#### Reading Lesson Plan

Instructor:

Tina

Level:

Intermediated

Students:

14students

Length:

30mins

*Healthy Eating*

**Materials:**

14 copies of the puzzle

14 copies of the worksheet ‘reading comprehension’

14 copies of Worksheet –writing and speaking task

14 copies of the vocabulary worksheet

**Aims:**

Ss will get useful information about healthy food by reading and working on comprehension parts.

Ss will improve speaking skill by speaking activities

**Language Skills:**

**Reading-reading text/worksheet**

**Writing- answering questions and filling in the blanks**

**Speaking- Sharing ideas**

**Listening-listening to instructions, demonstration and the Ss’ ideas.**

**Language Systems:**

Lexis-staple/dairy/nutritional/consist/grains/fiber/a great deal of

Phonology-nutritional

Grammar- the comparative degree

**Assumptions:**

**Ss know healthy food.**

**Ss know what will happen after eating too much of junk food.**

**Ss get used to working individually or in groups.**

**Anticipated Errors and Solutions:**

**Ss may not speak right pronunciations**

**→ Ss repeat the words by listening and read the phonetic symbols.**

**There may not be enough time to complete the lesson.**

**→ Assign the post activities writing task as homework assignment**

**References:**

**An English Book-‘Short articles for reading Comprehensions’**

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| **Lead-In** | | |
| Materials: 14 copies of the puzzle | | |
| Time  4mins | Set Up  Whole  Class | Procedure:  -Greeting  T)”Hello, everyone? I’m going to talk about ‘health’.  Eliciting  -If you want to keep healthy, what will you do?  Ss-may say ‘exercise, eating healthy food, a regular life…  (Instruction-Passing out the sheets of the puzzle)  T)”This is related to “main topic, We are working on it for  1 min.”  Ss-may say’ food’  Introducing today’s topic   * We will talk about ‘healthy eating(food) |

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| **Pre-Activity** | | |
| Materials: 14 copies of the vocabulary worksheet | | |
| Time  5mins | Set Up  Whole class  pairs | Procedure:  1.pre-teach vocabulary  “We will learn about vocabulary that helps us to read the story.”  (Instruction-write down ‘staple, dairy, nutritional, consist, grains, fiber, a great deal’ on the board. And give the examples of each word by oral. Then, hand out the worksheets of the vocabulary)  Demonstration)  A gladiator is al(fighter/farmer)who(fought/cheered),  T) “We have to make a circle either one or the other word to make the right definitions for 1min.”  CCQ-  What will you do on the paper?  How much time do you have?  T)Do you need more time?  Yes/another 30sec  No/”share answers with your partner. |
| **Main Activity** | | |
| Materials: 14 copies of the worksheet ‘reading comprehension’ | | |
| Time  11mins | Set Up  individual  Whole class  Individual | Procedure:   1. Guiding Questions   T )Who wants to die early?  Ss) No one!!!  T) You probably want to live long and healthily.  1) What do healthy foods contain?  2) What do American foods contain to make Japanese young people get overweight?  T) We are going to read the story.  When you read the article by yourself, think about the answer. I am going to give 3mins to read.  CCQ-  What will you do on the paper while reading?  Are you working alone?  How much time do you need?  (Pass out the text and run the text)  Feed back)  T) Do you need more time?  Yes/another 30sec  No/let Ss hare their ideas in groups and check the answers.  Task 1)  Instruction  You will have a worksheet. Look at the part 1.  There are true and false questions.  Check true or false as you read.  I am going to give 2 mins.    Demonstration)  For the example, ‘Vegetables are good for us’,  As you try to remember the story, then check true for answer.  CCQ-  What should you do?  How much time do you need?  Feedback)  T) Do we need more time?  Yes/another 30sec  No/let Ss read out the answers  Task 2)  T) Now, We are going to get through the  ‘READING THROUGH for 2mins  There are 2 parts ‘key points’ and ‘ the missing word’  You will work on it by yourself and finish early, then share  answers with your partner.  CCQ-  What should you do?  How much time do you need?  Are you working alone?  Feedback)  T) Do we need more time?  Yes/another 30sec  No/let Ss read out the answers |

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| **Post-Activity** | | |
| Materials: 14 copies of Worksheet –writing and speaking task | | |
| Time  11mins | Set Up  Pairs  Pairs  Whole class | Procedure:  Task 1)  T)Look at this worksheet of listening task.  First of all, fill in the blank on the summary and listen to the Recording to check your answers with your partner.  Before listening, we will have 3mins  CCQ-  What will you do on the paper?  Are you working alone?  How much time do you need before listening?  Feedback)  T) Do we need more time?  Yes/another 30sec  No/let Ss read out the answers  Task 2)  T)Look at this worksheet of listening task.  First of all, You will work on the sheet with your partner.  You should make a question and write the answers with each other for 5mins.  CCQ-  What will you do on the paper?  Are you working alone?  How much time do you need ?  Feedback)  T) Do we need more time?  Yes/another 1min  No/let Ss read out the answers and correct answers together.  Closing  It’s time to finish up. We talked about “Healthy eating”  Did you have a good time?  Then, you will have to do the rest part of the Speaking task for your homework. |