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| **Topic: Scientists invent ‘anti-ageing’ chocolate** | | | | |
| **Instructor:** | **Level:** | **Age:** | **Number of Students:** | **Length:** |
| **Junghee Lee** | **Intermediate** | **adult** | **12** | **25** |
| **Materials:**   * **White board & markers** * **Realia of chocolate (for eliciting)** * **T & F signal (for activity)** * **An Article for reading** * **Worksheets No.1 for “Comprehension Questions”** * **Worksheets No.2 for drawing** | | | | |
| **Aims:**  **-  SWBAT define the characteristics of 'anti-ageing' chocolate by reading the article. -  SWBAT use "anti" by categorizing words. -  SWBAT write answers for the "Comprehension Questions" worksheet. -  SWBAT introduce and tell their own creative invention to the class by drawing**  **pictures**. | | | | |
| **Language Skills:**   * **Reading: reading article to answer questions** * **Listening: listening to the teacher’s instructions, explanation and classmates’ ideas.** * **Speaking: presenting their own creative invention** * **Writing: writing on the worksheets** | | | | |
| **Language Systems:**   * **Lexis: vocabulary related to the ‘ageing’** * **Grammar: ‘anti’ form and order** * **Discourse: expressing opinions** * **Function: predicting, giving and receiving opinions** | | | | |
| **Assumptions:**   * **The teacher’s style of teaching and the pace of the class** * **Ss are at the intermediate level and may already know the vocabulary to present** * **Ss are able to express their ideas and opinions in English** * **They are mostly active. The class will work in groups and pairs** | | | | |
| **Anticipated Errors and Solutions**   * **Ss may not understand some words when they read an article**   **→ Teacher gives synonyms for the words**   * **If students need more time to finish their activity(cut-off plan)**   **→ Be flexible with the time as giving students more time to finish their activity and cut off the time of post activity**   * **If students finish their activity earlier than anticipated (SOS plan)**   **→ Give students more time on final activity** | | | | |
| **References:**  **Scientists invent ‘anti-ageing’ chocolate. In Breaking News English. Retrieved 24th February, 2015, from** [**http://breakingnewsenglish.com/1502//150224-anti-aging.html**](http://breakingnewsenglish.com/1502//150224-anti-aging.html)  **Worksheet.(n.d.).In The Storymatic. Retrieved December 08, 2015, from** [**http://thestorymatic.com/pages/worksheets**](http://thestorymatic.com/pages/worksheets) | | | | |
| **Notes:** | | | | |

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| **Pre-Task:** | | | |
| **Aims:**   * **SWBAT tell about the feeling of eating chocolate.** | | | **Materials:**   * **Realia (chocolate)** * **Picture of chocolate** * **Board & markers** |
| **Time** | **Set Up** | **Student** | **Teacher** |
| **4min.** | **Whole class** | **(Ss answer for the teacher’s question)** | **<Greeting>**  “Hello, everyone!  How was your weekend?  Did you eat some delicious food on the weekend? What did you eat?  Wow, it sounds delicious!”  **<Eliciting>**  “Look at this! What’s this?  Yes, right. This is chocolate. Everybody loves it! Right? I love it, too.  After eating chocolate, how do you feel?”  **(Teacher write SS’ ideas on the board)**  Okay, good! It helps to get rid of stress. It helps us to focus on the work…  Wow, it’s interesting!  Recently, Some scientists invented “anti- ageing” chocolate, can you believe this?  It sounds really great.  “Okay, now we are going to read an article about this topic. Please give this paper to next person.  **(Teacher distributes the article to Ss)**  **<Guiding question & prediction>**  What seems too good to be true?  What kind of team has invented an anti-ageing chocolate?  How much will the new chocolate be? |
| **Notes:** | | | |
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| **Task Preparation:** | | | |
| **Aims:**   * **SWBAT identify whether the sentence is true or false.** * **SWBAT write answers for the “Comprehension Questions” worksheet.** | | | **Materials:**   * **Board & markers** * **The article** * **Worksheet No.1** * **True & False signal** |
| **Time** | **Set Up** | **Student** | **Teacher** |
| **7min** | **Whole class** | **(Ss read the article according to the teacher’s instruction and Ss answer the questions.)** | **<Skimming & Scanning>**  Ok, let’s read the article now.  At first, when you read, try to find out the main idea through skimming. I’ll give you 1 minute. Here we go!  **<CCQs>**  **Do you have to scan now?**  **No! Skimming is right.**  Ok, time’s up! Now, I’ll give 1minute more.  At this time, try to find details to answer for the questions through scanning.  Time’s up! Now, choose correct answers on the worksheet. I’ll give you 2 minutes.  **<SOS Plan>**  **(If we have enough time, we do “True or False” activity)**  True or False activity  All right! Now, everybody stand up, please!  We are going to True or False activity.  I’ll read a sentence loudly.  If you think it’s true, move to “True” signal.  And if you think it’s false, move to “False” signal. **(Teacher read sentences loudly one by one.)** |
| **Notes:** | | | |
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| **Task Realization:** | | | |
| **Aims:**   * **SWBAT introduce and tell their own creative invention to the class by drawing pictures.** | | | **Materials:**   * **Worksheet No.2 for drawing** * **Board & markers** |
| **Time** | **Set Up** | **Student** | **Teacher** |
| **9min.** | **Work in**  **pairs** | **(Ss listen carefully to the teacher’s instruction.)**  **(Ss ask questions to the partner and discuss and draw the picture.)** | All right! Now, you are going to invent something and draw the picture.  But, let’s look at this first.  **<Error Correction>**  **antioxidant(O) as a** [**prefix**](https://en.wikipedia.org/wiki/Prefix) **meaning "against"**  **antibiotic(O) as a prefix meaning “against”**  **anticipate(X) = expect**  **= predict**  **<Instruction>**  Like ‘anti-ageing chocolate”, you can invent your own invention. If you are a scientist, what would you invent?  I’d like to hear your own creative invention story.   * Work in pairs * Ask to your partner * (What seem too good to be true? What’s the name of the product? * How much will it be? * Who is the invention targeting?) * Draw pictures of the products that you want to invent. (draw at least 1) * After drawing, introduce it to the other classmates through presentation.   I’ll give you 5minutes from now on.  **<Demonstration>**  For example, I invented some candy. It is called ‘anti-fat’ candy. If we eat this candy for 2 week, we can lose 5 kilos (without side effects). Target customers are rich and fat people. It will cost 1 million won per one box.  Let’s get started!!  **<CCQs>**  **Do you work it alone?**  **How much time do you have?**  **Do you have to come up here for presentation?**  **(T monitors them and see if Ss make any errors while discussing)**  Okay! 1 minute is left.  Now, time’s up. Let’s do this from Dean’s team. Please share your invention!  **(Ss share several group’s invention )** |
| **Notes:** | | | |
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| **Post Task:** | | | |
| **Aims:**   * **SWBAT give feedback about the other group’s invention.** | | | **Materials:**   * **Board & markers** |
| **Time** | **Set Up** | **Student** | **Teacher** |
| **5min.** | **Whole**  **class** | **(Ss talk about other group’s invention)**  **(Ss finish their class joyfully.)** | **<Feedback>**  What was the greatest invention today?  Did you learn many things?  All right!  **<CCQs>**  **“Anticipate” is the antonym of “cipate”?**  **“Antibiotic” is the antonym of “biotic”?**  **<Homework>**  For your homework today, write an Essay about the “natural ageing”. And bring it tomorrow**.**  **<Closing>**  Today, we talked about invention.  Do you have any questions?  Okay, Thank you for your active participation. See you tomorrow! Bye! |
| **Notes:** | | | |

[](http://www.google.co.kr/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwiOzY6zsc_JAhVGsJQKHU8fBcgQjRwIBw&url=http://historycooperative.org/liquid-gold-the-history-of-chocolate/&psig=AFQjCNGzwevC3FtO5k1zIm5ozHhXbhODUg&ust=1449771377136031)

Imagine a new chocolate that keeps you younger looking. It seems too good to be true, but a team of scientists believes they have invented anti-ageing chocolate. A laboratory working with the UK's Cambridge University has been working on a method to keep away wrinkles and keep the skin looking younger. It has called its new product 'Esthechoc'. This is a combination of the words 'esthetic' (meaning all things beautiful) and 'chocolate'. The new product is also called Cambridge Beauty Chocolate. The makers will start selling it from next month. The laboratory has not said anything about the price yet, but it is likely to be quite expensive. The lab hopes young, rich business executives will buy it.

The laboratory used a special chemical called an antioxidant in the chocolate. The antioxidant they used is one that gives flamingos their pink colour. The scientists say that the antioxidant can bring parts of the skin of a 50 to 60-year-old person back to the levels of a 20 to 30-year-old. They said people who ate the chocolate could see changes in their skin within just three weeks. A spokesman for the laboratory said it took a decade of research and trials with more than 3,000 volunteers to produce Esthechoc. The chocolate bar will only be sold in boxes of 21 bars – one a day for three weeks. Other scientists say more research is needed for people to know whether or not Esthechoc actually works.

**1. TRUE / FALSE:** Read the headline. Guess if  a-h  below are true (T) or false (F).

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| a. | There is an imaginary new ant-ageing chocolate. It doesn't exist. | T / F |
| b. | Cambridge University helped work on the new chocolate. | T / F |
| c. | The new chocolate is called YoungChoc. | T / F |
| d. | The new chocolate will cost $4.99 a bar. | T / F |
| e. | A chemical in the dye is also found in penguins. | T / F |
| f. | The chocolate can make parts of the skin look up to 30 years younger. | T / F |
| g. | People will be able to see the difference in their skin in three weeks. | T / F |
| h. | The maker's laboratory said it hopes business people will buy it. | T / F |

**MULTIPLE CHOICE - QUIZ**

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| 1. | What seems too good to be true? | 6. | Which bird has an antioxidant that the chocolate uses? |
|  | a) Cambridge University b) an anti-ageing chocolate c) scientists d) the truth |  | a) the penguin b) the ostrich c) the flamingo d) the pigeon |
| 2. | What kind of team has invented an anti-ageing chocolate? | 7. | What can an antioxidant bring back to the levels of a 20 to 30-year-old? |
|  | a) a team of beauticians b) a team of cocoa growers c) a team of old, wrinkly people d) a team of scientists |  | a) chocolate-eating habits b) someone's face c) wrinkles d) parts of the skin of a 50-year-old |
| 3. | Which educational institution was part of the invention? | 8. | How many people were part of the tests for the chocolate? |
|  | a) Cambridge University b) Hershey's College of Chocolate c) the Centre for Wrinkle Research d) The World Skin Foundation |  | a) over 3,000 b) 30,000 c) exactly 3,000 d) just under 3,000 |
| 4. | When will the new chocolate go on sale? | 9. | How many chocolates bar do we need to buy at one time? |
|  | a) tomorrow b) next year c) next month d) August 1 |  | a) 21 b) 1 c) 11 d) 12 |
| 5. | How much will the new chocolate be? | 10. | What do other scientists say we need more of? |
|  | a) not much b) no one knows c) $1 a bar d) $4.99 |  | a) antioxidants b) research c) wrinkles d) cocoa beans |

