|  |
| --- |
| [ ]  Listening [ ]  Speaking [ ]  Reading [ ]  Grammar [ ]  Writing |
| **Topic: Food from around the world** |

|  |  |  |  |
| --- | --- | --- | --- |
| Instructor:JIYEON LEE | Level:**Upper-intermediate** | Students:**8** | Length:**30 Minutes** |

|  |
| --- |
| Materials:* White board, board marker
* Media player
* 8 worksheets
* 8 blank papers
* World map
* Food pictures
* Computer
 |

|  |
| --- |
| Aims:* Main aim: Students will develop an awareness of the diversity of food around the globe by watching a video clip and filling in worksheets
* Secondary aim: Students will learn about vocabularies related to food by filling in worksheets
* Personal aim: I want to speak out confidently and let students explore different cultures
 |

|  |
| --- |
| Language Skills:* Reading: Ss will read worksheet
* Listening: Ss will listen to other students’ speeches and listen to the video clip
* Speaking: Ss will speak their own ideas
* Writing: Ss will write personal ideas
 |

|  |
| --- |
| Language Systems:* Phonology : none to discuss
* Lexis: cuisine, chef, peas
* Function: none to discuss
* Grammar: none to discuss
* Discourse: monologue, dialogue and Q&A
 |

|  |
| --- |
| Assumptions:* Ss already know how the class is set up and run
* Ss are adults at an upper intermediate level and are able to express their ideas in English
* Ss are used to working individually or in pairs
 |

|  |
| --- |
| Anticipated Problems and Solutions:* Ss may not be able to complex vocabulary – model
* Ss may not have enough time to speak - teacher will reduce the preparing time
 |

|  |
| --- |
| References: * What the World Eats : [www.time.com/photogallery/0,29307,1626519\_1373764,00.html](http://www.time.com/photogallery/0%2C29307%2C1626519_1373764%2C00.html)
* Food in Britain

<http://learnenglishteens.britishcouncil.org/english-skills-practice/video-uk/food-britain>* World map: [www.geology.com/world/world-map.gif](http://www.geology.com/world/world-map.gif)
* Pictures: [www.google.co.uk](http://www.google.co.uk)
 |

|  |
| --- |
| **Lead-In** |
| Materials: board, world map, pictures |
| Time | Set Up | Student Activity | Teacher Talk |
| 1min | Whole class | Answering teacher’s questions | GreetingHello everyone, how have you been? Have you ever travelled to another country? |

|  |
| --- |
| **Pre-Activity** |
| Materials: board, marker and worksheet, pictures |
| Time | Set Up | Student Activity | Teacher Talk |
| 2min3min2min | Whole classIn pairsWholeClass | Answers elicited questionsStudents will mark where these foods are from on the mapStudents will present their answers | Eliciting the word, “Food”T: when you travel to another country, what do you want to do there?(show the pictures)S: Sightseeing, eating food, etc.T: Yes, “Food” is one of the most important things when we travel to another country. Today, we are going to learn about different kinds of food around the world. CCQWhat do you think of as typical Korean food? Do you like Italian food?Matching: “food and country”InstructionT: You will get this worksheet. Let’s mark the origins of food on the map. Divide students into pairsT: You will work in pairs and have 2 minutes to work with your partnersDemonstrationPick up any words you want to start first, like kimchi, then mark the answer you think on the mapICQ* So what are we doing?
* Are you working in individually?
* How much time do we have?

“Now please don’t start before I say go”* Are you going to start as soon as I give you a paper?
* Are you going to start when I say go?

(Distribute worksheets)“Now begin.”MonitoringMonitor discreetly. Answers questions when students askGive time warning: 1min. Give Students 1 min extra if they need“Times up.”Ask students in pairs to present their own ideas of the origins of foods. |

|  |
| --- |
| **Main Activity** |
| Materials: media player, worksheet, computer |
| Time | Set Up | Student Activity | Teacher Talk |
| 1min6min2min | Whole classIndividuallyWhole class | ListeningStudents will watch and writeStudents will share their answers  | Food in BritainInstructionT: You will watch a short video clip of food in Britain. While watching the video, you will find out what people in the UK are eating these days. You are also asked to write down answers on the worksheetsDemonstrationshow the worksheets to students and explain how to answer the questionsICQ: * So what are we doing?
* Are you working in individually?
* How much time do we have?

“Now begin”“Monitoring”Monitor discreetly. Answer questions when students askGive time warning. Be flexible with time. Give students 1 min extra if they need.“Time’s up”Ask students to share their answers  |

|  |
| --- |
| **Post Activity** |
| Materials: Blank paper |
| Time | Set Up | Student Activity | Teacher Talk |
| 2min2min2min | IndividuallyIndividuallyWhole class | ListeningStudents begin writing down their opinionsStudents give their speeches. | What I want to eat in Britain ~InstructionT: You are now travelling in the UK. What kind of food do you want to eat? Think about any food you want to eat. You can also use any words listened from the video clip. We’ll write down full sentences with 2 things about food you want to eat in Britain. Also I want all of you individually speak out what you want to eat in Britain. DemonstrationGive them example: If I were in Britain, I would like to eatfull English breakfast and sconesICQ* So what are we doing?
* Are you working in individually?
* How much time do we have?

“ Now begin.”MonitoringMonitor discreetly. Answer questionWhen students askGive time warning. Be flexible withtime. If they need, give them 1min more“Time’s up”Ask students to speak out their ownsentencesError correction |
| **SOS Activities**  |
| Materials; Pictures; what people eat in the world |
| Time | Set Up | Student Activity | Teacher Talk |
| 2min2min3min | Whole classIndividuallyWhole class | ListeningStudents will write their own opinionsStudents will present their own opinions | Where you want to liveInstructionT: Now, you will have ３ different pictures where people live in the world. You can see what they eat normally. Think about any opinions of where you want to live in and which country is mostly attractive to you.DemonstrationT: I want to live in Germany. Because as can be seen the picture, they eat different kinds of foods. And I can also see the many bottles of beer in the pictures. If I live in Germany, I would have many chances to drink beer as well. Thus, I want to live in Germany.ICQSo what are we doing? Are you working in individually? How much time do we have?“ Now begin.”MonitoringMonitor discreetly. Answer Ss if theyask questions.Be flexible with time. If they need,give them 1min more“Time’s up”Ask students to speak out their own opinions |