

Lesson Plan

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Topic of the lesson: Eating Out

Subject: English Language

Class: Primary 4 (25 students)

No. of lessons: 1 (50 minutes)

Lesson objectives:

By the end of the lesson, students are able to:

1. tell the names of food accurately
2. identify the categories of food
3. speak as a waitperson and as a customer with simple sentence pattern
4. describe food by using simple adjectives


Students' prior knowledge:

Students have:

1. Basic knowledge of some names of food
2. Basic knowledge of some adjectives

Teaching Strategies: Cooperative Learning and Promote Creativity

Abbreviation: S/Ss: student/students T: Teacher


Teaching Steps	Teaching Materials	Time (approx)
<p>Lead in activity (Food matching game)</p> <ul style="list-style-type: none"> - T revises the food names (e.g. pineapple bun, spaghetti, pancake, etc.) to the Ss by using the PowerPoint - T introduces the food categories (e.g. main course, dessert, drinks, etc.) - T asks Ss to match the food with the correct food category 	<p>Revises the food names & matching</p> 	<p>10'</p>

Pre-task (Singing sentence pattern)

- T sings out the sentence pattern of ordering food with Ss:

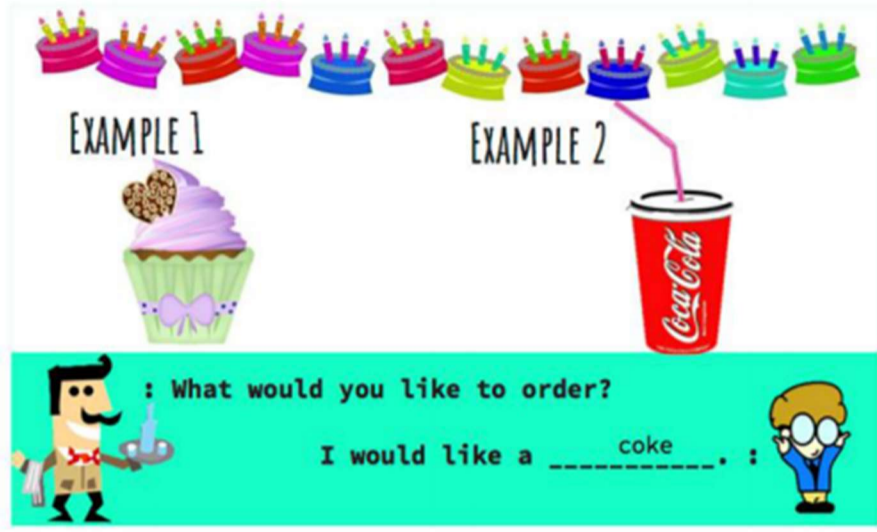
A: What would you like to order?

The melody of the song

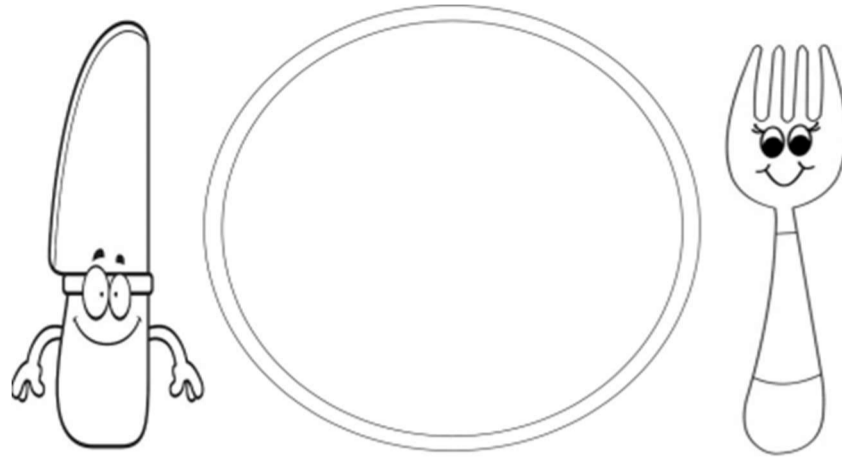


What would you like to or - der? I would like a ____.

5'

<p><i>B: I would like a _____.</i></p> <ul style="list-style-type: none"> - T shows the examples in the PowerPoint - T will act as a waiter and asks the Ss as a customer to illustrate how to sing out the sentence pattern 	<p>Example in PowerPoint</p> 	
<p><i>Main task (Stage 1: Designing a plate)</i></p>	<p>Designing of plate</p>	<p>10'</p>

- Ss work in group of 5
- Ss are given the context of designing a plate
- Each group is assigned with a theme (i.e. relaxing, colorful, warm, cooling down, exciting)
- Ss draw the theme-related foods on the plate



Main task (Stage 2: Practicing the sentence pattern)

- Ss use the designed plate with the song and sentence pattern taught in pre-task to role play as waiter and customer within the group

Practicing the sentence pattern

10'

LET'S TRY TO ORDER WITH YOUR GROUPMATES

Menu

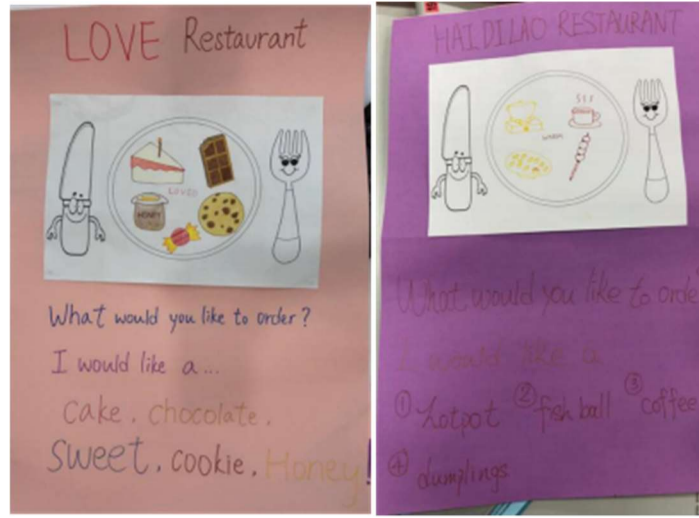
: What would you like to order?

I would like a :

Consolidation

- Ss stick the plate on a poster
- Ss write the restaurant name and food names on the poster based on their works
- Ss revise the sentence pattern and write on the poster
- Ss post the posters on wall to share their works

Example of the class work



Summary

- T does a revision on the food vocabularies and sentence pattern from Ss' work
- T distributes the self-evaluation form and peer-evaluation form and have brief introduction about the method to finish these two forms
- Ss complete the self-evaluation form and peer-evaluation form

Self-evaluation form

Designing menu and practicing the sentence structure learnt

Language 1. I can generally use most of the learnt vocabulary related food, e.g. (Please circle the words you have used)	Fishball Pineapple Bun Steamed Fish Spaghetti Pizza Hotpot Pancake Cheesecake Cupcake Bubbles Milk Tea Coke Lemon Tea Herbal Tea
2. I can use the sentence structure of "What would you like to order?" and "I would like a _____" correctly at most of the time.	
Cooperative learning 1. I can share ideas with all my group members.	
2. I listened carefully to my group members' sharing.	
3. I have helped every group member with the following tasks, such as creating and designing the food dish.	
Creativity 1. I have developed ideas to fit in the theme given. (Exciting/ Relaxing/ Warm/ Cool down/ Colourful)	

Peer-evaluation form

Commentator Name: _____

Designing menu and practicing the sentence structure learnt.

(Colour the pieces of pizza, 1 piece for Poor, 2 pieces for Satisfied, 3 pieces for Average, 4 pieces for Good, 5 pieces for Excellent performance)

Student's Name				
Language 1. He/She used the learnt vocabulary related to food generally accurately.				
2. He/She can use the sentence structure accurately: "What would you like to order?" and "I would like a _____".				
3. He/She can pronounce words accurately in the conversation.				
4. He/She can present his/her ideas clearly.				
Cooperative learning 1. He/She can share ideas with all his/her group members.				
2. He/She listened carefully to his/her group members' sharing.				
3. He/She has helped every group member with all tasks, such as creating and designing the food dish.				
Creativity 1. He/She has developed ideas to fit in the theme given.				

Follow up exercise

- T distributes the ordering cards, with numbers of taught food vocabulary on one side, and form to fill in on the other side
- Ss receive ordering card with food vocabulary on the first page

(Main course, Street food, Drinks, Desserts), which help them to answer the question, the sentence pattern "I would like a _____."
- Ss need to interview 4 students to fill in the form on the second page of the ordering card. Using the sentence pattern "What would you like to have?". Then write down the name of the interviewees and their answers (suggested food vocabulary from a particular category)

The Ordering cards



Main Course		Drinks	
Customer:		Customer:	
Name of food:		Name of food:	
Street Food		Desserts	
Customer:		Customer:	
Name of food:		Name of food:	

N/A