

LESSON PLAN

TEACHER:

SCHOOL:

SUBJECT: ENGLISH

FORM: Vth

DATE:

TEXTBOOK: RIGHT ON!

MODULE 5: ALL ABOUT FOOD!

LESSON: *LET'S GO SHOPPING!*

TYPE OF LESSON: LESSON OF FIXATION OF KNOWLEDGE

NO. OF PUPILS:

TIMING: 50 MINUTES

COMPETENCES:

1.Receptarea de mesaje orale în situații de comunicare uzuală

1.2. Identificarea semnificației unor schimburi verbale uzuale și clar articulate, în situația în care interlocutorul oferă ajutor pentru a facilita înțelegerea

2. Exprimarea orală în situații de comunicare uzuală

2.4. Manifestarea disponibilității pentru participarea la dialog

3.Receptarea de mesaje scrise în situații de comunicare uzuală

3.2 Extragerea informațiilor dintr-un text scurt, însoțit de ilustrații

AIMS: At the end of the lesson pupils will be able to:

- use in context the vocabulary related to food and drinks
- tell the difference between countable and uncountable nouns
- to use in context partitives (phrases of quantity) with both, countable and uncountable nouns

SKILLS: listening, speaking, reading, writing

TEACHING AIDS: blackboard, textbook, worksheets, CD player

TEACHING METHODS: conversation, explanation, role play

CLASSROOM ORGANIZATION: individual work, group work, pair work, whole class activity

ACTIVITIES

ORGANIZATIONAL MOMENT	
AIM	*to create a pleasant atmosphere for the English class; *to help students feel relaxed.
INTERACTION	*Teacher - Pupils *Pupils - Teacher
PROCEDURE	*Teacher asks pupils <i>How are you today?</i> / <i>Is anybody absent?</i> / <i>Are you ready to start the English class?</i> ; *Pupils answer teacher's questions;
ESTIMATED TIME	*1 minute

WARM UP	
AIDS	*flashcards
AIM	*to introduce the topic
INTERACTION	*Teacher - Pupils *Pupils – Teacher
PROCEDURE	*The teacher activates the pupils' previous knowledge playing a game " <i>I go to the market</i> ". Each group gets some flashcards representing fruit, vegetables and other food items. The pupils look at one another's cards so as to know what kind of fruit/ food/ vegetables can be bought at the market. The teacher starts the game saying: " <i>I go to the market to buy some apples</i> ". The pupil whose card shows apples must continue the game.
ESTIMATED TIME	*5 minutes

PRESENTATION: REVISION OF THE THEORETICAL PART OF THE PROBLEM	Activity 1
AIDS	*laptop;
AIM	*to use in context the vocabulary related to food and drinks
COMPETENCES	1.2.
INTERACTION	*Teacher - Pupils

	*Pupils - Pupils
PROCEDURE	*The teacher play the song “ <i>At the supermarket</i> ” and asks pupils to fill in the gaps the proper words while they are listening. (worksheet 1)
ESTIMATED TIME	*8 minutes
	Activity 2
AIDS	*blackboard
AIM	*to find the countable and uncountable nouns in the song
COMPETENCES	1.2
INTERACTION	*Teacher - Pupils *Pupils - Teacher
PROCEDURE	*Once pupils finish the previous task, the teacher draws a table on the blackboard, gives an example and asks them to come and write the countable and uncountable nouns they find in the song. (e.g. Teacher: milk - uncountable Pupil1: bread - uncountable.)
ESTIMATED TIME	*6 minutes

DEVELOPMENT/ PRACTICE (while- reading/ while- writing/while- listening)	Practice 1
AIDS	*worksheet
AIM	*to use in context partitives (phrases of quantity) with both, countable and uncountable nouns
COMPETENCES	3.2
INTERACTION	*Teacher - Pupils *Pupils - Teacher
PROCEDURE	*The teacher asks pupils to remember what they can do to transform an uncountable noun into a countable one and writes on the blackboard the pupils’ suggestions. The pupils in their groups get a worksheet with a conversation and they have to read it and fill in the gaps with the correct words. (worksheet 2)
ESTIMATED TIME	*10 minutes
	Practice 2
AIDS	*worksheet
AIM	* to ask and answer questions about quantity and prices
COMPETENCES	2.4.
INTERACTION	*Teacher - Pupils *Pupils - Pupils (group work) *Pupils - Teacher
PROCEDURE	*The pupils are given a worksheet with Jane’s list. They have to read it and answer the question: <i>Where does she buy her food from?</i> After that

	they have to read the given dialogue and correct it. The first group that finishes the task will send a pair to read the correct dialogue in front of the class. (worksheet 3) *Teacher checks pupils' answers.
ESTIMATED TIME	8 minutes
PRODUCTION/ FEED-BACK (post- reading/post- speaking/post- writing/post-listening)	
AIDS	*worksheets
AIM	* to check pupils' understanding of the lesson
COMPETENCES	2.4.
INTERACTION	*Teacher - Pupils *Pupils - Teacher
PROCEDURE	*The pupils are divided in four groups. Each group gets an envelope with some food items. Using the clues from worksheets 1, 2 and 3 they have to write their own shopping lists. They have to refer to greetings, the way of asking for food and the way they pay.
ESTIMATED TIME	*10 minutes

Emotional Feedback/ Aims' checklist	
AIMS	*getting feed-back from the pupils
INTERACTION	*Pupils - Teacher
PROCEDURE	*Teacher asks pupils to draw a face which best describes their emotional state at the end of the English class.
ESTIMATED TIME	*1 minute

Assigning Homework	
AIM	*to use properly the vocabulary related to food and drinks
INTERACTION	*Teacher - Pupils
PROCEDURE	*The pupils have to write a shopping list with their favourite food items.
ESTIMATED TIME	*1 minute

Worksheet 1

“At the supermarket”

If you need mor if you need b.....

At the supermarket you can buy everything

When you do your grocery shopping.

You can buy v....., you can buy f.....

You can buy c..... if fresh doesn't suit

At the supermarket you can buy everything

When you do your grocery shopping.

You can buy f..... if you like to bake

Or you can buy readymade c..... and c.....

You can buy i..... and frozen p.....

You can buy y..... and you can buy c.....

At the supermarket you can buy everything

When you do your grocery shopping.

You can buy o..... or you can buy r.....

You can buy n..... that taste very nice

At the supermarket you can buy everything

When you do your grocery shopping.

You can buy f..... and you can buy m.....

You can buy c..... that's ready to eat.

At the supermarket you can buy everything

When you do your grocery shopping.

**rice; peas; fish; milk; fruit; cookies; vegetables; bread; yoghurt; cans; flour;
noodles; chicken; ice cream; cake; cheese; meat; oil**

Worksheet 2

Bob is having a party. Read the shopping list and complete the conversation.

Bob: Good morning!

Shop assistant: Good morning! How can I help you?

Bob: I'm having a party. I would likeof water, please.

Shop assistant: Certainly. Here you are. Anything else?

Bob: Yes, I would likeof bread,of crisps andof ham.

Shop assistant: Do you want any chocolate?

Bob: Oh, yes, please. May I haveof chocolate andof ice cream?

Shop assistant: Ok, here you are. Is that all?

Bob: No, I also wantof jam.

Shop assistant: Of course. Anything else?

Bob: No, that's all. Thank you. How much is it?

Shop assistant: That will be ten pounds fifty.

Bob's shopping list:

- | | |
|---------------------|----------------------|
| - two bars | - one tub |
| - six bottles | - four packets |
| - two loaves | - a jar |
| - ten slices | |

Worksheet 3

a).

4 chops

1 kg of sausages

Chicken

1 kg of apples

2 kg of potatoes

1 kg of oranges

b).

A: Morning, can I help you?

B: Yes, I'd like a loaf of chocolate, please.

A: I'm sorry, we haven't got any chocolate.

B: Well, I'd like two jars of biscuits please.

A: Here they are. Anything else?

B: No thanks. How much are they?

A: That will be sixty pence please. Thank you very much. Bye.