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| Listening  Speaking  Reading  Grammar  Writing |
| Topic: Cooking |

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| Instructor:  Yun Jeong Lee | Level:  Upper Intermediate | Students:  7 | Length:  30 Minutes |

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| Materials:  White board, board markers  Visual aid of cooking, ingredients  Big paper, worksheets, pen |

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| Aims:  Main Aim: To enable students to improve their “Reading Skills” by having some activities.  Secondary Aim: Students will learn about expression of recipe by reading and  answering worksheets.  Personal Aim: I want students to learned reading with pleasure. |

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| Language Skills:  Reading: Students will read the big paper, worksheets.  Listening: Students will listen to teacher’s and other students’ talk  Speaking: Students will tell the answer and share their presentation.  Writing: Students will write the answers of worksheets questions. |

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| Language Systems:  Phonology: exercise hard word to speak.  Lexis: none to discuss  Function: using expression in appropriate situation.  Grammar: a cup of milk, a glass of water  Discourse: None to discuss |

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| Assumptions:  Students already know:   * How the set up and run * All the students are college graduates (age 21 and up) * Students understand the word, recipe. |

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| Anticipated Problems and Solutions:  Students may not be able to pronounce some words  - Use repetition and drill  Students may not understand some vocabulary or instruction.  - Model or repetition  Students may not use correct word.  - Do error correction |

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| References:  [www.explorehotel.com](http://www.explorehotel.com) (Recipe-Dessert Sprollrolls)  [www.google.com](http://www.google.com) / [www.naver.com](http://www.naver.com) (visual aid) |

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| **Lead-In** | | | |
| Materials: None | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 1 min | Whole class | Answering teacher’s questions | Hello everyone! How are you today?  What did you have breakfast?  What’s favorite food do you like? |

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| **Pre-Activity** | | | |
| Materials: white board, board marker, picture, big paper, worksheets, pen | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3 min  3min  3 min | Whole class  Individually | Answers elicited  questions  Students listen to teacher and answer the questions.  Students answer the worksheets and are given the correct answer. | <Elicit>  Show a picture about “Cooking”  -“What can you see from this picture?”  -“What is he/she doing?    <Model>  Write “Cooking” On the white board      <CCQ>  -“Do you like cooking?  -“What do you need for cooking? ”  Ex) Recipe, cooker, ingredients  Today we will learn about recipe.  To learn about recipe, you will know some adjective first.  (attaching the paper on the board)  (Explain some adjective.)    <Instructions>  Now I’ll give you a paper. You have to connect words with suitable sentence .  Then check the answer.  You have to make groups.(Grouping)  I’ll give you 2min.  (Distribute the worksheet)  <ICQ>  -So what are we doing?  -Are you working individually?  -How much time do you have?    “Now begin”  <Monitoring>  Monitor discreetly, Answers students if they ask questions  Give time warning: 1 minute, 30 seconds. Be flexible with time. Give students 1 more minute if they need it  “Times up”  Ask the students individually to share their answer.  Error correction |

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| **Main Activity** | | | | | |
| Materials: Board, Board marker, worksheets, pen, pictures of ingredients | | | | | |
| Time | Set Up | | Student Activity | | Teacher Talk |
| 3min  3min  6min | Group | | Students do something teacher asks. | | <Instructions>  OK, Class!  We’ll read some recipe about Spring rolls.  >Grouping  You have to make 3 groups.  >Activity  I’ll give you worksheets and ask you some questions. Then you’ll read and check the sentence to answer the questions. Each team has to answer the question. I’ll give points to the team who answer it quickly and give the ingredient according to each question’s points. The team given many points is winner.    <Model>  Ask a question about the paper.  <ICQ>  -“So what are we doing now?  -“Are you working in groups?”    “ Ok, Let’s start.  <Monitoring>  Run and Monitor discreetly. If students  need the hint, give it. Answers  students if they ask questions.  “OK, Class. The game is over. The winner tea is \_\_\_\_\_ team. Congratulation!”  Error correction. |
| **Post Activity** | | | | | |
| Materials: Board, Board marker, paper, pen, pictures of ingredient | | | | | |
| Time | | Set Up | | Student Activity | Teacher Talk |
| 3 min  5 min | | Group | | Students follow teacher’s instruction. | <Instruction>  Thanks to before activity, you had  some ingredients.  Now, you’ll have another activity,  making your dish. You can make any kinds of dishes with your ingredients. You have to write down your recipe of your dish and explain it to other students. We suppose we’ve already materials like sugar, salt, etc.  You have to make 3 groups like before activity.  I’ll give you 3 min  (Distribute the worksheet)  <ICQ>  -So what are we doing?  - Are we working individually?  - How much time do you have?  “ Now begin”  <Monitoring>  Monitor discreetly, Answer students if they ask questions.  Give time warning: 2 minutes, 30 seconds. Be flexible with time. Give students 1 more minute if they need it.  “Times up.”  .Students will explain their dishes.  Error Correction |
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| **SOS Activities** | | | | | |
| Materials: Board, Board marker | | | | | |
| Time | | Set Up | | Student Activity | Teacher Talk |
| 5min | | individually | | Students guess and answer. | <Instruction>  We’ll have word scramble.  I will write a word on the white board. You have to change the word spelling in correct order and then you answer the correct word.  <Model>  For example, “eirecp”  What is this?  The answer is “recipe”.  <ICQ>  -Are you having word scramble?  -Are you working individually?  “Now begin”  <Run>  Give the word and students answer.  Error correction |