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| Listening  Speaking  Reading  Grammar  Writing |
| **Topic: Be a Chef!** |

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| Instructor:  **Mina Kim Kang** | Level:  **intermediate** | Students:  **15** | Length:  **30 Minutes** |

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| Materials:  Pictures of World Famous Food  (steak, curry, baguette & croissant, pizza, bulgogi, sushi, Peking duck, pho)  Word strips : food names, country name, Ingredients …..  Wall chart of sample promotion and useful expressions about cooking method, taste and flavor.  Food name word strips  Glue stick  7 sets of scrambled recipe strips  Bingo board and list of world foods  Board and makers |

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| Aims:  - Main aim : To enable students to improve their speaking skills by having students talk about food.  -Secondary aim : Ss will talk about food by having Ss do matching work sheet, role play, unscramble.  -Personal aim :  I want to speak clearly with more energy and confidence.  I want to improve my ICQ&CCQ delivery. |

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| Language Skills:  Speaking : Students will discuss about the world famous food with group members  Students will present their own brand product promotion while they are doing role play.  Students will talk about directions order in a recipe with partners.  Reading : Students will read recipe and sample promotion wall chart.  Listening : Students will listen to teacher’s instruction, teacher’s demonstration and group member’s or partner’s speaking.  Writing : Ss will complete world famous food work sheet and will write down their promotion script. |

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| Language Systems:  Lexis : words used in describing cooking method, taste and flavor  Function: prepare promotion (their own brand product) and present with partner  Grammar: None to discuss  Discourse: Presenting promotion  Phonology: pronunciation of TL(ingredient, flavor, recipe) |

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| Assumptions:  Students already know:   * how the class is set up and run (in groups, in pair, individually) * the teacher’s style of teaching and the pace of the course * about world famous food |

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| Anticipated Problems and Solutions:   |  |  | | --- | --- | | Anticipated Problems | Solutions | | Students may not be able to follow the instructions easily. | Chunk instructions, give instructions more clearly. | | Students may need more time to prepare role play | If it takes longer than 5 minutes, give them 1 minute more. | | If time is short | Cut post activity short and only ask 1 students to share their answers. | | If students may finish their tasks earlier than anticipated, | Ask as many students as possible about their ideas of favorite food and their cooking experience. | |

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| References:  [www.google.com](http://www.google.com) : images of food |

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| **Lead-In** | | | |
| Materials:  N/A | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2min | Whole class | Answer teacher’s questions and talk about their experience | *Hi every one*  *Do you like shopping by internet or TV home shopping channel?*  *What did you buy before by internet or TV?*  *Do you like ice cream?*  *Which one do you prefer vanilla or chocolate?* |

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| **Pre-Activity** | | | |
| Materials :  Pictures of World Famous Food  (steak, curry, baguette & croissant, pizza, bulgogi, sushi, Peking duck, pho)  Word strips : food names, country name, Ingredients …..  Glue stick | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 8min | Whole class  In gropus | Answer teacher’s questions  Make groups  Answer teacher’s questions  Discuss with group members and match food name, country, ingredients | Eliciting  *What is the element that you can put into a mixture when you are cooking?*  Ingredients  *We can call eggs, flour, sugar, butter as ingredients when we make cakes*.  CCQs  *Is a bowl can be an ingredient when we are cooking?*  *Is an egg can be an ingredient when we are cooking?*  Creative Grouping Technique  *Can you say egg, sugar, butter…?*  *All eggs move to here….*  Instructions  *There are many kinds of foods from all over the world here.*  *Your group should match a food name and a country, then you should put* *right ingredients for that.*  *I will give you 4 minutes.*  ICQs  *What are you going to do?*  *How much time do you have?*  *Are you going to do individually or in groups?*  Explicit ICQs  *Are you going to start when I give this paper?*  *Are you going to start when I say ‘go’?*  Give Ss the materials.  Time management  *1 minute left.*  *30 seconds left.*  *Times up!*  Check Answers  *Who has the longest spelling name in your groups?*  *Come out and write the answer on the board.*  Let the student who has the longest spelling in his name write the answers on the board. |

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| **Main Activity**  **BE A CHEF and SELL YOUR PRODUCT!** | | | |
| Materials:  Wall chart of sample promotion script and useful expressions about cooking method and flavor&taste.  Food name word strips | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 13min | Whole class  In pairs | Answer teacher’s questions  Make pairs  Answer teacher’s questions  Prepare promotion with partner  Present their promotions | Eliciting  *What do we call the taste and the smell we can experience in the mouth?*  If Ss does not answer, give them the hint.  Hint : There are 31 \_\_\_\_ ice cream in the Baskin Robins.  Flavor  CCQs  *Can you feel the flavor when you touch something?*  *Can you feel the flavor when you eat something?*  Instructions  *Imagine that.*  *You are a famous chef and you just launched your own food brand.*  *Now you should promote your products.*  *First, make your products name more attractable.*  *Second, explain your products.*  *You should explain about the cooking method, ingredients, and flavor.*  Demonstration & Modeling  Put the wall chart of sample promotion and useful expressions about promotions.  *This is the “Fantastic Bulgogi”.*  *We grilled tender beef on the charcoal.*  *This beef has premium quality.*  *Its ingredients are beef, soy sauce, sugar and sesame oil.*  *If you smell its flavor, you cannot wait to eat.*  *It is soft and has rich flavor.*  *It is not that salty and a little bit sweet.*  *Do you want to have fantastic dinner?*  *Then order “Fantastic Bulgogi” today!*  *Let’s make pairs.*  Make students pairs.  *I will give you 5 minutes to prepare your promotion.*  ICQs  *What are you going to do?*  *How much time do you have?*  *Are you going to do individually or in pairs?*  Explicit ICQs  *Are you going to start when I give this paper?*  *Are you going to start when I say ‘go’?*  Give Ss a food name per pair.  Time management  *1 minute left.*  *30 seconds left.*  *Times up!*  Presenting  *Let’s show your promotion!*  Let all the students to show their promotions. |

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| **Post Activity** | | | |
| Materials:  7 sets of scrambled recipe strips | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 7min | Whole class | Make new pairs  Answer teacher’s questions  Scramble strips of recipe and guess what food student can make with that recipe  Present their answers | *Say vanilla, chocolate, vanilla, chocolate…..*  *Who is chocolate? Stand up and move to right chocolate*  Let the chocolate students move to next chocolate student’s seat on the right side. Make new pairs.  Eliciting  *What do you call the instructions that you can follow when you are cooking?*  Recipe  CCQs  *Does a recipe show you how to fix your computer?*  *Does a recipe show you how to make a cake?*  Instructions  *Here is a set of strips. If you unscramble these strips then you can have a recipe. Then discuss with partner what food you can make with this recipe. I will give you 4 minutes.*  ICQs  *What are you going to do?*  *How much time do you have?*  *Are you going to do individually or in pairs?*  Explicit ICQs  *Are you going to start when I give this paper?*  *Are you going to start when I say ‘go’?*  Give Ss scrambled recipes.  Time management  *1 minute left.*  *30 seconds left.*  *Times up!*  Presenting  *Let’s talk about what you have.*  *What is your recipe for?*  Let all pairs(if time is limited, let 2-3 pairs) share their answers.  Error correction  *Do you have any questions?*  check students’ pronunciation for ‘recipe’ and make them unscramble the word “p-i-r-e-c-e”. |
| **SOS Activities** | | | |
| Materials:  Bingo board and list of world foods | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2 min | Whole class | Bingo game | *Let’s fill the bingo board with these food name.*  *Say 1 word for students.*  *If you cross out 3 lines, call the ‘bingo’.*  *I will give you 2 minutes*.  ICQs  *What are you going to do?*  *How much time do you have?*  *Are you going to do individually or in pairs?*  Explicit ICQs  *Are you going to start when I give this paper?*  *Are you going to start when I say ‘go’?* |