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| ■ Listening □ Speaking □ Reading □ Grammar □ Writing  \*\*\*Mainly Listening but integrated of all skills. |
| **Topic:** How to Eat Healthy |

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| **Instructor:**  Yuna Lee | **Level:**  Upper Intermediate(Adult) | **Students:**  12 | **Length:**  30 Minutes |

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| **Materials:**   * White board & Color markers * Realia : Food Flashcard (Appendix 1) * 12 Empty Pieces of paper for mind map (Appendix 2) * YouTube Video clip *“How To Trick Your Brain and Stomach to Eat Less and Lose Weight Fast”* * 12 pieces of paper with Color Pencils & Crayons (Appendix 3) |

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| **Aims:**   * **Main :** Ss improve their listening skills by Listening and understating the topic * **Secondary :** Ss can have better knowledge about healthy diet and being creative by drawing * **Personal :** I want Ss to think it is interesting topic to learn and elicitate Ss |

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| **Language Skills:**   * **Listening** : Ss will listen to ‘How To Train Your Brain To Eat Healthier!’ Video * **Speaking** : Ss will discuss about the food like to eat * **Reading** : Ss can read the short script about the topic * **Writing** : Ss will lists healthy and unhealthy foods |

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| **Language Systems:**   * **Grammar** : Singular and Plural (Food vs Foods, French Fry vs French Fries. ) * **Lexis** : Learn New Vocab (Atumn Squash, Cauliflower, Zucchini etc) * **Phonology** : Sounds. Vegetable, Avocado, Broccoli, Celery etc * **Discourse :** “Do you think eating French fries for your meal is healthy?” “No It’s NOT.” * **Function** : Purpose “What do you think eating healthy is important?” |

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| **Assumptions:**  **Students already know**   * How the class is set up and run (3 Group - 4 Student at each table) * Experienced teacher’s style of teaching * Familiar with each other and Classroom Environment and setting * Basic vocabulary of food ingredients |

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| **Anticipated Errors and Solutions:**   * If some student don’t know much about name of the food ingredients   + Give them examples of Food Flashcard * If some student have different opinions about the good food or taste of the food   + Explain to Ss that it is important to respect other people’s culture & preference. * If there are some time left   + SOS activity: Make them to draw “Ideal diet meal” with color pencil |

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| **References:**   * YouTube   “How To Trick Your Brain and Stomach to Eat Less and Lose Weight Fast”  <https://www.youtube.com/watch?v=0doFbF3zK-g>   * Google Image “ Healthy Meal”   <https://www.google.co.kr/search?q=healthy+meal&biw=1280&bih=928&source=lnms&tbm=isch&sa=X&ved=0ahUKEwjO9s328K_QAhWCvLwKHaByAtUQ_AUIBigB> |

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| **Lead-in** | | | |
| **Materials**: None | | | |
| **Time** | **Set Up** | **Student Activity** | **Teacher Talk** |
| 1min | Whole  Class | Greeting to each other  Having Conversation Ss<-> T | *“Hi, everyone! How are you?*  *Did all you guys had a good weekend?”* |

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| **Pre-Activity** | | | |
| **Materials**: Realia, White board & Color markers | | | |
| **Time** | **Set Up** | **Student Activity** | **Teacher Talk** |
| 3min | Whole Class | - Showing their interest to the Visual Aid  - Answering to teacher’s questions | **Elicitating**  student to speak by asking & using Realia, “Food Flash Card”   * *“What do you think we are going to talk about today?”* * *“What are the food ingredients that you know?”* * *“Can you tell what names of these vegetables are?”*   **New Vocabulary**  *Write down some of the difficult words on the board in alternative position.* |

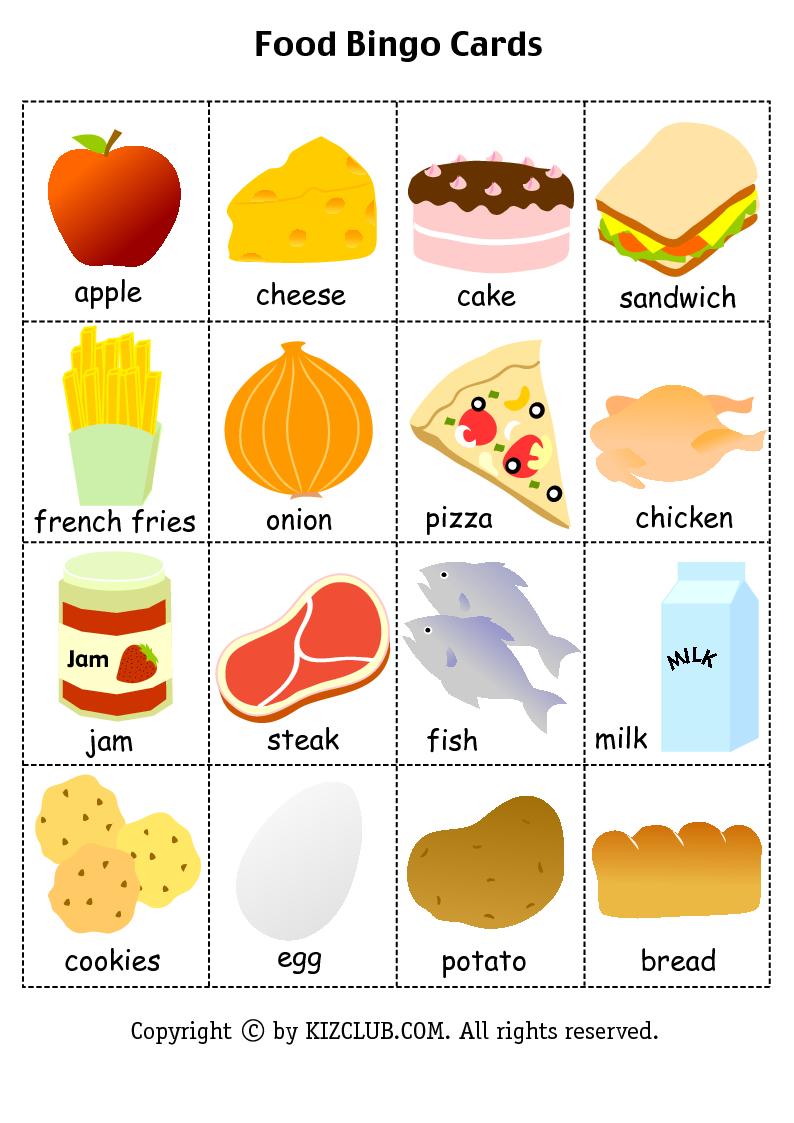
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| **Main Activity** | | | |
| **Materials**:   * 12 Empty Pieces of paper for mind map * Youtube listeining Material (2min), * 12 pieces of paper with Color Pencils & Crayons | | | |
| **Time** | **Set Up** | **Student Activity** | **Teacher Talk** |
| 3min | Pairs | Writing &  Discussing with Partner | **Prediction**  Hand out the work sheet for Mind Map Exercise  **Instruction**  *“As you guys guessed, our topic today is about food. Then what are some other related words that come up in your head? I want you guys to be in pairs and write down as many as related keywords you can think of with your partner. I will give you 3min.”*  **ICQ**  *“Are ‘healthy ‘and ‘Diet’ related word of food?”*  *“Is ‘shower’ related word of food?”*  (Give time Ss working on Worksheet)  **Monitoring**  Are they working in pairs?  “You have 1more min to share ideas with your partner.”  *“Okay time is up. I think all of you seemed really brain stormed and expended your ideas with you partner. Good Job.”* |
| 1min | Whole Class | Sharing answers to the whole class by speaking | **Elicitate**  *“Can each team share some words that you wrote with class?”*  **Encourge**  *“That was very good. Thanks for sharing.”* |
| 10min | Whole Class | Listening | **Instruction**  *“Now you are going to listen to this 2min audio file, “How To Trick Your Brain and Stomach to Eat Less and Lose Weight Fast.”*  *Just focus on listening, do not bother taking note. I will play several times. Don’t worry.”*  **CCQ**  *“Do you have to take note?”*  *“How many times you get to listen?”*  **Instruction**  *“I am going to play again and this time with Youtube visual”*  **Checking**  *“Okay. What were her recommendations about eating healthy food? Do you want to listen more?”* |
| 3min | Whole Class | Answering & Speaking | **Elicitate**  *“There were 5 recommendations about healthy eating habits. What were they?”*  *“What was her recommended percentage of good and bad food portion?*  \*Wait for Students’ Response & Give Feedback |
| 5min | Single | Drawing | **Instruction**  *“Now I want you to guys draw your own healthy meal. As the recommendation, 75% portion of healthy food and 25% portion of food that you like. Please make it colorful and creative. I will give you 5 min. Let’s begin!”*  **CCQ**  *“How many color pencils are you allow to use it?”*  *“Can you add junk food in your meal?”*  **Monitoring**  Make sure all Ss understood and have the materials. Monitor discreetly. Answer students if they ask. |

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| **Post Activity** | | | |
| **Materials**: 12 pieces of paper with Color Pencils & Crayons | | | |
| **Time** | **Set Up** | **Student Activity** | **Teacher Talk** |
| 3min | Whole Class | Walking around the Classroom  & Speaking | **Free Production**  *“Let’s take a look at other Ss work and share the opinion”*  *1~2 students thoughts sharing*  **Conclude Lesson**  Summarize today’s lesson and wrap up |

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| **SOS Activity** | | | |
| **Materials**: Realia ‘ Food Flashcard’ | | | |
| **Time** | **Set Up** | **Student Activity** | **Teacher Talk** |
| 3min~  until class is  over | Whole  Class | Speaking, Listening,  Being Active | *“We have some time left so I want to play the game using the food flashcard. I want one student to come in front and answering to yes or no question that all students ask. Who guess the first will be the winner.”*  **ICQ**  *“Are we allow to ask Is red?”*  *Are we allow to ask Is it Banana?”*  *“Okay let’s start.”*  **Monitor**  Monitor discreetly.  *“Okay time is up. Hope you guys enjoy the class. I will see you next time. Thank you.”* |

**Material**

* Realia : Food Flashcard (Appendix 1)



**Material**

* 12 Empty Pieces of paper for mind map (Appendix 2)



**Material**

* 4 12 pieces of paper with Color Pencils / Crayons (Appendix 3)



**Material**

* YouTube Video Clip

“How To Trick Your Brain and Stomach to Eat Less and Lose Weight Fast”

<https://www.youtube.com/watch?v=0doFbF3zK-g>

