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| **Reading Lesson Plan** |

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| **The History of McDonald’s** |

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| **Instructor :**  **Ji Sook Kim(Julie)** | **Level :**  **Intermediate** | **Students:**  **9** | **Length :**  **40minutes** |

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| **Materials :**   * **Reading text ”McDonald’s” :**   **10 copies(9 copies, one for each student + 1 extra copy)**   * **Worksheet #1 (Vocabulary matching) :**   **10 copies(9 copies, one for each student + 1 extra copy)**   * **Worksheet #2(comprehension Questions) :**   **10 copies(9 copies, one for each student + 1 extra copy)**   * **Worksheet#3 (Discussion Questions) :**   **10 copies(9 copies, one for each student + 1 extra copy)**   * **Whiteboard and board markers** |

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| **Aims :**   * **Ss will be able to learn vocabulary through worksheet.** * **Ss Will be able to get the main idea by skimming the reading text.** * **Ss will improve scanning skill by answering comprehension questions** * **Ss will improve speaking skill through sharing their ideas.** |

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| **Language Skill :**   * **Reading : Understanding the text through a matching and writing activity and comprehensions.** * **Writing : Write their ideas in the class, especially for comprehension questions and make sentences with using new vocabulary for their homework.** * **Speaking : Predicting the meaning of words, discussion within pairs and sharing the ideas with the whole class.** * **Listening : Listening to the teacher’s presentation, instruction and other student’s talk.** |

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| **Language Systems:**   * **Lexis : Words from text “McDonalds” and synonyms of the new expression.** * **Phonolodgy : Listening to the instruction and explanations about new vocabulary.** * **Discourse : Group discussion** * **Function : Expressing their opinions and support with reasons.** |

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| **Assumptions :**   * **Ss know the teacher’s style of teaching and the pace of the course.** * **Most students have experienced eating McDonald’s food.** * **Students know how to skim and scan.** * **Ss are able to express their opinion in English.** |

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| **Anticipated Errors and Solutions :**  **• Ss may have different pace in reading the text.**  **⇒Teacher reads the text with Ss and explains the sentence that Ss do not understand.**  **• If Ss need more time to finish their activity.**  **⇒Be flexible with the time.**  **⇒Give Ss more time to finish their activity and cut off the time of post activity.**  **• If Ss finish their activity early.**  **⇒Let all the students share their opinions with the whole class after sharing them with their own group for the discussion activity.** |

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| **References :**  [**http://www.naver.com**](http://www.naver.com)  [**http://www.heraldacademy.co.kr**](http://www.heraldacademy.co.kr)  **Collins English Dictionary** |

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| **Lead- In** | | |
| **Materials : Board & Maker** | | |
| **Time** | **Set up** | **Procedure** |
| **3**  **minutes** | **Whole Class** | **〈Greeting〉**  ***Hello everyone, how are you?***  ***Did you have a good time during last week?***  ***Are you ready to start today’s lesson?***  **〈Eliciting and Prediction〉**  ***Do you like hamburgers? Do you like to eat McDonald’s food?***  ***There are lots of fast food restaurants. McDonald’s is one of the most popular restaurants all over the world.***  ***So, today we are going to learn about the McDonald’s.***  ***How it was created? When it was started?***  ***Why so many people like to eat McDonald’ food?***  ***Before we read the text, let’s learn some new vocabulary.*** |

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| **(Pre-Activity)** | | |
| **Materials : Worksheet #1, Board & Maker** | | |
| **Time** | **Set Up** | **Procedure** |
| **7 minutes**  **5 minutes** | **Whole Class**  **Individually**  **Whole Class** | **▶ Vocabulary.**   * ***Repeat after me***   **T : “ Disposable” S : Disposable**  **※ Disposable※**  ( Write the word on the board and reads.)  (Explains the definition of each word and give Ss example sentences)  **• presentation**  *- When we go on a picnic, what kinds of dish do you bring?*  *〈Ss answer〉*  *That’s right. The meaning is that something was made to be thrown away after , such as cup, wooden chopsticks and plastic bag etc…..*  **〈Concept check〉**  *- Is this desk disposable?*  **※ In advance ※**  **• presentation**  **-** *When your teacher gives you an assignment, when do you finish it earlier or later? 〈Ss answer〉*  *That’s right. In advance meaning is that something or someone finishes earlier than expected. The synonym of this word is beforehand.*  **〈Concept check〉**  *-If you supmit your assignment after due date, what happens? So, you should try to finish your work in advance.*  **※ Get tired of ※**  **• presentation**  **-** *When you do the same thing repeatedly, how do you feel?*  *Fun or boring? 〈Ss answer〉*  *That’s right. The meaning is to get bored or impatient with something*  **※ Purchase ※**  **• presentation**  *- People go to the grocery store or department store.*  *Why do they do there? 〈Ss answer〉*  *That’s right the meaning is to buy something.*  **〈Concept check〉**  *- What is the antonym of this word?*  **※ Throughout ※**  **In every part**  *- Who is the most popular actor or actress in Korea?*  *She / He is famous throughout the country.*  **During for time**  *-Can you speak Korean during English class time?*  *We should use English throughout class*  *The synonym of this word is “everywhere”*  **※ At lightening speed※**  **-** *The meaning is very quickly*  **〈Concept check〉**  *-What is the antonym of this word?*  **※ Hand out ※**  **-** *give or pass out to someone*  **※ Washing up ※**  *- plates and things are washed up after meal*  ***Now we are going to do a matching and writing activity***  **〈Instruction〉**  ***There are two parts to this question.***  ***One is choosing and writing the correct word and the other is drawing line to make sentence.***  ***Work individually. You have 3 minutes***  **〈Concept check〉**   * *Are you working with your partner?* * *How much time do you have?*   ( Distribute the worksheet#1 and monitor directly)  ***Let’s check the answers together.***  ***What did you get for number 1 question?***  *( check all the answers orally with Ss)*  ***Ok. Now, let’s start reading our text! “ McDonald’s”*** |
| **Main Activity** | | |
| **Materials : Worksheet #2, Board & Maker** | | |
| **Time** | **Set Up** | **Procedure** |
| **5 minutes**  **7 minutes** | **Individually**  **whole Class**  **Individually**  **Whole Class** | **▶ Ⅰ. Skimming for the Main idea.**  (Writing the guiding question on the board)  **“What is the main idea about McDonald’s?”**  **〈Introduction〉**  ***I’m going to distribute to you a copy of the text about McDonald’s.***  ***Skim the text. Think about this question when you read.***  ***I’ll give you 3 minutes to read the text. Read individually and silently.***  **〈Concept check〉**   * *Do you read the text alone?* * *What should you do?* * *How much time do you have?*   ( Distribute the reading text)  Monitor activity and give Ss time warning.  1 minute left.  Do you need more time to read?   * Yes ⇒ give 30 seconds extra reading time. * No ⇒have Ss say their answer.   ***Now turn over your reading text.***  **〈Demonstration〉**  *What is the main massage of the article?*  (Ss say their answers.)  T : That’s right **“** *the main message of the article is* ***How the******McDonald business started and grew****”*  **(** Write the answer on the board.**)**  **▶ Ⅱ. Scanning for details**  **〈Introduction〉**  ***There are four comprehension questions on the second worksheet. This time scan the text again and choose the best answers to the question. I’m going to give you 5 minutes.***  ***Work individually.***  **〈Concept check〉**   * *What are you going to do?* * *Do you work alone?* * How much time do you have?   (Distribute the worksheet#2)  Monitor activity and give Ss time warning.  1 minute left.  ***Now, let’s check the answers together.***  **〈Demonstration〉**  *What is the answer for question number 1?*  *OOO Read the answer in a full sentence. Do you agree with the answer? (T :Ask to The whole class S: Say the answer)*  *OK. Good job OOO*  ( Same for question 1 to 4 and If there are any wrong answers, correct them with Ss) |

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| **Post-Activity** | | | |
| **Materials: Worksheet #3, Board & Maker** | | | |
| **Time** | **Set Up** | | **Procedure** |
| **10 minutes**  **3 minutes** | **In pair**  **Whole class** | **▶ Ⅰ. Free Production**  **Instruction**  ***There are a few reasons why McDonald became one of the most successful restaurants all over the world.***  ***If you have an opportunity to have your own restaurant, what kind of restaurant whould you have? What will make good ideas be successful? I’ll give you 10 minutes.***  ***Write your idea to the questions and share them with your partner.***  **〈Concept check〉**   * *What will you do?* * *How much time do you have?* * *Work individually?*   ( Distribute worksheet#3)  **〈Demonstration〉**  If I have an opportunity to have my own restaurant, I want to operate  a bakery because I’m really interested in bread and I’m good at making it. To be a success in my own business, I’ll research diverse kinds of bread all over the world and taste them.  Monitor activity and give Ss time warning.  1 minute left.  Have you all finished?   * Yes ⇒ say their idea * No ⇒. give 30 seconds extra reading time.   ( After Ss’ discussion time, choose some students and share their idea with the whole class)  **▶ Ⅱ. Conclude Lesson**  Elicit words and expressions from today’s class from students.  **Assignment**  ***Make each sentence using today’s new vocabulary.***  ***I’m going to check your homework Next class.***  ***So, your due date is next class.***  **〈Concept check〉**   * What’s your homework? * When is your homework due?   **▶Ⅲ. Closing**  ***It’s time to wrap up and we talked about the history of McDonald’s. I hope all of you enjoyed today’s lesson and You did such a wonderful job. See you next time.*** | |

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| **Mc Donald’s**  **There were two McDonalds-Mac and Dick-and they were brothers.**  **In 1948, they owned a restaurant in California, USA.**  **They liked working in the restaurant, but they got tired of the customers ordering so many different things to eat.**  **“If we gave customers a smaller menu, we could prepare some of the food in advance, and they wouldn’t have to wait so long for their meals,” said one of the brothers. The other brother agreed and added, “And if we made the customers come to the counter, we wouldn’t need any waiters or waitresses.**  **We could also use disposable plates so there wouldn’t be any washing-up to do.”**  **These were such good ideas that the brothers used them, and the customers were very pleased. They got their meals at lightning speed-in less than a minute-and paid only fifteen cents for hamburgers and ten cents for fries.**  **The first McDonald’s restaurant had no seats for customers to sit on. This meant that people had to take their food away and that no one had to clean up any tables after them.**  **Then a man called Ray Kroc came to see the brothers. He wanted to purchase their business. They agreed to sell it to him for US$27 million. After that, people paid Ray Kroc for the right to open their own restaurants using the McDonald’s name and menu. Before long, there were McDonald’s restaurants throughout the United States, and nowadays they are all over the world-even in China and Russia.**  **McDonald’s restaurants are successful because children love going to them.**  **They hand out toys and games and the children love the food.** |

**Worksheet#1**

**Vocabulary worksheet**

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| **• get tired of • in advance • Disposable**  **• washing – up • at lightning speed • Purchase**  **• Throughout • hand out** |

**▶ Choose and write the correct word or words We should buy some cups for the party so we don’**

**t have to wash up. 〔disposable / breakable〕**

1. **Don’t forget to lots of warm clothes to the mountains. 〔hand out / take〕**
2. **I loved riding horses my childhood.**

**〔throughout /through〕**

1. **Jim works , so he won’t be finished for a long time.** **〔very slowly / at lightning speed〕**

**▶ Draw lines to match the words in A to the words in B to make sentences.**

1. **I’d like to purchase • • e. Your plane ticket**
2. **You need to pay in advance for • • f. throughout the house**
3. **I’ll help you paint the room • • g. a house in this area**
4. **We’re going to use this wallpaper • • h. if you get tired of it**

**Worksheet#2**

 **Comprehension Questions**

**Read and choose the right answer**

***Looking for detail***

**▶ The McDonald brothers offered customers a smaller menu**

**so that .**

1. **Customers would pay less.**
2. **They could use plastic plates.**
3. **Customers wouldn’t know what to eat.**
4. **They could prepare some of the food in advance.**

**▶ The first McDonald’s customers took their food away**

**because .**

1. **They wanted to eat it quickly.**
2. **They wanted to eat it at home.**
3. **It was too expensive.**
4. **There were no seats in the restaurant.**

**▶ Nowadays the owners of McDonald’s restaurants pay for**

**the .**

1. **McDonald’s name and menu.**
2. **Children to pay games.**
3. **Food to be thrown away.**
4. **Customers to eat quickly.**

**▶ Explain how to McDonald’s business started and grew?**

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**Worksheet#3**

**• What kind of restaurant do you want to have?**

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**• Why ?**

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**• What are you going to make good ideas for your own business?**

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