

LESSON PLAN

Teacher:		Room:		
Observer:		Expected numbers:		
Date & Time:		Class level: Beginner		
Context: Introduction of new vocabulary words to introduce a new language function next lesson "At a Restaurant"				
Teaching aids: Pictures of food vocabulary, paper, pencil, board, copies of food list				
Learner objectives: For students to be able to use basic food vocabulary in English by identifying different foods and expressing their likes and dislikes		Personal aims: To motivate students to participate significantly during the activate stage		
Anticipated problems for students: Pronunciation of some of the words may be difficult		Solution: Repetition drills of the hard words to pronounce		
Anticipated problems for teacher: There may not be enough data for the graph		Solution: Include my own preferences as well		
Procedure		Phase	Timing	Interaction
Draw food items on the board or paper very slowly, giving time for students to guess what it could be. Use prompts, such as, "What do you think this is?"		Engage	5 min	T-S
Have pictures of food they might not know and have them repeat after you		Study	5 min	T-S
Write the sentence structures you want them to use and go over them. "I like... and..." "I don't like... and..." "I like... but I don't like..." "I like ... as well" Have sample sentences and have them repeat them.		Study	6 min	T-S
Give each student a sheet with a list of all the food vocabulary and interview as many students as possible, asking what are some of the food on the list that they like. Afterwards, create a class graph on the foods and the number of students who like them.		Activate	10 min	S-S
Play hang-man using the food vocabulary until time runs out		Study	4 min	T-S

Golf 30 Minute Lesson Plan Example

Lei Huang

A red circular graphic with a gradient, appearing as a semi-circle or a partial circle, located to the right of the name bar.

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