

Learner Level: Intermediate**Theme:** Food**Language focus:** Describing sequences (first, second, next), using imperative form for instructions.**Skills:** Listening and Speaking**Time:** 10 minutes**Materials:** None**Preparation:** Teach students how to pronounce the reduced form of "What are you making?" (Whatcha makin'?) and "What are you doing?" (Whatcha doin'?)**Quick Reference:**

1 student describes a recipe. 1 student acts out the instructions. What's the recipe?

Teacher Instructions: 

1. Decide if this warm up will be a group or pair activity.
2. Tell Student A (or all of the students except B if a group activity) to imagine he is walking into a kitchen where Student B is cooking, baking, or preparing a meal. Student A should ask the question: **What are you making? ("Whatcha makin'?"**)
3. Tell Student B to think of a meal, or snack in his head. (He will not tell Student A the name of the recipe.) Student B should then describe the steps required for Student A to make this food.
4. Student A will pretend to do the actions as Student B provides the instructions.
5. If this is a group activity, students should take turns guessing what was prepared. If it's a paired activity, Student A will guess.

For example: ✓

Create your own example, or use this one. Ask one student to be Student A (with actions) while you demonstrate Student B's job.

Student A: Whatcha Making'?**Student B:** Oh it's easy! First, grab a mug (Student A pretends to pull down a cup from a shelf). Then pour a few drops of milk in (actions). Next add a large scoop of cocoa powder (actions). Add a few drops of water and stir the mixture into a paste. (actions) Then add another cup of milk (actions). Microwave the mixture on high for one minute. (actions) Lastly add whipped cream or marshmallows and a few flakes of chocolate. (actions)**Guessing:****Student A:** Did I make chocolate pudding?**Student B:** No.**Student A:** Did I make hot chocolate?**Student B:** Yes! You made homemade hot chocolate!**Teacher 2 Teacher:** 

If you use this example, teach students that microwave can be a verb and a noun.