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| **Topic: 7 portions of fruit and vegetables a day best** | | | | |
| **Instructor:** | **Level:** | **Age:** | **Number of Students** | **Length:** |
| **Young** | **Intermediate** | **12** | **12** | **50 minutes** |
| **Materials: Listening CD & CD player, Picture, 12 copies of each of vocabulary and phrase matching and**  **True/false questions, markers and white board** | | | | |
| **Aims:**  **. To learn that people who eat 7 portions of fruit and vegetables a day are healthier and live longer**  **. To practice listening, speaking and writing skills**  **. Ss will guess the meaning of words from context**  **. Ss will improve on skimming and scanning for key information related to the topic** | | | | |
| **Language Skills:**  **. Listening: To the script and teacher’s instruction, demonstration/classmates’ idea**  **. Speaking: Participation in discussion and sharing ideas in a group**  **. Reading: Matching worksheets and guiding question**  **. Writing: Answering matching and T/F questions** | | | | |
| **Language Systems:**  **. Lexis: Vocabulary match**  **. Function: Phrase match** | | | | |
| **Assumptions:**  **Students already know:**  **. The teacher’s style of teaching and the pace of the class**  **. How the class is set up and run (There will be three groups of 4)**  **. Ss can generally express their ideas and opinions in English**  **. Ss are familiar with discussion, role-plays and acting out** | | | | |
| **Anticipated Errors and Solutions:**  **. Ss may not be able to pick up details or difficult vocabulary from the listening**  **--- Chunk the listening**  **. If time is short for finishing Ss’ activity (Cut-off plan),**  **--- Cut reviewing today’s topic and reduce the number of Ss sharing their opinions**  **. If Ss finish their tasks earlier than expected (SOS plan),**  **--- Ask some students about their experiences related to the topic or give Ss an extra comprehension**  **question worksheet**  **. If the post-activity may finish earlier than expection,**  **--- Review today’s topic and get Ss’ feeling** | | | | |
| **References:**  **. Scrivener, Jim. (2011), Learning Teaching, MacMillan, Chapter 6, 10, 15**  **. Article by David Moroney, “Guidelines for Designing Lesson Plans---A Step-by-Step Approach,”**  **at Talk Tesol, Lesson Plan, lesson\_plan\_guide.doc**  **. “Listening Powerpoint” in California State University Long Beach Times Media TESOL Program**  **By Curtis Bowden, pp. 27-36** | | | | |
| **Notes:** | | | | |

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| **Presentation: This is a stage of Pre-activity before listening** | | | | |
| **Aims:**  **. To introduce the topic**  **. To pre-teach key vocabulary**  **. To ask guiding questions**  **. Ss predict concept**  **. To give Ss a chance to “ease into” the passage** | | | **Materials:**  **. Picture, Board and Markers.**  **. Worksheet 1 (synonym match questions)**  **. Worksheet 2 (phrase match questions)** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **15 min** | **Whole**  **class** | **Do the matching activity.**  **Do the matching activity** | | **Before we listen to the script, let’s learn**  **Some new vocabulary and phrases.**  **I Vocabulary**  **Repeat after me, “nutrition”.**  **“nutrition” means …**  **Now, we are going to do a synonym**  **Matching activity.**  **<Instruction>**  **Match the word on the left to the**  **Meaning on the right. Draw a line**  **To match. I want everybody to work alone and you have 5 minutes.**  **(Distribute the worksheet 1)**  **<Demonstration>**  **Here is an example. The first word on**  **Your worksheet is “recommendation”.**  **Find the definition of “recommendation” on the right-hand side. When you find**  **The answer, draw a line.**  **<CCQ>**  **Are you working alone?**  **Can you draw a line between synonyms?**  **How much time do you have?**  **Monitor discreetly**  **Give a time warning: You have 1 minute**  **left**  **Allow more time if needed**  **Check answers orally with the Ss**  **II Function**  **<Instruction>**  **Now, we are going to do a phrase**  **Matching activity.**  **(Distribute the worksheet 2)**  **Match the phrase on the left to the**  **Phrase on the right. Draw a line to**  **Match.**  **I want you to work alone.**  **You have 5 minutes.**  **<Demonstration>**  **The first phrase on your worksheet is**  **“enough to keep disease”.**  **Match this phrase to the phrase on the**  **Right. When you find the answer,**  **Draw a line.**  **<CCQ>**  **Are you working alone?**  **What are you supposed to do?**  **How much time do you have?**  **Monitor discreetly.**  **You have 1 minute left.**  **Check answers orally with Ss.**  **O. K. Now, let’s listen to our script.** |
| **Notes:** | | | | |
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| **Practice: This is a stage of Main-activity while listening.** | | | | |
| **Aims:**  **. To listen for the main idea/details tasks**  **. To check predictions**  **. To answer guiding questions**  **. To work out meanings of words from context** | | | **Materials:**  **. Worksheet 3 (T/F questions)**  **. Board and Markers** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **15 min** | **Whole**  **Class**  **Pair work**  **Group**  **Work**  **Whole**  **class** | **Think about the guiding question**  **Answer the guiding question in pairs**  **Answer the T/F questions** | | **I Listening for the Main Idea**  **(Writes the guiding question on the**  **Board)**  **How many portions of fruit and**  **Vegetables do people need to eat a day**  **To help them to be healthier and to live**  **Longer?**  **<Instruction>**  **Let Ss think about the guiding question**  **While listening)**  **I will give you 5 minutes.**  **Work alone.**  **<CCQ>**  **Can you take notes?**  **What are you supposed to think about?**  **How much time do you have?**  **You have 1 minute left.**  **<Checking Answers>**  **What do you think about this question?**  **(Have Ss answer in pairs)**  **II Listening for the Details**  **<Instruction>**  **You will have a worksheet.**  **(Distribute the Worksheet 3**  **{True/False questions})**  **There are true or false questions.**  **Check in true or false.**  **You can share the information with**  **Your group mates.**  **I will give you 5 minutes.**  **<CCQ>**  **What are you supposed to do?**  **Are you working in pairs or groups?**  **How much time do you have?**  **(Monitor discreetly)**  **You have 1 minute left.**  **Now, let’s check the answers together.**  **What is the answer for question number**  **1?**  **(Have Ss answer individually each**  **Question)**  **Do you agree with the answer?**  **(If there are any wrong answers,**  **Correct them with Ss.)** |
| **Notes:** | | | | |
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| **Production: This is a stage of free Practice** | | | | |
| **Aims**  **. Ss needs to be done in pairs and to talk**  **To each other** | | | **Materials:**  **n/a** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **5 min** | **Pair work** | **Talk to each other in pairs** | | **Asks Ss kind of open questions**  **Ex. What are your most favourite**  **Fruits and vegetables?**  **And why?** |
| **Notes:** | | | | |
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| **Post Production: This is a stage of post-activity after listening** | | | | |
| **Aims:**  **. To answer Comprehension question**  **. To complete follow-up writing or discussion**  **Activities**  **. To review-check aims**  **. To get feedback (Ss and T)** | | | **Materials:**  **n/a** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **10 min** | **Whole**  **Class**  **Group**  **work**  **Whole**  **class** | **Discuss the three questions**  **In groups**  **Talk about opinions** | | **I Free Production**  **<Instruction>**  **I am going to give you three questions:**  **Do you agree with the recommendation**  **For “7 portions of fruit and vegetables**  **A day best”?**  **Is it easy or difficult to eat 7 types of**  **Fruit and vegetables a day?**  **How healthy or unhealthy is your diet?**  **Discuss these three questions within**  **Your group.**  **You have 5 minutes.**  **<CCQ>**  **Are you working in pairs?**  **What will you do?**  **How much time do you have?**  **(Monitor discreetly)**  **You have 1 minute left.**  **Share students’ opinions.**  **Take 2-3 volunteers if running out of**  **Time**  **II Conclude Lesson**  **<Homework>**  **Write two sentences by using the words**  **Such as nutrition, dietary or healthier.**  **Today we talked about the suggestion**  **For “7 portions of fruit and vegetables a**  **Day best”.**  **Did you learn something about healthy**  **Nutrition?**  **What did you learn?**  **I hope you enjoyed today’s lesson.**  **Good job today.**  **See you guys tomorrow!**  **Have a nice day.** |
| **Notes:** | | | | |