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| Listening  Speaking  Reading  Grammar  Writing | | | |
| **Topic: From Fast FOOD to Slow Food** | | | |
| **Instructor:**  Amy | **Students Competency Level :** Intermediate | **Number of Students:**14 | **Lesson Length:**  55min |
| Materials:**(List the Names of all materials used in the lesson. Materials must be shown at the end of this document)**  Board, Markers  Computer  Projector  Speakers  Vocabulary Worksheet  “From Fast Food to Slow Food” Text  Check Understanding of the Text Worksheet  Think About the Ways of Keeping Healthy | | | |
| Aims:**(What students will be able to achieve by participating in the activities of the lesson. (Ss gain or get by doing…)**   * Ss will gain the knowledge that what the fast food and slow food are by discriminating what kinds of food. * Ss will be familiar with key vocabulary using with the pictures by connecting vocabulary to the picture. * Ss will be able to get the main idea by skimming the reading text. * Ss will improve scanning skill by answering true & false questions * Ss will improve global understanding by completing the summary of the text. * Ss will get the ways how to keep our health by doing group discussion. | | | |
| Language Skills:**(Lists what activities language skills students will be using by participating in the activities of the lesson.)**   * Reading: (Where did reading occur in the lesson?)   **“**reading text :“From Fast Food to Slow Food” / worksheets   * Listening: (Where did listening occur in the lesson?)   Listening to T’s presentation, instruction, group discussion   * Speaking: (Where did speaking occur in the lesson?)   sharing ideas in a group, answering T’s questions   * Writing: (Where did writing occur in the lesson?)   answering Reading Comprehension questions, True or False questions, Vocabulary Practice, Summary the text, Writing Practice | | | |
| Language Systems: **(Lists what language systems students will be using by participating in the activities of the lesson.)**  - Phonology:(sound)  Exhausted, load, disgusted, convince, nutrition  -Lexis: (meaning)  Exhausted, load, disgusted, convince, nutrition  - Function (situation)  - Grammar (language structure)  - Discourse (communication) | | | |
| Assumptions:**(What students must already be able to do and what concepts must already be mastered before the lesson in order to achieve the aims of the lesson.)**   * Most Ss have heard about the fast food and slow food. * Ss have enjoyed fast food rather than slow food. * Ss are used to working individually and in groups of 3 ~ 4 or individually * Ss know how to skim and scan | | | |
| Anticipated Errors and Solutions:**(What things might go wrong in the lesson and what the solution will be. An SOS activity should also be included)**   * There may not be enough time to complete the lesson :   Assign the post activity writing task as a homework assignment   * Some Ss may finish the main tasks earlier than others :   Give them the supplementary worksheet “what is the other things for health?” | | | |
| References: | | | |

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| **Lead-Inor Pre-Task Part (Warm-Up Part to activate and create interest in the lesson.)** | | | |
| Materials: **(List the Names of all materials used in the Lead-Inor Pre-Task Partof the lesson. Materials must be shown at the end of this document)**  Board, Markers  Computer  Projector  Speakers  Vocabulary Worksheet  “From Fast Food to Slow Food” Text  Check understanding the text Worksheet  Think About the Ways of Keeping Healthy | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure &Instructions:** |
| 1  2  2  1 | W  W  W  W | Greet T  Listen attentively,  Become interested  Divide the presented food into ‘healthy’ or ‘unhealthy’ food  Be ready to participate in class. | Greet S  T will tell her Ss about her the foods I like.  Elicits students to think about what food is the good for health.  Transition, Let’s read “From Fast Food to Slow Food”. |

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| **Pre-Activity or Task Familiarization Part (Presentation Part Presenting the language structure to be covered in the lesson. Prepares students for the communication activity.)** | | | |
| Materials: **(List the Names of all materials used in the Pre-Activity or Task Familiarization Part of the lesson. Materials must be shown at the end of this document)**  Board, Markers  Vocabulary Worksheet  Pictures  -Exhausted Person  -Luggage in the Car  -Rotten Fish  -Convincing  -Proper Nutrition | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure &Instructions:** |
| 5 | W | Think about the definition of fast food and slow food  Ss guess the meaning with some pictures and example sentences  Ss understand the new vocabulary | Presents the definition of fast food and slow food  **Fast food**  -A type of food that is prepared and served very quickly.  -may be relatively lesser in nutritional value compared to the other dishes  **Slow food**  -as an alternative to fast food  -it strives to preserve traditional and regional cuisine and encourages farming of plants, seeds, and livestock characteristic of the local ecosystem.    T distributes vocabulary worksheets to Ss and explain them by using pictures and example sentences.   1. exhausted ex) I’m just exhausted from work. 2. load ex) Load up your luggage into your car. 3. disgusted ex) The smell of rotten fish disgusted her. 4. convince ex) I’ll convince you, I know all about you. 5. nutrition   ex) Proper nutrition is essential to maintain your health |

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| **Main Activity or Task Realization Part(Practice to Production PartTeacher lead practice of the language presented and move to communication based more student centered activity)** | | | |
| Materials: **(List the Names of all materials used in the Main Activity or Task Realization Partof the lesson. Materials must be shown at the end of this document)**  Board, Markers  “From Fast Food to Slow Food ” Reading Text  Check Understanding the Text Worksheet | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure &Instructions:** |
| 10  3  7 | W  W  W | Look at the reading text and listen to other Ss’ reading it and T’s additional explanations  Answers True or False questions  Completing the summary of the text using the words in the text using the words in the box. | T lets 4 Ss read the reading text and adds additional explanations when they are needed. Also, T asks some CCQs to her Ss.  C.C.Q>   * What is the text mainly about?   Asks True or False questions to Ss   1. Director Morgan spurlock also appears in super-size me ( ) 2. Morgan Sprulock’s experiment resulted in organ damage ( ) 3. Spurlock gained weight despite his exercise program ( ) 4. About to percent of Spurlock’s weight gain happened in the first 12 days ( )   over weight taste menus obesity hooked spending  The documentary Super size Me shows the bad effects of eating only fast food. The director becomes ( ) and develops health problems. In the US, people worry about the connection between fast food and ( ). People love the ( ) of fast food and children become ( ) on it. In Great Britain, a TV chef made a new slow food menu. His efforts resulted in more government ( ) for healthier school meals. These days fast food chains are also adding healthier items to their ( ). |

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| **Post Activity or Post Task Part (Wrap-Up Part Close the Lesson on a high note to and consolidate language learned in a communication based activity new situation.)** | | | |
| Materials: **(List the Names of all materials used in the Post Activity or Post Task Part of the lesson. Materials must be shown at the end of this document)**  “From Fast Food to Slow Food” Text  Think About the Ways of Keeping Healthy worksheet | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure Instructions:** |
| 5  5  2  5 | G  G  W  W | Ss write about the ways of keeping healthy as many as possible.  Ss will share their opinion about the ways and kinds of healthy food  Ss express their opinions about today’s class  Ss keep today’s class in their mind. | T directs their Ss to write about the ways of keeping healthy as many as possible  T directs their Ss to share their opinions one another on the basis of what they wrote about the ways of keeping healthy  T tries to close today’s class and get Ss’ feedback how it was  T wrap up today’s class and make students keep that in mind . |

**Vocabulary Worksheet**

1. **exhausted –** extremely tried

I’m just exhausted from the work

1. **load** – to put a large quantity

Load up your luggage into your car



1. **disgusted –** filled with dislike

The smell of rotten fish disgusted her

1. **convince** – to persuade someone

I’ll convince you, I know all about you.

[](http://blog.iseverance.com/mdgold/tag/%EC%95%94%20%EC%8B%9D%EC%9D%B4)

1. **nutrition** – the substances that you take into your body as food

Proper nutrition is essential to maintain your health.

**Check understanding the text Worksheet**

Answer the questions.

Q.1What is the text about?

Health concerns ( ) diets.

Q2. Indicate whether the following statements are true of false.

* Director Morgan spurlock also appears in super-size me ( )
* Morgan Sprulock’s experiment resulted in organ damage ( )
* Spurlock gained weight despite his exercise program ( )
* About to percent of Spurlock’s weight gain happened in the first 12 days ( )

Q.3 Complete the summary of the text using the words in the text using the words in the box.

The documentary Supersize Me shows the bad effects of eating only fast food. The director becomes ( ) and develops health problems. In the US, people worry about the connection between fast food and ( ). People love the ( ) of fast food and children become ( ) on it. In Great Britain, a TV chef made a new slow food menu. His efforts resulted in more government ( ) for healthier school meals. These days fast food chains are also adding healthier items to their ( ).

over weight taste menus obesity hooked spending

**Think about the ways of keeping healthy Worksheet**

What is the healthy food?

What is the ways of keeping healthy?

