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| Speaking |
| **Topic: Global Cuisine** |

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| Instructor:  In-Sung Kim (Ines) | Level:  **Intermediate** | Students:  **14** | Length:  **30 Minutes** |

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| Materials: Board, Markers, Food pictures of some specific countries, Fill in the blank sheet (14 copies), Work sheet of descriptions of some countries’ representative food (14 copies), Blank paper for main activity (7), Wall-chart of my favorite food |

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| **Main aim**: To enable Ss to improve their speaking skills by having Ss discuss the global cuisine in context to exposing Ss to learn the use of figurative language.  **Secondary aim**: Ss will talk about the global cuisine by having Ss do a fill in the blank, worksheet, a discussion about their favorite & worst food and the reasons. Also, Ss will imagine of being specific countries’ chefs and what kind of food they would like to make.  **Personal aim**: I want to be very clear about the topic and the activities. I want to improve on my Eliciting, CCQs, and ICQs delivery. I want to improve on my modelings. |

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| Language Skills:  **Speaking**: Ss will talk about their favorite & worst food and the reasons. Also, Ss will also talk about being a chef and what kind of food they would like to make.  **Writing**: Ss will be engaged in filling in the blank, discussion of their favorite & worst food and the reasons, and being specific countries’ chefs and what kind of food they would like to make.  **Listening**: Ss will listen about the descriptions of some countries’ representative food, their classmates’ favorite & worst food and the reasons, being specific countries’ chefs and what kind of food their classmates would like to make.  **Reading**: Ss will read the fill in the blank sheets and work sheets. |

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| Language Systems:  **Lexis**: cuisine, representative  **Phonology**: None to discuss  **Grammatical**: None to discuss  **Function**: None to discuss  **Discourse**: 7 questions of fill in the blank. |

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| Assumptions:  -All Ss have eaten other countries’ representative food before.  -Ss have had positive as well as negative experiences with eating other countries’ food.  -All Ss have done a fill in the blank activity before.  -All Ss have done speaking and listening in English before. |

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| Anticipated Problems and Solutions:  **Problems Solutions**  If Ss ask me the French or Spanish I will provide the pictures of French  Words of cuisine, I might have problems------------ and Spanish dishes in advance.  of explaining them.  In the main activity, Ss might I will have to be clear about my  get confused with favorite & worst---------------------questions.  food and positive & negative  experiences of food they have eaten.  I might need more activity to  complete my 40 minute -------------------------I will do my S.O.S. activity.  micro-teaching. |
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| References:  California State University TESOL Program Speaking Module Page 194 |

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| **Lead-In** | | | |
| Materials: None | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3 mints. |  | Ss answer the lead in questions. | “Good morning everyone!  Ellen, what is your plan for this weekend?”  “Bella, what is your favorite movie?”  “Ellen and Bella, thank you for sharing.” |

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| **Pre-Activity** | | | |
| Materials: Picture of chefs, *Foie Gras*, 2 styles of pizza, Fill in the blank sheet (14 copies) | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 8 mints. |  | Ss answer the eliciting.  Ss answer the CCQs.  Ss say, “global” or “cuisine”.  Ss move in the classroom.  Ss listen to my instructions.  Ss answer the ICQs.  Ss answer the fill in the blank questions. | -Show a picture of chefs.  -Put the picture on the board.  Eliciting  “Who are they?”  “What are their professions?”  “Yes, they are chefs or cooks.”  Modeling  -Write down the words, “chef, cook” on the board.  CCQs  “Do they make furnitures?”  “Do they make food?”  “Yes, they make food or cuisine.”  Modeling  -Write down the words, “cuisine” on the board.  “We are going to talk about the global cuisine today!”  -Creative grouping   1. I will ask Ss to say, “global” per s and “cuisine” per s. 2. I will tell Ss to make 2 big groups; all the “globals” are together on one side of the classroom and all the “cuisines” are together on the other side of the classroom.   -I will make pairs.  Instructions  “You will do fill in the blank.  I will give you 5 minutes.  You will work with your partners.”  ICQs  “What are you going to do?”  “How many minutes do you have?”  “Are you going to work individually?”  Explicit instruction  “Don’t start until I say begin.”  Explicit ICQs  “Are you going to start when you get the papers?”  “Are you going to start when I say begin?”  Hand-out the fill in the blank sheets.  Time management  “one minute”  “ten seconds”  “Time is up.”  I will ask Ss to write the answers on the board by pairs.  “Good job, everyone!” |

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| **Main Activity** | | | |
| Materials: Work sheets (14 copies), Blank papers (7), Pictures of *Pho*, *Pad Thai* | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 12 minutes |  | Same seating  Ss listen to my instructions.  Ss answer the ICQs.  Ss describe their new dishes. | I will hand out the work sheets.  I will ask 7 Ss to pick one country from a cup. And I will ask Ss to read their countries’ descriptions of the representative foods by pairs.  “Thank you.”  Put my demonstrating visual on the board.  “I created a new dish based on the Australian food.”  Instructions  “You are going to create a new dish based on the food of the countries you picked, working with your partners.  “You will have 5 minutes.”  ICQs  “What are you going to do?”  “How many minutes do you have?”  “Are you working individually?”  Explicit Instruction  “Don’t start until I say begin.”  Explicit ICQs  “Are you going to start when you get the papers?”  “Are you going to start when I say begin?”  I hand out papers.  I will ask about their new dishes.  “Very interesting!” |

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| **Post Activity** | | | |
| Materials: none | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 7 mints. |  | Ss listen to the demonstration.  Ss listen to the instructions.  Ss answer the ICQs.  Ss answer.  Ss unscramble a word. | Demonstration-Put the wall chart on the board.  “My favorite food is Japanese food such as Oden soup, Sashimi, Rolls, Soba noodle, and TonKatSu.  I like Japanese food because they have little bit of sweet flavor and they are not too heavy. Also they are very colorful and look beautiful and neat as well.”  “The food I dislike the most is Chinese food. When I was in Beijing last year, I had upset stomach from dinner. And I don’t like Chinese food because they are very greasy and heavy although most of Koreans really like Chinese food.”  Instructions  I will ask Ss to write their favorite food and the food they dislike the most and the reasons.  Ss have 5 minutes to work on and they will work individually.  ICQs  “What are you going to do?”  “How many minutes do you have?”  “Are you going to work in groups?”  Time management  “2 minutes”  “30 seconds”  “Time is up”  I will ask some(maybe 4 or 5 Ss) Ss their answers.  Error Correction  “Since there is no error, unscramble this word, Eniisuc.”  “Good job guys! I hope you all enjoyed today’s lesson.” |
| **SOS Activities** | | | |
| Materials: None | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5 mints. |  | Ss listen to the instructions.  Ss answer the ICQs.  Ss answer. | Instructions  “You created your new dishes for the main activity. Make “Names” for the dishes with your partners! “  “I will give you 3 minutes.”  “You can use the back of the blank sheets.”  ICQs  “What are you going to do?”  “How many minutes do you have?”  “Are you working individually?”  Time management  “one minute”  “ten seconds”  I will ask them the names of their cuisines.  “Very interesting!”  Error Correction  “Since there is no error, unscramble this word, Eniisuc.”  “I hope you enjoyed today’s lesson!” |