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| **Topic: Breakfast Recipes** |
| **Instructor:** | **Level:** | **Age:**  | **Number of Students:** | **Length:** |
| **Yeram Lee** | **Intermediate** | **Adults** | **15** | **50 minutes** |
| **Materials:*** 3-5 Pictures of the breakfast (pancakes must be included)
* Recipes of making pancakes
* Audio clip (conversation about breakfast)
* Worksheet with blanks (Listening comprehension questions included)
* Worksheet with key vocabularies for cooking
* Paper and colored crayon & pens
* White board & board markers
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| **Aims:*** SWBAT get the details of listening conversation by filling in the blanks and discussing with their partners.
* SWBAT use proper vocabulary related to cooking by solving the questions from worksheet and making their posters about the recipes.
* The class will build cooperative skills and teamwork by working together to produce a poster and teach the other teams.
* SWBAT explain about their own breakfast recipe by presenting their poster to their classmates.
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| **Language Skills:*** Listening : listening audio clip (conversation about breakfast)
* Reading : reading script and worksheet with questions
* Speaking : discussing how to make a certain breakfast and presenting it
* Writing : writing the recipe of the breakfast on the poster
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| **Language Systems:*** Phonology : pronouncing vocabulary and phrases, especially /wr/ sound. (E.g. wrong, weird, warm).
* Lexis : food vocabulary and phrases in the script
* Function : using vocabularies related to cooking
* Discourse : making the recipes
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| **Assumptions:*** Ss know cooking vocabularies and use it properly.
* Ss choose their own breakfast and know how to make it.
* Ss are able to express their ideas in spoken and written English and are mostly active.
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| **Anticipated Errors and Solutions:*** If Ss are not able to follow the script, let Ss listen the missing parts repeatedly until they understand.
* If Ss have difficulty in doing worksheet, have Ss do themselves first and give some help.
* If Ss need more time to finish posters, give them more time and cut off the time of post activity.
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| **References:** Breakfast Recipe (n.d). In *Randall’s ESL Cyber Listening Lab*. Retrieved January 29, 2019, from https://www.esl-lab.com/breakfastrecipes/breakfastrecipessc1.htmCooking Vocabulary (n.d). In *ESL Lounge*. Retrieved January 29, 2019, fromhttp://www.esl-lounge.com/student/vocabulary/3v12-cooking-vocabulary.php |
| **Notes:** |

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| **Presentation:** |
| **Aims:** SWBAT think about the breakfast through the pictures. | **Materials:** 3-5 Pictures of breakfasts (pancakes must be included), Board and markers |
| **Time** | **Set Up** | **Student**  | **Teacher** |
| 4 mins | Whole class | Answering teacher’s questions | **Greeting**Good morning! How was your weekend?Did you guys had a breakfast today before coming to class?(Getting student’s responses)(Lots of reaction)**Eliciting**(Displaying pictures of the breakfasts and asking the questions)What can you see in the picture? (After showing all the pictures)When do people normally eat these meals? Breakfast, lunch or dinner?What do you usually eat for your breakfast?Do you make your own breakfast?What is your favorite meal for your breakfast?If you don’t eat your breakfast often, why?(Letting Ss answer the questions) |
| **Notes:** |
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| **Practice:** |
| **Aims:** SWBAT use vocabulary and phrases properly by doing worksheet with the blanks. | **Materials:** Audio clip, Blank worksheet (Vocabulary) and Listening comprehension worksheet |
| **Time** | **Set Up** | **Student**  | **Teacher** |
| 2 mins5 mins5 mins10 mins | Whole classGroupWhole class | Listening to the conversation. Listening to the conversation and answering the questions on worksheetsFilling in all the blanks as well.Share and discuss what they’ve gotCorrecting their answers | **Instructions**Now we have an audio clip of the conversation about breakfast recipes.I’m going to play once first, and then give you the worksheet to work on.(Distributing the blank worksheet to students and explaining the meaning of vocabulary and phrases)Now we are going to do worksheets. I will only play the dialogue 2 times so listen carefully! Please fill in the blanks and mark the answer for the listening comprehension questions as well.(Tell them not to worry about the cooking vocab yet)Alrighty! Looks like you are all done with the first one. Before we move on to the answers, I will give you guys some time to do the other worksheet. After finishing every worksheets, share it and discuss with your groupmates.(Dividing the group into 4 groups with 4/4/4/3ppl)(Check group-work, and if Ss need help, give some immediately)**ICQ**How many times for the dialogue?Are you working in group?How much time do you have?**Instructions**Let’s go over all the blanks together!What’s the first blank?What’s the second blank?…(every blanks)(Checking the answers as a whole class.If Ss have incorrect answers, listen to the parts Ss missed again.)**Point out**-/wr/ sound and the brief meaning of the vocabs-Cooking vocabs (Using Desmonstration) |
| **Notes:** |
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| **Production:** |
| **Aims:** SWBAT use proper vocabulary related to cook by making their posters about the recipes. | **Materials:** Paper, Colored crayon and pens |
| **Time** | **Set Up** | **Student**  | **Teacher** |
| 15 mins | Whole classGroups | Making a poster | **Instructions**We are going to make a poster about the breakfast recipes with your group! Choose one food that is usually eaten for breakfast and explain how to make it. Here is an example of the pancake recipe.(Telling them a proper recipe)On the poster, you must write the name of the food. **ICQ**-Try to use vocabs we just learned-Feel Free to draw and color them-Any kinds of food that is eaten as breakfast is good to go-You can even make your own recipe-How much time do you have?-Are you working alone? |
| **Notes:** |
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| **Post Production:** |
| **Aims:** SWBAT share the idea of the food by presenting their poster and pick up one favorite food among them. | **Materials:** Posters of the food recipes |
| **Time** | **Set Up** | **Student**  | **Teacher** |
| 13min2min | IndividualWhole class | Presenting their posters Answering the questions and choosing one food | **Instructions**So, now we are going to have a time to show your poster. One person from your group come up and present your group’s breakfast recipe!(Letting Ss explain their recipes in front of the class)**Closing**Did you have fun today?Which food are you interested in and want to make it?Choose one that you like the most. (Asking Ss about the favorite food one by one)Good job! I hope you enjoyed today’s lesson. See you tomorrow. |
| **Notes:** |

**[Images]**

Bacon and Eggs

  

Cereal / Pancakes / Waffles

**[E.g. Pancake Recipe]**

1. In a large bowl, mix flour, sugar, baking powder and salt. Make a well in the center, and pour in milk, egg and oil. Mix until smooth.
2. Heat a lightly oiled griddle or frying pan over medium high heat. Pour or scoop the batter onto the griddle, using approximately 1/4 cup for each **pancake**.

**[Script]**

**Daughter**: Dad, Dad. What's for breakfast?

**Dad**: [Dad mumbles something] **Daughter**: Dad? [*What?*]

**Daughter**: What's for breakfast?

**Dad**: Uh, there's a banana on the kitchen counter. Enjoy.

**Daughter**: Dad, that banana's all bruised, and it looks like the cat took a bite out of it last night . . . Dad. Wake up.

**Dad**: Okay. Uh, there's some cereal in the [cupboard](https://www.esl-lab.com/breakfastrecipes/breakfastrecipessc1.htm#key). Help yourself.

**Daughter**: But there's no milk.

**Dad**: Well, just [mix up](https://www.esl-lab.com/breakfastrecipes/breakfastrecipessc1.htm#key) some powered milk.

**Daughter**: Ah, no way. That stuff is [nasty](https://www.esl-lab.com/breakfastrecipes/breakfastrecipessc1.htm#key) and warm. Come on, Dad.

**Dad**: Uh, okay. I guess I could make some pancakes.

**Daughter**: Uh, no. The last time you made pancakes, they were as hard as a rock. Even the dog wouldn't touch them.

**Dad**: That bad? [*Yeah.*] Alrigh. Wait! Why in the world are we having this conversation anyway? You're 19 years old. Make your own breakfast. I'm going back to bed.

**Daughter**: Because you love me . . . [plus](https://www.esl-lab.com/breakfastrecipes/breakfastrecipessc1.htm#key) you said that you'd make something for me if I cleaned the dishes last night.

**Dad**: Okay. How about some eggs and bacon? I can't [go wrong](https://www.esl-lab.com/breakfastrecipes/breakfastrecipessc1.htm#key) there.

**Daughter**: Okay, but don't put any of that funny stuff in it . . . you know, those [weird](https://www.esl-lab.com/breakfastrecipes/breakfastrecipessc1.htm#key) mushrooms like you did last time.

**Dad**: Okay, okay. So, you want me to keep things simple, right?

**Daughter**: Exactly. But, please hurry. My friend is picking me up in a few minutes.

**Dad**: On a Saturday morning?

**Daughter**: Yeah. He's taking me fishing.

**Dad**: Fishing? Since when did you start liking fishing?

**Daughter**: Since Dirk gave me this ring! What do you think?

**Dad**: What? Wait. I'm not going to ask. Let me get breakfast on the table . . . Then, we'll have a long [chat](https://www.esl-lab.com/breakfastrecipes/breakfastrecipessc1.htm#key).

**Dad**: Oh, he's here. I'll just take the $20 bill out of your wallet. I can buy breakfast on the way. Bye.

**Dad**: Oh, no!

**[Blank/Vocab worksheet for Ss]**

**Daughter**: Dad, Dad. What's for breakfast?

**Dad**: [Dad mumbles something] **Daughter**: Dad? [*What?*]

**Daughter**: What's for \_\_\_\_\_\_\_\_\_\_\_?

**Dad**: Uh, there's a banana on the kitchen counter. Enjoy.

**Daughter**: Dad, that banana's all bruised, and it looks like the cat took a bite out of it last night . . . Dad. Wake up.

**Dad**: Okay. Uh, there's some cereal in the \_\_\_\_\_\_\_\_\_\_\_. Help yourself.

**Daughter**: But there's no milk.

**Dad**: Well, just \_\_\_\_\_\_\_ \_\_\_\_ some powered milk.

**Daughter**: Ah, no way. That stuff is \_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_. Come on, Dad.

**Dad**: Uh, okay. I guess I could make some pancakes.

**Daughter**: Uh, no. The last time you made pancakes, they were as hard as a rock. Even the dog wouldn't touch them.

**Dad**: That bad? [*Yeah.*] Alrigh. Wait! Why in the world are we having this conversation anyway? You're 19 years old. Make your own breakfast. I'm going back to bed.

**Daughter**: Because you love me . . . \_\_\_\_\_\_\_\_\_\_ you said that you'd make something for me if I cleaned the dishes last night.

**Dad**: Okay. How about some eggs and bacon? I can't \_\_\_\_\_ \_\_\_\_\_\_\_\_ there.

**Daughter**: Okay, but don't put any of that funny stuff in it . . . you know, those \_\_\_\_\_\_\_\_\_\_\_ mushrooms like you did last time.

**Dad**: Okay, okay. So, you want me to keep things simple, right?

**Daughter**: Exactly. But, please hurry. My friend is picking me up in a few minutes.

**Dad**: On a Saturday morning?

**Daughter**: Yeah. He's taking me fishing.

**Dad**: Fishing? Since when did you start liking fishing?

**Daughter**: Since Dirk gave me this ring! What do you think?

**Dad**: What? Wait. I'm not going to ask. Let me get breakfast on the table . . . Then, we'll have a long \_\_\_\_\_\_\_\_.

**Dad**: Oh, he's here. I'll just take the $20 bill out of your wallet. I can buy breakfast on the way. Bye.

**Dad**: Oh, no!

**[Listening Comprehension Worksheet]**

1. Why does the daughter complain about having a banana for breakfast?
	1. The banana is still green.
	2. Their pet ate part of it.
	3. The daughter hates bananas.
2. Why does the daughter not want to eat cereal for breakfast?
	1. She has to prepare the milk.
	2. There's no cereal left.
	3. She ate the same thing yesterday.
3. What other food did the father try to prepare for his family before, but it didn't turn out well?
	1. rice and eggs
	2. steak and bacon
	3. pancakes
4. Why is the father preparing breakfast for his daughter?
	1. Because she helped him in the kitchen.
	2. Because it's the girl's birthday.
	3. Because she can't cook well.
5. What is the big surprise at the end of the conversation?
	1. The girl's friend drops by and brings breakfast.
	2. The father decides to make his daughter fish.
	3. The girl might be getting married.

**[Cooking Vocab Worksheet]**

|  |  |
| --- | --- |
| frybakegrateboilslicepeeldice | simmerchopsievemixkneadscoreroast |

1. mark with knife without cutting \_\_\_\_\_\_\_\_\_\_\_
2. take skin off fruit/vegetable \_\_\_\_\_\_\_\_\_\_\_
3. cut into cubes \_\_\_\_\_\_\_\_\_\_\_
4. shake powder through a fine mesh/net \_\_\_\_\_\_\_\_\_\_\_
5. massage with hands \_\_\_\_\_\_\_\_\_\_\_
6. cook in hot water \_\_\_\_\_\_\_\_\_\_\_
7. turn heat down to heat slowly \_\_\_\_\_\_\_\_\_\_\_
8. use implement to cut food into shreds \_\_\_\_\_\_\_\_\_\_\_
9. cook using hot oil in a pan \_\_\_\_\_\_\_\_\_\_\_
10. cut very roughly \_\_\_\_\_\_\_\_\_\_\_
11. stir ingredients together \_\_\_\_\_\_\_\_\_\_\_
12. cut into thin slices like paper \_\_\_\_\_\_\_\_\_\_\_
13. cook in oven without oil \_\_\_\_\_\_\_\_\_\_\_
14. cook in oven with oil \_\_\_\_\_\_\_\_\_\_\_