|  |
| --- |
| ☐ Listening ☐ Speaking ☐ Reading ☐ Grammar ☐ Writing |
| **Topic: Chocolate** |

|  |  |  |  |
| --- | --- | --- | --- |
| Instructor:Yeji Song | Level:Low-intermediate | Students:4 | Length: 40 mins |

|  |
| --- |
| Materials:RealiaPicturesMultimedia (Youtube video clip )Teacher (gestures, body language)Worksheets |

|  |
| --- |
| Aims:To learn vocabulary related to chocolate and bakingTo develop students spoken fluencyTo discuss different people’s preference on chocolate |

|  |
| --- |
| Language Skills:Listening : Watching the video clip, Background information, Intonation and accentSpeaking : Reading out loud, conversation with a partnerReading : Reading sentence card and worksheetsWriting: Filling the interview worksheet while interviewing partners |

|  |
| --- |
| Language Systems:Function : Do you~? Have you~? Is it~?Phonology : How to pronounce the words properly with the right stressLexis: verbs and words related to the topicDiscourse: interview each other Grammar : Present simple, present perfect |

|  |
| --- |
| Assumptions:1. Students may have tried chocolate and like it.
2. Students may have known the basic rules when they making questions in English
3. Students know they should speak only English in the class.
4. Most of the students have tried working in pairs.
 |

|  |
| --- |
| Anticipated Errors and Solutions:1. Students may not know how to make questions and grammar rules

 ( point out the grammar rules simply in the middle of the class) 2. If the time is running out, get rid of sharing partner’s interview. 3. If there is more time than expected, do sos activity 4. Students may already know the vocabulary on the sheet |

|  |
| --- |
| References:https://www.youtube.com/watch?v=cFls7gV\_1hIhttps://www.teachingenglish.org.uk/article/chocolate |

|  |
| --- |
| **Lead-In** |
| Materials: Realia, Multimedia |
| Time | Set Up | Student Activity | Teacher Talk |
| 2mins4mins | Whole Class | Listen to the teacher’s instructionWatch the video clip | ProcedureT: Hello, everyone. Welcome to today’s class. I am teacher Song and I will be your speaking teacher today. I want to start the class by showing you a short video clip which is related to today’s topic. Are you ready?Stream the video clipAlright, what can you imagine from the video? ( Ss might say chocolate)Yes, you’re right. It’s chocolate. I guess all of you might have eaten chocolate before.  |

|  |
| --- |
| **Pre-Activity** |
| Materials:Vocabulary worksheet Teacher’s gestures and body languagePictures |
| Time | Set Up | Student Activity | Teacher Talk |
| 2mins10mins | Whole class | Listen to the teacher’s instructionMatching the words to the right meaning. | T: Before we start the main activity, I want all of you to have a look on this worksheet.(Distribute vocabulary worksheet)T: Alright, so the word number 1 is “melt”Everyone repeat after me, melt. what do you think of the right meaning of the word melt is. You can say for example “ Melt the butter in a sauce pan” or “The sun melted the ice” Here is a picture of the word “melt”(Show Ss the picture prepared)Can you matching the right meaning to the word?Go through all words on the worksheet in the same way.CCQHow much time do we have?Are you working alone? |

|  |
| --- |
| **Main Activity** |
| Materials: Interview worksheet |
| Time | Set Up | Student Activity | Teacher Talk |
| 2mins10mins | wholegroupWorking in pairs | Listen to the teacher’s instructionInterview each other. | **Interview**<instruction>T: Now it’s time for you to interview your partner. Let’s make pairs with the person next to you. Ask the questions given in the worksheet. You may answer with a short answer but try to answer it with information regarding to the question. Let’s say my partner ask me “Is chocolate your favourite food?” I would say “No, It’s not.. I like it but it is not my favourite because it is too sweet and it doesn’t make me full”. Let’s get startedStudents interview each other.CCQAre you working in groups?Can you answer the questions with a very short answer? |

|  |
| --- |
| **Post Activity** |
| Materials: worksheet cards realia teacher’s gestures and body language |
| Time | Set Up | Student Activity | Teacher Talk |
| 3mins7mins | Whole groupWorking in pairs | Listen to the teacher’s instructionOrganising the steps making chocolatesRead out loud | **Brainstorming activity**<Instruction>T: Now it’s time to classify the steps to make our chocolate. Before that, we are going to name our own groups’ name.(Ss naming their groups) What are you going to do first to make chocolate? You may get them organised and answer it with raising your hands saying your name of the group.(Ss organising and draw their result)T: Alright! The team “A” was fast! Today’s gifts are chocolates!! let read out loud the steps to make chocolates together!CCQAre you working alone?Can you discuss the way to make chocolate with another group? |

|  |
| --- |
| **SOS Activity** |
| Materials: Discussion worksheet cards |
| Time | Set Up | Student Activity | Teacher Talk |
| 3mins7 mins | whole class | Listen to teacher’s instructionBrain stormAnswer the question Sharing their own opinion | Discussion<Instruction>T: Now it’s time for us to share our own idea on chocolate. I am now distributing the sentence mission card. Now there is a sentence that you need to think about your answer. I will give you 1 minutes to think about the questions given to you. Distribute the sentence cardSs brainstormTeacher picked up the sentence.T: So the first one that I picked up is “ Where do we get chocolate? who picked up this card? ( Student who picked up this questions answer it and pick up the question card for the next person and taking turns)CCQCan students answer the questions with avery short answer?Are you working in a pair or a group? |