



Lesson Plan

Teacher:	Natalia Liashko	Lesson #
Lesson Focus:	Vocabulary + Listening	Date:
Length:	45 min	Age / Number of Students: 14
Timetable fit:	The SS have already learnt the topic ‘Animals’ and are familiar with the structures “It is.../ It is not...”, “This is ...”	
Lesson Aim:	By the end of the lesson SS will be able to use the names of the food items (bananas, apples, milk, cheese, eggs, chicken, juice) and the structure ‘I’ve got...’ orally while doing a role play in the context of ‘Visiting Grandma’s garden’.	
Outcomes:	SS will be able to use the structure ‘I’ve got + food item’ in the dialogue.	
Materials:	‘Smiles for Ukraine’ SB –Express Publishing, 2018 – p. 50 IWB ‘Smiles for Ukraine’ – Express Publishing Flashcards (bananas, apples, milk, cheese, eggs, chicken, juice) Board, markers, magnets	

Stage/Stage Aim	Procedure	Time	Interaction
<u>Introduction</u> To greet the students	The T greets the SS and asks Qs about their mood and marks absentees (How are you today? – I’m fine, super, OK, etc).	2 min	T – SS
<u>Lead-in</u> To set up the context of My food	The T sets up the context by showing the picture of a Grannie’s garden and elicits what SS can see.	3 min	T – SS SS – T
<u>Clarification</u> To elicit the names of the food items (bananas, apples, milk, cheese, eggs, chicken, juice), convey the meaning and practise pronunciation of these words. To introduce the structure “I’ve got...”	The T presents the words showing the flashcards in slow motion. The SS guess the words. After that the T checks understanding of the words and practises pronunciation of the words with the SS. The T practises the structure “I’ve got...” after each word presentation (choral & individual drilling) Checking Qs: 1. Can you show me a <u>banana</u> ? How do you eat it? 2. Who produces <u>milk</u> ? Is it yellow? 3. Can you make juice from bananas? From apples? 4. Can you eat eggs like apples? Do you need to peel the <u>eggs</u> before eating? 5. (The T shows the picture from the supermarket) Point to <u>cheese</u> . 6. Is <u>chicken</u> a bird? Can it fly?	8 min	SS – T T – SS S SS



Stage/Stage Aim	Procedure	Time	Interaction
<p><u>Recognition</u> To distinguish the names of the food (bananas, apples, cheese, chicken, milk, juice), practise listening for specific information</p>	<p>The T asks the SS to tick the food items they hear in the song. The SS check the answers in pairs. The SS practise singing the song together.</p>	4 min	T – SS S SS
<p><u>Practice</u> To practise spelling of the names of the food, structures ‘I like / I don’t like’ and ‘I’ve got ...’ orally</p>	<p>The T sets up the spelling task (SB ex 1 p. 50) The SS check the answers in pairs and then tell each other what they like or hate.</p>	8 min	T – SS S S – S
<p><u>Listening 1</u> To practise listening for specific information</p>	<p>The T sets up the Listening task (SS listen to the dialogue and tick the food they hear Ex 4 p 51). Check the answers with the board.</p>	3 min	T – SS S
<p><u>Listening 2</u> To practise listening for detail by sequencing the story</p>	<p>The T divides the class into 3 groups and gives a set of cards (dialogue cards from ‘Smiles 1 for Ukraine’ AB) to each group. The T sets up the task to put the cards in the correct order while listening to the story. Mingle checking in groups or with the Interactive Whiteboard Software – IWB – ‘Put the story in order’ task</p>	5 min	T – SS S – S – S T – SS
<p><u>Role play</u> To practise the structure ‘I’ve got...’ and food items (bananas, apples, cheese, chicken, milk, juice) in the dialogue</p>	<p>The T elicits who said what in the story (IWB – ‘Who says what’ task) and drills the phrases. After that the T divides the class into pairs and assigns the roles (Student A – Student B). The T distributes the set of mini flashcards of food items to Students A and they choose <i>three</i> food cards. The T demos the dialogue inviting the stronger S:</p> <p><i>Teacher (A): I’ve got some milk for you!</i> <i>Student B: I like milk. YUM! (takes the card) / I don’t like milk. YUK! (doesn’t take the card).</i> <i>Teacher (A): I’ve got some bananas for you!</i> <i>Student B: I like bananas. YUM! (takes the card) / I don’t like bananas. YUK! (doesn’t take the card).</i></p> <p>The SS practise the dialogue in pairs and then change roles.</p>	10 min	T – SS S – S
<p><u>Feedback</u> To give feedback on content and language</p>	<p>The T asks what the SS have got. Then comments on SS’ mistakes: ‘Good! No mistakes!’ or says the mistake and asks the SS to correct.</p>	2 min	SS – T