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| **Topic: A Happier Life** | | | | |
| **Instructor:** | **Level:** | **Age:** | **Number of Students:** | **Length:** |
| **Young Ihl Kim** | **Intermediate** | **Adults** | **13** | **25 minutes** |
| **Materials:**   * **A Picture for eliciting** * **13 copies of the reading text “Mediterranean Diets Keep You Happier”**   **6copies of the vocabulary matching, true/false and gap fill worksheets**   * **13 copies of the Mediterranean diet shopping list for discussion and presentation** * **Board & Markers** | | | | |
| **Aims:**   * **We will identify the vocabulary related to a healthy diet by matching of synonyms,**   **true/false and gap fill tasks.**   * **We will describe and make a healthy diet for a happier life by discussion and presentation** | | | | |
| **Language Skills:**   * **Reading: reading the text, work sheets and the Mediterranean diet shopping list** * **Listening: listening to the teacher’s presentation, instruction, demonstration and**   **classmates’ ideas**   * **Writing: answering worksheets** * **Speaking: sharing ideas in a group** | | | | |
| **Language Systems:**   * **Lexis: the words related to a healthy diet** * **Phonology: practicing new vocabulary** * **Discourse: expressing opinions** * **Function: giving and receiving opinions** | | | | |
| **Assumptions:**  **Ss already know:**   * **The teacher’s style of teaching and the pace of the class.** * **Ss are at an intermediate level and may already know the vocabulary to present.** * **Ss are able to express their ideas and opinions in English.** * **Ss are used to work in groups (pairs and groups of 4).** | | | | |
| **Anticipated Errors and Solutions:**  **Ss may have different pace in reading the text or may have difficulty in understanding the text.**   * **Teacher gives Ss more time to read the text or explains the words or sentences that Ss**   **do not understand.**  **If Ss need more time to finish their activity**   * **Give Ss more time to finish their activity and shorten or cut off the time of post activity.**   **If Ss finish their tasks earlier than expected**   * **Give Ss more time to share their opinions or to review today’s topic.** | | | | |
| **References:**  **Mediterranean Diets Keep You Happier (October 7, 2009). In Breaking News English. Retrieved**  **November 18, 2015, from http://www.breakingnewsenglish.com/0910/091007-mediterranean\_diet.html** | | | | |
| **Notes:** | | | | |

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| **Presentation: Lead-in and Presenting the related vocabulary** | | | | |
| **Aims:**  **To elicit questions about the picture**  **To write Ss’ answers on the board**  **To introduce the topic**  **To present the related vocabulary** | | | **Materials:**  **A picture of the Mediterranean Diet**  **Worksheet 1`. Synonym Match**  **Board & Markers** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **5 min.** | **Whole**  **Class**  **Pair work**  **Whole class** | **Answering the questions**  **Repeat “researcher”**  **Doing Synonym Match in pairs**  **Whole class**  **Checking the answers** | | **Procedure:**  **<Greeting>**  **Hello everyone, how was your weekend?**  **<Eliciting and Prediction>**  **(Showing Ss a picture to elicit the topic)**  **Look at the picture on the board.**  **What comes to mind when you see**  **this picture?**  **Yes, right! This is about the Mediterranean diet.**  **Have you ever heard of the Mediterranean diet?**  **Do you know what the Mediterranean diet is in general?**  **Have you ever tried to follow the**  **Mediterranean diet?**  **If so, how was it?**  **(Get Ss’ ideas and write them on the board.)**  **Good.**  **Today we are going to talk about the Mediterranean diet. Sooner or later we will do worksheets, have discussion and do presentation.**  **Before we read the text, let’s learn the words related to a healthy diet.**  **\*\*Vocabulary**  **(T writes the word “researcher” on the board and reads.)**  **Repeat after me.**  **“researcher”**  **“Researcher” means a person who studies or investigates.**  **Now, we are going to do a synonym matching activity.**  **<Instruction>**  **Match the word on the left to the meaning on the right. Draw a line to match. It is a pair work,**  **so work with your partner next to you. You have 2 minutes to do.**  **(T distributes 6 copies of worksheet 1. Synonym Match.)**  **Okay, you can start.**  **<ICQ>**  **Are you working alone?**  **How much time do you have?**  **(Monitoring discreetly and taking notes)**  **You have 1 minute left.**  **Ok, time’s up.**  **Let’s check the answers together.**  **What did you get for “boost”?**  **(Check all or some of the answers orally with Ss)**  **OK. Now, let’s prepare for reading our text “Mediterranean Diets Keep You Happier.”** |
| **Notes:** | | | | |
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| **Practice: While-reading main activities for comprehension** | | | | |
| **Aims:**  **To skim for the main idea**  **To scan for Details**  **To answer guiding questions** | | | **Materials:**  **Reading text**  **Worksheets 2 and 3**  **Board and Markers** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **10 min** | **Whole**  **Clas**  **In pairs**  **In pairs**  **Whole class** | **Reading the text**  **Discussing the guiding question**  **Doing True/false and Gap Fill**    **Checking the answers** | | **Procedure:**  **\*\*Skimming for the Main Idea**  **(T writes the guiding question on**  **the board)**  **Why do Mediterranean diets make**  **people happier in life?**  **<Instruction>**  **Skim the text. Think about this**  **question when you read.**  **You have 2 minutes. Work alone.**  **<ICQ>**  **What are you going to do?**  **Do you read the text alone?**  **How much time do you have?**  **(T distributes the reading text.)**  **Ok. You can start.**  **(Monitoring discreetly)**  **You have 1 minute left.**  **Now, turn over your reading text.**  **Discuss the question on the board**  **with your partner for 2 minutes.**  **(Monitor discreetly and take notes)**  **Good.**  **Now we are going to do other**  **activity.**  **\*\*Scanning for Details**  **<Instruction>**  **This time we are going to scan the text and search for details.**  **For our purpose we will do True/false**  **and Gap Fill activities.**  **First, as for the True/false task**  **if a sentence is correct, circle T.**  **If a sentence is not correct, circle F.**  **Concerning for the Gap Fill task**  **Put the words into the gaps in the**  **text by choosing the words below two**  **paragraphs.**  **Work with your partner.**  **I will give you 4 minutes.**  **<ICQ>**  **Do you work alone?**  **What should you do?**  **How much time do you have?**  **(T distributes 6 copies of each of worksheet 2. True / False and worksheet 3. Gap Fill.)**  **Now, you can start.**  **(Monitor discreetly)**  **You have 1 minute left.**  **Ok. You seem to have finished your**  **worksheets.**  **Now, let’s check the answers together**  **What is the answer for question number**  **a? And what is the word to be filled into**  **the gap in the first sentence?**  **(Check all or some of the answers orally**  **with Ss)** |
| **Notes:** | | | | |
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| **Production: Discussion and Presentation** | | | | |
| **Aims:**  **To provide Ss with free practice of choosing their**  **own favorite foods and preparing 1 main food by**  **using the foods from the Mediterranean diet for**  **a happier life** | | | **Materials:**  **Worksheets 4 and 5**  **Mediterranean Diet Shopping List** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **7 min** | **Whole**  **Class**  **Individu-**  **Ally &**  **In pairs**  **In groups** | **Doing worksheet**  **Group discussion**  **Group presentation** | | **Procedure:**  **\*\*Free practice**  **<Instruction>**  **Now we are going to choose one’s**  **Favorite 3 foods from each of the 5**  **Categories of the Mediterranean**  **Diet and rank them. The 5**  **Categories are vegetables,**  **Fruits, nuts, whole grains and fish/**  **Seafood. You should use the**  **Mediterranean diet shopping list.**  **Write your choices on the worksheet**  **And compare them with those of your**  **Partner.**  **I will give you 2 minutes.**  **<Demonstration>**  **For example, as for fruits I chose 1)**  **Apples, 2) grapes, and 3) melons.**  **(T distributes 13 copies of worksheet 4)**  **<ICQ>**  **How much time do you have?**  **What are you supposed to do?**  **Are you working alone?**  **Let’s start.**  **(Monitoring discreetly)**  **1 minute left.**  **Ok, time’s up.**  **And now we are going to do other**  **Activity.**  **<Instruction>**  **Let’s assume:**  **We are going to make dinner for a**  **Birthday party for a friend. We will**  **Work in 3 groups of 4, A, B, C.**  **Each group is supposed to prepare**  **1 main food and has to shop at least**  **More than 5 foods (ingredients) from the**  **Mediterranean diet shopping list.**  **If necessary, you may choose foods not**  **Included in the list.**  **Introduce 1 main food each group would**  **Like to make and introduce the foods**  **To be used for the main food.**  **Also present the reason for preparing**  **Such a food.**  **After finishing this, each or one group**  **Should do presentation on their**  **Decision.**  **You have 4 minutes for discussion and**  **1 minute for presentation.**  **<Demonstration>**  **For example, our group wanted to make**  **Lasagna and bought the following foods**  **For making the main food such as …**  **(T distributes 3 copies of worksheet 5.)**  **<ICQ>**  **What are you going to do?**  **Do you work alone?**  **How much time do you have for**  **Discussion?**  **How much time do you have for**  **Presentation?**  **Now, let’s start.**  **(T monitors discreetly and takes notes)**  **You have 1 minute left.**  **Time’s up. Let’s start presentation**  **Beginning with group A.** |
| **Notes:** | | | | |
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| **Post Production: Feedback and closing** | | | | |
| **Aims:**  **To do error correction**  **To review what Ss have learned today by asking**  **CCQs and giving homework** | | | **Materials:**  **Board and Markers** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **3 min** | **Whole class** | **Answer the question** | | **<Feedback>**  **How many words were new for you?**  **Which activities were the most difficult**  **For you?**  **<Error Correction>**  **Look at the board.**  **Which sentence do you think is**  **Correct?**  **Many people mistake the word**  **“efficiency” for the word “efficacy”.**  **In this sentence what is correct is**  **Efficacy (X)**  **Efficiency (O)**  **<CCQ>**  **What did you learn about the**  **Importance of the Mediterranean diet?**    **<Homework>**  **You have a homework to do.**  **Write a short essay on how to faithfully**  **Follow the Mediterranean diet.**  **<Closing>**  **Today we talked about the vocabulary**  **Related to a healthy diet and the**  **Importance of the Mediterranean diet.**  **Do you have any questions about it?**  **Good job today.**  **See you guys tomorrow.** |
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