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| \*☐ Listening ☐ Speaking ☐ Reading ☐ Grammar ☐ Writing |
| **Topic: Are You a Picky Eater?** |

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| Instructor:  JIYOUNG PARK | Level:  Intermediate | Students:  12 | Length:  50 min |

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| Materials:  - Board & markers  - Pictures for new topic - ppt  - Vocabulary flash cards  - Bingo game activity worksheet  - CD & CD Player  - Dictation 1 worksheets  - Dictation 2 worksheets  - Q&A worksheets  - Composition worksheets  - Audio Script worksheets  - hand out for vocabulary & key expressions |

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| Aims:  To learn new vocabulary and key expressions for describing one’s eating preference  To practice listening to real-life speech of people with various accents  To practice speaking by answering the questions  To practice writing by dictation activity |

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| Language Skills:  - Listening – the speakers’ short speeches about her eating preference  - Speaking – answer questions after listening  share one’s case with partner according to given questions  - Reading -- read script loudly with partner by imitating of record  - Writing -- according to given questions, make composition |

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| Language Systems:  -Phonology- prolonged sound (eg. Particularly picky /not to my liking / my go-to etc)  -Lexis-vocabulary for describing people’s eating preference  (eg. picky /satisfying /refreshing etc)  -Grammar- postmodifier  (eg. Everything else that I ate during my trip was absolutely delicious)  -Function- introduce, explanation |

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| Assumptions:  1. how the class is set up and run (there will be 4 student groups at each table)  2. Students know the teacher’s style of teaching and pace of course  3. Students know they should speak only English in the class.  4. Students are confident with pair and group work. |

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| Anticipated Errors and Solutions:  ● If students are not follow the passage easily  🡪 let them listen again until they get the gist of the content  ● Students may not be able to pick up details from the listening  🡪 Chunk the listening (pause-play-pause)  ● If students need more time to finish their main activity (cut-off plan)  🡪Cut the post-activity  ● If student finish their activity early (SOS plan)  🡪Make students write composition using today’s vocabulary  ● If one of the student is absent  🡪Have 3 members on one team in pair work |

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| References:  <http://home.ebs.co.kr/listene/main>  [www.google.co.kr](http://www.google.co.kr)  <https://www.merriam-webster.com/dictionary> |

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| **Lead-In** | | | |
| Materials:  Board  3 Pictures-PPT | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5 min | Whole class | Answering  Looking  Guessing | Hello, everyone, what dish did you have for yesterday dinner?  Write students’ answers on the board.  OK, today before listening, look some pictures.  What is it? |

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| **Pre-Activity** | | | |
| Materials:  Board  Vocabulary flash cards  Bingo worksheet 1 | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 1 min  4 min | Whole Class | speaking  Warm-up activity - bingo game | OK let’s move on today’s vocabulary.  Here 9 words. Repeat after me one by one.  Now, fill the blank with today’s words.  Let’s run bingo game  (without any explanation about vocabulary) |

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| **Main Activity** | | | |
| Materials:  Vocabulary flash cards / Key expressions flash cards  Board  CD & CD player  Script hand out  Vocabulary 7 key expressions hand out  Worksheet 2,3,4 | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5 min  8 min  10 min  2 min  2 min  6 min | Whole Class  Individually  Groups  Whole Calss | Learning vocabulary  Understanding key expressions  Listening script  Filling the blank on worksheet2,3  Reading loudly and by punctuating  Listening without script  Answering question on worksheet4 | 1. Presentation  eg. home- cooked  what is written?(show Ss flashcard )  Yes, home- cooked! It means home- made and eaten at home.  Do you like home-cooked food?  What are home-cooked Korean food?  2. CCQ  eg. Can we have home-cooked food In the restaurant?  Can we buy home-cooked meal?  -Presentaion  Here hand out for key expressions.  eg. Compared to  It means “comparing with”  Using this we express comparison.  Ok. The example sentence is written on the paper. Who could you read it?  Have you been aware of today’s key expressions?  YES🡪 listening  No🡪 representation  Let’s move on listening and writing activity!  Here worksheets for script. But there are blanks we have to fill. Let’s listen carefully and write down. Everybody have done? Need to listen again?  YES🡪 listen again  No🡪 move to next  Read passage with your partner by imitating as possible as you can.  So Let’s act it!  -Monitor discreetly, teach Ss if they ask question  Let’s listen again without seeing script,  Can you? Ok, let’s start!  Ok, now I ask some question about this passage  -Listen to Ss’ answering thoughtfully, and wait patiently until they can complete it. |

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| **Post Activity** | | | |
| Materials:  Worksheet 5 | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 7min | Groups | Writing & speaking | Ok, let’s move on the last activity. According given sentences, complete it with your own words. And tell your partner what you wrote.  -Monitor discreetly. |

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| **SOS Activity** | | | |
| Materials:  Vocabulary Flash cards | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5min  5min | Whole Class  Groups | Writing  Speaking | Using today’s words make a composition.  Ask your partner “ Are you a picky Eater? “  -Participate in discussion it students want |