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| **Topic: Food Adjectives – What’s In My Fridge?** |
| **Instructor:** | **Level:** | **Age:**  | **Number of Students:** | **Length:** |
| Rachelle Jo | Intermediate | Adults | 6 | 50 minutes |
| **Materials:**Realia Posters (Title/Topic, Main Task, Achievement Aims, Procedure Aims, Vocabulary, Idea Mapping)Vocabulary Worksheets – Information Gap (6 copies)Speakers connected to the computer for musicPictures for the role playWhite board and board marker |
| **Aims:**- SWBAT discuss and use various food adjectives through an information gap activity- SWBAT create role plays and apply the vocabulary (food adjectives) in the role plays - SWBAT use the vocabulary (food adjectives) to complete the homework |
| **Language Skills:**Listening- Ss will listen to the partner during information gap activity and during the role playSpeaking- Ss will communicate with his/her partner by speaking during the information gap activity and during the role playReading- Ss will read the vocabulary worksheet to internalize different food adjectivesWriting- Ss will complete the information gap worksheet by writing the correct answer on the blank  |
| **Language Systems:**Phonology- Ss will listen to the teacher and classmates to become familiar with the food adjectivesFunction- Ss will ask questions to complete the information gap pair activityDiscourse- Ss will ask questions and answer the questions to complete the information gap pair activity and create role plays to be presented in the classLexis- Ss will be introduced to various food adjectives through class discussion and information gap activity Grammar – Ss will be able to observe the grammar rules in the homework but there is no emphasis on grammar (no grammar point is taught and graded) |
| **Assumptions:**Students already know:- how the class is set up and run - the teacher’s style of teaching and pace of the course- different foods and some commonly used food adjectives (such as sweet, sour, and salty)- how information gap and role plays are done |
| **Anticipated Errors and Solutions**Students may not be able to do the activity on time→ cut the feedback or give the homework instruction through emails Students may complete the task earlier than expected→ prolong the feed back, give filler activity, or let the students start the homework in the classroom until the bell rings  |
| References: Food Adjectives. (n.d.). Retrieved November 25, 2015 from <http://adjectivesstarting.com/food-adjectives/>Quick English: Vocabulary to Describe Food. (November 27, 2013). Retrieved November 28, 2015 from <http://www.kaplaninternational.comblog/english-lesson-food-vocabulary/>  |
| **Notes:** |

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| **PRE-TASK:** |
| **Aims:**-SWBAT to guess and understand what they are going to do in the lesson | **Materials:**Posters for Title and Main Task, Realia, Idea Mapping Poster, White Board, Marker |
| **Time** | **Set Up** | **Student**  | **Teacher** |
| 3 minutes2 minute5 minutes | Whole ClassWhole ClassWhole Class | Greet back the teacherGuess and tell what they already know about the topicWrite on the board the foo adjectives that they already knowParticipate in the short discussion | **<Greeting>**Hello everyone! How are you all doing today? Did you have good lunch/dinner (depends on the assigned micro-teaching time)?**<Eliciting>**Look at what I have brought here (Show Realia). Anyone wants to try out tasting it and describe the taste? Anyone else? What do you think is the topic for today?**<Idea Mapping>**Post the Idea Mapping Poster on the board Now, come up to the board. Let’s exercise for awhile. On the arrows, write any food adjective you already know. I will give you one example.(Demonstrate by writing “Sweet” on the board)**<Introduction to New Vocabulary>**Does any one know how to differentiate crunchy from crispy, spongy from mushy and salty from briny? (Discuss few food adjectives that might confuse the students during the information gap activity)Here are some food adjectives on the left side and their respective meanings on the right side. I want you to come to the board and connect the correct word and the meaning.  |
| **Notes:**Crispy- pleasantly thin, dry and easily broken (ex: crispy crackers, crispy fried chicken)Crunchy – having a hard texture and making a loud sound when crushed (ex: crunchy chips, crunchy lettuce)Salty – containing saltBriny – saltiness resembling the sea (ex: briny clams) Spongy – soft and full of holes (ex: spongy bread)Mushy – soft and wet but usually for food that is not meant to be soft (ex: mushy apples) |
| **TASK PREPARATION:** |
| **Aims:****-**SWBAT learn the different food adjectives through an information gap activity-SWBAT learn how these food adjectives are used appropriately through an information gap activity | **Materials:**Vocabulary Worksheets – Information Gap |
| **Time** | **Set Up** | **Student**  | **Teacher** |
| 2 minutes10 minutes2 minutes1 minute  | Whole ClassPairWhole ClassWhole Class | Listen to the InstructionAnswer the Instruction Check QuestionsAnswer the information gap with a partner through speaking Actively participate in the discussion to check the answersAnswer the Concept Check Questions | **<Instruction>**Take a look at your vocabulary worksheet. You will work in pair to answer the worksheets and learn new words. You have to fill in the blanks using the adjectives inside the word bank. Your answers to the blanks can be found on your partner’s worksheet. So, those who get the Student A copy, do not show your worksheet to your partner who has the Student B copy. To those who get the Student B copy, do not show your worksheet to your partner as well. You have to get the answers by talking. I will give you 10 minutes to fill and answer the worksheet.**<ICQ>**1. If you are Student B copy, do you show your copy to student A? 2. Who do you work with? 3. How much time do you have?Cue: You may start talking to your partner. **<Information Gap>**Go around and give help if necessary**<Discussion and Error Correction>**Did you all get the correct answer? Which adjectives were familiar? Did you see the new words we just discussed before the activity? Which adjectives were new to you?(Lead the discussion by asking if all of students were able to find out the correct answers. If errors are found, the other classmate who got it right can provide the correct answer or the teacher can give the correct answer directly in case all of them have a common error) **<CCQ>**1. Which one is appropriate? Crunchy chicken or crispy chicken? 2. Is it right to say salty oysters? How about briny oysters? How about salty beef steak? How about briny beef steak?3. What about a spongy apple? Is this right? |
| **Notes:** |
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| **TASK REALIZATION:** |
| **Aims:**-SWBAT plan out in group on what to present for the role play-SWBAT to use the new food adjectives in the role play | **Materials:**Props and pictures, speakers connected to the computer for music |
| **Time** | **Set Up** | **Student**  | **Teacher** |
| 3 minutes10 minutes3 minutes3 minutes | Whole ClassGroupGroupGroup | Listen to the instructionAnswer the Instruction Check QuestionsStudents work with the group to prepare a creative presentation. The first group presents the role playThe seconds group presents the role play | **<Instruction>**I will group you into two groups. Each group is composed of 3 members. Those who got the Student A worksheets awhile ago are in one group while those who got the Student B worksheets are another group. Are you all familiar with shows “Hell’s Kitchen”, “The Rachael Ray Show” or Korean Cook Shows like JTBC’s “Take care of my refrigerator” or tvN’s “Home Food Mr. Baek”? Nowadays, cooking shows are indeed popular. So today, we will have our own show “What’s In My Fridge”. Each group should prepare a creative role play. You can choose your own role as well. You can have two chefs and a guest, or a chef and two guests. It is all up to you. You may use the props and pictures here to make your role play colorful and fun. And don’t forget to use the food adjectives in the role play!Each group should prepare a 3 minutes presentation. I will give you 10 minutes for the preparation. **<ICQ>**1. Do you work alone?2. Who are your group-mates?3. How long is the preparation?4. How long is the presentation?Cue: Now, you can start**<Role Play Preparation>**Go around and give help if necessary**<Role Play 1>**Take note of the how the food adjectives are used**<Role Play 2>**Take note of the how the food adjectives are used |
| **Notes:** |
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| **POST TASK:** |
| **Aims:**-SWBAT give feedback for the various activities conducted-SWBAT answer the concept check questions-SWBAT to take note of the homework | **Materials:** White Board, Marker |
| **Time** | **Set Up** | **Student**  | **Teacher** |
| 2 minutes1 minute2 minutes1minute | Whole ClassWhole ClassWhole ClassWhole Class | Give feedbackAnswer the Concept Check QuestionsTake note of the homeworkAnswer the Instruction Check Questions | **<Feedback>**Everyone did well! Did you learn something? Was it helpful?**<Final CCQ>**1. Are doughnuts crispy or crunchy? How about raw carrots? Are they Crispy or crunchy? 2. What is the texture of fresh pears? How about a possible texture of old pears?3. How can you describe the hot sauce for pizzas? Is it minty, buttery or spicy?**<Homework>**Please take note of your homework for next meeting. I will write it on the board.Homework:Write an essay composed of 3 paragraphs. You should be able to write your favorite and least favorite foods. Identify the foods and describe why those are your favorite and least favorite foods using the food adjectives you have learned today. You can hand in your essay next week.**<ICQ>**1. How many paragraphs are you supposed to write?2. When do you turn in the homework?**<Filler – Let’s talk about recipes!>**Do you enjoy cooking? Can anyone tell the class your special recipe? What are the ingredients? What does it taste like?**<Closing>**This is all for today. Excellent job! Thank you and see you tomorrow.  |
| **Notes:** |

**Vocabulary Worksheet**

**Information Gap**

Student A

Word Bank

Minty Briny Sweet Salty

Crispy Spicy Creamy Mushy

Bitter Juicy Spongy Buttery

Boneless Crunchy Cheesy Sour

1. The minty chewing gum made me feel less sleepy in class.

2. The fresh oysters tasted .

3. The chocolate strawberry nutella cake is very sweet.

4. The first batch of dried fishes I made was .

5. The deep-fried shrimps are crispy.

6. Eating noodle was a challenge.

7. The creamy mushroom soup is good for a breakfast.

8. The apples are , they must be old.

9. My first beer shot tasted so bitter.

10. The yellow mango I had in the buffet was .

11. The green tea flavored chiffon cake is spongy.

12. The potato was mashed and blended until it became and easier to spread.

13. The boneless fishes are best for children to avoid possibility of bones getting caught in the throat.

14. The fresh paprika was .

15. The cheesy lasagna is baked deliciously.

16. The lemons are naturally and they are excellent addition to drinks and other recipes.

**Vocabulary Worksheet**

**Information Gap**

Student B

Word Bank

Minty Briny Sweet Salty

Crispy Spicy Creamy Mushy

Bitter Juicy Spongy Buttery

Boneless Crunchy Cheesy Sour

1. The chewing gum made me feel less sleepy in class.

2. The fresh oysters tasted briny.

3. The chocolate strawberry nutella cake is very .

4. The first batch of dried fishes I made was salty.

5. The deep-fried shrimps are .

6. Eating spicy noodle was a challenge.

7. The mushroom soup is good for a breakfast.

8. The apples are mushy, they must be old.

9. My first beer shot tasted so .

10. The yellow mango I had in the buffet was juicy.

11. The green tea flavored chiffon cake is .

12. The potato was mashed and blended until it became buttery and easier to spread.

13. The fishes are best for children to avoid possibility of bones getting caught in the throat.

14. The fresh paprika was crunchy.

15. The lasagna is baked deliciously.

16. The lemons are naturally sour and they are excellent addition to drinks and other recipes.