



Lesson Plan

<b>Teacher:</b>	Natalia Liashko	<b>Lesson #</b>
<b>Lesson Focus:</b>	Vocabulary	<b>Date:</b>
<b>Length:</b>	35 min	<b>Age / Number of Students:</b> 14
<b>Timetable fit:</b>	The SS have already learnt the topic ‘Animals’ and are familiar with the structures “It is.../ It is not...”, “This is ...”	
<b>Lesson Aim:</b>	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 like / I don’t like...’ orally while creating their own song “I like milk” in the context of ‘My food’.	
<b>Outcomes:</b>	SS will have created their ‘I like...’ songs using the names of the food	
<b>Materials:</b>	‘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
<b><u>Introduction</u></b> 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
<b><u>Lead-in</u></b> To set up the context of My food	The T sets up ‘Snowball’ game (SS sit/stand in a circle, one S says one word, the next S repeats the previous word and add one more). The T asks the SS about SS’ favourite food.	5 min	S – S – S T – SS
<b><u>Presentation</u></b> To elicit the names of the food items (bananas, apples, milk, cheese, eggs, chicken, juice), convey the meaning and practise pronunciation of these words	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.  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?	5 min	SS – T T – SS S SS



Stage/Stage Aim	Procedure	Time	Interaction
<p><b><u>Recognition</u></b> To distinguish the names of the food (bananas, apples, cheese, chicken, milk, juice)</p>	<p>The T demonstrates and then sets up ‘what’s missing’ game in groups (The SS are divided into two groups. The group leader hides one picture while the other SS are sitting with their eyes closed. When the SS open the eyes, they guess what’s missing.)</p>	5 min	<p>T – SS S – SS</p>
<p><b><u>Practice</u></b> To practise spelling of the names of the food, structures ‘I like / I don’t like’ 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	<p>T – SS S S – S</p>
<p><b><u>Modeling the song</u></b> To present the model of the song (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.</p>	3 min	<p>T – SS S S – S</p>
<p><b><u>Follow-up</u></b> To create SS own ‘I like milk’ songs</p>	<p>The T demonstrates her song and asks the SS to create their own ‘I like milk’ songs, which are similar to the model. The SS mingle, say their songs and find the person with the same food items.</p>	7 min	<p>T – SS S S – S</p>