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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:** |