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| **Reading Lesson Plan** |

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| **‘Chocolate’** |

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| **Instructor**  Lee Jinhee | **Level**  Advanced | **Students**  13 | **Length**  30minutes |

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| **Materials:**   * White board and Markers, Projector and Speaker * 13 copies of the text “Chocolate” * 13 copies of Worksheet 1 & 2 * 5 blank sheet of paper * Edible bread, Nutella, spoon |

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| **Aims:**   * Ss will learn new vocabulary by reading the text and brainstorming * Ss will learn to find main idea and details by skimming and scanning * Ss will learn to summarize text by answering worksheets * Ss will learn to listen for details by doing activity of writing instruction |

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| **Language Skills:**   * Reading: Reading the text ‘Chocolate’ finding for main idea and details * Listening: Listening for instructions and other Ss idea * Speaking: Speaking and sharing their opinion with the class * Writing: Writing answers for the worksheet and instruction activity |

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| **Language Systems:**   * Lexis: 5 new vocabularies from the text ‘Chocolate’ * Grammar: Worksheet of putting the right word order of the sentence * Discourse: Identifying type of writing |

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| **Assumptions:**   * Ss have tried eaten chocolate * Ss know how to skim and scan * Ss know how to manage time for each activities * Ss are used to working in groups |

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| **Anticipated Errors and Solutions:**   * Ss may not be able to catch the flow of the text   \* Creating timeline to organize ideas will be helpful   * Ss may be confused of too many names in the texts   \* Can possibly cross out less important names and details   * Ss may find the worksheet too easy   \* Various activities will be prepared |

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| **References:**   * Reading passage:   Tanner. "Chocolate." *englishforeveryone.org*. N.p.. Web. 27 Nov 2012. <http://englishforeveryone.org/PDFs/Informational Passages RC - Chocolate.pdf>.   * Video: (Backup activity)   Youtube <http://www.youtube.com/watch?v=Tez9RZZIwC8> |

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| **Lead In** | | |
| **Materials:** White board and markers | | |
| **Time**  3mins | **Set up**  Whole class | **Procedure**  **I. Greeting**  Good afternoon. Did everyone have a good lunch? I had a very good lunch! I ate spicy chicken fried rice for my lunch. It was delicious! However, our break time is too short… So we are missing one thing to do after eating meal. What do you think it is? (That goes from appetizer, meal and <guess>) Yes. Dessert! Did anyone here get the chance to eat a dessert? Unfortunately no one.  So let me ask you. What kind of desert or snack do you like to eat?  (When ‘chocolate’ is answered) Great. Because we all love chocolate, let’s explore more about it.  **II. Eliciting**  First of all,   1. What type of chocolate do you know or like to eat? 2. What other food can you make with chocolate?   **III. Introduce**  Good. Seems like you all know a lot about chocolate. However, I doubt anyone knows about the history of it. Today, We will be reading about “Chocolate”. |

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| **Pre-Activity** | | |
| **Materials:** White board & markers, Figure 1 printed | | |
| **Time**  5mins | **Set up**  Whole class | **Procedure**  I. Vocabulary  (TT) Before reading the text, let’s see some of the key words   * Divine   \* Simply means “the state things that comes from or proceeded from God.” Therefore it is considered holy and sacred”  \* CCQ:  Is ‘divine’ associated to religion?  Where does ‘divine’ comes from?   * Pastries   \* Share each picture to each group (fig 1)  What did group 1 get? Group 2? 3? <write on board>  So, What is a common thing between these three? Yes. It is all a baked product, the pastries  \* CCQ  What common ingredients can we see in pastry?  What pastry shops do you know?   * Prevent   \* Draw sign of stops for cars?  Where do we usually see these sign? Why do they put this in the road? It is to ‘prevent’ cars from getting accident. Prevent simply means to stop from doing something.  \* CCQ  What do we usually do to prevent driving with sleepiness?  What food is good to prevent cancer?   * Toxic   \* It means anything that has the effect of a poison. Repeat after me “Toxic”  \* CCQ  Can we eat a food containing toxic? |

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| **Main Activity** | | |
| **Materials:** Reading text (13copies), Worksheet 1 (13copies), Projector | | |
| **Time**  2mins  2mins  2mins  5mins  2min | **Set up**  Whole class  Individual  Whole class  Pairs  Whole class | **Procedure**  I**. Guiding Question**  *\* Instruction*  As you read, please think of these questions. Don’t write anything yet. Just think silently. The questions are:-   1. How was making chocolate first started? 2. What kind of characteristics does chocolate have?   *\* CCQ*  Will you be writing while reading?  Do you work in group?  Good. I’ll pass the paper and I’ll give you 2minutes to read the passage  (Pass the reading text)  You may begin  \* *Feedback*  Do you need more time?  Yes- 30secs / No- move on  So, what do you think of the two question? (Share ideas)  **II. Worksheet 1**  \* Instruction  Now, I’ll pass down the first worksheet. Work in pair and share your answer. I’ll give you 3 minutes  (Pass worksheet 1)  \*CCQ  Do you work alone?  How many minutes do you have?  \* Demonstration  Look at part I, Match the following.  As you see in the text second sentence, Christopher Columbus was probably the first to take cacao beans from New world to Europe in around 1502. So you see from the worksheet, you match Columbus with 1502 and ‘take cacao beans from new world to Europe.  \* Instruction  Look at part 2, Choose the correct answer  This is all the fact questions. You just need to circle the correct answer. Work with a partner as well  \*CCQ  What type of questions are these?  Do you work alone?  Look at part 3, Write your own opinion  This is an applied question. You should answer the question yourself first, then share with your partner  \*Demonstration  I personally would make a chocolate perfume  \*CCQ  Do you work yourself for part 3?  Good. You may begin.  (While students are working, turn on the projector)  Part I&2 : As they finish, Match the answer with the whole class. Line the answers on the white board  Part 3 : Take 2~4volunteers to share interesting answers |

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| **Post Activity** | | |
| **Materials:** Bread & Nutella, 5 blank papers | | |
| **Time**  3mins  5mins | **Set up**  Whole class  Whole class | **Procedure**  (TT) Now you can all relax. We will do an activity.  I know that the text I have given you consist of a lot of name and dates. So to be able to understand, you probably have thought of the idea as a ‘timeline’. As in sequence and order. Correct? So this activity is made to just to have some fun about out topic. It is also similar to the text in terms of sequence being considered very important.  **Instruction**  You will now look at me making something. Please do not miss any details and keep the orders of what I am doing in your mind. I’ll be doing 10 steps. Do not write anything and please watch careful. You will do this in pairs  **CCQ**  Do you work alone?  Can you write anything while watching me?  Are details important?  **Demonstration**   1. Open the plastic of bread with both hands 2. Open the Nutella bottle with both hands 3. Put on gloves on both hand 4. Pick up knife with right hand 5. Take the bread with left hand 6. Jam the Nutella on half side of the bread 7. Fold the bread with both hand 8. Put the bread on the plate with left hand 9. Take out gloves 10. Clap both hands 2 times   So, I have just made chocolate bread with 10 steps. Did you watch carefully? Now the task is to write the 10 steps down. You should be as detailed as you can. I’ll give you 2 minutes. After you have written down, You can come in front. One reads the instruction they write, the partner does what is read.  If the instruction OR the action is wrong, you have to repeat again. The group who gets the right answer will have a prize!  (Run the task)  **II. Closing**  It’s time to wrap up. We have talked about the history, characteristic and recipe for chocolate today. I hope everyone enjoyed and thank you for listening. |