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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 answersListening : listening to Ts presentation, instructions, demonstration, / classmates’ ideas |

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| Language Systems:Lexis: idioms used in describing cookingFunctions : 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:-GreetingHello 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 calssIndividually | Answer the questionFill out the worksheet. | Procedure:1. VocabularyBefore we go, let’s learn vocabulary that will help you to understand.InstructionWork 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)DemonstrationHere 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.CQCHow 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 classIndividually | Skim the textAnswer the questionsFill 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?InstructionSkim the text. Think about these questions. You have 2 minutes. Work alone.CCQWhat will you do as you read?Do you read with your partner?How much time do you have?FeedbackDo 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**InstructionYou will have a worksheet. Read the work sheet. Scan the text and find answers to the questions. You have 4 minutes. Work alone.CCQWhat are you going to do?Do you alone?How much time do you have?(Distribute the worksheet)You have 1 minute.FeedbackHave 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 :InstructionNow, 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.)CCQWhat will you do?How do you write the methods?How much time do you have?(Distribute the worksheet)FeedbackHave you all finished?What is your food for the recipe?ClosingIt’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.InstructionHere are comments for the pizza recipe. Read the comments in the box and answer the questions individually. I will give 3 minutes. CCQWhat will you do?How much time do you have?(Distribute the worksheet)FeedbackHave you all finished?Let’s answers the question together. |