



TEACHER'S GUIDE

LESSON 30: WHAT FOOD CAN YOU MAKE?

Video summary: Anna talks about food, cooking, and following a recipe.

Functional purpose: Talking about food preferences; talking about cooking skills

Grammar: count and non-count nouns; making nouns plural

Question: What food can you make?

Answers: *I make [many cakes]. I like to make [rice with vegetables].*

Unique words and parts of speech:

Adjective	Noun	Verb	Interjection
tasty	chocolate	taste	yum
burnt	cookie	beat	mmm
famous	cracker	wonder	
hungry	graham		
yummy	pasta		
	oil		
	garlic		
	grape		
	lemon		
	milk		
	nuts		
	salt		
	sugar		
	recipe		
	rice		
	picnic		
	tea		
	marshmallow		
	meatball		
	s'mores		

PREPARE TO WATCH

Get students' attention

This can be done in native language or English.

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- Ask students “What do you like to eat?” You can begin by including different vocabulary words in your question. For example, say, “Who likes to eat chocolate?” “Who likes to eat cookies?” “Who likes to drink tea?”
- Ask students the question of the day: “What food can you make?”
 - First, ask the question in general.
 - Then, follow up with foods students answered to the earlier question (Can you make chocolate? Can you make cookies? Can you make tea?).

Connect to students' experiences

- Teach the word *recipe* and how to pronounce it.
- Ask students about recipes:
 - Have they ever seen a recipe?
 - Have they ever followed a recipe? Have their family members ever followed a recipe?
- Bring in a recipe to show students. Ask if students can explain the different parts of a recipe (e.g. ingredients, measurements, directions).

Guess: What will happen?

- Tell the students Anna is going to talk about food she can make.
 - Ask, “What food can Anna make?”
 - Take some student ideas and write them on the board to refer to later.
- Show the image on the next page.
 - Ask, “What is Anna doing?”
 - Take some student ideas and write them on the board to refer to later.



WATCH AND REVIEW THE VIDEO

Check understanding with specific questions (add your own as necessary)

- Point to the guesses you wrote on the board earlier. Say, “Here are your guesses.”
 - “What food can Anna make?” Did anyone guess correctly?
 - “What is Anna doing in the picture?” Did anyone guess correctly?
- Ask, “What food do the children like to make?” (cakes and cookies, rice with vegetables, eggs and tomatoes)
- Ask students to name one food from the video and say whether it is a count or non-count noun.

Talk more about the video

- Ask students what they liked, what made them laugh, and what parts they want to see again.
- Ask, “What does Anna make for her picnic?”
- Ask, “What food does she use to make s’mores?”
- Write this sentence on the board; ask students to fill in the blanks with as many words as possible:
 - “Anna uses _____ to make s’mores.”
- Students should use a number or amount and a noun: two crackers, one marshmallow, some chocolate. Be sure they form the plural correctly.
- Explain: “Count nouns add –s or –es to form plural. Non-count nouns do not.”

ACTIVITIES

1. Identifying Nouns

Set up/materials

- Review count and non-count nouns.
 - Non-count nouns are nouns that are whole and cannot be broken down; usually, they do not have clear boundaries (like *juice*).
 - Sometimes it's easy to identify a non-count noun (like *water, rice, bread*), but sometimes it's not (*luggage, furniture*).
 - Non-count nouns are often materials and liquids, states of mind, conditions, topics, processes, and substances.
 - Count nouns are individual items that can be separated and counted (like *lemon* or *dish*).
- Review plural nouns.
 - Most count nouns add an *-s* to the end of the word to make it plural (e.g. *lemons*).
 - If a count noun ends in *s, -s, -ss, -sh, -ch, -x, or -z*, add *-es* to the end of the word to make it plural (e.g. *dishes, peaches*).
 - There are many other rules you might share with your students, depending on their level [doubling *-s* or *-z* (*busses*), changing *-f* to *-v* (*knives*) or *-y* to *-ies* (*cherries*), irregular plurals (*people, children*)].
 - Non-count nouns are always singular.
- Print out the words on the next two pages. Cut out each word into a square card. Make sure you have at least one card for each student.
- Mix the cards up. Set them facedown at the front of the classroom by the board.
- Label the left side of the board *Count-Singular*, label the middle of the board *Non-Count*, and label the right side of the board *Count-Plural*. (Or label different parts of the classroom with these three labels.)
- Clear a path from the back of the classroom to the board.
- Have a phone or other timing device.

How to

- Students should line up at the back of the classroom.
- Tell the students you will set a timer. One at a time, a student will walk quickly to the front of the classroom and choose a card.

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- Students should look at the word on the card and read it out loud. Then, they should decide if it's count-singular, non-count, or count-plural and place their card on the correct spot on the board.
- After each student has a turn, check the timer. Tell the students how long it took.
- Mix up the cards.
- Complete the game again. This time students should try to be faster, beating their earlier time.

Variation

- Divide students into two teams to race against each other. Be sure that each student gets a turn.
- Instead of putting the card in the correct spot on the board, students can read the card and if it's a plural word, they provide the singular word; if it's a singular word, they provide the plural; if it's non-count, they just say non-count.

Informal Assessment

- Can students read each word?
- Can students properly classify each word as count singular/plural or non-count?
- Can students make singular words plural and plural words singular?

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Activity 1 Identifying Nouns: Cards

grape	cherries	sugar	salt	cracker
cookie	pasta	juice	meatball	fruit
milk	rice	chocolate	eggplant	fish
cupcake	nuts	grapes	honey	bread

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Activity 1 Identifying Nouns: Cards

tea	lemons	butter	oil	marshmallow
cookies	coffee	garlic	peaches	dishes
s'mores	pizza	cake	bananas	pie
eggs	cheese	apple	tomatoes	vegetable

2. Listen and Speak

Set up/materials

- Review count, non-count, and plural nouns (see Activity 1).
- Tell students to think of food or ingredients. They should think of at least 4 “can count” words and 3 non-count words.
- Each student will need a copy of the *Listen and Speak* activity sheet on the next page.
- Divide students into pairs.

How to

- Pass out the *Listen and Speak* activity sheet.
- Students should take turns saying each sentence and filling in the blank.
- Students should discuss if they agree with their partner for each sentence.

Variation

- Students can fill in the blanks using only foods/ingredients they agree on.
- Students can make some of the sentences true and some of the sentences false. Their partner must guess which sentences are true.

Informal Assessment

- Did students use a non-count noun for numbers 2 and 6?
- Do students use the correct plural for numbers 3 and 5?



LISTEN AND SPEAK

Let's
Learn
English

with Anna!

Fill in the blank.

Do you and your partner agree?

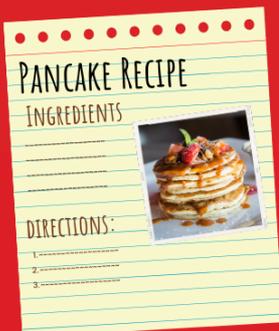
1. I like to make _____.

2. _____ is good to

eat at a picnic.



3. I eat two _____ for breakfast.



4. The recipe says use _____.

5. Add two cups of _____.

6. _____ is my favorite dish.

7. She makes _____
for lunch.



3. Read and Write

Set up/materials

- Give students a copy of the *Read and Write* activity sheet and something to write with.

How to

- Have students write the words.
- Have students read the completed sentences.

Variations

- Students can copy completed sentences into their notebook.
- Students can ask questions using the sentences. For example,
 - What recipes do you like to follow?
 - What can you cook?
 - What “can count” words can you name?
 - What dishes do you cook?

**READ AND WRITE**Let's
Learn
English

with Anna!

I like to
follow

recipes .



I can cook

eggs .

Cracker is a

“ can count ”

word.



Anna cooks

pasta

dishes .

4. Class Recipe

Set up/materials

- Divide students into groups of 6.
- Assign each student a number between 1-6.
- Students will need a piece of paper and something to write with.
- Make one copy of the *Recipe Card* Activity Sheet on the next page for each group (e.g. 4 copies if you have 24 students, 6 copies if you have 36 students).
- If your class size is not divisible by 6, you can think of creative ways to group students and fill in the blanks. For example,
 - If you have 25 students, provide #1 for everyone, and then assign numbers 2-6 to students in groups of 5.
 - If you have 31 students, have 5 groups of 6 students and 1 group of 7 students; in the group of 7 students, assign two students to #6 and use both descriptions to describe the dish at the end.

How to

- According to the directions below, each student should write a word for their number. You can write the directions on the board, or you can call them out for students to listen and follow.
 1. name of a dish
 2. plural count noun food or ingredient
 3. non-count noun food or ingredient
 4. singular count noun food or ingredient
 5. verb related to a recipe (beat, mix, stir)
 6. description (adjective or interjection) describing a dish
- Once all students have their word written down, pass out a copy of the *Recipe Card* activity sheet to each group.
- Students should pass around the recipe, copying the word they wrote on their paper to the recipe card. For example, if student 1 wrote “sandwich” on their paper and student 6 wrote “burnt” on their paper, filling in all the blanks labeled #1 with “sandwich” and the blank labeled #6 with “burnt” will read “Recipe for sandwich” and “Your sandwich will taste burnt!”
- When all the blanks are filled in, students read the completed recipe. There may be some funny recipes!
- Each group can read their recipe out loud to the whole class, and the class votes on the best recipe.

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Variations

- Complete the activity multiple times, assigning students different numbers/words each time.
- Complete the activity without assigning numbers, allowing the group to write a real recipe they would like to make.

Informal Assessment

- Did each student write down a correct word for their number?
- Completing the activity multiple times allows you to check that students can correctly write different words.



Recipe Card

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with Anna!

Copy the word you wrote on your paper for your number.

Recipe for _____
word #1

Ingredients

dash of salt

pinch of pepper

3 _____
word #2



1 _____
word #4

1/2 cup _____
word #3

sprinkle of cinnamon

Directions

Mix together _____ and _____.
word #2 word #3

Add _____. Add dash of salt, pinch of
word #4

pepper, sprinkle of cinnamon and _____.
word #5

Your _____ will taste _____!
word #1 word #6



CHECK UNDERSTANDING

Quiz

Give students the printed quiz at the end of this lesson guide, have them use the online quiz, or simply write the questions on the board. If you want to test only their listening skills, say the questions but don't write them.

Questions:

1. To learn how to cook a food, look at a _____.
2. Anna likes to make _____, an Italian dish.
3. _____ is a "can count" word.
4. Anna's s'mores look _____ but taste good.

Answer key:

1. recipe
2. pasta
3. cracker, tomato (or any can-count word can be correct)
4. bad

QUIZ



To learn how
to cook a
food, look at a

_____.

Anna likes to
make _____.



_____ is a “can count”
word.

Anna’s s’mores
look _____
but taste good.

