Reading Lesson Plan

“Recipe”

Length:

25 minutes

es

Students:

19

Level:

Intermediate

Instructor:

Jenny (In Kyung Lee)

**Materials:**

* Cooking utensils vocabulary worksheet 1 (19 copies)
* Reading worksheet 2(recipe vocabulary) (19 copies)
* Reading worksheet 3(Duck recipe, Spaghetti recipe) (19 copies)
* White board, board markers, papers
* SOS worksheet (19 copies)
* [**Ingredient**](http://endic.naver.com/enkrEntry.nhn?entryId=29df1ee62375401fb2e6212bef5926ba&query=ingredients)s and cooking utensils pictures

**Aims:**

* Main aim: A teacher enables students to improve their reading skills by having students read recipes.
* Secondary aim: A teacher enables students to improve their speaking skills by talking about their ‘favorite recipe’.
* Personal aim: I want to improve my time management.

I want to improve my teaching and speaking pace.

**Language Skills:**

* Reading: Students will practice reading by working on recipe worksheet.
* Listening: Students will practice listening by listening partner`s favorite recipe introduction.
* Speaking: Students will practice speaking by speaking about their favorite recipe in communicate activity.
* Writing: Students will practice writing by writing partner`s favorite recipe and filling in the blank worksheet.

**Language Systems:**

* Lexis: Students will learn cooking utensils words, actions related to cooking they don’t know.
* Function: Give instructions on how to cook.
* Grammar: none to discuss
* Discourse: none to discuss
* Phonology: none to discuss

**Assumptions:**

Students already know:

* how the class is set up and run (there will be 5 student groups at each table)
* the teacher’s style of teaching and the pace of the course
* most students have their favorite recipe

**Anticipated problems and Solutions:**

* Students may not be able to follow the passage easily

🡪 Follow the task-feedback circle: let them read the worksheet

* Students may not understand the words

🡪 Provide more examples and explanations.

* Students may need more time to work on the worksheet activity

🡪 If it takes longer than 2 minutes, cut answer-checking short by verbally sharing the answers instead of having teachers write them on the board

* If time is short

🡪 Cut post-activity short to 1minute each person.

* If students finish their tasks earlier than anticipated,

🡪 Give them an SOS activity.

**References:**

* http://www.linguahouse.com
* http://www.angiessouthernkitchen.com
* http://amothersinspiration.com

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| **Lead-In** | | |
| Materials: **n/a** | | |
| Time  1 min 30sec | Set Up  Whole Class | **Procedure:**  *Good morning everyone.*  *How was your weekend (yesterday)?*  Do you remember what did you eat weekend (*yesterday*)?  -----------, what did you eat weekend (*yesterday*)?  Do you like going to a restaurant?  If you are not able to go out for dinner, what should you do?  (Students answer: make a dish at home.)  Right, you must create some food at home.  *OK!* |

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| **Pre-Activity** | | |
| Materials: [**Ingredient**](http://endic.naver.com/enkrEntry.nhn?entryId=29df1ee62375401fb2e6212bef5926ba&query=ingredients)**s and cooking utensils pictures, Cooking utensils vocabulary worksheet 1, Board, Markers** | | |
| Time  1 min 30sec  1 min  2 min  1 min  1 min | Set Up  Whole Class  Pairs  Whole Class | **Procedure:**  **Eliciting**  *What is this?*  *What is this?*  *(Show the pictures.)*  *To make some food, what do you need something else* [**ingredient**](http://endic.naver.com/enkrEntry.nhn?entryId=29df1ee62375401fb2e6212bef5926ba&query=ingredients)s or cooking utensils*?*  *It is a secret method and know-how, tips to make a food.*  *What is this?*  *(Students: recipe )*  *Right!*  When you are not able to go out for dinner, if you have your own recipe, it will be useful.  *OK, so today, we will talk about “recipe”.*  **Instruction**  Now, I will hand out a worksheet.  Please fill in the blanks with the words in the box individually.  I will give you 2 minutes to do this.  (Distribute the vocabulary worksheet)  **ICQ**  *Are you working in pairs?*  What are you going to do?  *How much time do you have?*  Start!  (After 1 minute)  1 minute left.  (After 1 minute)  Do you need more time?  (Yes- give 30 seconds extra time  No- Go to the next step…)  Are you finished? Time’s up!!  Put your pens down.  Please check the answers and discuss with your partner during 1minute.  Did you get the right answers?  What is the answer to blank 1?  What is the answer to blank 2?  What is the answer to blank 3?  ………  What is the answer to blank 7?  What is the answer to blank 8?  (A teacher writes correct answer on the board.)  Good job. |
| **Main Activity** | | |
| Materials: **Reading worksheet 2(vocabulary), Reading worksheet 3(recipes), Board, Markers** | | |
| Time  2 min  1 min  4min  2 min  2 min | Set Up  Whole Class  Groups  Whole Class | **Procedure:**  **Instructions**  Let`s learn vocabulary that will help you to read the text.  (Distribute the worksheet)  Let`s read loudly the worksheet together.  (The teacher and students read loudly the worksheet.)  Roast….  Fry…..  ….  …..  Heat up…..  Okay.  Please make 5 groups.  Arrange groups with 4 members.  (The teacher makes groups. And then distribute the worksheet)  Look at the recipes.  Complete the recipes using learned cooking vocabulary (worksheet 2). Work with your group.  I will give you 4 minutes to do this.  **ICQ**  *Are you working individually?*  What are you going to do?  *How much time do you have?*  Start!  (after 3 minutes)  1 minute left.  (after 1minute)  Do you need more time?  (Yes- I will give 30 seconds extra time.  No- Go to the next step…)  (If students need more time……….after 30 seconds)  Time’s up!! (The teacher taps the board.)  Put your pens down.  Choose a representative from each group.  *The group* representatives come on.  *The group* representatives write answers on the board.  *Now compare the answers with written answers on the board.*  Did you get the right answers?  Recipe1, what is the word blank 1?  ……… blank 2?.......blank 7?  Recipe2, what is the word blank 1?  …… blank 2?....... blank 5?  OK!  **CCQ**  -When we cook, we cook food by dry heat in an oven or over a fire. What is the word with this meaning?  - When we cook, we press an orange, lemon usually with our hands to get the liquid. What is the word with this meaning?  - When we cook, we move a liquid or sauce around or mix it using something such as a spoon. What is the word with this meaning?  OK! |

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| **Post-Activity** | | |
| Materials: **papers** | | |
| Time    1 min  4 min  1 min | Set Up  Whole Class  Pairs  Whole Class | **Procedure:**  **1. Conversation with partner**  **Instructions**  We are going to do “Conversation with partner”.  First, you make in pairs.  One person introduces her favorite food recipe to partner during 2minutes. And other person writes the recipe of partner.  When you hear ‘beep’ sound, other person introduces her favorite food recipe to partner during 2minutes.  I will give you 4minutes to practice.  (The teacher distributes papers.)  **ICQ**  *Are you working individually?*  What are you going to do?  *How much time do you have?*  Begin!  (After 2minutes, the teacher plays ‘beep’ sound.)  The next person starts!  (After 2minutes)  Time’s up!! (The teacher taps the board.)  **2. Conclude lesson**  What is the favorite food recipe of your partner?  -----------, what is the favorite food recipe of your partner?  -----------, what is the favorite food recipe of your partner?  *Good job today.*  *We talked about “recipe”.*  *Did you enjoy it?*  *See you guys tomorrow!* |
| **SOS Activity** | | |
| Materials: **sos** **worksheet** | | |
| Time    1 min  2 min  2 min | Set Up  Whole Class | **Procedure:**  **Instructions**  Great, guys.  We are going to do “Corrected recipe order”.  Now, I will hand out a worksheet.  There is ‘Roasted Potatoes’ recipe that is mixed recipe order.  Let`s correct recipe order individually.  I will give you 2 minutes to do this.  (Distribute the vocabulary worksheet)  **ICQ**  *Are you working in pairs?*  What are you going to do?  *How much time do you have?*  Start!  (After 2 minutes)  Do you need more time?  (Yes- Give 1minute extra time.  No- Go to the next step…)  Are you finished? Time’s up!!  Please check the answers with your partner.  Did you get the right answers?  Let`s check the answers together.  What should we do first to make the ‘Roasted Potatoes’?  Next???  And then??  Last??  Good job.  I really appreciate your participation.  I hope you enjoy my lesson.  See you next time! |