

TEACHER'S NOTES and WORKSHEET with answer key

PANCAKE DAY

Level: 6th year Primary School

GENERAL OBJECTIVES:

- To present to the students some aspects of the British culture and traditions.
- To compare and contrast with other celebrations in Spain.
- To highlight the importance of food in celebrations all over the world.

SPECIFIC OBJECTIVES:

- To understand and produce oral and written texts about simple recipes.
- To learn about the use of the imperative form to give instructions.
- To compare and contrast Pancake Day with other celebrations in Spain.
- To write a simple worldwide recipe.

CONTENTS:

- **FUNCCIONAL** – Giving instructions.
- **LEXICAL** – Vocabulary related to food and ingredients. Verbs for cooking.
- **GRAMMAR** – Use of the imperative form. Use of the present simple.
- **SOCIOCULTURAL** – To present to the students British traditions, historical origin and celebrations.

ACTIVITIES IN THE UNIT:

- Introduction screen:

In this screen students can read the instructions, credits, and the menu.

The menu screen allows the student to move into any activity of the unit easily, but it is recommended to use it in a linear way. They can use the menu to continue working with the unit, or to repeat an activity.

- Activities:

Please remind your students to always read the task button before they start any activity. Inside the activities they also have buttons for help, the glossary and the menu.

1. Filling labels. The aim of this activity is that students revise or learn vocabulary related to some ingredients that are needed to follow the recipe for pancakes.

2. Matching pairs. They play the memory game so that they revise the names of some kitchen utensils. They can repeat the activity.

3. Filling gaps. They learn or revise verbs used for cooking at the same time that they learn how to give instructions. They have to drag the verbs to their correct place in the sentence. The exercise is made easier because the answers go back if they are not correct.

4. Dialogue. Students listen to an illustrated conversation about Pancake Day. When the conversation is finished they can go back to listen to it again.

5. Instructions. They listen and read the instructions at the same time that see the illustrations. They can go back and repeat the activity as many times as they think necessary.

6. **Order instructions.** Students listen and they have to drag the play icon next to the correspondent instruction.
7. **Picture text. Filling gaps.** They have to complete the instructions for the pancake with the help of the pictures. If they get a 100% of the answers they receive a surprise.
8. **Recording.** Students record the instructions. They click on the model to listen and click on the microphone to record themselves. They can play their recording and repeat it if they think they can do better.
9. **Reading.** They read a passage with information about Pancake Day celebrations.
10. **True false.** Students have to tick the true or false answers. They can click on help to read the text from the previous activity if they need it.
11. **Making torrijas.** They are given the pictures in order and the instructions. They have to put the written instruction next to the corresponding picture.
12. **Complete instructions.** They have to fill the gaps to complete the instructions with the help of the pictures.
13. **Write your recipe.** They are given the ingredients and some pictures. At the end they can print their work or show it to the teacher

REVISION GAMES

14. **A logic problem.** They are given some clues and they have to guess the answers.
15. **Hangman.** A revision of some vocabulary used in the unit

SONG

16. **The pancake rap.** Students listen to the rap and they can sing it at the same time. They have the music and they can record themselves singing it, but if they use the earphones they won't be able to record the music at the same time, only themselves.
As a follow up activity, the teacher could bring the music to the classroom and sing it with the students.

ANSWER KEY

Some of the activities don't need answers or can be self - corrected and students should be encouraged to repeat the exercise until they get 100% of correct answers.

7. **Picture text**

Put some flour in a bowl. Add some butter, two eggs and the milk. Beat together using a whisk. Pour/Put some oil in a pan. Spread the mixture with a spoon. Turn over one side or flip it.

10. True or false

1. false 2. false 3. true 4. true 5. true 6. false 7. false 8. false

11. Making torrijas

1. slice the bread 2. pour the milk into a saucepan 3. add the cinnamon and a lemon peel 4. boil for five or ten minutes 5. soak the slices in the milk 6. beat the eggs with a whisk 7. dip the slices in the (beaten) eggs 8. fry them in hot oil 9. put them in a dish and serve.

12. Complete instructions

1. slice the bread
2. pour the milk into a saucepan
3. add the cinnamon and a lemon peel
4. boil for five or ten minutes
5. soak the slices in the milk
6. beat the eggs with a whisk
7. dip the slices in the (beaten) eggs
8. fry them in hot oil
9. put them in a dish and serve

13. Write your recipe

Ingredients:

4 eggs
a little/some milk
salt
tomato ketchup

Instructions: (suggested answers)

Beat the eggs in a bowl. Pour the milk (into the bowl). Add some salt. Beat the mixture (with a whisk). Put/pour some oil into a pan. Spread the mixture on the pan. Stir (until they get soft) and serve them on toast with tomato juice/ketchup.

14. A logic problem.

	pancakes	topping
Mr Ross	4	sugar
Mrs Ross	3	honey
Jane	3	strawberry jam
John	2	chocolate