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| **Topic: Perfect recipe for busy weeknight!** |

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| Instructor:  **Hayang** | Level:  **Intermediate** | Students:  **13** | Length:  **30 Minutes** |

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| Materials:  - 13 worksheets for learning vocabulary and recipe of ‘Cajun Shrimp in Foil’  - PPT for practicing vocabulary and supporting main activity  - 5 papers, color pens and scotch tape for main activity  - Monitor to show PPT contents  - Board, board markers |

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| Aims:  - Students will learn key vocabulary by photos and teacher’s explanation.  - Students will get familiar to speak out vocabulary through repetition drill.  - Students will be able to get brief information by reading text and answering questions.  - Students will be used to form of recipe by dealing with each part of the recipe.  - Students will learn how to use vocabulary in authentic materials by reading recipe.  - Students will learn effective way to read recipe by catching important part to follow directions  - Students will easily remember expressions by creating motions related to it by themselves.  - Students will be inspired to use English skills in broaden way in real life throughout the class |

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| Language Skills:  - Reading : Reading worksheets, text on the screen to answer questions and do group activities  - Listening : Listening to teacher’s explanations, instructions and what other students say  - Speaking : Drilling, practice activities, and sharing ideas  - Writing :Students might write on drawing paper at main activity |

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| Language Systems:  - Phonology : Drilling at pre-activity  - Discourse : Discussing how to demonstrate each directions in recipe with motions  - Grammar : Imperative, unit of measure  - Function : Asking opinions and suggesting ideas to create motions  - Lexis : season, seed, strip, con kernel, toss to coat, cooked, sprinkle, drizzle, crisp, tender, thaw |

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| Assumptions:  - Students have less experience to read recipe and follow its directions for cooking  - Students are confusing unfamiliar wards that is usually used in cooking recipe  - Students are adult |

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| Anticipated Errors and Solutions:  - Students may have difficulty in understanding the meaning  → Teacher provides more examples, demonstrations and explanations.  - Students may have a hard time drilling  → Teacher gives the students more chances to practice  - If students need more time to finish their activity (cut-off plan)  → Be flexcible with the time as giving more time to finish their activity and cut off the time of  post activity.  - If students finish their tasks earlier than anticipated (SOS plan)  → Give students more time on final activity |

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| References:  - Recipe of ‘Cajun Shrimp in Foil’  <http://www.skinnytaste.com/cajun-shrimp-in-foil/>  - Photos related to vocabulary  <http://blog.seasonwithspice.com/2014/08/thai-grilled-fish-taco-recipe.html>  <http://www.rehanadujour.com/2014/03/28/grilled-chicken-piccata/>  <https://www.youtube.com/watch?v=7A_XKnDATE8>  <https://food52.com/blog/13504-the-easiest-way-to-seed-a-chile-pepper>  <http://www.5dollardinners.com/how-to-seed-and-dic-a-cucumber/>  <http://www.finecooking.com/item/44644/how-to-cut-julienne-strips>  <https://vegetarian-recipes.wonderhowto.com/how-to/cut-bell-pepper-into-strips-and-dice-into-cubes-397253/>  <https://food52.com/blog/13504-the-easiest-way-to-seed-a-chile-pepper>  <http://www.nijekini.com/index.php/hosen-sweet-corn-kernel-thailand-400-gm.html>  <http://www.simplyscratch.com/2013/04/potato-chip-crusted-chicken-tenders.html>  <https://ww2.kqed.org/bayareabites/2014/08/27/get-your-sweet-grill-on-grilled-corn-pepper-tomato-and-arugula-salad-with-feta/>  <https://www.certifiedangusbeef.com/kitchen/doneness.php>  <http://muslimeater.com/2015/12/18/red-meat-a-little-rare-is-okay-and-tastes-better/>  <http://www.alamy.com/stock-photo-cooked-and-uncooked-spaghetti-to-represent-polymer-chains-19284510.html>  <http://siftandwhisk.com/blog/homemade-funfetti-cupcakes-baby-sprinkle/>  <https://www.landolakes.com/blog/recipe-buzz-sup-reg;-sup/2009/september-2009/cheesy-bacon-movie-night-treat/>  <https://www.dadcooksdinner.com/swiss-chard-gratin/>  <http://www.thegunnysack.com/chocolate-glazed-donut-whoopie-pie/>  <http://www.mykitchenaddiction.com/2011/02/perfectly-drizzled-chocolate-wfmw/>  <https://royalgram.co.uk/chocolate-donut-cake-with-nutella-chocolate-buttercream-drizzle-on-top-tag/>  <https://agirlworthsaving.net/2013/10/gluten-free-oven-baked-crispy-chicken.html>  <http://www.burgerking.co.uk/menu/crispy-tender-chicken>  <https://www.amazon.com/THAT-That-Frozen-Thawing-Plate/dp/B00KGWNVL2http://www.yellowblissroad.com/how-to-thaw-ground-beef-in-under-30/> |

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| **Lead-In** | | |
| Materials: | | |
| Time | Set Up | Procedure |
| 1mins | Whole class | **Greeting**  Hello everyone, how are you today? (students greet back)  **Eliciting**  Did you have a breakfast today? Did you have some times to cook thins morning?  Sometime we’re too busy or too tired to cook. So even mom, they can’t cook 3 times a day, every single day right?  So I prepared a wonderful recipe for you guys. I’m sure it will helps you to save you times and energy. |

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| **Pre-Activity** | | |
| Materials: Worksheets, Board, PPT, Screen | | |
| Time | Set Up | Procedure |
| 3mins  8mins | Individually  Whole class  Whole class | **Learning Vocabulary**  Before we go through the recipe, we are going to check some vocabulary first.  (Distribute worksheets.)  Please look at the first page. There’re 6 sentences and 6 pictures. Guess what each sentence means and match them to photos one by one. I will give you 2 minutes.  (2 minutes later)  Let’s share the answers. Which photo matches to number 1 sentence? Right, B.  (Check all answers; *1(B), 2(D), 3(F), 4(A), 5(C), 6(E)* with writing on the board.)  I think some of you need some helps to get meaning exactly. So let’s look up each words with more photos I prepared.  (Turn on the screen and show PPT to students)  Look at this. What is it? Can you guess the meanings? How do you call this kind of motion (or behavior, status and etc.)? Yes, it’s Season. Let’s speak out loud together.  (Just let students guess it first and if needed, demonstrate with motion or give explanation. And let students speak out. Keep repeating this process to the last wards. There’re 9 vocabularies; *Season, Seed, Cut into strip, Corn kernels, Toss to coat, Cooked, Sprinkle, Drizzle, Thaw***)**  Great job guys! I think we’re ready to be a good cook! |

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| **Main-Activity** | | |
| Materials: Worksheets, Board, PPT, Screen, Papers, Color pens | | |
| Time | Set Up | Procedure |
| 3mins  5mins  5mins | Whole class  Groups | **Introduction of today’s cook**  Today’s cook is ‘Cajun Shrimp in Foil’. Can you imagine what it is?  So I will show you only introduction part of this recipe. Please scan in 1 minutes.  CCQ  - How long does it take?  - How much calories do you get when you eat it?  - Why does we need the foil?  - Why does it perfect for busy weeknights?  **Cooking with motions**  Now it’s time to cook! Turn the page of your worksheet, there’s a recipe. We’re going to make some groups of 3-4 people.  Here are two missions. First, draw what it looks like finally on this paper. Second, create some motions to show about what you have to do at each steps. You will show drawings on the board and demonstrate how to cook to other groups. So, I will give you 5 minutes. Please, focus on what to do, not on ingredients. And make sure that all members show same motions at each part.  (Distribute papers to draw. Warn students when 1 minute left)  Okay, please stick your drawings on the board. Here is a scotch tape.  So, I will call certain group with showing directions on the screen. Then show us motions you created with your members at the same time. Let’s start from step 1.  (Go through to final step.)  Great job guys! So we got 4 kinds of foods from same recipe. Wonderful! Let’s check the photo of original. How is it? It looks so tasty, isn’t it? I hope you try to cook at your home. |

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| **Post-Activity** | | |
| Materials: | | |
| Time | Set Up | Procedure |
| 4mins  1min | Whole class | **Sharing your own tips in kitchen**  So we got familiar with variety of wards we can use in kitchen. And I think you have your own tips for cooking well something like ramen, cleaning after cooking, storing foods and everything. Think about tips you want to share and talk with person next you in pair. I will give you 2 minutes.  (2 minutes later, let some students share stories.)  Is there any impressive tips you heard? What is it?  **Wrap-up**  Did you have fun today? I wanted to let you know that we can broaden our world to enjoy and make our life better by using English. Just give it a try everything from the part you feel a little interest!  Thank you for your cooperation today! |