

Lesson Plan – Present Simple Tense and Food

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Speaking and grammar lesson

Key words: lesson plan, Present Simple Tense, speaking, grammar, food words, I like, I don't like, Do you like, word games

Time length of the lesson: 45 min.

Age/level: 8-9 years of age, 3rd grade children, although it is possible to adapt the lesson for even younger pupils

Goals/ objectives:

- 1) Ss will be able to use the learned vocabulary actively
- 2) Stronger classes will be able to recognize these words in written form
- 3) Ss will be able to say what food they like or don't like and give short positive or negative answers when somebody asks them if they like something or not
- 4) They will be able to ask somebody if they like something
- 5) They will be able to say what another person likes or doesn't like

List of materials needed: food **flashcards** or food **word cards** (Teacher's book is usually accompanied by flashcards of the vocabulary connected to the units from student's book; in case you don't have original FC you can use pictures from magazines or food catalogues, you can download it or make your own word cards. When I don't have much time, or when the technology fails, I write the words in big letters on pieces of paper. There are a lot of websites with flashcards generators. I made the attached word cards using one of them (<http://www.brendenisteaching.com/gen/>)

chicken	meat
tomato	rice

lemon	fish
juice	ice cream
cherry	carrot
pie	strawberry
orange	apple
salad	chocolate

The Scheme of the lesson

- 1) Revision of vocabulary (5 min)
- 2) Introducing a new construction (5min)
- 3) Practicing the new construction through a game (10 min)
- 4) Question forms, short answers (15)
- 5) Reporting the results of their interviews (10 min)

Stages of the lesson	The description	Time
Step 1 - Revision of the vocabulary learned in previous classes	Activity – Flying flashcards : take one flashcard and rotate it in front of the students as quickly as possible but still slowly enough so that they can take a glimpse of it. They need to tell you what it is. They can shout it all together – giving weaker students confidence to participate. For stronger classes, or those classes who practiced this vocabulary with written words, you will use word cards. With them you can do Bit by bit activity – cover a word with a piece of paper and uncover the word only a letter by letter.	5 min
Step 2 – introducing the construction by giving your own example	Teacher says what he/she likes and doesn't like. E.g. <i>I like apples but I don't like oranges</i> . Then asks a few students what their favourite and least favourite food is, giving them opportunity to use the construction <i>I like....but I don't like...</i> and thus introducing the next activity.	5 min

<p>Step 3 – playing a game and practicing a new construction</p>	<p>Tell the Ss that they are going to play a game in which they can lie – they can say what they like or don't like but it doesn't have to be true. Play Chain game – One student says <i>I like A, but I don't like B</i>. Next student repeats the last part of his/her sentence but using positive form and adds negative form using another word, e.g. <i>I like B, but I don't like C</i>. Next says <i>I like C, but I don't like D...</i> These letters are just symbols of S's own examples of food words. Don't let them repeat the words.</p> <p>With very large classes I would divide them in teams of 8-10 students, thus making smaller groups, and every group plays its own chain game.</p> <p>For stronger students, you can introduce 3rd person singular even at this stage by playing the same game in a different way. You say <i>I like A</i>. Next S says about you and adds about him/herself <i>She likes A, but I like B</i>. Next says <i>He/she likes B, but I like C...</i></p>	<p>10 min</p>															
<p>Step 4 – question forms, short answers</p>	<p>Divide Ss in pairs. Tell them to make a list of 5 food items, and put them in a table like this. Draw it on the board for them to copy but they should put in their own examples. Column <i>I</i> is for their answers and column <i>My partner</i> for their partner (they can write a name of their partner)</p> <table border="1" data-bbox="605 1539 1305 1860"> <thead> <tr> <th>Food or drinks</th> <th>I</th> <th>My partner</th> </tr> </thead> <tbody> <tr> <td>Tomato</td> <td>X</td> <td>✓</td> </tr> <tr> <td>Rice</td> <td>✓</td> <td>X</td> </tr> <tr> <td>Milk</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Water</td> <td>X</td> <td>✓</td> </tr> </tbody> </table>	Food or drinks	I	My partner	Tomato	X	✓	Rice	✓	X	Milk	✓	✓	Water	X	✓	<p>5 + 10 min</p>
Food or drinks	I	My partner															
Tomato	X	✓															
Rice	✓	X															
Milk	✓	✓															
Water	X	✓															

	Ice cream	✓	X	
Step 5 – reporting the results of their interviews	<p>They need to interview their partners and fill in the table by putting a tick if the answer is positive or a cross if the answer is negative. Give them an example by asking one of them something from your list, e.g. <i>Do you like tomatoes?</i> And elicit answers <i>Yes, I do./No, I don't</i>. For weaker classes it is a good idea to write this question on the board as well as answers as a model for them.</p> <p>If you happen to have odd number of students in your class, you can take part in this game and make one of them your partner.</p> <p>Ss need to tell you about their partners using the information they gathered and compare their partners to themselves. Give them your own example as a model, e.g. <i>I like rice, but he doesn't like rice. Or I like rice but he likes tomatoes</i> .Or if you think that they need more practice with 3rd person singular, they can just tell you about their partners, the model being e.g. <i>He likes tomatoes, but he doesn't like rice...</i></p>			10 min

N.B. If the classes are really big, there is not enough time for everyone to report about their partners so you can give them for homework to write about their partners on a separate piece of papers. If they agree you can even put up their work on the notice board for others to see them and read.

Measuring S's success: You can go round the class while they are doing the activity in pairs and check if they are using English only. Also, this is the time when it is possible they will ask you some questions about what they are not sure of. If some of them are struggling with the

constructions, give extra examples or ask some of them to explain the critical points to the others. By doing this, they will have the chance of hearing the explanation from the point of view of their peers.

In my opinion, we can see how successful they are in acquiring these constructions from their reports and later on it will be obvious from the sentences they write for their homework. If all the sentences are correct, you can award them with special stickers, for example.

Valentina Nikolovski graduated from Belgrade University, Faculty of Filology in 2003. She has been working as an English teacher in Studio for foreign languages “Matilda” since 2005 teaching different levels of children and adults. She is especially interested in the English teaching methodology for young learners and continual professional development. She has just completed an online course on teaching English to young learners from the University of Oregon. You may contact her at missmitic@yahoo.co.uk