



Lesson Plan For Unit 14 (Part 1)

 45 min

Theme: Food

Focus:	Grammar	Vocabulary	Comprehension	Writing
	<ul style="list-style-type: none">• 'How many' and 'how much'• Words expressing the amount or quantity of food	<ul style="list-style-type: none">• Food• Electrical appliances	Answering questions based on a passage	Writing a story based on pictures using helping words

Lesson Objectives

Students are able to

1. identify and name the different types of food,
2. identify and name the different electrical appliances used for cooking,
3. answer questions based on a passage.

Resources

(Preparation to be done before the lesson)

1. Learning English Workbook 2
2. Video of different hawker food
3. Food items (refer to the words in the boxes on [page 85](#))
4. Picture cards (refer to the words in the boxes on [page 86](#))
5. Word cards (refer to the words in the boxes on [pages 85 – 86](#))
6. Blue tac

Introduction / Warm-up Activity (10 min)

1. Show the students a video with the focus on different food found in a market or a supermarket. Get the students to remember the things they have seen captured on the video. After showing them the video, get them to list the different types of food they saw. Write their responses on the whiteboard.
2. Play back the video. Check to see that the food that was earlier identified by the students are listed on the whiteboard. If they are not, use a different colour marker and write them down.
3. Discuss with the students what kinds of dishes they can make should they buy a certain food item.

Example:

- We can cook the crabs in a thick chilli sauce to make chilli crabs.

Lesson (20 min)

1. Show the students the food items, one at a time, and place them on the table in front of the classroom. Get the students to name each food. For each food item, you may want to allow the students to either taste the food (e.g. cheese, jam, milk) or feel the texture of the food (e.g. flour, vegetables).
2. Discuss with the students what they know about each food item.

Example:

- Most vegetables are green.
- Cheese is processed from milk.

3. Show the students the word cards. Get the students to read each word card after you. Then, tell them to place each word card next to the correct food item. You may want to do this activity as a class or get a few students to come up to the front of the class to do them.
4. Show the students the three picture cards illustrating the electrical appliances. Stick the picture cards on the whiteboard. Ask them to identify and name the electrical appliances. Elicit from them what they are used for.
5. Next, show them the word cards. Get the students to read each word card after you. Then, tell them to stick each word card next to the correct electrical appliances. You may want to do this activity as a class or get a few students to come up to the front of the class to do them.

Additional Activities / Closure (15 min)

1. Stick the word cards on the whiteboard. Then, divide the class into groups. Tell the students that each member of the group gets to go to the front of the class to write the answer to a riddle that you will give. Give the students some clues and let them guess what food item you are describing.

Example:

- It is a liquid. You can have mushrooms or chicken in it. You usually have it before the main dish in a western restaurant. (soup)

The group that has the most marks at the end of the game wins.

2. Tell the students to turn to **pages 85 – 86 of Learning English Workbook 2**. Get the students to complete their work and hand it in to you. You may want to walk around the class to do a random check on the students' work.

Homework

1. Ask the students to complete **pages 86 – 88** as homework. Go through the passage with the students. Elicit from the students what the story is about. You may want to explain to the students any words that may be unfamiliar to them.
2. Students should either write their homework details in their student handbooks or fold the pages of their workbooks.

Optional Activity

1. Get the students to cut out food items from an advertisement in the newspaper. Get them to divide the food items into vegetables, fruits, meat and fish. Tell them to paste their food items on a fresh piece of paper and label the food items. Encourage them to find other different types of food items that they have yet to learn in the lesson. Share their findings with their classmates in the next lesson.