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| Listening  Speaking  Reading  Grammar  Writing |
| **Topic:**  Pizza margherita in 4 easy steps |

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| Instructor:  Min ( Yun, Hyemin ) | Level:  **Pre-Intermediate** | Students:  **13** | Length:  **30 Minutes** |

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| Materials:  13 copies of the text “Pizza margherita in 4 easy steps”  13 copies of vocabulary worksheet and reading worksheet  (extra worksheet)  Board, markers |

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| Aims:  Ss will be able to use the vocabulary and expressions for cooking.  Ss will be able to describe actions related to making foods.  Ss will improve skimming and scanning skill while reading text and answering questions.  Ss will improve speaking and listening ability by sharing ideas. |

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| Language Skills:  Reading : reading text “Pizza margherita in 4 easy steps”  Writing : answering questions / making a recipe  Speaking : sharing ideas and comparing answers  Listening : listening to Ts presentation, instructions, demonstration, / classmates’ ideas |

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| Language Systems:  Lexis: idioms used in describing cooking  Functions : writing a recipe |

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| Assumptions:  Students know pizza and have experiences of making foods.  Students know the teacher’s style of teaching.  Students know how to skim and scan. |

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| Anticipated Errors and Solutions:  Students may not understand the words  ->Explain them with pictures  Students may need more time to complete the lesson  -> Give 1~2 minutes and if they cannot finish it, solve the questions together.  If students finish their tasks later than anticipated,  -> Giving writing worksheet as an assignment |

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| References:  http://www.bbcgoodfood.com/recipes/4683/pizza-margherita-in-4-easy-steps |

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| **Pre-Task** | | | |
| Materials:  Board, Markers | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3 min | Whole class | Answer the qustion | Procedure:  -Greeting  Hello everyone.  -Eliciting:  What is your favorite food?  Have you ever made it?  How often do you cook?  Have you ever followed a recipe when you cook?  (If students do not know ‘recipe’  -> Recipe means instructions for making or preparing something.)  -Introducing today’s topic:  Today, we will talk about a recipe. |

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| **Task Preparation** | | | |
| Materials:  vocabulary worksheet, markers and board | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 7 min | Whole calss  Individually | Answer the question  Fill out the worksheet. | Procedure:  1. Vocabulary  Before we go, let’s learn vocabulary that will help you to understand.  Instruction  Work individually. Fill out the verb with clues in the box below and check the methods that are related to foods. You have 3 minutes.  (Distribute the worksheet)  Demonstration  Here is an example. Let’s see the first picture. One’s hand is moving continuously and repeatedly. That is ‘stir’. And then, match the food. Yes, ‘stir milk in a bowl’ is possible. One food is able to match 2 verbs and one verb is also able to match 2 foods.  CQC  How much time do you have?  Where do you find the verb?  And then, what do you do?  Let’s check the answers together.  What is the second picture?  He is working dough by pressing, folding, and stretching. That is ‘knead’. We can say that ‘Knead the dough.’  Next, spreading out or flattening is ‘roll out’ and we can say that rolling out dough. ‘Roll out’ is also used with dough.  Then, she is throwing cheese in various directions. This is ‘scatter’. What foods can match this verb? We can say that she scatters nuts and chips. Or she scatters sliced cheese.  Someone is falling in fine oil drops. What is this? This is ‘drizzle’. What food can go together with ‘drizzle’? ‘Drizzle tomato sauce’ is possible.  The last is ‘smooth over’.  Someone moves his hand over its surface to make it smooth and flat.  We can say ‘Smooth the icing over the top of the cake.’ or ‘Smooth the tomato sauce over.’  O.K. Let’s start reading the text. |

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| **Task Realization** | | | |
| Materials: Board, markers, reading text, reading worksheet | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 13min | Whole class  Individually | Skim the text  Answer the questions  Fill out the worksheet | Procedure:  **1.Skimming for main idea**  (Pass out the text)  (Write the question on the board)  What is this recipe for?  How many steps are there?  Instruction  Skim the text. Think about these questions. You have 2 minutes. Work alone.  CCQ  What will you do as you read?  Do you read with your partner?  How much time do you have?  Feedback  Do you need more time to read?  (If yes : give 30 seconds, If no : sharing the answers)  What are your answers of these questions?  **2. Scanning for Details**  Instruction  You will have a worksheet. Read the work sheet. Scan the text and find answers to the questions. You have 4 minutes. Work alone.  CCQ  What are you going to do?  Do you alone?  How much time do you have?  (Distribute the worksheet)  You have 1 minute.  Feedback  Have you all checked the answers?  (If no : give 30 seconds extra reading time. If yes : check the answers by having Ss say the answer)  Let’s check the answers together. |

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| **Post Task** | | | | |
| Materials: Writing worksheet, board, markers | | | | |
| Time | Set Up | Student Activity | | Teacher Talk |
| 7 min | Whole class | Choose a food for recipe and make it (Compare with his/her partner.) | | Procedure :  Instruction  Now, You are going to make a recipe with your partner. Choose a food for the recipe together and then make the recipe individually. After that, we are going to compare with your partner what is different and similar.  Look at this worksheet. Most recipes have these items such as time, ingredients, and methods. So fill out the each blank.  Make sure that you write methods step-by-step and use the words that we have learnt today as far as possible.  You have 4 minutes so you don’t need to make it accurate today.  (If you are not able to finish it today, we can compare them next class. So you have to finish it by next class.)  CCQ  What will you do?  How do you write the methods?  How much time do you have?  (Distribute the worksheet)  Feedback  Have you all finished?  What is your food for the recipe?  Closing  It’s time to wrap up. Did you have fun today? What did you lean?  I hope you enjoyed today’s lesson.  See you tomorrow. |
| **SOS Activities** | | | | |
| Materials: | | | | |
| Time | Set Up | Student Activity | Teacher Talk | |
| 5 min | Whole class | Read and fill out the extra worksheet. | If all activities are finished earlier than anticipated, use the extra worksheet.  Instruction  Here are comments for the pizza recipe. Read the comments in the box and answer the questions individually. I will give 3 minutes.  CCQ  What will you do?  How much time do you have?  (Distribute the worksheet)  Feedback  Have you all finished?  Let’s answers the question together. | |