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| **Topic: Barbecue Party** | | | | |
| **Instructor:** | **Level:** | **Age:** | **Number of Students:** | **Length:** |
| **Youngim Yoon** | **Intermediate** | **Adult** | **7** | **50 minutes** |
| * **Materials:** * Pictures of the party * Audio clip (conversation about barbecue party) * Worksheet with key vocabulary & phrases & world matching * Worksheet with comprehension questions of the conversation * Paper and colored crayon & pens * White board & board markers | | | | |
| **Aims:**   * SWBAT answer questions about the party through the pictures. * SWBAT use food vocabulary and phrases properly by matching words and making sentences * SWBAT get the details of conversation by answering listening comprehension worksheet. * SWBAT show their own party food by explaining which food they will bring and why they choose it and making the poster of the food recipe. | | | | |
| **Language Skills:**   * Listening : listening audio clip (conversation about barbecue party) * Reading : reading vocabulary and phrases worksheet, worksheet with questions * Speaking : presenting the party food of each student * Writing : writing the recipe of the party food on poster | | | | |
| **Language Systems:**   * Phonology : pronouncing vocabulary and phrases, distinction between V/B * Lexis : food vocabulary and phrases in the script * Function : explaining how to make food * Discourse : expressing opinion | | | | |
| **Assumptions:**   * Ss know what the party is and had party experience with friends or family. * Ss have the special food for the party and know how to make it. * Ss are able to express their ideas in spoken and written English and are mostly active. | | | | |
| **Anticipated Errors and Solutions:**   * If Ss are not able to follow the script, let Ss listen the missing parts repeatedly until they understand. * If Ss have difficulty in doing worksheet, have Ss do themselves first, and give some help. * If Ss need more time to finish posters, give them more time and cut off the time of post activity. | | | | |
| **References:** Barbecue Party (n.d). In *Randall’s ESL Cyber Listening Lab*. Retrieved December 7, 2018, from <https://www.esl-lab.com/barbecue/barbecuerd1.htm>  What is a vegetarian? (n.d) in Vegetarian Society Retrieved , December 7, 2018, from <https://www.vegsoc.org/page.aspx?pid=508> | | | | |
| **Notes:** | | | | |

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| **Presentation:** | | | | |
| **Aims:** SWBAT think about the party through the pictures. | | | **Materials:** Pictures of the party, Board and markers | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 5 min | Whole class | Answering teacher’s questions | | **Greeting**  Good morning! How was your weekend?  Is anybody who had a meal or party with your friends or family on weekend?  **Eliciting**  (Displaying pictures of the party and asking the questions)  What can you see in the picture?  What do you think people are doing here?  How do they feel?  Have you ever heard “Potluck Party”?  (If Ss answered no, explain what Potluck Party is.)  Have you ever had potluck party before?  (Ss may answer yes or no.)  What did you bring for the party?  If you have a potluck party, what would you like to bring for the party?  (Letting Ss answer the questions) |
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| **Practice:** | | | | |
| **Aims:** SWBAT use vocabulary and phrases properly by matching word & making sentences and get the details of conversation by doing worksheet. | | | **Materials:** Audio clip, Vocabulary worksheet and Listening comprehension worksheet | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 3 min  5 min  5min  2min  3min | Whole class  Pairs  Whole class | Answering the worksheet  and discussing with partner  Listening to the conversation and answering the questions on worksheets | | **Instructions**  Now we have an audio clip of the conversation about barbecue party.  Before listening, we are going to work on vocabulary and phrases first.  (Distributing the vocabulary worksheet to students and explaining the meaning of vocabulary and phrases)  Now you are going to do worksheet and make your own sentences with those words and phrases at least three.  After finishing, share it with your partner.  (Check pair-work, and if Ss need help, give some immediately)  **CCQ**  Are you working in pairs?  How much time do you have?  Do vegetarians eat meat?  **Instructions**  Let’s listen to the conversation about barbecue party.  (If Ss are not able to follow the script, let Ss listen repeatedly until they understand.)  (Distributing the listening comprehension worksheet to Ss)  Let’s do the worksheet.  Choose the right answer of the each question  I’ll give you 2 minutes.  Let’s check the answers.  The first question’s answer is…  (Checking the answers as a whole class.  If Ss have incorrect answers, listen to the parts Ss missed again.)  **CCQ**  How much time do you have?  Are you working alone?  How many correct answers do you have? |
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| **Production:** | | | | |
| **Aims:** SWBAT show their own potluck party food by explaining which food they will bring and why they choose it and making the post about the food recipe. | | | **Materials:** Paper, Colored crayon and pens | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 17 min | Whole class  Individual | Making a poster | | **Instructions**  (Distributing paper and colored crayon & pens)  We are going to make a poster about the food that we’ll bring to the potluck party.  On the poster, write the name of the food and describe how to make it. You can make your own recipe. It would be good to draw the food on the poster as well.  **CCQ**  How much time do you have?  Are you working alone? |
| **Notes:** | | | | |
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| **Post Production:** | | | | |
| **Aims:** SWBAT share the idea of the food by presenting their poster and pick up one favorite food among them. | | | **Materials:** Posters of the food | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 8min  2min | Individual  Whole class | Presenting their posters  Answering the questions and choosing one food | | **Instructions**  So, now we are going to have a time to show your poster.  (Letting Ss explain their food in front of the class)  **Closing**  Did you have fun today?  Which food are you interested in and want to make it?  Choose one that you like the most.  (Asking Ss about the favorite food one by one)  Good job! I hope you enjoyed today’s lesson. See you tomorrow. |
| **Notes:** | | | | |