- Teacher : Ennouigued Zakaria
- School : Achatie middle school
- Target students : $9^{\text {th }}$ grade
- Textbook : Focus
- Unit 4 : Food and drinks
- Focus area : Vocabulary; Writing; Speaking
- Materials : Whiteboard ; TB ; VAs; Data
projector; Load speakers
- Time : 55 mins

Objectives : By the end of the lesson, the students will be able to :
$\checkmark$ Recognize vocabulary items related to food and drinks.
$\checkmark \quad$ Classify different food items according to their types.
$\checkmark \quad$ Write and talk about favourite food and drinks .

## Lesson plan

| Lesson plan |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Stages | Content/ procedures |  |  |  |  |  | Techniques and materials | Mode of work | $\begin{aligned} & \hline \text { Tim } \\ & \text { ing } \end{aligned}$ |
| Warm-up | - Greeting students <br> - Tongue twister: Grandma gathers great green grapes |  |  |  |  |  | BB | T-S / S-T | $\begin{aligned} & \hline 5 \\ & \text { mins } \end{aligned}$ |
| Presentation | - Setting the scene: <br> - Ss watch a video (song) about food and drinks, then the T asks the following questions in order to elicit: I eat ; food ; I drink; drinks <br> - What did you see in the video? <br> - What are the verbs in the video? <br> - What's the verb we use with food? What's the verb we use with drink? <br> - Tasks: is there one type of food and drinks, or there are different types? <br> - T introduces some food items using the PP slides. <br> - T pronounces the items and Ss repeat after him. |  |  |  |  |  | Eliciting: <br> Song <br> Data projector <br> Wh-questions <br> Whiteboard <br> Choral repetition | T - SS <br> Lockstep | $\begin{aligned} & 15 \\ & \text { mins } \end{aligned}$ |
| Practice | - In groups, Ss classify the food and drink items according to their types using the following chart: |  |  |  |  |  | Worksheets | Group work | $\begin{aligned} & 15 \\ & \text { mins } \end{aligned}$ |
|  | Fruits | Vegetables | Drinks | Meat | Dairy | Other |  |  |  |
|  | Grapes <br> Orange | Tomato <br> Potato | Coffee | Lamb <br> Fish | Milk Cheese | Olive oil Pasta |  |  |  |
|  | Strawberry <br> Pear | Carrot <br> pepper | Juice <br> Water | Beef <br> Chicken | Butter <br> Ice cream | Bread <br> Rice |  |  |  |
|  | Apple | Onions | Soda |  | Cream | Jam |  |  |  |
|  | Banana | Lettuce |  |  |  | Sugar |  |  |  |
|  | Watermelon <br> Lemon | Pumpkin <br> Garlic |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  | White board |  |  |
|  | - Whole class correction |  |  |  |  |  |  |  |  |
| Production (speaking And writing ) | -Ss watch a video about favourite food and drinks. <br> -T writes the targeted structures on the board <br> -Ss draw food and drinks they like or dislike with sentences similar to the ones in the video <br> - I like strawberry and orange, but I don't like pumpkin <br> - I like juice, but I don't like milk <br> - My favourite food is ............ <br> -T asks some Ss to show their drawing and read out the sentences in front of their classmates. |  |  |  |  |  | Data projector (video) | Individual work | $\begin{aligned} & 15 \\ & \text { mins } \end{aligned}$ |
| Closure | -Ss copy the chart to their copybooks |  |  |  |  |  | Data projector | Individual work | $\begin{aligned} & 5 \\ & \text { mins } \end{aligned}$ |

