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| Listening 🗹 Speaking  Reading  Grammar  Writing |
| **Topic:** Cooking Your Team’s Midnight Snack |

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| Instructor:  CK & Jen | Level:  Intermediate(Adult) | Students:  10 students | Length:  30 Minutes |

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| Materials:   * Brain Storming PPT, * New Vocabulary PPT, * New Vocabulary Worksheet(10 copies), * Recipe Packet(Ingredient Handout, Sample)(10 copies) * Recipe Template(3 copies) * Information Gap Activity Worksheet A(5 copies) * Information Gap Activity Worksheet B(5 copies) * Computer, Screen, Projector, White board, Board markers |

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| Aims:   * Main Aim: Ss will be able to improve their speaking skills by discussing their thoughts with their teammates to create their team’s midnight snack recipe. * Secondary Aims: Ss will be able to improve their instructional writing skills by writing down their team’s midnight snack recipe. * Personal Aim: Jen) I want them to think creatively   CK) I want to give my instructions short and simple. |

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| Language Skills:   * + Reading: Ss will read the information given on the *Receipt Worksheet* to choose ingredients for their recipe.   + Listening: Ss will listen to their teammates’ ideas on the team midnight snack.   + Speaking: Ss will talk and share about which snack to make, which ingredients to use, and the instructions to make it.   + Writing: Ss will write the recipe for their team’s midnight snack. |

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| Language Systems:   * Phonology: /ē/, /n-/, /ə/ * Lexis: New vocabularies used in recipe instructions.   (mash, dice, steam, knead, beat, shred, roast, stir, simmer, poach)   * Grammar: Present Tense * Function: Giving Information(instruction) * Discourse: Food Recipe |

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| Assumptions:  Students already know   * How the class is organized and operated (3 or 4 at each table) * Which team they belong to in for team work time. * How to structure questions and answer them grammatically. * How to read the information given on receipts. * What “ingredients” are. * Four language skills and systems.   Some students may already know   * Some of the new vocabularies presented. * Cooking vocabularies other than the presented ones. |

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| Anticipated Errors and Solutions:   * If students need linguistic support,   + - I will encourage them to look at the context clue, and then provide them with the definition and examples. * If a certain student contributes too much to the discussion,   + - I will introduce the round robin form of discussion to that team(There is a speaking ball. A person can only speak when he/she has the ball. When one person is done, he/she gives the ball to the next person). * If presenters find it scary to present their team idea in front of the class,   + - I will allow them to stand up and present from their team area. |

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| References:  Picture for Eliciting “Midnight Snack”  <http://www.tiba.co.kr/upload/menu/sp_v.jpg>  Recipe Template  <https://kr.pinterest.com/pin/134263632610511003/>  Phonetic Symbols for New Vocabulary  <https://www.merriam-webster.com/>  Definition of New Vocabulary  <http://www.dictionary.com/>  Video Clips for the Explanation of New Vocabularies  <https://www.youtube.com/watch?v=en2Ur9tqFxo>  <https://www.youtube.com/watch?v=XpIrMRBEoLo\>  <https://www.youtube.com/watch?v=hqU4_5E2NGQ>  <https://www.youtube.com/watch?v=HbXjlFaPzOM>  <https://www.youtube.com/watch?v=So2CpIHTf84>  <https://www.youtube.com/watch?v=-AE0wqFRVo4>  <https://www.youtube.com/watch?v=vl7OBBTv7KY>  <https://www.youtube.com/watch?v=ORNiBOoLwCY>  <https://www.youtube.com/watch?v=N1dc_gGZIbM>  <https://www.youtube.com/watch?v=kIt2D8Ws64o> | | | |
| **Lead-In** | | | |
| Materials: None | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 1 min | Whole class | Answering to the teacher’s questions | Good afternoon, everyone! How are you all doing? It’s been a long day. Aren’t you all hungry?  *(This is subject to change on when we will be presenting this lesson.)* |

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| **Pre-Activity** | | | |
| Materials: Brain Storming PPT, New Vocabulary PPT, New Vocabulary Worksheet(10 copies), Computer, Screen, Projector, white board, board markers | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 4 min  1 min  1 min  3 min | Whole Class  Whole Class  Whole Class  Individ  ually | Brainstorming about the topic of today’s class.  Students listen to instruction.  Students work on Worksheet #1  Students answer the question. | **Procedure:**   1. **Brainstorming**   **Elicit**  (Project Brainstorming PPT)  What is this food?  (As soon as the students say “chicken” or “fried chicken” T writes it down on the board.)  When do you eat this?  (As soon as the students say “at night” or “for Ya-Sheek” T writes “Midnight Snack” on the board.)  What are ingredients for this?  (As soon as the students say ingredients, T writes them on the board.)  What is the cooking order?  (Write down the cooking order the students say on the board.)  **Model**  (Write the topic on the board.)  Today’s topic is “Cooking Your Team’s Midnight Snack.”   1. **New Vocabulary**   **Instruction**  We are going to learn new vocabularies before we move on.  (Project New Vocabulary PPT)  After looking at the power point, connect the words with it’s possible meaning in the worksheet.  I’ll ask one student for one question.  **ICQ**  Will you work in pairs?  Are you going to connect before looking at the power point?  I will now hand out a worksheet.  (Hand out worksheet #1)  **Demonstration**  Look at the power point. We’ll solve #1 together. Look at #1.  (After watching the video clip)  What would be the possible meaning of the word “mash”? Right, it means…  **Start activity**  (After showing each video clip)  What would be the possible meaning of this word?  (Ss answer the question by turns.) |

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| **Main Activity** | | | |
| Materials: Recipe Packet(Recipe Ingredient, Sample)(10 copies), Recipe Template(3 opies) | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2 min  8 min | Whole Class  Team Work | Students listen to instruction.  Students discuss and write down their team midnight snack recipe | 1. **Overview of the Ingredients**   **Instruction**  (Hand out *Recipe Packet*)  Your team will make ONE midnight snack recipe using these ingredients.  You will need a writer, presenter, and artist, who will draw the team’s snack on the board. Decide.  (After students chose their roles)  Does everyone have a role?  You may look at the sample for ideas. Use the vocabularies we learned. You will be given 8 minutes to complete.  **ICQ**  Will you work individually?  What will your team do?  How much time do you have?  You may start now.  **Monitoring**  (Quietly walk around the classroom. Check to see if the students are on track. Answer to questions.)  (After 5 minutes,,)  You have 3 minutes left.  (After 3 minutes,,)  Time’s up. You did a great job. |

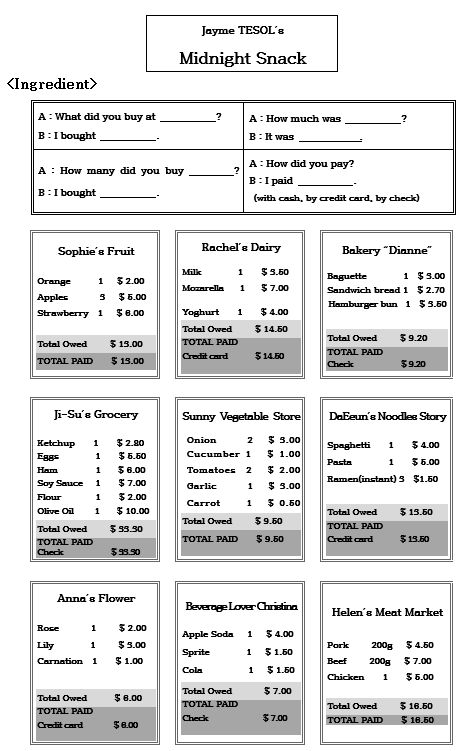
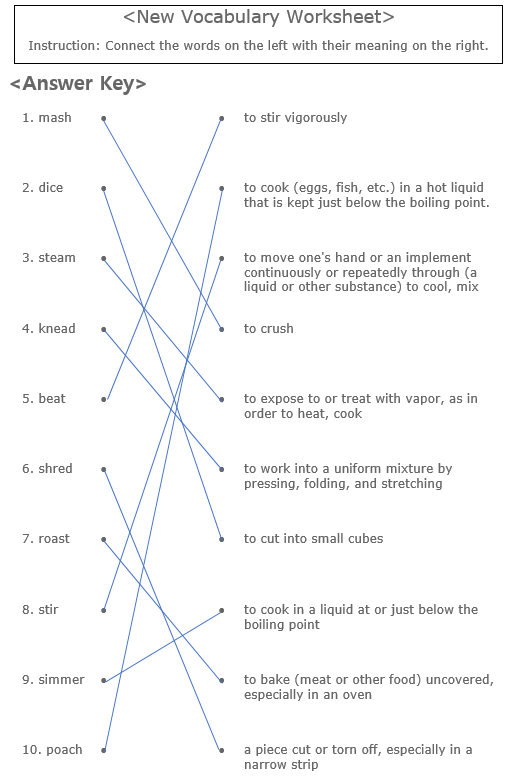
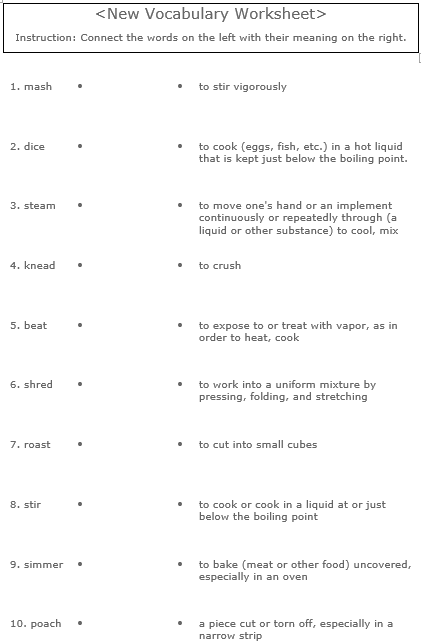
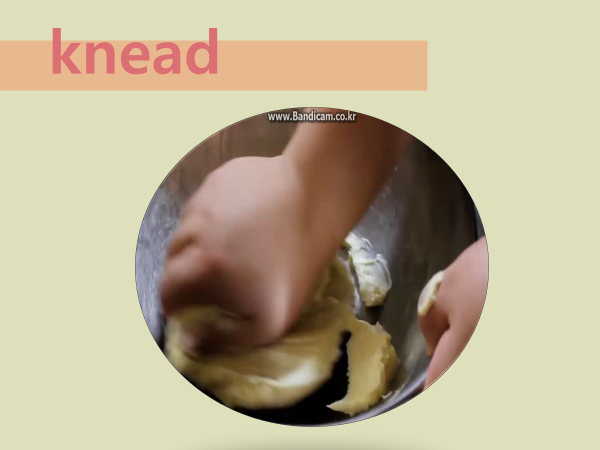
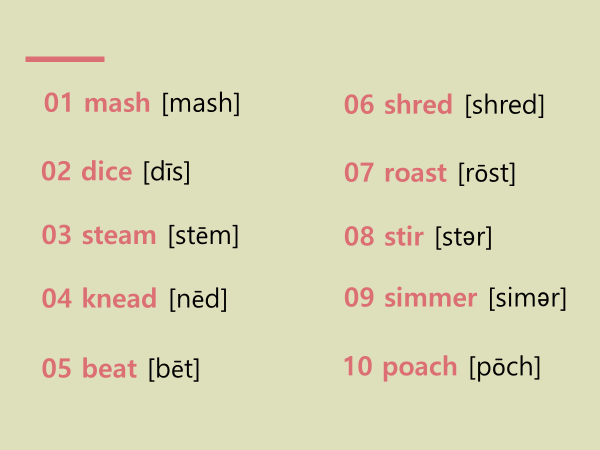
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| **Post Activity** | | | |
| Materials: Recipe Packets from Main Activity, white board, board markers | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5 min  3 min  2 min | Whole Class  Whole Class  Whole Class | Teams present their recipes in front of the class.  Students vote for the best team with the best recipe.  Students listen and answer to the teacher’s questions. | **1. Presentation**  **Instruction**  Each team will present their recipes in front of the class. Audience, please listen to the recipes because we will vote for the best midnight snack after this.  **ICQ**  What will the teams do?  What will the audience do?  **Sharing**  Group 1, presenter and artist come up.  (After Group 1, call out Group 2, and then Group 3)  **Voting**  Let’s vote for the best team, individually. You may vote for 1 team only. Raise your hand to vote for them.  **ICQ**  Will you vote as a team?  How many will you vote for?  How will you vote for them?  Who vote’s for group 1(group 2, group 3)?  (After counting all the votes)  The winner is group \_\_\_\_!  Congratulations.   1. **Conclusion**   Let’s review today’s lesson.  What are the new vocabularies?  Some are hard to pronounce.  Error Correction   * Stir: [stər] instead of \*[steer] * Simmer: [simmər] instead of [simmer] * Steam: [stēm] instead of \*[steam] * Knead: [nēd] instead of \*[kneed] * Beat: [bēt] instead of [bit]   You did a great job today! Try to keep in mind of the content and vocabulary we’ve learned. Thank you. |

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| **SOS Activity** | | | |
| Materials: Information Gap Activity Worksheet A(5 copies), Information Gap Activity Worksheet B(5 copies) | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5 min  2 min | Partner  Whole class | Students complete the information gap worksheets.  Students check answers | **1. Information Gap Activity**  **Instruction**  Now, we are going to complete an information gap activity with partners. So, ask and answer questions to your partners to fill the information up. However, please do not show your papers to your partner. You will have 5 minutes to do so.  (Hand out Information Gap Worksheet A to one of the partners, and B to the other partner)  **ICQ**  Are you working alone?  What will you do with your partner?  How much time will you have?  You may start now.  **Monitoring**  (Quietly walk around the classroom. Check to see if the students are on track. Answer to questions.)  (After 3 minutes,,)  You have 2 minutes left.  (After 2 minute,,)  Time’s up. You did a great job.  **Check answer**  Each student will go around and read each sentence with the vocab out loud. |

**<Brainstorming PPT>**



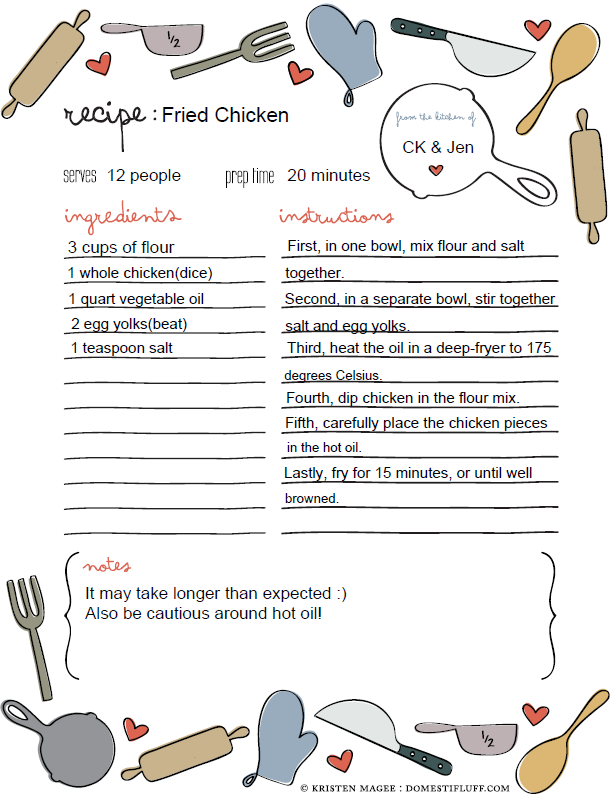
**<New Vocabulary PPT>**



**<Recipe Template>**



**<Recipe Sample>**



**<SOS Activity – Information Gap Activity>**

