses, Christmas trees, gingerbread men.

7 DECORATE the cookies with some raisins and walnuts.

8 PUT the cookies in the oven.

9 BAKE them for 10 minutes.

10 EAT the cookies.

LEARNERS' ACTIVITIES

1. Ls mime the action verbs.

2. Ls guess the action verbs and mime them.

3. Devote as much time as needed for practice and do some or all of the following steps. (You can also take these steps again at a later stage of the module.)
- Say the verbs and ask Ls to mime them. Ask Ls to do the same in pairs.
 - Remove the action verbs from the poster, show them to the Ls one by one and ask them to mime the actions.
 - Remove the action verbs from the poster. Hide the action verbs behind a piece of paper and slowly reveal the words. Encourage Ls to guess and read out the words.

STAGE 7	Homework
TIME	3 mins
SKILLS AND COMPETENCIES IN FOCUS	Listening comprehension Chanting
ORGANISATION	Whole class
AIDS AND MATERIALS	Exercise books

TEACHER'S ACTIVITIES

- Revise Pat a cake rhyme.
- Set homework task.
T: *Ask your Mum how she bakes gingerbread. Bring an apron, a kitchen towel and your favourite baking shape for cutting out cookies for the next lesson.*

LEARNERS' ACTIVITIES

- Ls say and mime the rhyme.
- Ls make note of the things they have to bring in for the next lesson.

LESSON 3: MAKING THE GINGERBREAD DOUGH

AIMS OF THE LESSON

- to develop Ls' listening comprehension skills in understanding instructions
- to develop Ls' skills in identifying words
- to improve Ls' skills in reading comprehension, in understanding baking instructions and following the baking process
- to develop Ls' speaking skills in giving instructions
- to develop Ls' skills in co-operation and developing their tolerance

MATERIALS AND RESOURCES

a ball, ingredients for making gingerbread dough, kitchen tools

Note for the teacher: Explain to Ls that you are going to make the gingerbread dough then they are going to make the cookies together and decorate them in the lesson. Then you will take the gingerbread cookies and bake them for the following lesson.

Before the lesson: Read 3.3 Recipe for making gingerbread and prepare the appropriate amount of ingredients and kitchen tools that will be suitable for the whole group (flour, sugar, butter, egg, baking powder, sugar flavoured with vanilla, ginger (mézeskalácsfűszer), raisins, walnuts, cinnamon, an apron, a large bowl, a large board, a rolling pin, a kitchen towel, some baking paper, baking shapes, 2-3 baking sheets).

STAGE 1 **Warmer – Revising words and Chinese whispers game**

TIME 5 mins

SKILLS AND
COMPETENCIES IN FOCUS
Listening for details
Pronunciation
Concentration

ORGANISATION Whole class

AIDS AND MATERIALS A ball

TEACHER'S ACTIVITIES

1. Throw the ball to Ls, say the steps of the recipe and ask Ls to repeat the action words only. E.g. **Knead** the dough.

LEARNERS' ACTIVITIES

1. Ls find the action verb from a sentence and repeat the word.

2. Play a Chinese whispers game with action verbs. Arrange Ls to stand in two lines. Whisper one of the steps of the recipe to the first L's ears. He/she passes it on whispering the same sentence to the person standing behind him/her. They carry on in their group. The last person has to say the sentence out loud. Give a score to Ls if they manage to pass on the same sentence.
T: *Knead the dough.*
2. Ls play a Chinese whispers game.

STAGE 2	Reading the recipe
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Identifying words Understanding baking instructions Following a process
ORGANISATION	Whole class
AIDS AND MATERIALS	2.5 Sentence cards of the recipe, Gingerbread Poster, 2.6 Action verbs

TEACHER'S ACTIVITIES

1. Ask Ls to look at 2.5 Sentence cards of the recipe on the Gingerbread Poster. Ask Ls to read the sentences by identifying the verbs with the help of pictures. Help reading the full sentence while Ls follow it or join in.
E.g.: Sentence card: (picture of 'ROLL') **the dough.**
Ls: *Roll.*
T: ... *the dough. Roll the dough.*
2. Ask Ls to read just the words from 2.6 Action verbs cards.
3. Ask Ls to put the 2.6 Action verbs back on the poster into the correct sentences. Ask Ls to read the full recipe again.

LEARNERS' ACTIVITIES

1. Ls identify the pictures and read the beginning of the sentence.
Ls: *Roll.*

Ls repeat the full sentence.
2. Ls read action verbs.
Ls: *knead, decorate*
3. Ls find the place of each word and practise reading the sentences out loud.

STAGE 3	Making the dough
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Fluency Noticing problems Expressing thoughts and ideas
ORGANISATION	Whole class
AIDS AND MATERIALS	Gingerbread Poster (with 1.2 Word cards, 1.3 Pictures of ingredients, 2.6 Sentences of the recipe on it) Ingredients for making gingerbread dough (appropriate amount for the whole group), 3.3 Recipe for making gingerbread – for the teacher

TEACHER'S ACTIVITIES

1. Stand in front of the class and put all the ingredients on the desk. Ask Ls to look at the recipe on the Gingerbread Poster and instruct you how to make the dough step by step.

Give as many possibilities as you can for Ls to use the new words and phrases.
For example, just mix some flour and sugar first, then, expect Ls to notice the problem and correct it in different ways.
Repeat the correct instruction every time when Ls suggest some ideas.
T: *Add some eggs and butter. Okay.*

2. Make the gingerbread dough quickly. Use 3.3 Recipe for making gingerbread.

LEARNERS' ACTIVITIES

1. Ls read the recipe if needed and give instructions to the T to make the dough.
Ls: *Mix some flour, sugar, butter and eggs.*

Ls notice the problems and express their ideas in different ways.
For example: Ls: *Eggs. / Put some eggs and butter.*

STAGE 4	Make your own gingerbread
TIME	20 mins
SKILLS AND COMPETENCIES IN FOCUS	Manual skills Cooperation Creativity
ORGANISATION	Whole class
AIDS AND MATERIALS	Some baking paper, a rolling pin, some gingerbread dough for each L, baking shapes, raisins, walnuts, (tea towels)

TEACHER'S ACTIVITIES

1. Give some baking paper to each L. Roll the dough on a piece of large baking paper. Cut it into small parts to give some to each L. Ask them to make their own gingerbread.

Monitor the process, help Ls and give them some feedback.

NOTE: Bake the cookies between Lesson 3 and 4.

LEARNERS' ACTIVITIES

1. Ls cut out some gingerbread cookies with their baking shapes on their baking paper (or tea towels). They decorate them with raisins and walnuts.
Ls put their gingerbread cookies on baking sheets.

2. Ls clean up when they are ready.

LESSON 4: LET'S EAT THE GINGERBREAD COOKIES

AIMS OF THE LESSON

- To develop Ls' skills in listening comprehension through following a rhyme
- To improve Ls' speaking skills in describing products and expressing their opinions
- To raise Ls' awareness in the learning process and in assessing learning activities

MATERIALS AND RESOURCES

a large empty jar labelled (COOKIES), gingerbread cookies

Before the lesson: Bake the gingerbread cookies.

STAGE 1 **Rhyme – Who stole the cookies?**

TIME 10 mins

SKILLS AND
COMPETENCIES IN FOCUS Chanting
Pronunciation
Stress and intonation

ORGANISATION Whole class

AIDS AND MATERIALS A large empty jar labelled (COOKIES)

TEACHER'S ACTIVITIES

1. Introduce the rhyme using a large empty jar for acting out. When telling the rhyme pay attention to the stress pattern, too and exaggerate slightly to demonstrate the beat. (E.g.: WHO stole the COOKIES from the COOKIE JAR? MARK stole the COOKIES from the COOKIE JAR.) To add more beat to the rhyme, clap on your hands once and then again on your knees, repeat.

LEARNERS' ACTIVITIES

1. Ls listen to T saying the rhyme and take part in it.

T: *Who stole the cookies from the cookie jar? Mark (L from the group) stole the cookies from the cookie jar.*

Mark: *Who me?*

T and Ls: *Yes, you.*

Mark: *Not me.*

T and Ls: *Then who?*

Mark: *Tom.*

T and Ls: *Tom stole the cookies from the cookie jar. Etc.*

(Source: Carolyn Graham: Jazz chants for Children. Oxford University Press 1979. ISBN: 0195024966)

2. Encourage Ls to join in and play the roles.

2. Ls join in and play the roles.

STAGE 2	Let's eat the gingerbread cookies
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Fluency Describing gingerbread cookies Expressing opinions
ORGANISATION	Whole class
AIDS AND MATERIALS	Gingerbread cookies

TEACHER'S ACTIVITIES

1. Display cookies and ask Ls to stand around the trays of gingerbread cookies. Ask Ls to identify their own.
2. Ask Ls to describe what they have made.
3. Encourage Ls to give feedback to each other about the gingerbread cookies.
4. Encourage Ls to ask for their own cookies.

LEARNERS' ACTIVITIES

1. Ls point to their gingerbread cookies.
Ls: *This is mine. / This is my star. / I've got a star.*
2. Ls describe what they have made.
Ls: *There are walnuts on my star. / I've got walnuts on my star. / I've made 2 stars.*
3. Ls give feedback about the gingerbread cookies.
Ls: *I like Tom's star. It's very nice.*
4. Ls ask for their gingerbread cookies and eat them.
Ls: *Can I have my star, please?*

STAGE 3 **My gingerbread cookie**

TIME 10 mins

SKILLS AND
COMPETENCIES IN FOCUS Drawing and writing words
Describing gingerbread cookies

ORGANISATION Whole class

AIDS AND MATERIALS Some paper, Gingerbread Poster

TEACHER'S ACTIVITIES

1. Hand out some paper for each L. Ask them to draw and label their own cookie.
2. Complete the Gingerbread Poster.
3. Evaluate the Gingerbread Poster at the end of the process and draw Ls' attention to how you have completed it gradually.

LEARNERS' ACTIVITIES

1. Ls draw their gingerbread cookie and label their drawing with some words. E.g.: star, walnuts, raisins
2. Ls stick their drawings on the Gingerbread Poster. They describe their drawing.
Ls: *This is my gingerbread man. It's got raisin eyes and walnut buttons. It's nice.*

STAGE 4 **Rhymes – Pat a cake, Who stole the cookies?**

TIME 5 mins

SKILLS AND
COMPETENCIES IN FOCUS Chanting
Pronunciation
Acting out

ORGANISATION Whole class

AIDS AND MATERIALS A large and empty jar

TEACHER'S ACTIVITIES

1. Revise rhymes if there is time: Pat a cake, Who stole the cookies from the cookie jar?

LEARNERS' ACTIVITIES

1. Ls chant and act out the rhymes.

STAGE 5	Evaluation
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Giving feedback Expressing likes and dislikes
ORGANISATION	Whole class
AIDS AND MATERIALS	Board

TEACHER'S ACTIVITIES

- Write a chart (6 lines x 3 columns) on the board. Recall the main activities from the module together with Ls and ask them to fill in the chart on the board.
When you recall the activities, list them in the chart in the lines:
 - Tasting and guessing
 - Shopping
 - Pat a cake
 - Baking cookies
 - Who stole the cookies?
 - Poster
 Draw a face (happy, plain and sad) in each column.
- Ask Ls to give some feedback on the main activities of the module.
Count
- Encourage Ls to say what they liked. Write some sample sentences on the board.
Tasting and guessing is super.
Tasting and guessing is OK.
I don't like tasting and guessing.
- Summarize Ls' opinions.
T: *12 children liked baking cookies. 3 children didn't like the poster. Everybody liked the tasting and guessing game. Nobody liked the shopping.*

LEARNERS' ACTIVITIES

- Ls come to the board and draw a symbol in the chart to each line. Every L should draw one of the 3 (happy, plain and sad) faces next to each activity.
- Ls give some feedback on the activities.
Ls: *Tasting and guessing is super / ok. / I don't like tasting and guessing.*