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| [ ]  Listening [ ]  Speaking [ ]  **Reading** [ ]  Grammar [ ]  Writing |
| **Topic:** Hot Drinks |

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| Instructor:Rosa Kim | Level:Upper-intermediate | Students:17 | Length:**20 Minutes** |

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| Materials: a picture of a café, a picture of an office, vocabulary worksheets, answers wall chart, reading articles, modeling wall chart, my own drink worksheets, the sample, a board, a marker, blank papers for SOS activity. |

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| Aims:-Main Aim: To enable Ss to improve the reading skills by having Ss read an article about sugary hot drinks-Secondary Aim: Students will improve reading skills by having Ss do a vocabulary worksheet, making comprehension questions, and creating their own drinks-Personal Aim: I want to practice on teaching pace. I want to improve on the smooth transition from eliciting to CCQs I want to improve on my demonstration. I want to practice a creative grouping technique. |

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| Language Skills: -Writing: Ss will write several comprehension questions related to the reading. Ss will write about their own drink.-Listening: Ss will listen to other Ss when they are presenting-Reading: Ss will read definitions of words and an article.-Speaking: Ss will present their creation to the class |

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| Language Systems:Grammar: none to discussLexis: sugar, calorificPhonology: diabeticFunction: get to know about hot drinksDiscourse: "I want to put….. in my drink." |

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| Assumptions:- All Ss have drunk hot drinks bought from café.- All Ss are aware of different kinds of drinks.- All Ss have learned the concept of literal and interpretive questions.- Some Ss have interest in coffee. |
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| Anticipated Problems and Solutions:

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| **Problems** | **Solution** |
| Due to T.M., Ss might lack of time for their activities. | We will follow the one third rule, and use wall chart to manage teaching pace. |
| Ss might not be able to organize information about the new drink that they invented. | We will provide modeling with specific expressions that Ss can use. |
| The number of student might outnumber the materials (magic mirror frame). | We will prepare extra materials. |
| Some Ss might not know certain vocabulary (adjectives) to follow the activity. | We will monitor Ss during the activities. We will let the Ss know that they could ask us any questions regarding to the vocabulary.  |

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| References:http:// www.ondemandnews.com |

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| **Lead-In** |
| Materials:  |
| Time | Set Up | Student Activity | Teacher Talk |
| 2 min | T-Ss | Ss answer to the Qs. | Hello everyone, welcome to the class.- Sunny, where is your favorite place?Can you tell us why?- Jenny, between milk and coffee, what do you prefer to be? Can you tell us why?Thank you for the sharing, ladies. |
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| **Pre-Activity** |
| Materials: CCQ pictures, vocabulary worksheets, answer wall chart |
| Time | Set Up | Student Activity | Teacher Talk |
| 5 min | T-Ss | Answers:Café noyesMatching definition2 minindividuallyNoyesDo worksheetGive answers to the class | Eliciting: Where do you go for drinking coffee or hot chocolate?CCQs: Yes, we go to café. (showing the picture of an office) is this a café?(showing the picture of a cafe) is this a café? Instruction: Before we start reading an article, I prepared a vocabulary worksheet to help you. Match the word to the corresponding definition. I will give you 2 minutes. You will do this individually.ICQs: What are we doing?How much time do we have?Are you working in pairs? Or individually?Explicit Instruction: Please don’t touch the paper until I say ‘begin.’ Explicit ICQs: Are you gonna start when I give you the paper?When I say begin?(hands out the worksheets)Runs:Now, begin.(Monitor walking around the Ss. Answer if they ask questions.)(time warning: 1 min, 30 sec, 10 sec) Close:Time’s up! Okay Jenny, can you tell us the answer for number 1?Juny, number 2?Joanne, number 3?Flower, number 4?Good Job, everyone. For from number 5 to 7, I will put the answers on the board. |

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| **Main Activity** |
| Materials: reading articles, modeling wall chart |
| Time | Set Up | Student Activity | Teacher Talk |
| 8min | T-SsS-Ss | Reading3 minutesindividuallyNoYesMake Qs3 minyesnoyesShare the answers | Instruction: I will hand out the articles about hot drinks in coffee places. I'll give you 3 minutes to read it. Please read individually.ICQs: What are we doing?How much time do we have?Are you working in pairs? Or individually?Explicit Instruction: Please don’t touch the paper until I say ‘begin.’ Explicit ICQs: Are you gonna start when I give you the paper?When I say begin?(hands out the worksheets)Grouping: Let’s pronounce coffee, tea, latte, cocoThose who said ‘coffee,’ please come to this side. Those who said ‘tea,’ please come to this side. Those who said ‘latte,’ please come to this side. Those who said ‘coco,’ please come to this side. From A to B, you are in one group.From C to D, you are in one group.( x 2 )Demonstration: (put wall chart)I made two types of comprehension questions. One is literal, and the other is interpretive.Instruction:Now it's your turn to make such questions. With your group members, please write 2 literal questions and 1 interpretive question at the back of the vocabulary sheet. I will give you 3 minutes.ICQs:What are we doing?How much time do we have?Are we working as a group?Eplicit InstructionWrite the answers with the questions.Explicit ICQ:Do we write questions only?With answers?Run: Yes! Let's begin!(Time warning for 2 min, 1 min, 30 sec.)Close: Time's up! Great job everyone! Let's present 1 question from the each group. The person who has the biggest feet in the group, please come out to the front.\_\_\_\_\_\_\_\_\_\_\_\_, could you share one question and answer with the class?( x 3 )Thank you for your sharing, ladies.Please go back to your seats. |

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| **Post Activity** |
| Materials: sample, worksheets |
| Time | Set Up | Student Activity | Teacher Talk |
| 5min | T-Ss | Making own drink2 minyesNoYes | DemonstrationOkay, Through the reading, we have learned that lots of hot drinks from café contain too much sugar. So, Rosa decides to make her own drink. (Showing the sample) I put a scoop of beauty, a scoop of intelligent, a jar of wealth, and a spoonful of sugar.InstructionNow, you are going to make your own drink as Rosa did. On the worksheet, put some ingredients of your drink. It could be real food or it could be something abstract. It's an individual work and I will give you 2 min.ICQsWhat are we going to do?How much time do we have?Are we working individually?Explicit Instruction:Please don't start until I finish handing out the papers and say begin.Explicit ICQ:Are you going to start when I give you paper?When I say begin?RunLet’s begin. (Time warning for 1min, 30 sec, 10 sec.) CloseTime’s up.Dian, could you show your picture and tell us the reason about your dwarf’s feature? (repeat 3 times)Thank you for your sharing.Post Activity(If there is any error, we correct it. If not, we do unscramble the word.) I couldn’t find any errors, so we are going to unscramble this word. Coatamith ⇒ machiattocitebaid ⇒ diabeticThank you everyone. I will be followed by Jay. |

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| **S.O.S. Activity** |
| Materials: blank papers |
| Time | Set Up | Student Activity | Teacher Talk |
| 5 min |  | Bingo1 minYesYes( Ss take turns to say words of hot drinks until there a S who did 2 bingos) | Let's play Bingo!We are going to do 3x3 bingo.Demonstration(Draw a bingo form on the board)I will give you a blank paper and you will draw 3x3 bingo like this.InstructionChoose 9 hot drinks, and fill in the blanks individually.You have one minute!ICQsWhat are we going to do?How much time do we have?Are we working individually?RunNow we will take turn to call out the words. If you have 2 bingos, yell bingo. Okay?CloseHere's a winner. This is the end of the activity.Thank you everyone.  |