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| Listening ***Speaking*** Reading Grammar Writing |
| **Topic:**  Food & Eating |

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| Instructor:  Timothy Gallagher | Level:  Upper-intermediate | Students:  9 | Length:  30 Minutes |

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| Materials:  Visuals of healthy and unhealthy foods, Printed MODELING questions(2), Blank paper, Print Out (1), Pictures of [Chocolate, ice cream, lemon, french fries, bread, apples, pepper, marshmallow, kimchi, cake, crunchy chocolate, steak] , Word Scramble “HEALTH” |

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| Aims:  **Main aim**: Students will improve their speaking skills by doing a ‘Role Play’  **Secondary aim**: Students will improve critical thinking skills about foods relating them to different flavors and colors  **Personal aim**: I will improve my food and health lesson by better assigning students in group activities such as role playing and have student be able to think fast on the spot through Q & A’s |

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| Language Skills:  **Listening**: Students will discuss and listen about healthy and unhealthy foods  **Reading**: Students will differentiate between health and unhealthy  **Speaking**: Students will discuss and role play about food dishes and restaurant eating  **Writing**: Students will write personal eating experiences |

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| Language Systems:  **Lexis**: vocabularies such as ‘healthy’ and ‘unhealthy’ will be discussed  **Phonology**: listening and speaking of correct language use  **Grammar**: use of conversational dialogue expressions  **Discourse**: personal experiences shared |

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| Assumptions:  Students already know  - Something they have eaten during the week  - How to order food in a restaurant  - Different types of meal times  - The flavors of food |

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| Anticipated Problems and Solutions:  - Students may have opinions about healthy and unhealthy choices  → Show visuals of healthy and unhealthy options and describe why they are healthy or unhealthy  - Difficulty understanding accents  → Have each student sound out the word they are having difficulty with and help with the proper accent  - Having to think quickly when asked a question  → Give the student extra time and come back to them when ready  - Not know how to do a ‘Role Play’  → Give specific instructions on how a role play is done |

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| References:  - Happy House Books - Now I Can Write English |

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| **Lead-In (2 minutes)** | | | |
| Materials:  None | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2 min | T—WC | Guiding questions | Hello, everyone. I know everyone loves to eat!  Ask student - what do you miss the most being on a diet? what is something common that you usually eat?  Ask student - do you get a lot of exercise while on vacation? what is your favorite thing to do while on vacation?  Thank you for sharing |

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| **Pre-Activity (10 minutes)** | | | |
| Materials:  Visuals of healthy and unhealthy foods, Printed MODELING questions(2), Blank paper, Word scramble “HEALTH” | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 30 sec | T—WC | Eliciting | For us to live a healthy life style there are a few things we must do.  Exercising is very important but also what we put in our bodies is very important!  What do we put in our bodies? (FOOD!)  Very good! |
| 30 sec | T—WC | CCQ`s | (Show visual of a candle) Is this something we can eat? (NO!)  (Show visual of a pizza) Is this something we can eat? (YES!)  (Show visual of hamburger) Is this a healthy choice of food? (NO!)  (Show visual of a salad) Is this a healthy choice of food? (YES!)  Very good! We should always try to eat as healthy as possible! |
| 1 min | T—WC | Demonstration  / Modeling | POST PRINT - [What is the healthiest food you ate this week?] (Ask student to ask me back) - The healthiest food I ate this week was a Home Made Chicken Wrap. The chicken was boiled and had fresh lettuce, onions, and tomatoes in it.  POST PRINT - [What is the unhealthiest food you ate this week?] (Ask student to ask me back) - The unhealthiest food I ate this week was the Mozzarella Burger from Lotteria…Extra cheesy and extra greasy… It was the BEST thing I ate all year :) |
| 30 sec | T—WC | Instruction | Now, individually, take 2 mins to write down the healthiest and unhealthiest meal you ate this week. |
| 30 sec | T—WC | ICQ`s | What are you going to do? (Write healthier and unhealthiest foods eaten)  How much time do you have? (2 minutes)  Are you working individually? (YES) |
| 30 sec | T—WC | Explicit instruction | Please do not write until I say start. |
| 30 sec | T—WC | Explicit ICQ`s | Will you begin before I say start? (NO)  Will you begin when I say start? (YES)  Distribute Papers.  OK, Begin. |
| 2 min | Individual | Run | Monitor discreetly.  Give time warning (1 min, 30 secs, 10 secs,) Times up!  Be flexible with time. Give 1 more minute if they need it.  Let students share their thoughts.  Ask about either the healthiest food or unhealthiest food |
| 3 min | S—WC |
| 30 sec | T—WC | Close | Thank you for sharing!  Either healthy or unhealthy we should never skip a meal! |

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| **Main Activity (15 minutes)** | | | |
| Materials:  Print Out (1) | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 30 sec | T—WC | Eliciting | Where do you go to eat food? |
| T—WC | CCQ | Do you buy computers at a restaurant?  Can you order spaghetti at a restaurant? |
| 1 min | T—WC | Grouping | Go around the room tell students to say  “BREAKFAST” “LUNCH” “DINNER”  Have the students move seated with their groups accordingly.  Appoint one person the ‘leader’ of the group. |
| 1 min | T—WC | Demonstration/Modeling | Ask student - have you been to a restaurant before? Please be the waiter/waitress and ask me what I would like to eat. (PRINT OUT (1) - Welcome to “Tim’s Foods” what can I get for you today?)  I would like two pancakes, two sausages, two strips of bacon, a order of hash browns, and two eggs scrambled please. Also, a glass of milk please |
| 1 min | T—WC | Instructions | In your group, design two dishes that are in your meal time (Breakfast/Lunch/Dinner). The ‘leader’ will be the waiter/waitress, two people will be the customers. The waiter will come and take the order from the two customers. The two customers will order the two dishes that were created.  You have two minutes |
| 30 sec | T—WC | ICQ`s | What are you doing? (Design menu, role play a restaurant)  Are you working individually?  How much time do you have? |
| 2 min | Group | Planning | Monitor discreetly.  Give time warning (1 min, 30 secs, 10 secs) Times up.  Be flexible with time. Give 30 secs more if needed. |
| 8 min | Ss-Ss | Run | The groups will do role play. |
| 30 sec | T—WC | Post-Activity | Does anybody have a favorite dish from another group?  Thank you |

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| **Post Activity (3 minutes)** | | | |
| Materials:  Pictures of [Chocolate, ice cream, lemon, french fries, bread, apples, pepper, marshmallow, kimchi, cake, crunchy chocolate, steak] , Word Scramble “HEALTHY” | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 30 sec | T—WC | Demonstration | Show picture of ‘Chocolate’  Chocolates are ‘Sweet’!  Show picture of ‘Ice cream’  Ice cream is ‘Cold’ |
| T—WC | Instruction | Tell me one flavor or a word that describes the food in the picture |
| 1 min | T—WC | Run | Go around the room showing each student a picture of a food and have them describe a flavor. |
| 30 sec | T—WC | Close | Thank you everyone for sharing!  I hope everyone will enjoy their eating experiences more |
| 30 sec | T—WC | Error Correction | If there were no errors unscramble the word  “HEALTHY” |

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| **SOS Activity (X minutes)** | | | |
| Materials:  Word scramble “UNHEALTHY” | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 30 sec | T—WC | Demonstration | When I think of the color red, I think of Apples!  When I think of the color yellow, I think of bananas! |
| 30 sec | T—WC | Instruction | From each color said, please tell me one food you can think of |
| X min | S—WC | Run | Go around the room asking students and have them share one food they can think of according to each color |
| 1 min | T—WC | Conclude lesson | Correct any mistakes.  If there is no mistake, have the students unscramble the word  “UNHEALTHY”  Any question?  If there are no further questions, this is the end of the class. Thank you for participating! |