|  |
| --- |
| [ ]  Listening [ ]  Speaking [ ]  Reading [ ]  Grammar [ ]  Writing |
|  You need to be brave for eating Korean foods |

|  |  |  |  |
| --- | --- | --- | --- |
| Instructor:TSEliot Kim | Level:**Intermediate** | Students:**4**  | Length: **30 Mins** |

|  |
| --- |
| Materials:Board & markers, some blank papers, pictures of Korean bizarre foods |

|  |
| --- |
| Aims:Main Aim: To enable Ss to improve their speaking skills by having Ss discuss the culture of Korean bizarre foods.* Secondary Aim: Ss will talk about Korean foods by having Ss do a fill in the blank work sheet, learn singular and plural concepts, role playing in a restaurant, and having Ss create a new Korean dish.
* Personal Aim: I want to reduce my commentary.

. |

|  |
| --- |
| Language Skills:* Ss will listen to T’s instructions, explanations, and Ss’ talks.
* Ss need to speak during drilling, individual real play, and pair work.
* Ss need to read worksheet and fill in the blank.
* Ss should write their thoughts/ideas/answers to given directions.
 |

|  |
| --- |
| Language Systems:* Lexis: article, the definite article, indefinite article, a proper noun
* Phonology: none to discuss
* Grammatical: singular nouns and plural nouns
* Function: discussing other Korean bizarre foods, explaining what they are, discussing their tastes and feelings in terms of foreigner’s perspective and experiences
* Discourse: none to discuss
 |

|  |
| --- |
| Assumptions:* Some Ss may already know the vocabulary to present.
* Ss have had some positive/negative experiences with some Korean weird foods.
* Ss enjoy sharing some personal experiences on Korean weird foods.
* Ss have experienced culture shock with other national foods.
 |

|  |
| --- |
| Anticipated Problems and Solutions:Ss may not understand the meaning of words. Provide more examples.Ss may have a hard time drilling. Encourage Ss to do it. If Ss cannot correct their pronunciation by themselves, help Ss with it.Ss may have some hard time doing individual or pair work. Help Ss with matters but not so much.If time is short, Cut off post activity and ask Ss do homework instead. Wrap up the lesson immediately.If Ss finish practice activities earlier than anticipated. Change partner, then practice conversation. |

|  |
| --- |
| References:Internet articles on Korean Bizarre foodshttp://www.food.com/recipes/bizarre |

|  |
| --- |
| **Lead-In** |
| Materials: Board, markers, some pictures |
| Time | Set Up | Student Activity | Teacher Talk |
| 3 | T-WC | Guiding Qs | < Greeting > T: Hello, everyone. How are you today? ( Engage Ss in the class with greeting talks)T: S name, what is your favorite Korean food?T: S name, what is your favorite western food?T: S name, when was your last time to visit other countries? Which country? Did you have weird food? |

|  |
| --- |
| **Pre-Activity** |
| Materials:Board, markers, some pictures |
| Time | Set Up | Student Activity | Teacher Talk |
| 136 | T-SsWCWC | ElicitingGroupingIntroductionDemonstrationICQ’s | *(Showing Ss some pictures of weird Korean foods)*T: Good! Let’s take a look at the picture. From this picture, what do you see? Can you share whether you like them or not.*(Anticipate Ss to answer their experiences on the foods )*T: Thank you for sharing. What is a synonym for a weird food = Bizarre. CCQ: Show a picture of an apple? Ask: Is this a bizarre food = NoShow a picture of a mouse in the hamburger and say is this a bizarre food= Yes.  T: Ok, we are going to share our experiences of having bizarre Korean foods with your partner and make a two team. T: Repeat after me and ShuRack, you are Weird and RadioGaga, you are Bizarre, Weird, Bizarre to other Ss….T: Weird team, stand up and come to right side of class room and Bizarre team, some to left side of class room.The craziest food I ever had was blood arkshell\_\_\_Show a picture…Instructions: Now, its your turn. Work individuallyT: Discuss and share you crazy food experience for 3 minutes and write down three crazy foods to the paperICQ’s What are you doing? How much time do you have?Are you working individually? Explicit Instructions: I don’t want you to start until I finish passing out the papers and I say begin. Explicit ICQ’s . begin when I give you the paper? =NoWhen I say “begin” =YT: one minute left 30 sec 10 sec.T:Times up and Bizarre team, Weird team.Who wears a watch today? A person who wears a watch is a writer on the white board.(T draws a table on the white board with each team’s name) Ss Present: Grammar learningT: is “two chicken foots” correct? =NOWhat is correct? = two chicken feetT: I will pass out a work sheet of singular/plural and you can do it at home. |

|  |
| --- |
| **Main Activity** |
| Materials: Board, markers, demonstration dialogue paper |
| Time | Set Up | Student Activity | Teacher Talk |
| 12 | WCT-Ss | Eliciting DemonstrationInstructionGroupingRole PlayICQs Explicit ICQ’s Feedback | T: Great! T: Clara, what is your favorite restaurant in your town? Judy, what is your favorite food in a restaurant? When did you have it?RadioGaga, have you experienced a bad service from a waiter/waitress in a restaurant? How was your feeling?T: Thank you for sharing. CCQ: Show a picture of waiter in a restaurant. Ask: Is he a customer = NoShow a picture of waitress, say is she a waitress= Yes. T: Ok, we are going to play a role play and I will be a waiter and serve a customer.(show a picture of complaining to a waiter)Customer: how come did you put a cockroach on top of my steak?Waiter: well, sir, steak has fewer proteins so we put extra protein for your balanced diet.Instructions: Now, its your turn. Work on a pair. T: Repeat after me and ShuRack, you are Waiter and RadioGaga, you are Customer, Waiter, Customer to other Ss….T: Who is a waiter, stand up and come to right side of class room and who is a customer?, come to left side of class room.T: Shurack and Radio Gaga, you two sit down to a dining table and play your role in a restaurant.Clara and Judy, you two do a same thing.Customer: how come you put -------------------?Waiter: well, sir, \_\_\_ has \_\_\_\_ so we put \_\_\_\_\_\_for your balanced diet.T: Change your role and share you crazy food experiences for 5 minutes and write down to the paperICQ’s What are you doing? How much time do you have?Are you working individually? Explicit Instructions: I don’t want you to start until I finish passing out the papers and I say begin. T: Begin when I give you the paper? =NoWhen I say “begin” =YesT: one minute left 30 sec 10 sec.T:Times up and ShuRack/RadiGaga, show your three crazy foods experiences.Ss Present:T:Clrala and Judy, show your three crazy foods experiences.Ss Present:T: Thank you for sharing. It was very meaningful. |

|  |
| --- |
| **Post Activity** |
| Materials: Board, markers, recipe tables, color pencils |
| Time | Set Up | Student Activity | Teacher Talk |
| 32 | Eliciting | T-SsElicitingExplicit InstructionsICQsTime MgmtFeedbackError correction/scramble a word | T: Great! T: Clara, what is your favorite restaurant in your town? Judy, what is your favorite food in a restaurant? When did you have it?RadioGaga, have you cooked any food lately? How was the taste? Was it good?T: Thank you for sharing. CCQ: Show a picture of weird food. Ask: Is it good food? = NoIs it good food? = yesT: Ok, we are going to cook a food and I will be a chef and cook a dish with my recipe.(show a picture of a new dish advertisement)Instructions: Now, its your turn. Work on a pair. T: Repeat after me and ShuRack, you are Chef and RadioGaga, you are advertiser, Chef and advertiser to other Ss….T: Who is a chef, stand up and come to right side of class room and who is advertiser?, come to left side of class room.T: Shurack and Radio Gaga, you two sit down to a dining table and cook a dish and draw it on the paper with advertising words. You have 3 mins.Clara and Judy, you two do a same thing.Advertiser will present itICQ’s What are you doing? How much time do you have?Are you working individually? Who is a presenter?Explicit Instructions: I don’t want you to start until I finish passing out the papers and I say begin. T: Begin when I give you the paper? =NoWhen I say “begin” =YesT: one minute left 30 sec 10 sec.T:Times up and ShuRack/RadiGaga, show you’re a new dish to other Ss.Ss Present:T:Clrala and Judy, show your new dish.Ss Present:T: All, thank you for sharing and go to your seat.T: are two chicken foots correct? = No, Are two pig feet correct? = yesWe have irregular plural words. *(descramble a bizarre like this “izrebra”)*T: what is a correct word for “izrebra”< Closing > T: Today we learned about bizarre foods and shared your own recipe. Was it fun? You guys really did good job. I’m very impressed. See you next time. |
| **SOS Activities**  |
| Materials: white b/d, blank papers |
| Time | Set Up | Student Activity | Teacher Talk |
| 5 | Eliciting  | T-SsDemonstrationInstructionTime MgmtClosing | < Eliciting and Prediction > *(Showing Ss a picture & story about weird Korean foods)*T: Judy ? which food you like among them?Clara? Which one you don’t like? Why?(Anticipate Ss to answer their experiences on the foods )T: Right! This is about 5 Crazy, Weird, Bizarre Korean Foods for the Brave. What do you call them in English?T: I like \_\_\_\_\_food because\_\_\_\_\_\_\_\_\_\_\_\_\_\_ I don’t like \_\_\_\_\_\_\_food because\_\_\_\_\_\_\_\_\_\_.Instructions: Now, its your turn. Work it individually. You have 2 mins to write down your sentences on the paper.ICQ’s What are you doing? How much time do you have?Are you working individually? Explicit Instructions: I don’t want you to start until I finish passing out the papers and I say begin. T: Begin when I give you the paper? =NoWhen I say “begin” =YesT: 30 sec 10 sec leftT:Times up and ShuRack/RadiGaga, share your food experience.Ss Present:T:Clrala and Judy, share your thoughts.Ss Present:T: All, thank you for sharing.T: We learned about weird Korean foods and we shared why people like them or don’t like them, it was very meaningful. |

<First photos>







2nd Picture











Try Brain Gelatin and Never forget it !!

Ingredients:

 2 (6 ounce) boxes

 gelatin, mix any flavor

 (peach or watermelon give the best color)

 1 3/4 cups

boiling water

 3/4 cup

 cold

 water

 9 ounces

 fat-free evaporated milk

 (must be fat-free or it will curdle)

 to make gray

 15 drops

 red food coloring

 15 drops

 green food coloring

 15 drops

 Directions:

 1 Before each use, wash the mold with warm soapy water and a soft cloth or sponge.

 2 Spray or smear the inside of the mold with a small amount of vegetable oil, then wipe out the excess.

 3 Put the gelatin mix in a large bowl and add the boiling water.

 4 Stir about two minutes until the mix is dissolved.

 5 Stir in the cold water.

 6 Stir in the evaporated milk and food coloring.

 7 Adjust coloring until it is the perfect pinkish-gray and stir.

 8 Pour the mixture in the brain mold, stopping about 1/4 inch from the top.

 9 Place the brain mold in a shallow bowl so it will sit level, and refrigerate overnight.

 10 To remove the brain, shake the mold gently until the gelatin loosens.

 11 Place a flat plate upside down over the open side of the mold, then flip the mold and the plate together.

 12 Lift the mold off, leaving the brain on the plate.