153rd WD Miji Lee

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| ☐ Listening ☐ Speaking ☐ Reading ☐ Grammar ☐ Writing |
| **Topic: The Origin of chocolate** |

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| Instructor:  Miji Lee | Level:  Intermediate | Students:  14 | Length:  30 minutes |

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| Materials:   * Worksheet #1\_ Vocabulary preview (14 copies) * Worksheet #2\_ Comprehension questions (14 copies) * Worksheet #3\_ Vocabulary review (14 copies) * The text “The origin of Chocolate” (14 copies) * For this class, students have their own pen and paper. * A4 size picture of some words |

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| Aims:   * To learn and understand meaning of vocabularies though worksheet#1 and 3. * To improve scanning skill by asking and answering comprehension questions. * To practice reading by reading text about chocolate. * To practice speaking and listening by asking and answering questions. * To be able to get the idea by reading text and answering questions. |

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| Language Skills:  Reading: worksheet, reading text “The origin of chocolate”.  Listening: teacher’s instruction, partner’s talk.  Speaking: asking and answering comprehension questions with partner.  Writing: writing complete sentences to the questions(worksheet #2) |

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| Language Systems:  Lexis: vocabularies (worksheet 1,3)  Phonology: vocabularies in worksheet #1,3.  Function: asking and answering in comprehension questions.  Discourse: communication with other students. |

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| Assumptions:  Students already know:  Most students have eaten chocolate before.  Students are used to working individually and in pairs.  Students know how to scan. |

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| Anticipated Errors and Solutions:  Students may not understand the instruction right away,   * Explain again using many concept checking questions.   If time is short   * Assign the post activity vocabulary review task as a homework assignment.   If students finish their tasks earlier than anticipated,   * Give students SOS activity. |

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| References:  <http://preventionofdisease.org/wp-content/uploads/2015/04/peapod.jpg>  <https://reprorations.com/Britain%20WW2/Brit%2024%20F.jpg>  <https://i5.walmartimages.com/asr/e6162e06-de47-4eea-9af3-145a7c71ffd0_1.a2967144936170d4f9bff0b62d20af62.jpeg>  <https://esllibrary.com/> |

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| **Lead-In** | | | |
| Materials: chocolate | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 4mins | Whole class | Answering to questions | Procedure:  (Greeting) Hello everyone, how are you today?  What do you do or what do you eat when you feel bad?  I usually eat chocolate whenever I am depressed.  (Eliciting)  Do you like chocolate?  If so, what kind of chocolate products do you like to eat?  What do you think is the most popular flavor in the world?  Do you know where chocolate comes from?  Introducing today’s topic:  Today, we will talk about “chocolate”.  And just in case of somebody forget the taste of chocolate, I brought some chocolate that I will give you guys. |

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| **Pre-Activity** | | | |
| Materials: worksheet 1 (vocabulary preview), picture of words | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 7mins | Whole class  Individually  Whole class | Matching words to correct definitions | Procedure:  As I said before,  Today, we will read and talk about the origin of chocolate.  Before we read,  1.Vocabulary  Let’s learn vocabulary that will help you to read the text.  (Instruction)  I will give you a vocabulary preview worksheet, then you have to match words to correct definitions.  I will give you 2 minutes and work alone.  (CCQ)  What will you do? (matching words to correct definition)  Will you work alone? (yes)  How much time do you have? (2 min)  (Distribute the worksheet)  Now, you can start.  (Monitor discreetly. Answer students if they ask questions.)  (notice student when 1 minute is left)  okay everyone, time is up!  Now, let’s check the answers all together.  What is the answer for no.1 pod? (a)  And number 2? (d)  And number 3? (f)  And number 4? (i)  And number 5? (h)  And number 6? (b)  And number 7? (c)  And number 8? (j)  And number 9? (e)  And number 10? (g)  Great work, guys. Let’s move on. |

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| **Main Activity** | | | |
| Materials: 14 copies of the text “the origin of chocolate” | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 15min | Whole class  ‘  Individually  Whole class  pairs  Whole class | Reading the text  Asking and answering with partner  Comprehension questions  Sharing the answer | Procedure:  1.guiding  (Instruction)  Now, I will give you a paper of the text. “The history of chocolate”  I will give you 3min to read.  Read individually and silently.  (distribute the text to students)  (CCQ)  Do you read with your partner? (no)  How much time to read? (3 min)  You may begin to read.  2. Ask and Answering  (Instruction)  Next to the text page,  There are some comprehension questions that you will talk about with your partner.  Practice asking and answering questions with your partner, then write your answer in complete sentences below the question.  I will give you 5 minutes.  And you will have a chance to answer one question for each team.  (CCQ)  Are you going to practice asking and answering some questions and writing your answer? (yes)  Do you work with your partner?(yes)  How much time do you have?(5 min)  (Walking around student and monitor them. Answer the questions if they ask.)  (give time warning : 1 minute left)  You have 1 minute left.  Time is up! Everyone attention, please.  Let’s share the answer all together.  3. Checking answers  Answer to number 1.  Cocoa power is made by crushing dried cocoa seeds and removing the oil from then.  Answer to number 2.  The Aztec Indians were introduced to cocoa by the Mayan Indians of South America over 2,000 years ago.  Answer to number 3.  In 1730, a machine that could crush cocoa beans was invented. This made it less expensive to produce cocoa powder and soon everyone could afford to enjoy chocolate-base drinks.  Answer to number 4.  The first chocolate bar was made in 1847 when an English company mixed melted cocoa butter with sugar and cocoa powder.  Answer to number 5.  Chocolate is used in cakes, ice cream, and many other desserts as well as in chocolate bars.  Answer to number 6.  Chocolate may be good for one’s health as researchers have discovered that chocolate contains compounds called antioxidants that may protect against some types of cancer and heart disease.  Great job guys. |

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| **Post Activity** | | | |
| Materials: worksheet #3-vocabulary review | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 4min | Whole class  Individually  Whole class | Doing worksheet #3 : vocabulary review | Procedure:  (Instruction)  Now, I will give you a last worksheet about  Vocabulary we learned before.  Complete the sentence using vocabulary  From vocabulary preview.  I will give you 1 minute and work alone.  (CCQ)  Do you work alone? (yes)  How much time do you have? (1 minute)  Times up! Let’s check answers together.  (answer order) rack, melt, troops, afford, flavor, ripe  Alright, Good job guys.  I like a dialog in the movie “Forrest Gump”  “Life is just like a box of chocolate. You never know what you are going to get.”  You just do your best all the time, I believe you can get the sweetest chocolate at the end. So cheer up guys!  It’s time to finish the class.  Good job today! See you tomorrow! |

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| **SOS Activity** | | | |
| Materials: no need any additional materials | | | |
| Time | Set Up | Student Activity | Teacher Talk |
|  |  | discuss within group.   * Encourage to speak with group member. | Please share your ideas with your partner  or group  : Do you crave chocolate sometimes? What other food do you crave? |