**Background Information Sheet**

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| **Name** | **Class** | **Date** | **Lesson Type** | **Length** |
| Shin & MJ | Tesol198WD | 04/10/2019 | Speaking | 20 minutes |

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| **Lesson** | |
| **Topic** | Describing a food |
| **Main Aim** | Students will practice their speaking fluency |
| **Secondary Aim** | Students will practice words to describe food through speaking |

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| **Materials and References** |
| [**https://www.youtube.com/watch?v=ga9O0Iv-F3U**](https://www.youtube.com/watch?v=ga9O0Iv-F3U) **(Master Chef Final)**  **whiteboard, colored markers, computer, monitor**  **3 in real food items**  **adjective and vocabulary resources half A4 size** |

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| **Student Profile** | | | |
| **Level** | Advanced | | |
| **Age** | Adult | **Number of Students** | 10 |
| **Detail** | All native Korean students.  5 females and 5 males.  All students have strong English – speaking skills and are able to have fluent conversations in English | | |
| **Assumptions about students’ knowledge as required for this lesson:** | | | |
| Students have experience with pair and small group discussion consisting or 3 or 4 students.  However they have not had role play as a small group before. | | | |

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| **Anticipated Difficulties and their Solutions:** |
| \*Few of shy students maybe feel awkward at role playing in public. Teacher have to give extra support and make sure when the role play began the students felt ‘armed’ with the appropriate language.  \*It may be hard for adult students to ‘get into’ the role. Teacher have to ask students to play as real to life as possible and give time for rehearsal. |

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| **My Personal Aim** | | |
| What I hope most to demonstrate in this lesson is the ability to conduct a student-centered lesson with minimal teacher support | | |
| **Stage Name:** Pre Task  **Purpose of this stage:** Create interest in the topic. Brainstorm ideas which will be useful for the next stage. Students may be given a communicative task e.g. discuss, arrange/sort, create a list, etc.  The aim is to relax students, activate their background information, and gather useful ideas for the lesson. | | |
| **Materials:** Show short video clip of ‘Master Chef’ (2.5mins), computer, monitor | | |
| **Time** | **Interaction** | **Procedure** |
| 4min | T-S | “Good morning! My name is MJ. I am Shin. We are going to co-teach todays class”  “Now we are going to watch a short video clip. While watching you can get some idea of today’s topic.”  (Play ‘Master Chef Final’, after the clip ask students)  “Can you tell me what is the topic you guess?”  “Yes, about food. Especially How to describe food”  “What judges talked about food? Talk to your partner briefly”  “Alright. So what did you find?”  “Yes. Taste, texture, color, presentation. Right. All these things you can mention when you describe food” |

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| **Stage Name:** Task Preparation  **Purpose of this stage:** This is a student centered stage, to give students time to prepare and practice a speaking task which they will perform in Task Realization. Clear detailed instructions or a demonstration must be provided so students know what is expected. Prepared materials may be provided to assist their preparation. Monitor and offer brief tips if necessary. | | |
| **Materials:** adjective and vocabulary resources, 3 in real food items | | |
| **Time** | **Interaction** | **Procedure** |
| 1min  3min | T  S-S | 10 students divided by 3 groups (3/3/4). Hand out adjective and vocabulary resources to every student. Assign 1 real food items to each group.  “Ok. Now your group have 1 food item each. Discuss with your group and try the best to describe your food in detail. But don’t’ eat the food, only watching. However, you can imagine the taste. You can use this resources for your reference. You will have only 3 minutes for discussion. Let’s begin.”  (Teacher move around classroom and monitor) |

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| **Stage Name:** Task Realization  **Purpose of this stage:** This is a very student centered stage to allow for maximum speaking fluency practice. Monitor discretely and take note of incorrect language. Students perform their task without interruptions from the teacher. | | |
| **Materials:** 3 in real food items | | |
| **Time** | **Interaction** | **Procedure** |
| 1min  2min  6min | T  S-S    S-S | “Now we are going to do role play by group. Imagine that all of you are ‘food critic’ and you can make people to decide whether to eat this food or not. While your role playing, you are allowed to eat the food”  “I will give you 2 minutes to prepare your role play. The role play will be 2 minutes for each group. Remember, make it real! Start discussion”  “Ok. Times up. Let’s go for role play” (Before start role play, teacher introduce to all students what is the 3 food items are)  (3 groups do a role play each 2 minutes. Teacher monitor the time and let flow smoothly) |

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| **Stage Name:** Post Task  **Purpose of this stage:** To end the lesson with a final student centered task such as voting, summarizing, discussing, deciding etc. The teacher may offer delayed error correction to the previous stage, as well as mention positives and points to improve for next time such as useful strategies. | | |
| **Materials:** List all materials that will be needed in this stage. | | |
| **Time** | **Interaction** | **Procedure** |
| 3min | T-S | “Wow! I was very impressed with all of your acting”  “Now let’s talk about which group is showed most impressive acting? Simply hands up? Group A? Group B? Group C? Great job! Group (A or B or C)  “Next, who was the best food critic? Why?  “Ok. I would like to say thank you for all of your great effort. I hope you enjoyed. Thanks again see you next class” |

**Instructor’s Comments and Assessment**

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| **Pros** | | |
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| **Cons** | | |
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| **Change** | | |
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| **Overall Comments** | | |
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| **Grade** | | |
| **Above Standard 85%-100%** | **Standard 70%-84%** | **Below Standard 69%-0%** |
| **Instructor** | **Student Signature** | **Date** |
| **Taute, David** |  |  |

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| **Taste** | **Texture** | **Cooking methods** |
| **bitter**  **sweet**  **bland**  **savory**  **rich**  **salty**  **sugary**  **sour**  **hot / cold**  **spicy / mild**  **fishy**  **cheesy**  **meaty**  **fruity**  **minty** | **crispy**  **tender**  **tough**  **smooth**  **creamy**  **chewy**  **oily / greasy**  **fluffy**  **hard / soft**  **slippery**  **slimy**  **ripe**  **sticky**  **dry / moist**  **brittle** | **seasoned**  **boiled**  **fried**  **grilled**  **barbecued**  **baked / roasted**  **poached**  **stewed**  **coated**  **fermented**  **pickled**  **marinated**  **frozen**  **sliced**  **minced** |

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