**Task-Based Lesson Plan Template**

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| **X[ ]  Listening X[ ]  Speaking [ ]  Reading [ ]  Grammar [ ]  Writing** |
| **Topic:** **Grocery Shopping** |
| **Instructor:**Grace | **Students Age – Competency Level**9-10 years old, Upper Beginner | **Number of Students:**6 | **Lesson Length:**50min |
| **Materials:**Pictures of vegetablesPictures of fruitPictures of foodMoney Worksheet A4 papersShopping Dialogue Wall ChartBoardMarkers |
| **Aims: (What students will be able to achieve by participating in the activities of the lesson.)**Ss get comfortable and interested in lesson by T presentation and attitudeSs will improve listening, writing, and speaking skills by responding to teacher, making a shopping list, acting out and sharing their drawings in classSs will learn how to draw fruit and vegetables by T demonstrationSs will learn expressions about shopping by reading a wall chartSs will learn how to use the expressions about shopping by acting outSs will practice counting numbers by buying and selling things during acting outSs will review the things they can get from grocery by doing alphabet dialogue |
| **Language Skills: (Lists what language skills students will be using by participating in the activities of the lesson.)*** Reading: wall chart dialogue
* Listening: teacher and classmates presentation
* Speaking: Answering teacher’s questions, describing pictures and responding to classmates
* Writing: Making the shopping list, drawing fruit and vegetables
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| **Assumptions: (What students must already be able to do and what concepts must already be mastered before the lesson in order to achieve the aims of the lesson.)**Ss will enjoy and also have funSs will easily learn about names of the food and expressions using in the grocery by practicing in actionSs have already learned how to count numbers, addition and subtractionSs already know alphabetsSs can make a dialogue with T assistance as needed |
| **Anticipated Errors and Solutions: (What things might go wrong in the lesson and what the solution will be)**Activity takes too long; the other activity may be shortened.Ss have a difficulty on addition and subtraction, teacher can give some help.Ss might be shy, teacher will give encouragement. |
| **References:**-http://www.mes-english.com/flashcards/files/food.pdf-http://esl-kids.com/pdf/fruit/small-fruit-words.pdf-http://www.mes-english.com/flashcards/files/vegetables.pdf |

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| **Pre Task (Warm-Up Part to activate and create interest in the lesson)(10)** |
| Materials: Pictures of Food  (salad, bread, spaghetti, soup, fish, cereal, cheese) |
| Time | Set Up | Student Activity and Goals | Teacher Talk – Instructions an Procedures |
| 1 min2 min2 min3 min2 min | Whole classS | Greet teacherSs listen – become interestedS respondSS watch Sharing ideas | Greet students T shows pictures of foodAsk Ss about the name of foodT mimes about the food Ss learnedT asks Ss to guess. What’s this food? |

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| **Task Familiarization Part (Input Stage, the main purpose is to introduce the key language needed for the Main Activity)(14)** |
| Materials: A4 papers Board Marker |
| Time | Set Up | Student Activity and Goals | Teacher Talk – Instructions an Procedures |
| 2 min8 min2 min2 min | Whole classS | Ss respondSs drawSs drawSs present | Ask Ss favorite fruit and vegetableHandout blank papers to Ss and draw fruit and vegetables togetherExample: apple, banana, grapes, watermelon,Tomato, onion, carrot, broccoliT asks Ss draw their favorite fruit and vegetableT asks Ss to share. What’s your favorite fruit and vegetable? |

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| **Task Realization (Task Production Using the Key Language to participate in a productive way or activity)(19)** |
| Materials: Grocery Shopping Dialogue Wall Chart Pictures of vegetables(onions, tomatoes, broccoli, carrots)Pictures of fruit(grapes, watermelon, apple, banana)Pictures of food(salad, bread, spaghetti, soup, fish, cereal, cheese)Money Worksheet |
| Time | Set Up | Student Activity and Goals | Teacher Talk – Instructions an Procedures |
| 3 min1 min2min1min10min2min | Whole classS | Ss respondSs watchSs writeSs follow the directionSs buy and sell things with moneySs share the result | Present and ask Ss about pictures of fruit, vegetables and food they learnedDemonstrate Ss the dialogue and act both rolesAsk Ss to choose 5 things and make a shopping listMake 2 teams. 3Ss are shopkeepers and 3Ss are shoppers.Put the picture of items on the tableGive them money worksheetTell Ss buy 5 things in their list following the dialogue wall chart Switch the role each otherAsk Ss to share what they bought |

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| **Post Task (Activity show that students have personalized the language presented and wraps up the lesson on a high note)(10)** |
| Materials: Board Markers |
| Time | Set Up | Student Activity and Goals | Teacher Talk – Instructions an Procedures |
| 1 min9 min | Whole classSWhole | Ss speak out alphabetsSs listenSs say the word about food in alphabetical orderSs say goodbye | Write alphabets(except q, x, z) on the boardTell Ss how to do alphabet dialogue“We are going to the grocery shop to buy a ( ).” Tell Ss say the word about food in alphabetical orderCongratulate and thank Ss for active participation |

Materials 1. Money worksheet

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| --- | --- | --- | --- | --- |
| 1$ | 1$ | 1$ | 1$ | 1$ |
| 1$ | 1$ | 1$ | 1$ | 1$ |
| 5$ | 5$ | 10$ | =30$ |
| 1$ | 1$ | 1$ | 1$ | 1$ |
| 1$ | 1$ | 1$ | 1$ | 1$ |
| 5$ | 5$ | 10$ | =30$ |
| 1$ | 1$ | 1$ | 1$ | 1$ |
| 1$ | 1$ | 1$ | 1$ | 1$ |
| 5$ | 5$ | 10$ | =30$ |
| 1$ | 1$ | 1$ | 1$ | 1$ |
| 1$ | 1$ | 1$ | 1$ | 1$ |
| 5$ | 5$ | 10$ | =30$ |

Materials 2. At the Grocery Store Dialogue

Shopkeeper A: Hi

Shopper B: Hello, I want a banana, please. Do you have it?

A: Of course.

B: How much is it?

A: It’s 6 dollars.

B: Here you are.

A: Thank you.

B: Bye.

**Materials 3. Pictures of vegetables**

**(onions, tomatoes, broccoli, carrots)**

**Pictures of fruit**

**(grapes, watermelon, apple, banana)**

**Pictures of food**

**(salad, bread, spaghetti, soup, fish, cereal, cheese)**

