

# LESSON PLAN

**Name:** Teodora MIRCEA

**School:** 'UNIREA' High School

**Date:** 14<sup>th</sup> May 2018

**Time of lesson:** from 10:10 to 11:00

**Class:** 3 A

**Level:** beginners

**No. of students:** 32

**Textbook:** Fairyland 3 B

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**Lesson:** What do you like?

**Type of lesson:** consolidation

**Skills:** speaking, listening

**Organization:** Whole Class (WhC), Individual Work (IW), Pair work (PW), Group work(GW)

**Methods:** conversation, explanation, exercises, interactive methods, games

**Materials:** blackboard, flashcards, handouts, a big book, food samples, laptop

**Lesson Aims:**

- to revise food vocabulary
- to express likes and dislikes using the structures I like.../ I don't like...
- to develop Ss' listening and speaking skills
- to encourage Ss to take part in activities using the new vocabulary

**Specific competences:**

By the end of the lesson students will be able:

- to understand and use food vocabulary
- to express and ask about food preferences
- to use the grammar structures I like/ I don't like in their own sentences

## ACTIVITY 1 - Warm-up

### **Aim:**

- to create a pleasant atmosphere and relax the Ss

### **Procedure:**

1. T greets Ss, and together they sing the song '*Good morning*'. T asks about Ss' mood.
2. T tells Ss that they are going to play a game. Ss are given a small piece of paper and are asked to write a piece of clothes and a number from 1-100 on it. Then, Ss mingle and ask their mates two questions: 'What's your name?' and 'How old are you?'. They have to answer the questions with the information previously written.

e.g. S1: What's your name?

S2: My name is **Trousers/Dress/T-shirt**, etc.

S1: How old are you?

S2: I 'm **43 (years old)**.

**Interaction:** S-S, T-Ss, Ss-T

**Timing:** 5'

## ACTIVITY 2

### **Aims:**

- to present Ss the story '*Stone Soup*'
- to revise/ introduce vocabulary related to food
- to present some facts about food

### **Procedure:**

1. **Pre-listening** - T gives Ss a handout with two exercises and explains the first task to Ss. The first exercise is a matching exercise containing a few words that Ss are going to hear in the story.

2. **While-listening** - The second exercise presents a list of ingredients for the *Stone Soup*. Ss are asked to tick the ingredients they hear while T reads the story '*Stone Soup*'. There are two extra words.

3. **After-reading** - T presents Ss some facts about food. (Some food grow under the ground. Carrots and potatoes grow under the ground. Some foods grow above the ground. Tomatoes and grapes grow above the ground.) T asks Ss if they know any other foods that grow under or above the ground.

4. T explains to Ss the meaning of the title. (*Stone Soup* – also known as making soup with what you have).

**Interaction:** T-Ss, Ss-T.

**Timing:** 20'

### *STORY: THE STONE SOUP*

1. Match the words with the pictures:

money pot share soldier soup stone taste



2. Tick ✓ the food you hear in the story.

Stone Soup Ingredients:	
stones	✓
carrots	_____
beans	_____
garlic	_____
sweet corn	_____
potatoes	_____
tomatoes	_____

### **ACTIVITY 3**

#### **Aims:**

- to enable Ss to ask and answer questions about food preferences

#### **Procedure:**

1. T draws a smiley face on the board next to a flashcard, for example ice cream, and says: 'I like ice cream', using body language to emphasize the meaning. Then, T asks Ss 'And you? Do you like ice cream?' and drills the sentence.
2. Then, T draws a sad face on the board next to a flashcard, for example cheese, and says: 'I don't like cheese.', and drills the sentence.
3. T shows Ss some flashcards with food items and Ss express their preferences according to the ✓ or X. If there is a tick ✓ on the flashcard, Ss will say they like that food and if there is a cross X on it, Ss will say they don't like it.

**Interaction:** T-Ss, Ss-T.

**Timing:** 10'

### **ACTIVITY 4**

#### **Aims:**

- to make Ss practise asking and answering questions about likes and dislikes

#### **Procedure:**

1. Ss are divided in groups of four and given a bowl with different food samples (apple, orange, banana, kiwi, pears, lemon, etc.). With their eyes closed, Ss taste a food item and say what it is and if they like it or not.
2. Ss are encouraged to say: 'I like/ love it! Yummy!' or 'I don't like it! Yuk!'

**Interaction:** T-Ss, S-S

**Timing:** 5'

## ACTIVITY 5

### Aims:

- to consolidate Ss' practice of food, likes and dislikes

### Procedure:

1. T tells Ss that they are going to watch and listen to a song about an alien's preferences.
2. While watching and listening to the song, Ss are asked to tick the food that the alien likes or doesn't like. Then Ss sing along.
3. Ss sing the karaoke version of the song.

**Interaction:** T-Ss, Ss-Ss

**Timing:** 10'

*The Alien Song*

Listen and put a tick ✓ or a cross X in the correct box.





I like ..... I don't like .....

▪ a glass of water		
▪ a bottle of milk		
▪ a cup of tea		
▪ some paint		
▪ a carton of juice		
▪ a can of cola		
▪ a bowl of soup		
▪ some oil		
▪ some salad		
▪ vegetables and meat		
▪ some pasta		
▪ your phone		

## STORY: THE STONE SOUP

1. Match the words with the pictures:

money	pot	share	soldier	soup	stone	taste
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2. Tick ✓ the food you hear in the story.



### Stone Soup

#### Ingredients

stones	✓
carrots	-----
beans	-----
garlic	-----
sweetcorn	-----
potatoes	-----
tomatoes	-----
onions	-----

# The Alien Song

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• vegetables and meat		
• some pasta		
• your phone		