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| □ Listening □ Speaking ■ Reading □ Grammar □ Writing |
| **Topic: Cooking Recipe** |

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| Instructor:  **Marcia** | Level:  **Intermediate** | Students:  **13** | Length:  **30 Minutes** |

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| Materials:   * 3 different cooking recipe (13 copies) * Vocabulary matching worksheets & blank recipe worksheet (13 copies) * White board and board markers * MS PowerPoint file and TV |

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| **Aims:**   * To learn or revise vocabulary relating to food and cooking by seeing pictures and listening to teacher's explanation * To practice speaking by discussing about the recipes with partner * To practice writing by making their own recipe |

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| **Language Skills:**   * Reading: cooking recipes * Listening: teachers’ instructions, discussion with the partner * Speaking: discussing with the partner, answering to teacher's question * Writing: writing to make their own recipe |

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| **Language Systems:**   * Lexis: garlic cloves, mince, dredge, braise, stock, fettuccine, coriander, chuck, wilt * Grammar: using moods of verbs * Function: comparing each recipe |

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| **Assumptions:**   * Students already know how to cook * Students can communicate effectively using complex sentence form * Students have some sensitivity to using English appropriately in everyday and/or specialized language situation |

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| **Anticipated Errors and Solutions:**   * If the students find difficulty in some vocabularies they find out   → Explain or give some examples to make them understood   * If the students don't have any experience of cooking   → Encourage them to recall their indirect experience |

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| **References:**   * TESOL Student book “Reading Lesson Plan” * http://www.englishcurrent.com/grammar/comparative-superlative-rules-exercises/ * http://www.delish.com/cooking/recipe-ideas/recipes/a52467/sticky-orange-chicken-recipe/ * http://www.taste.com.au/recipes/asian-spiced-pork-belly-stir-fry/13207656-272f-46c5-b275-4f8890976e53 * http://www.taste.com.au/recipes/soy-braised-beef-pasta/d9b8d7e4-cab3-455e-92a1-a4f965e7cb26 |

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| **Lead-In** | | |
| Materials: Realia, board and markers | | |
| Time | Set Up | Procedure |
| 3m. | Whole  Class | **[Greeting & Brief Rapport]**  T: Hello everyone, how are you?  Look at the picture. What is he doing now?  (Ss answer.)  What do you need to cook?  (Let Ss talk their idea and write the words on the board.)  Ex) ingredients, cookware, fire, recipe, etc.  What is most important thing for cooking?  I think recipe is the most important thing because it determines the taste of food.  Today we are going to learn some recipes.  I prepared 3 different recipes. |

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| **Pre-Activity** | | |
| Materials: Realia, board and markers, vocabulary worksheet, MS PowerPoint file and TV | | |
| Time | Set Up | Procedure |
| 3m.  3m. | Whole  Class  Pairs  Whole  Class | T: Before we read the text, let's learn some new vocabulary.  **I. Vocabulary**  T: Now, we are going to do a matching activity.  **[Instruction]**  Match the word on the left to the meaning on the right. Draw a line to match. Work with your partner. You have 3 minutes.  **CCQ**  Are you working alone?  Do you complete worksheet?  How much time do you have?  (Distribute the worksheet and monitor discreetly.)  Let's check the answer together.  What did you get for "garlic cloves"?  (Check all the answers using PowerPoint with the Ss.)  T: Okay. Now, let's start reading our text! "Cooking Recipes" |

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| **Main Activity** | | |
| Materials: Reading text, board and markers | | |
| Time | Set Up | Procedure |
| 6m.  3m.  3m. | Whole  Class  Individually  Pairs  Whole class | **I. Reading**  (T writes the guiding question on the board)  Which recipe would you choose for dinner?  **[Instruction]**  Let's assume you and your partner are going to cook together tonight.  Which recipe would you choose? Think about this question when you read.  You have 5 minutes. Work alone.  **CCQ**  Do you read the text alone?  What should you do?  How much time do you have?  (Distribute the reading text)  T: 1 minute left.  Now, discuss the question on the board with your partner.  If your partner has different idea with you then discuss to choose one recipe.  If your partner has same idea with you ask your partner the reason why she/he picked the recipe. You have 5 minutes. Work with your partner.  (Write reading comprehension question and monitor discreetly.)  1. Which recipe requires at least 4 hours to cook? 2. How do you know the pork belly is ready? 3. Which recipe do you think has the least expensive ingredients?  (T check the Ss' answer)  T: Discuss the questions on the board with your partner too.  **CCQ**  What are you going to do?  Do you work alone?  How much time do you have?  T: You have 1 minute left!  **II. Reading comprehension**  Now, let's check the picture of each recipe.  Check how different or similar with your imagination.  Which recipe you chosen? Why?  (Let Ss answer)  Now, let's check the answer together.  What is the answer for question #1?  Do you agree with the answer?  (Same for question 2 to 3)  (If there are any wrong answers, correct them with Ss) |

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| **Post Activity** | | |
| Materials: Blank recipe worksheet | | |
| Time | Set Up | Procedure |
| 9m. | Whole class  Individually  Pairs  Whole class | **I. Free production**  T: Have you ever made your own recipe before?  Now, we are going to make your own recipe.  **[Instructions]**  Think about your favorite food or simple food. Anything.  Then make your own recipe using the words we have learned today.  You have 5 minutes. Work alone.  **CCQ**  How much time do you have?  Who do you work with?  What will you do?  (Distribute the blank recipe work sheet)  (Monitor actively)  T: You have 1 minute.  T: Share your recipe with your partner.  Is there any interesting recipe to share?  (Let Ss to talk. If nobody is answer ask randomly)  **II. Feedback**  T: Did you have fun today?  Di d you learn something about recipe?  What did you learn?  Good job! I hope you enjoyed today's lesson. |