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| □ Listening □Speaking ☑Reading □ Grammar □ Writing | | | |
| **Topic: Chocolate** | | | |
| Instructor:  Jessica | **Students Competency Level**  Pre Intermediate | **Number of Students:**  13 | **Lesson Length:**  52 min |
| Materials: **(List the Names of all materials used in the lesson. Materials must be shown at the end of this document)**   * Computer * Beam Projector * “Charlie and the Chocolate Factory” Video * Chocolate Pre-reading Worksheet * Chocolate Reading Text Worksheet * Chocolate After-reading Worksheet | | | |
| Aims: (What students will be able to achieve by participating in the activities of the lesson. (Ss gain or get by doing…)   * Improve Ss listening skill by listening to the video, teacher’s instructions, other classmates’ presentations, and group discussion. * Improve Ss speaking skills by presenting ideas, brainstorming in groups, and responding to teacher’s questions. * Improve Ss writing skills by completing the Worksheets and homework activity “Write a letter to Cheryl”. * Improve Ss reading skills by reading the Worksheets and text. | | | |
| Language Skills: (Lists what activities language skills students will be using by participating in the activities of the lesson.)   * Reading: (Where did reading occur in the lesson?)   Worksheet and text.   * Listening: (Where did listening occur in the lesson?)   Utube video, teacher’s instructions, other classmates’ presentations, and group discussion.   * Speaking: (Where did speaking occur in the lesson?)   Presentation, group discussion, and responding to teacher.   * Writing: (Where did writing occur in the lesson?)   Completing the Worksheets. | | | |
| Language Systems: **(Lists what language systems students will be using by participating in the activities of the lesson.)**   * Phonology: **(sound)**   Discussion, teacher’s talk, Ss talk   * Function: **(situation)**   Respecting students   * Lexis: **(meaning)**   Vocabulary   * Grammar: **(language structure)**   Presentation   * Discourse: **(communication)**   Discussion, responding to the teacher | | | |
| Assumptions: **(What students must already be able to do and what concepts must already be mastered before the lesson in order to achieve the aims of the lesson.)**  All Ss know and have tasted chocolate.  All Ss have opinion about why people eat chocolate.  All Ss enjoy completing the Worksheets | | | |
| Anticipated Errors and Solutions: **(What things might go wrong in the lesson and what the solution will be. An SOS activity should also be included)**  If Ss don’t have ideas about why people eat chocolate. 🡪 Provide examples or ask why Ss eat chocolate.  If Ss are too shy to participate during the group discussion. 🡪 Encourage them to participate and ask them questions instead of asking other Ss.  If Ss have trouble with Worksheet. 🡪 Help them by giving examples. | | | |
| References:  onestopenglish.com text and worksheet. | | | |

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| **Lead-In or Pre-Task Part (Warm-Up Part to activate and create interest in the lesson.)** | | | |
| Materials: **(List the Names of all materials used in the Lead-In or Pre-Task Part of the lesson. Materials must be shown at the end of this document)**   * Computer * Beam projector * “Charlie and the Chocolate Factory” Video * Chocolate Pre-reading Worksheet | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure & Instructions:** |
| 1 min  4 min  2 min  3 min | Whole  Whole  Whole  S-W | Ss greet the T  Ss watch the video  Ss listen and answer.  Ss listen and answer. | Greet Ss  T shows Utube video  Tell Ss the chocolate I like and ask what chocolates they like.  Ask “Why do you think people eat chocolate?” and “What do you think will happen if someone eats a lot of chocolate?”  Eliciting.  Let’s find out if your friends like chocolate and how it will affect us if we eat a lot. |

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| **Pre-Activity or Task Familiarization Part (Presentation Part Presenting the language structure to be covered in the lesson. Prepares students for the communication activity.)** | | | |
| Materials: **(List the Names of all materials used in the Pre-Activity or Task Familiarization Part of the lesson. Materials must be shown at the end of this document)**   * Chocolate Pre-reading Worksheet | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure & Instructions:** |
| 5 min  5 min | Whole  Group | Ss get the Chocolate Pre-reading Worksheet  Worksheet and complete it.  Ss get into groups and ask and answer their partner. | Introduce Chocolate Pre-reading Worksheet.  Hand out the work sheet and ask students to complete it.  Pair up the Ss and ask them to find out what their partner’s thoughts are for number 1. |

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| **Main Activity or Task Realization Part (Practice to Production Part Teacher lead practice of the language presented and move to communication based more student centered activity)** | | | |
| Materials: **(List the Names of all materials used in the Main Activity or Task Realization Part of the lesson. Materials must be shown at the end of this document)**   * Chocolate Reading Text Worksheet * Chocolate After-reading Worksheet | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure & Instructions:** |
| 8 min  5 min  8 min  7 min | Whole  S-W  Pair  S-W | Listen to T. Ss read the text.  Ss share their thoughts with class  Ss get the worksheet and complete it with partner.  Ss present their answers as pairs. | Introduce the Chocolate Reading Text and hand out the text. Ask students to read the text.  Ask Ss to share their thoughts about the text and facilitate classroom discussion and feedback.  Hand out Chocolate After-reading Worksheet. Put Ss in pairs to complete worksheet together.  Go through the worksheet together by asking the Ss to present their answers. |

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| **Post Activity or Post Task Part (Wrap-Up Part Close the Lesson on a high note to and consolidate language learned in a communication based activity new situation.)** | | | |
| Materials: **(List the Names of all materials used in the Post Activity or Post Task Part of the lesson. Materials must be shown at the end of this document)** | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure Instructions:** |
| 1 min  1 min  1 min  1 min | Whole  Individual  Whole  Whole | Ss listen to T  Ss respond  Listen and take note  Ss listen and say goodbye. | Encourage Ss and give positive feedback about their opinion.  Let Ss have time to think of the text.  Assign Homework of “Write a letter to Cheryl”  T dismiss class and praise Ss for their good work. |

**Chocolate Pre-reading Worksheet**

1. Ask and answer these questions about chocolate
2. Do you like chocolate cake? Chocolate ice-cream? Chocolate bars? Hot chocolate drinks?
3. How much chocolate do you have every week?
4. Do you eat more chocolate now than when you were a child, or less?
5. Do you think it’s bad that some children eat a lot of chocolate? Why?

**Chocolate Reading Text Worksheet**

**<Chocolate>**

1 I know that I have a problem – a big problem. It may sound funny but it’s very bad for me – for my health and for my life. What’s the problem? I can’t stop eating chocolate!

2 I started eating chocolate as a child of course; me and my sisters all ate a lot of different kinds of chocolate. However, my sisters and I are adults now and I’m the only one who still eats it a lot. My elder sister can have a bar of Toblerone and make it last a week. My younger sister is happy with one box of chocolates a year for Mother’s Day. My parents don’t eat any chocolate at all. Me – I need it every day, and lots of it too.

3 So, how much do I eat? Well, I have about 10 bars of chocolate a day. My first bar is at 8 o’clock in the morning, and then I have my last one just before I go to bed. Sometimes if there’s no chocolate in the house I drive to the nearest shop that sells it (about 2 kilometres away) and buy some more. I even drive out late at night if I need some chocolate. If the children (and this is terrible, I know) have chocolate in the house I take it. When Sarah was eight someone gave her a box of chocolates for her birthday. I took the box and then, when she was out playing, I ate some. Then I ate some more. I finished the whole box! A few days later she said, “Where’s my box of chocolates?” and I said, “I don’t know”. I know that was very bad. At Christmas we got a giant family-sized bag of chocolate sweets, I ate the whole bag on my own in two days!

4 I know eating a lot of chocolate is bad for my health. There’s a lot of sugar in all types of chocolate. There’s also a lot of fat. I think that’s why I have many spots on my face, and I’m a little overweight too. Sometimes I try to stop but if I don’t have any, I get very bad headaches. However, as soon as I have some chocolate I feel better and happier too. I know that it’s also very bad to take and eat chocolate that’s not mine but I can’t stop myself.

5 What can I do? Even at night I dream about chocolate. My favourite dream is falling down a hole and landing on a big pile of chocolate bars! I really do want to stop, or start to eat less. At the supermarket there’s always chocolate for sale while I wait to pay for my shopping. At the station (bus, train, underground…) there’s always chocolate for sale in machines. Everywhere I look there’s chocolate for sale! I try to speak to my family but nobody understands. They all like chocolate but nobody wants to eat 10 bars a day, and nobody understands why I do.

6 I need help! Please tell me what I can do to stop eating chocolate!

 

**Chocolate After-reading Worksheet**

1. Read a text written by Cheryl, a woman who is addicted to chocolate. Who is she writing to?

a) Her mother

b) A newspaper

c) A magazine problem page

d) A company that makes chocolate

1. Read the text again and match a summary with a paragraph.

summary paragraph

a) Cheryl is the only one addicted to chocolate in her family 1

b) Why Cheryl’s addiction is a problem 2

c) Cheryl wants help 3

d) The description of the addiction 4

e) An introduction to the problem 5

f) Why the addiction is difficult to stop 6

1. Are the following sentences True or False?
2. Cheryl is the middle child in her family.
3. She is a mother.
4. Sarah is one of her sisters.
5. Cheryl feels ill if she stops eating chocolate.
6. She feels both good and bad after eating chocolate.
7. It’s very easy to buy chocolate.
8. Her family doesn’t give her any help.

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