

Theme:	World of Self, Family and Friends
Topic:	Yummy Cake
Learning Standard:	1.1.4 Able to speak on related topics with guidance.
	By the end of the lesson, pupils should be able to:
Objectives:	<ul style="list-style-type: none"> i. talk about the quantity of ingredients in a recipe. ii. choose the correct information based on a conversation heard. iii. ask questions to find the missing information in a picture.
Time:	60 minutes
Teaching Aids:	audio clip, picture of a cake, task sheet
CCE/EE:	Multiple Intelligences
Steps:	

Presentation

1. Show pupils a picture of a cake. (Appendix 1)
2. Get pupils to talk about the cake. Ask questions to generate ideas.

Sample questions:

- a. *What cake is this?*
- b. *Does it look delicious?*
- c. *Do you know how to bake a cake?*
- d. *What do we need to bake a cake?*

Practice

Activity I

3. Pupils listen to a telephone conversation. (Appendix 2)
4. Ask questions about the telephone conversation.

Sample questions:

- a. *What was the conversation about?*
- b. *Who gave the recipe?*
- c. *Who baked the cake?*
- d. *What are the ingredients you need to bake a cake?*
- e. *Why do you think the cake did not turn out well?*

Activity 2

5. Distribute task sheets to pupils. (Appendix 3)
6. Play the recording again and ask pupils to tick the correct quantity for each ingredient needed to bake a cake.
** Play the recording more than once (according to pupils' ability)*
7. Check and discuss the answers with pupils. While discussing, practise the structures that will be used in the post-listening activity.

Sample sentence structures:

- a. *Is there any butter in this recipe?*
Yes, there is half a cup of butter in this recipe.
- b. *Is there any coffee in this recipe?*
No, there isn't.

Production

8. Pupils work in pairs. (Pupil A and Pupil B).
9. Each pair is given 2 pictures. (Appendix 4 & 5)
10. Tell pupils that they should not show their pictures to their pairs.
11. Pupil A and Pupil B must ask each other questions to find the missing ingredients in each of their pictures.

Sample sentence structures:

- a. *Are there any eggs in your picture?*
Yes, there are.
- b. *Where are the eggs?*
They are in the refrigerator.



Ringggggg (sound of telephone ringing)

Ain: Hello. Can I speak to Neti, please?

Neti: Yes, it's Neti speaking. Is that you, Ain?

Ain: Yes. It's me.

Neti: What can I do for you? You sound worried.

Ain: Neti, do you remember the recipe you gave me last week?

Neti: Was it the chocolate cake?

Ain: Yes, that's the one. Well, I just baked one but it didn't turn out well.

Neti: What happened? I baked one too yesterday. It was okay.

Ain: It was not fluffy enough. It was quite hard. I thought I followed the recipe correctly.

Neti: Are you sure? Let me find the recipe. Okay, here it is. You need half a cup of butter, half a cup of buttermilk, 2 cups of sugar, 2 cups of flour...

Ain: Oh, dear! I think I copied the recipe wrongly. I wrote 4 cups of flour.

Neti: I'd better tell you the rest of the recipe to make sure you get it right this time. You only need 3 tablespoons of cocoa powder. Then, a bar of chocolate, 2 eggs, 1 teaspoon of baking powder, 2 teaspoons of vanilla essence and a pinch of salt.

Ain: Oh! There's salt too. I missed that. Well, thanks a lot, Neti. I'm off to the kitchen now. Got to bake another one.

Neti: Have fun!

Ain: Bye!

Tick (/) the correct quantity for each ingredient.

No.	Ingredients	Quantity	
1	Chocolate	1 bar	
		2 bars	
2	Flour	2 cups	
		4 cups	
3	Egg	6	
		2	
4	Sugar	2 cups	
		3 cups	
5	Cocoa powder	3 tablespoons	
		2 tablespoons	
6	Baking soda	1 teaspoon	
		$\frac{1}{2}$ teaspoon	
7	Buttermilk	2 cups	
		$\frac{1}{2}$ cup	
8	Vanilla essence	$2 \frac{1}{2}$ teaspoons	
		2 teaspoons	
9	Butter	$\frac{1}{2}$ cup	
		2 cups	
10	Salt	a pinch	
		a teaspoon	

APPENDIX 4



APPENDIX 5

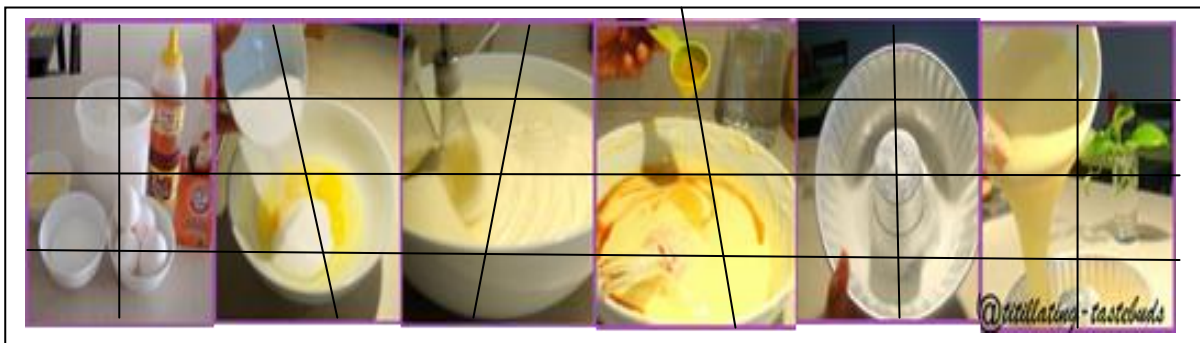


Theme: World Of Self, Family and Friends
Topic: Yummy Cakes
Learning Standard: 2.2.2 Able to read and understand phrases and sentences from:
(a) linear texts
Objectives: By the end of the lesson, pupils should be able to:
i. sequence pictures showing the steps in cake-baking correctly .
ii. read, understand and arrange sentence strips in the correct order.
iii. answer comprehension questions based on a text correctly.
Time: 60 minutes
Teaching Aids: pictures, sentence strips, recipe, task sheet
CCE/EE: Multiple Intelligences

Steps:

Presentation

1. Pupils work in 6 groups.
2. Give each group a picture puzzle of a cake-baking process. (Appendix 6)
3. In their respective groups, pupils arrange the puzzle to form a complete picture.
4. Then, pupils paste the completed picture on a board.
5. Once all the groups have pasted their picture puzzles on the board, ask them to sequence the pictures correctly.



6. Get pupils to describe what they see in each picture.

Practice

Activity 1

7. Pupils work in the same groups.
8. Give each group an envelope containing sentence strips of the recipe. (Appendix 7)
9. In their respective groups, pupils read and arrange the strips to form the correct sequence of the recipe.
10. When they are done, give each group the recipe. Pupils read it and correct their answers, if necessary. (Appendix 7)
11. Each group reads their sentence strips aloud. Check and correct their answers.

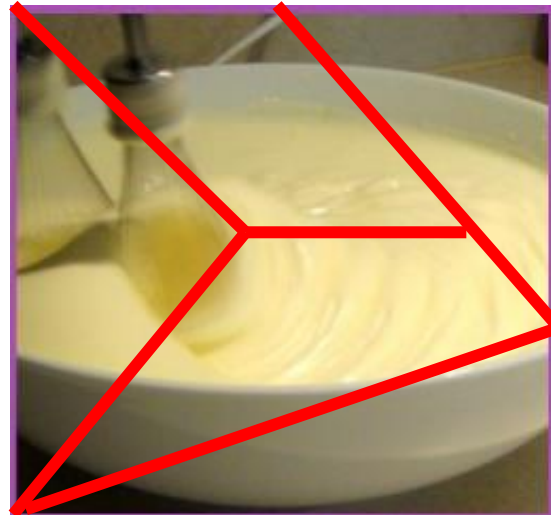
Activity 2

12. Pupils work in the same groups.
13. Distribute a task sheet to each group. (Appendix 8)
14. Pupils read the questions and discuss them in their groups. They write their answers in the task sheet provided.
15. Once the task sheet is completed, the leader of each group will present their answers to the class.
16. Discuss the answers at the end of the lesson.

Production

17. Pupils work in the same group.
18. Each group is given a display sheet, marker pens and coloured paper.
19. Pupils are to come up with their own recipe using their creativity.
20. Pupils display their work in their class once they are done.
21. Pupils go for a gallery walk to view the work of other groups.

APPENDIX 6



First, preheat the oven to 175°C.

Melt a bar of chocolate and ½ a cup of butter.

Add 2 cups of flour, 2 cups of sugar, 3 tablespoons of cocoa powder, a pinch of salt and 1 teaspoon of baking powder to the mixture.

Mix well with a whisk and stir in ½ a cup of buttermilk, 2 eggs and 2 teaspoons of vanilla essence and beat until smooth.

Pour the mixture into a pan and bake for 40 minutes.

Once the cake is baked, let it cool for 20 minutes

Finally, coat the cake with chocolate cream and decorate it with some colourful chocolate rice and cherries.

RECIPE

Preheat the oven to 175°C. In a large saucepan, melt a bar of chocolate and ½ a cup of butter. Add 2 cups of flour, 2 cups of sugar, 3 tablespoons of cocoa powder, a pinch of salt and 1 teaspoon of baking powder. Mix well with a whisk or eggbeater. Then, stir in ½ a cup of buttermilk, 2 eggs, and 2 teaspoons of vanilla essence and beat until smooth. Pour the mixture into a pan and bake for 40 minutes. Once the cake is baked, let it cool for 20 minutes. Finally, coat it with chocolate cream and decorate it with colourful chocolate rice and cherries.

Read the recipe and answer the questions below.

1. How many cups of buttermilk do you need to bake 3 cakes of the same size?

2. If you start baking the cake at 5.20 pm, at what time can you take the cake out of the oven?

3. What can you use to decorate the cake?

4. If you do not have chocolate powder to bake a cake, what can you replace the chocolate powder with?

ANSWERS:

1. $1\frac{1}{2}$ cups of buttermilk
2. 6.00 pm
3. chocolate rice, cherries, etc.
4. milo, cocoa, etc.

Theme: World of Self, Family and Friends

Topic: Yummy Cake

3.2.1 Able to transfer information with guidance to complete
(b) non-linear texts

Learning Standards: 3.3.1 Able to create texts using a variety of media with guidance:
(a) non-linear texts

By the end of the lesson, pupils should be able to:

Objectives: (i) complete a graphic organiser
(ii) write an invitation for a birthday party

Time: 60 minutes

Teaching Aids: Task sheets

CCE/EE: Multiple Intelligences

Steps:

Presentation

1. Recap with pupils the ingredients needed to bake a cake.
2. Distribute a task sheet. Pupils write the ingredients in the task sheet. (Appendix 9)

Practice

Activity 1

3. Recap with pupils the steps in baking a cake, using the ingredients in the task sheet.
4. Distribute another task sheet to pupils. Pupils write the steps in the task sheet, with guidance. (Appendix 10)

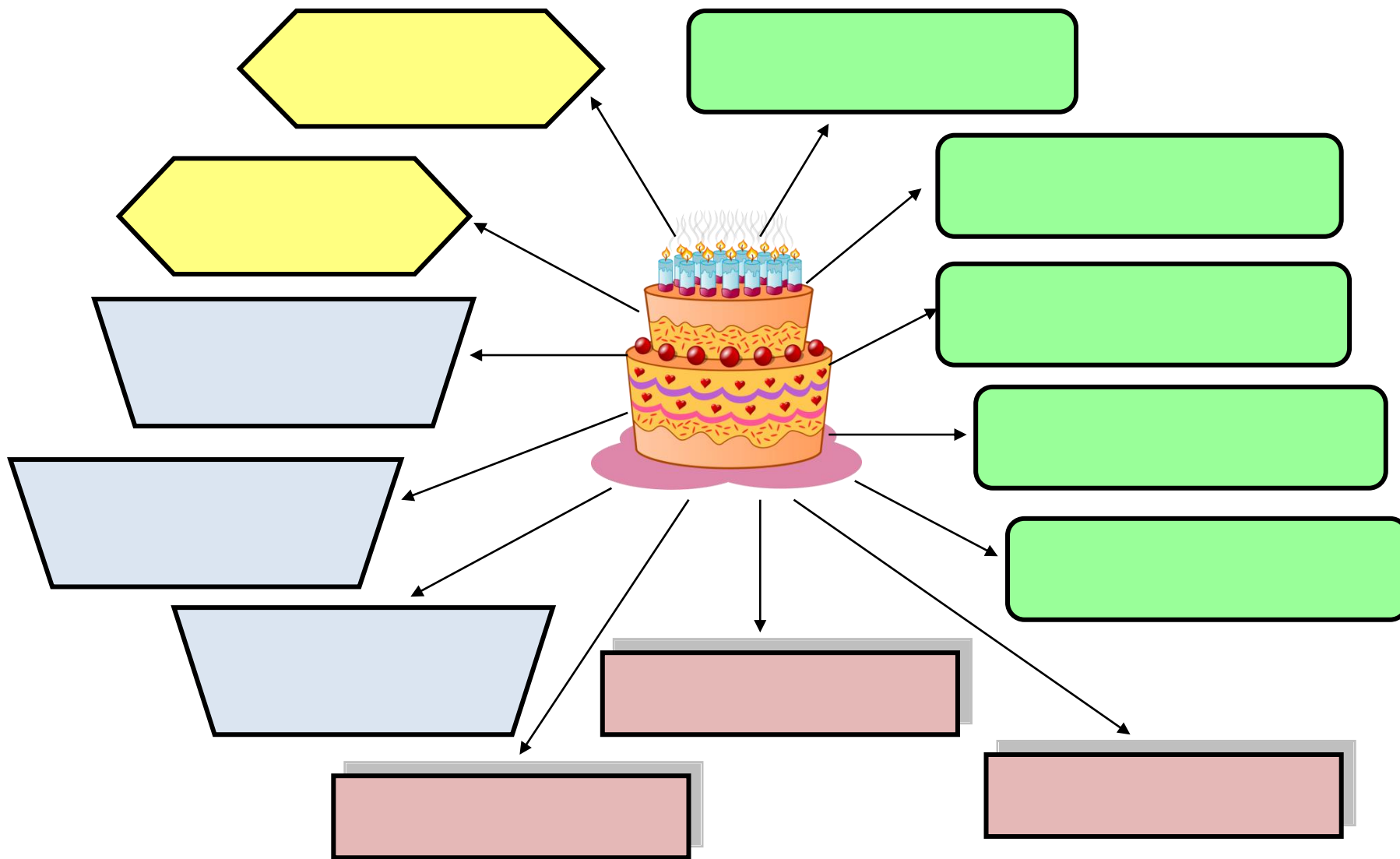
Activity 2

5. Tell pupils that they are going to celebrate their birthdays.
6. Ask them to write an invitation to a friend.
7. Pupils have to write the invitation using cursive writing.
8. Tell pupils that they can use electronic media or other media to produce a creative invitation.

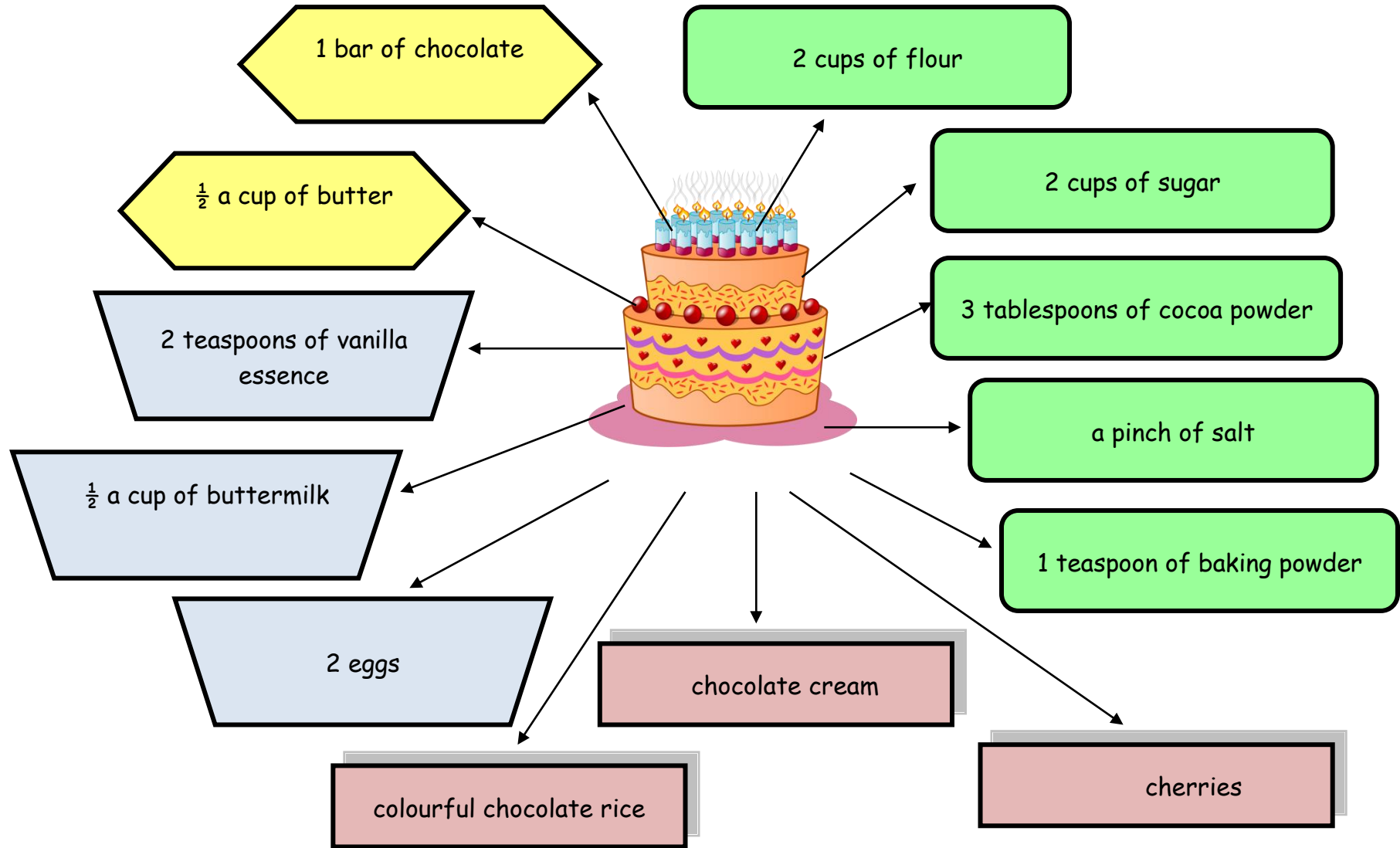
Production

1. Pupils get into pairs and share their invitation with each other.
2. Pupils give each other feedback.
3. Display pupils' invitation in class.

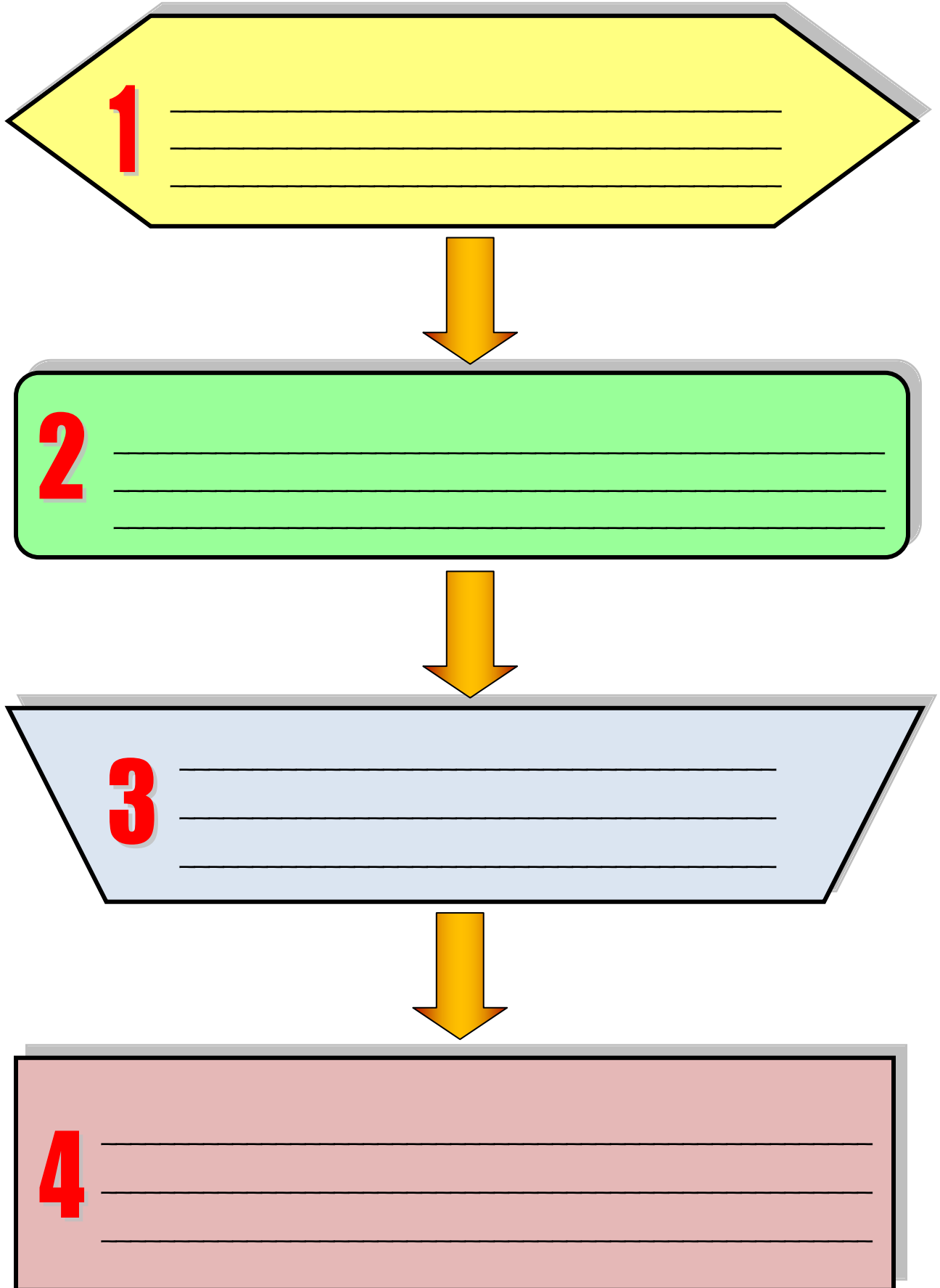
Ingredients needed to bake a cake



Answers



Steps in baking a cake



Answers

1 First, melt a bar of chocolate and $\frac{1}{2}$ a cup of butter in hot water. When the mixture is boiled, remove it from the heat.

2 Next, add in 2 cups of flour, 2 cups of sugar, 3 tablespoons of cocoa powder, a pinch of salt and a teaspoon of baking powder. Whisk the mixture.

3 Then, add in $\frac{1}{2}$ a cup of buttermilk, 2 eggs and 2 teaspoons of vanilla essence and whisk the mixture until it is smooth.

4 After that, pour the mixture into a pan and bake for 40 minutes. Finally, coat it with chocolate cream and decorate it with colourful chocolate rice and cherries.

Theme: World Of Self, Family and Friends

Topic: Yummy Cakes

Learning Standard: 5.1.1 Able to use nouns appropriately and correctly
(b) collective nouns

Objectives: By the end of the lesson, pupils should be able to:

- i. identify countable, uncountable and collective nouns.
- ii. write the correct collective nouns for 10 food items.
- iii. use the correct collective nouns to construct sentences.

Time: 60 minutes

Teaching Aids: task sheets, Collective Nouns tree (any plant with many branches), blank word cards (punch a hole on each and tie a string through it)

CCE/EE: Thinking Skills

Steps:

Presentation

1. Ask pupils what ingredients are used to bake a chocolate cake.
2. Pupils write their answers on the board.
3. Pupils identify the countable and uncountable nouns on the board.
4. Pupils write 'CN' for countable nouns and 'UN' for uncountable nouns.
5. In pairs, pupils complete a task sheet. (Appendix 11)
6. Discuss the answers with your pupils.
7. Using the pictures in the task sheet, introduce and explain the concept of collective nouns.

Example:

Baking powder is uncountable by itself. But when we 'collect' and put it into a tin, as in the picture, we can count the baking powder in terms of how many tins there are (a tin of baking powder, two tins of baking powder, etc.)

Practice

Activity 1

1. Distribute another task sheet. (Appendix 12)
2. Pupils complete the task sheet individually.
3. Check pupils' answers.

Activity 2

4. Pupils get into groups of 4.
5. Give each group a set of picture cards. (Appendix 13)
6. Pupils spread the cards on a table.
7. Any pupil in the group starts by pointing to any picture and asking for it using the right collective noun.

Example: *Can I have a loaf of bread, please?*

Can I have a bowl of soup, please?

8. If they get the collective noun right, they can keep the card. If they get it wrong, they lose their turn. The game continues until all the cards have been taken. The pupil with the most cards wins.

Production

Activity 1

9. Put the 'Collective Nouns tree' at the front of the class.



10. Give each pupil a blank word card.
11. Each pupil writes one collective noun on their card and hangs it up on the tree.

Activity 2

12. Distribute a task sheet. (Appendix 14)
13. Pupils complete the task sheet individually.
14. Check pupils' answers and give feedback.

Write **CN** next to the countable nouns and **UN** next to the uncountable nouns.



















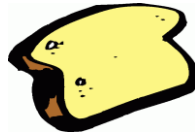


For each pair of pictures, circle the picture that shows the correct collective noun.

1. a spoonful of sugar



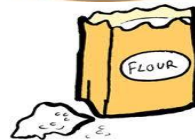
2. a loaf of bread



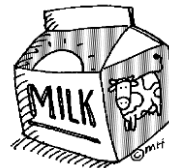
3. a cup of tea



4. a packet of flour



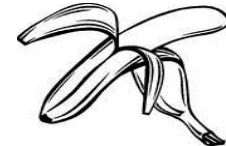
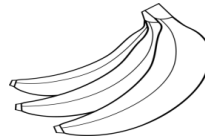
5. a glass of milk



6. a pinch of salt



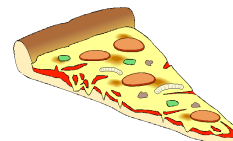
7. a bunch of bananas



8. a basket of oranges

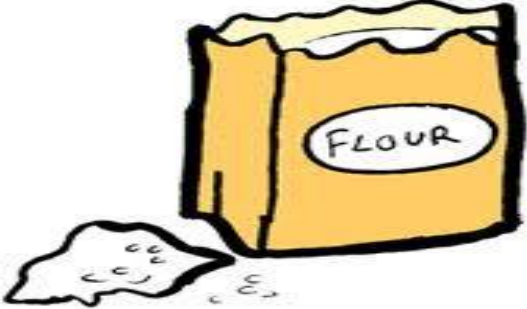


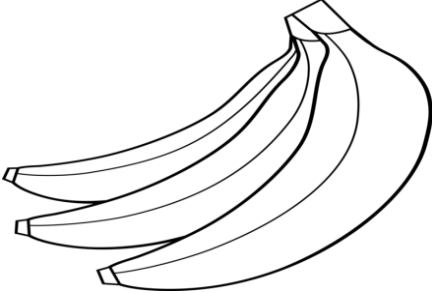
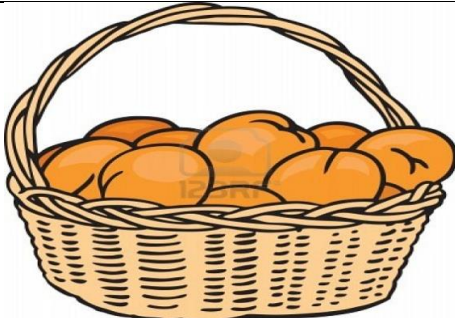
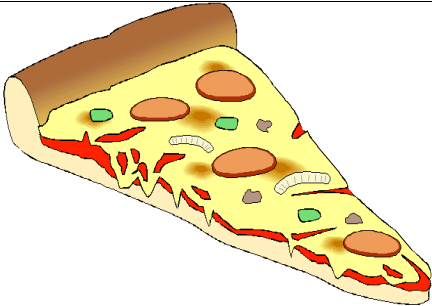


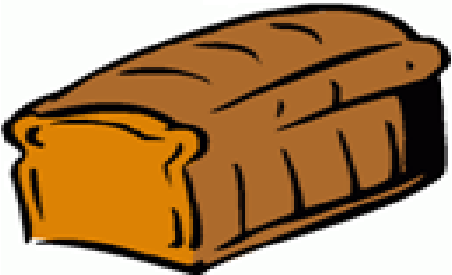



9. a slice of pizza



10. a bowl of soup



Put a next to the sentences with the correct collective nouns.

Put a next to the sentences with the wrong collective nouns. Write the correct answer.

1. The coffee is bitter. I need a bar of sugar.

2. Adam bought a loaf of bread from the bakery.

3. She drank a pinch of tea.

4. Leela needs a block of flour to bake a cake.

5. The chef added a slice of salt into the curry.

6. Pak Ahmad sold a bunch of bananas to the customer.

7. Mr. Wong carried a glass of oranges into the kitchen.

8. Tina ate a slice of pizza for lunch.

9. The woman ate a bunch of soup.

10. The child drank a glass of milk before he slept.