

Lesson plan

Unit of a long term plan: Our		School: Kostanay secondary school №16	
Date:		Teacher name: Aldabergenova Dana Maratovna	
CLASS: 6		Number present:	absent:
Lesson title	Ordering food		
Learning objectives(s) that this lesson is contributing to (link to the Subject programme)	6.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics, and some curricular topics 6.L5 understand most specific information and detail of supported, extended talk on a range general and curricular topics curricular topics 6.C1 use speaking and listening skills to solve problems creatively and cooperatively in groups		
Lesson objectives	All learners will be able to apply the target vocabulary and syntax on the topic “Ordering food” in 3-4 sentences with some support in groups Most learners will be able to present the target vocabulary and syntax on the topic “Ordering food” in 5-6 sentences with little support in groups Some learners will be able to dramatize on the topic “Ordering food” expressing feelings and emotions with the target vocabulary and syntax in 7-8 sentences with little or no support in groups		
Assessment criteria	Learners can apply the target vocabulary and syntax on the topic “Ordering food”		
Values links	Health care, support, respect to each other, good behavior and communication in a public place		
Cross-curricular links	Technology		
Previous learning	Designing a healthy menu		

Plan

Planned timings	Planned activities (replace the notes below with your planned activities)	Resources															
Start (6 min)	Activity 1: Creation of positive atmosphere “Compliment/Wish”. Task 1. Say a compliment/wish to your neighbor from the left.	Handouts (Appendix 1) PPT (Slide 1) https://www.google.com/search?biw=1366&bih=657&tbm=isch&sa=1&ei=BXbuYIZODk74Pl6qA0&q=wishes&oq=wishes&gs_l=img.3..0l10.1874.3506..3910...0_0_343.1445.0j2j2j2....0...1_gws-wiz-img.....0i67j0i131.PuTRXVZeD7U&ved=0ahUKewi7gIOEONLJAhWTwrQBHRcVAQAQdUDCAc&uact=5#imgrc=Mhhb-K0aXPqZAM;															
2 min	Descriptor: Learners make a circle. A learner takes a card with some compliment/wish from the box, turns to the neighbor, greets him/her and says a compliment/ wish.   <table><tr><td>You are smart!</td><td>I wish you happiness!</td><td>You are so clever!</td></tr><tr><td>Your eyes are beautiful</td><td>Your hairstyle suits you!</td><td>You can do everything!</td></tr><tr><td>You look pretty</td><td>I wish you good marks at school</td><td>You have the best laugh!</td></tr><tr><td>I wish you good luck!</td><td>I wish your dreams come true</td><td>Your smile is beautiful!</td></tr><tr><td><u>You're an awesome friend</u></td><td>You have a good head on your shoulders.</td><td>You're like sunshine on a rainy day.</td></tr></table>	You are smart!	I wish you happiness!	You are so clever!	Your eyes are beautiful	Your hairstyle suits you!	You can do everything!	You look pretty	I wish you good marks at school	You have the best laugh!	I wish you good luck!	I wish your dreams come true	Your smile is beautiful!	<u>You're an awesome friend</u>	You have a good head on your shoulders.	You're like sunshine on a rainy day.	https://www.google.com/search?biw=1366&bih=657&tbm=isch&sa=1&ei=BXbuYIZODk74Pl6qA0&q=wishes&oq=wishes&gs_l=img.3..0l10.1874.3506..3910...0_0_343.1445.0j2j2j2....0...1_gws-wiz-img.....0i67j0i131.PuTRXVZeD7U&ved=0ahUKewi7gIOEONLJAhWTwrQBHRcVAQAQdUDCAc&uact=5#imgrc=Mhhb-K0aXPqZAM;
You are smart!	I wish you happiness!	You are so clever!															
Your eyes are beautiful	Your hairstyle suits you!	You can do everything!															
You look pretty	I wish you good marks at school	You have the best laugh!															
I wish you good luck!	I wish your dreams come true	Your smile is beautiful!															
<u>You're an awesome friend</u>	You have a good head on your shoulders.	You're like sunshine on a rainy day.															
1 min	Activity 2: Guessing the topic of the lesson Task. Look at the pictures and guess the topic of the lesson Descriptor: Learners look at the pictures on the board and guess what they are going to speak about at the lesson	Pictures (Appendix 2) PPT (Slide 2) https://www.google.com/search?biw=1366&bih=657&tbm=isch&sa=1&ei=BXbuYIZODk74Pl6qA0&q=wishes&oq=wishes&gs_l=img.3..0l10.1874.3506..3910...0_0_343.1445.0j2j2j2....0...1_gws-wiz-img.....0i67j0i131.PuTRXVZeD7U&ved=0ahUKewi7gIOEONLJAhWTwrQBHRcVAQAQdUDCAc&uact=5#imgrc=Mhhb-K0aXPqZAM;															

			
1	2	5	6
			
3	4	7	8
			
	1	2	
			
	3	4	

Middle
(31min)

4 min

Activity 1: Listening. “Fill in”

Task : Watch and listen the video, and fill in the gaps

A	B	C
Waiter: May I take your order?	Waiter: May I take your 1. _____?	Waiter: May I take 1. _____?
Customer: I'd like a 1. _____ and a large order of 2. _____ fries please.	Customer: I'd like a 2. _____ and a large order of French 3. _____ please.	Customer: I'd like 2. _____ and a large order of 3. _____ please.
Waiter: All right. And would you like 3. _____?	Waiter: All right. And would you like 4. _____?	Waiter: 4. _____ And would you like salad?
Customer: Yes, I'll have a mixed green 4. _____.	Customer: Yes, I'll have a mixed 5. _____.	Customer: Yes, I'll have a 5. _____.
Waiter: Ok. What kind of dressing would you like? We have vinaigrette 5. _____ and French	Waiter: Ok. What kind of dressing would 6. _____? We have vinaigrette 7. _____ and French	Waiter: Ok. What kind of 6. _____ would you like? We have vinaigrette 7. _____.
Customer: 6. _____ please	Customer: 8. _____ please	Customer: 8. _____ please
Waiter: And would you like anything to drink?	Waiter: And would you like anything to 9. _____?	Waiter: And would you like anything 9. _____?
Customer: Yes I'd like a large 7. _____ please	Customer: Yes I'd like a large 10. _____ please	Customer: Yes I'd like 10. _____ please

The task is differentiated and divided into three categories: easy, normal, hard.

Descriptor: Learners watch the video and fill in the missing words. They watch the dialogue two times.

Key : Video – Transcript

Waiter: May I take your order?

Customer: I'd like a hamburger and a large order of French fries please.

Waiter: All right. And would you like salad?

Customer: Yes, I'll have a mixed green salad.

Waiter: Ok. What kind of dressing would you like? We have vinaigrette Italian and French

Customer: Italian please

Waiter: And would you like anything to drink?

Customer: Yes I'd like a large soda please

Self-assessment:

Excellent	Good	Satisfactory	Poor
0-1 mistake	2-3 mistakes	4-5 mistakes	6-7 mistakes

Activity 2: Syntax. “Guided Discovery”

Task: Tell what structure is repeated several times?

Descriptor: Learners encounter the structure several times and guess the rule of its usage.

I'd like

Would you like ...?

What would you like to eat?	I would like a hamburger. I will (I'll) have a small salad.
-----------------------------	--

What would you like to drink?	I would like a large soda. I will (I'll) drink coffee.
-------------------------------	---

Activity 3. Division into groups, “Match”

Descriptor: Learners are given pieces of pictures; they match them and build a picture of some food. Students of ‘one kind of food’ become a group. They form four groups.

Video

<https://www.youtube.com/watch?v=yvkDuJ4>

5ivw

Handouts
(Appendix 5)

Appendix 6
PPT (Slide 5)

Appendix 7
PPT (Slide 6)

Appendix 8
PPT (Slide 7)

Appendix 9
PPT (Slide 8)
Pictures

[1.https://www.google.com/search?tbm=isch&sa=1&ei=lqC_XfmCFevCrgSVnJCoBg&q=pizza+5+pieces&oeq=pizza+5+pieces&gs_l=img.3..0119j0i830i19i2.30483.30827..32399..0.0.0.260.459.0j1j1.....0...1.gws-wiz-](https://www.google.com/search?tbm=isch&sa=1&ei=lqC_XfmCFevCrgSVnJCoBg&q=pizza+5+pieces&oeq=pizza+5+pieces&gs_l=img.3..0119j0i830i19i2.30483.30827..32399..0.0.0.260.459.0j1j1.....0...1.gws-wiz-)

1 min

3 min

1 min



img.....0713010817120.U59SHSfMhE&ved=0ahUKEwi5pfiA1M_IAhVroYskHRUQBGUQ4dUDCAc&uact=5#imgdli=nQ3j4Hz8Z-Nk8M:&imgcr=96dfYDsH5mB0mM;2-https://www.google.com/search?bmn=isch&sa=1&ei=uaC_XerHLKGSmwXirroAg&q=cake+5+pieces&oq=cake+5+pieces&gs_l=img.3.0171301071513010813014.192386.193527.194037..0.0.0.337.975.2-3j1.....0...1.gws-wiz:img.....0817130.vE5rjvIKITw&ved=0ahUKEwiqOiR1M_IAhUhyaYKHwKXDIOQ4dUDCAc&uact=5#imgcr=nOE_r6ymrISgpM;3-https://www.google.com/search?bmn=isch&sa=1&ei=PqK_XZnrGJClk74Ple18Aw&q=soup+&oq=soup+&gs_l=img.3...3050.3050..3214..0.0.0.0.0.....0...1.gws-wiz:img.H05r1f0LxxU&ved=0ahUKEwiZgpP_L1c_IAhUQxMQBhRDAs4Q4dUDCAc&uact=5#imgcr=16uk8hCvJIP6M;4-https://www.google.com/search?bmn=isch&sa=1&ei=06K_XbwNGadlmwWaurLgBws&q=chese+burger&oq=chese+burger&gs_l=img.3.01010301030161013012.398.130.401545..402240..0.0.0.275.2681.0176.....0...1.gws-wiz:img.....067.Rvot35eLagE&ved=0ahUKEwi7sTN1c_IAhUqxKYKHQCdDHwQ4dUDCAc&uact=5#imgcr=GxwWm-fdv_vWYM;

Activity 3: Reading. “Unscramble the dialogue”.

4 min

Task: Work in a group. Read and unscramble the dialogue by putting phrases in the correct order.

1.You're welcome. Have a good day.	a) Yes, you can. I'd like to have some lunch.
2.That's \$6.75.	b) Here you are. Thank you very much.
3.Would you like anything to drink?	c) Thank you, the same to you.
4.Hello, Can I help you?	d) Yes, I'd like a glass of Coke, please.
5.Certainly. I will bring your bill	e) No thank you. Just the bill.
6.And what would you like for a main course?	f) I'd like a grilled cheese sandwich.
7.Can I bring you anything else?	g) I don't have my glasses. How much is the lunch?
8.Would you like a starter?	h) Yes, I'd like a bowl of chicken soup, please.

Descriptor: Learners have the dialogue, but the phrases are not in the correct order. Students unscramble the dialogue working in groups.

Key:

Waiter: Hello, Can I help you?
 Kim: Yes, I'd like to have some lunch.
 Waiter: Would you like a starter?
 Kim: Yes, I'd like a bowl of chicken soup, please.
 Waiter: And what would you like for a main course?
 Kim: I'd like a grilled cheese sandwich.
 Waiter: Would you like anything to drink?
 Kim: Yes, I'd like a glass of Coke, please.
 Waiter (after Kim has her lunch): Can I bring you anything else?
 Kim: No thank you. Just the bill.
 Waiter: Certainly, I will bring your bill.
 Kim: I don't have my glasses. How much is the lunch?
 Waiter: That's \$6.75.
 Kim: Here you are. Thank you very much.
 Waiter: You're welcome. Have a good day.
 Kim: Thank you, the same to you.

1 min

Descriptor: The correct dialogue is presented on the board. Students tick the correct matchings.

Self-assessment:

Excellent	Good	Satisfactory	Poor
0-1 mistake	2-3 mistakes	4-5 mistakes	6-7 mistakes

Appendix 10)
PPT (Slide 9)
Handouts

Appendix 11
PPT (Slide 10)

PPT (Slide 11)

2 min

Activity 4: Dynamic pause: “Move and Freeze”

Descriptor: Learners do some physical activities to make their brains relax.

15 min

Activity 5. Speaking. Role play “Ordering food”.

Descriptor: Learners role play the situation “Ordering food”. They work in groups.

O R D E R I N G	Starters		Cold Drinks	
	* Soup		* Orange juice	\$12
	* Chicken Soup	\$12.50	* Apple juice	\$12
	* Mushroom Soup	\$12.50	* Lemon Tea	\$11
	* Vegetable Soup	\$12.50	* Mineral Water	\$7
	* Bread and Salad		* Soft Drinks - Coke, 7-up, Fanta	\$7
	* Garlic Bread (3 pcs)	\$13.00	* Dessert	
	* Smoked Salmon Salad	\$18.50	* Red Bean Sundae	\$12.00
	* Shrimp & Fresh Fruit Salad	\$20.50	* Vanilla/chocolate Ice Cream	\$10.00
	* Sesame Chicken Salad	\$16.50	* Banana Pancake	\$10.00
F O O D	Main Course			
	* Sandwiches			
	* Ham & cheese sandwiches	\$15.50		
	* Tuna & egg salad sandwiches	\$16.00		
	* Pizzas (1 pc)			
	* Beef, mushroom & onion Pizzas	\$15.00		
	* Chicken & Pork Pizzas	\$14.50		
	* Vegetarian Pizzas	\$14.00		
	* Ham, cheese & Pineapple Pizzas	\$14.00		
	* Burger			
I N G	* Cheese burger	\$14.50		
	* Beef burger	\$16.00		
	* Pasta			
	* Lasagna	\$28.00		

Criteria based-assessment: Learners are given the “Assessment-card” where they put their remarks and the final mark as “Poor”, “Fair”, “Good”, “Excellent”

Assessment card

	Poor (1 point)	Fair (2 points)	Good (3 points)	Excellent (4 points)
Volume	Poor Learner cannot be heard and makes no attempt to speak up.	Fair Volume is not always loud enough. Learner can sometimes not be heard.	Good Learner usually speaks loud enough to be heard.	Excellent Learner speaks loudly enough to be heard easily.
Fluency	Poor Learner is unable to speak through the dialogue. Learner reads the dialogue during the whole presentation.	Fair Learner speaks haltingly with long pauses. Learner reads most of the time.	Good Learner mostly speaks fluently with few hesitations. Learner hardly reads.	Excellent Learner always speaks fluently with few hesitations. Learner does not read.
Pronunciation	Poor Learner is unintelligible. Nothing can be understood.	Fair Pronunciation is not at all clear and learner is difficult to understand.	Good Most words are pronounced clearly and the learner can be clearly understood.	Excellent Pronunciation is clear and distinct all of the time and does not interfere with meaning.
Content	Poor Learner is unable to use vocabulary and grammar correctly to construct an appropriate dialogue.	Fair Vocabulary is not used correctly. There are many areas in grammar or sentence structure that interfere with meaning.	Good Learner mostly uses correct vocabulary with few, if any, errors in grammar or sentence structure. The dialogue is clear and follows a logical sequence.	Excellent Learner makes no errors in vocabulary usage, grammar, or sentence structure. The dialogue is well-written and practical.

Video

<https://www.youtube.com/watch?v=388Q44ReOWE>

Handouts
Appendix 12
PPT (Slide 12)

Handouts
Appendix 13
PPT (Slide 13)

End
(3 min)

Reflection: “Emotions board”.
How do you feel about the lesson?

Learner’s name	Learner’s name	Learner’s name	Learner’s name	Learner’s name
Learner’s name	Learner’s name	Learner’s name	Learner’s name	Learner’s name

Disappointed

Puzzled

Neutral

Satisfied

Totally happy

Descriptor: Learners come to the Emotions-board and stick the smile expressing their emotions after the lesson

[illegible]

Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?	Assessment – how are you planning to check learners’ learning?	Health and safety check
By lesson outcomes By tasks By learner grouping By support	Self-assessment Criteria based-assessment Teacher’s praising words	ICT usage is no more than 15 min Dynamic pause Classroom instructions

--	--

What two things went really well (consider both teaching and learning)?

1:

2:

What two things would have improved the lesson (consider both teaching and learning)?

1:

2:

What have I learned from this lesson about the class or individuals that will inform my next lesson?

Appendices

Appendix 1 (PPT, slide 1)

You are smart!	I wish you happiness!	You are so clever!
Your eyes are beautiful	Your hairstyle suits you!	You can do everything!
You look pretty	I wish you good marks at school	You have the best laugh!
I wish you good luck!	I wish your dreams come true	Your smile is beautiful!
You're an awesome friend	You have a good head on your shoulders.	You're like sunshine on a rainy day.



Appendix 2 (PPT, slide 2)



Appendix 3 (PPT, slide 3)

		1						
2								
			3					
4)								
		5)						
	6)							
	7)							
8)								
1)								

3)							
					4)		



Appendix 4 (PPT, slide 4)

Lesson outcomes:

At the end of the lesson you will be able to:
apply the target vocabulary and syntax on the topic
“Ordering food”

Appendix 5

Task 1. Watch and listen the video, and fill in the gaps

<u>A</u>	<u>B</u>	<u>C</u>
Waiter: May I take your order? Customer: I'd like a 1. _____ and a large order of 2. _____ fries please. Waiter: All right. And would you like 3. _____? Customer: Yes, I'll have a mixed green 4. _____. Waiter: Ok. What kind of grassing would you like? We have vinaigrette 5. _____ and French Customer: 6. _____, please Waiter: And would you like anything to drink? Customer: Yes I'd like a large 7. _____, please	Waiter: May I take your 1. _____? Customer: I'd like a 2. _____ and a large order of French 3. _____ please. Waiter: All right. And would you like 4. _____? Customer: Yes, I'll have a mixed 5. _____. Waiter: Ok. What kind of grassing would 6. _____? We have vinaigrette 7. _____ and French Customer: 8. _____, please Waiter: And would you like anything to 9. _____? Customer: Yes I'd like a large 10. _____, please	Waiter: May I take 1. _____? Customer: I'd like 2. _____ and a large order of 3. _____ please. Waiter: 4. _____. And would you like salad? Customer: Yes, I'll have a 5. _____. Waiter: Ok. What kind of 6. _____ would you like? We have vinaigrette 7. _____ Customer: 8. _____, please Waiter: And would you like anything 9. _____? Customer: Yes I'd like 10. _____, please

Appendix 6 (PPT, slide 5)

Key : Video – Transcript

Waiter: May I take your order?

Customer: I'd like a hamburger and a large order of French fries please.

Waiter: All right. And would you like salad?

Customer: Yes, I'll have a mixed green salad.

Waiter: Ok. What kind of grassing would you like?
We have vinaigrette Italian and French

Customer: Italian please

Waiter: And would you like anything to drink?

Customer: Yes I'd like a large soda please

Appendix 7 (PPT, slide 6)

Self-assessment:

Excellent	0-1 mistake
Good	2-3 mistakes
Satisfactory	4-5 mistakes
Poor	6-7 mistakes

Appendix 8 (PPT, slide 7)

What <i>would you like</i> to eat?	- I <i>would like</i> a hamburger. - I <i>will (I'll)</i> have a small salad.
What <i>would you like</i> to drink?	- I <i>would like</i> a large soda. - I <i>will (I'll)</i> drink soda.

Appendix 9 (PPT, slide 8)



Appendix 10 (PPT, slide 9)

1.You're welcome. Have a good day.	a) Yes, you can. I'd like to have some lunch.
2.That's \$6.75.	b) Here you are. Thank you very much.
3.Would you like anything to drink?	c) Thank you, the same to you.
4.Hello, Can I help you?	d) Yes, I'd like a glass of Coke, please.
5.Certainly. I will bring your bill	e) No thank you. Just the bill.
6.And what would you like for a main course?	f) I'd like a grilled cheese sandwich.
7.Can I bring you anything else?	g) I don't have my glasses. How much is the lunch?
8.Would you like a starter?	h) Yes, I'd like a bowl of chicken soup, please.

Appendix 11 (PPT, slide 10)

Key:

Waiter: Hello, Can I help you?
 Kim: Yes, I'd like to have some lunch.
 Waiter: Would you like a starter?
 Kim: Yes, I'd like a bowl of chicken soup, please.
 Waiter: And what would you like for a main course?
 Kim: I'd like a grilled cheese sandwich.
 Waiter: Would you like anything to drink?
 Kim: Yes, I'd like a glass of Coke, please.
 Waiter (after Kim has her lunch): Can I bring you anything else?
 Kim: No thank you. Just the bill.
 Waiter: Certainly, I will bring your bill.
 Kim: I don't have my glasses. How much is the lunch?
 Waiter: That's \$6.75.
 Kim: Here you are. Thank you very much.
 Waiter: You're welcome. Have a good day.
 Kim: Thank you, the same to you.

Appendix 12 (PPT, slide 12)

O R D E R I N G	F O O D	* Starters		* Cold Drinks		*
		* Soup		* Orange juice	\$12	*
		* Chicken Soup	\$12.50	* Apple juice	\$12	*
		* Mushroom Soup	\$12.50	* Lemon Tea	\$11	*
		* Vegetable Soup	\$12.50	* Mineral Water	\$7	*
		* Bread and Salad		* Soft Drinks - Coke, 7-up, Fanta	\$7	*
		* Garlic Bread (3 pcs)	\$13.00	* Dessert		*
		* Smoked Salmon Salad	\$18.50	* Red Bean Sundae	\$12.00	*
		* Shrimp & Fresh Fruit Salad	\$20.50	* Vanilla/chocolate Ice Cream	\$10.00	*
		* Sesame Chicken Salad	\$16.50	* Banana Pancake	\$10.00	*
		* Main Course				*
		* Sandwiches				*
		* Ham & cheese sandwiches	\$15.50			*
		* Tuna & egg salad sandwiches	\$16.00			*
		* Pizza (1 pc)				*
		* Beef, mushroom & onion Pizza	\$15.00			*
		* Chicken & Pork Pizza	\$14.50			*
		* Vegetarian Pizza	\$14.00			*
		* Ham, cheese & Pineapple Pizza	\$14.00			*
		* Burger				*
		* Cheese burger	\$14.50			*
		* Beef burger	\$16.00			*
		* Pasta				*
		* Lasagna	\$28.00			*

Appendix 13 (PPT, slide 13)

Assessment card

	Poor (1 point)	Fair (2 points)	Good (3 points)	Excellent (4 points)
Volume	Poor Learner cannot be heard and makes no attempt to speak up.	Fair Volume is not always loud enough. Learner can sometimes not be heard.	Good Learner usually speaks loud enough to be heard.	Excellent Learner speaks loudly enough to be heard easily.
Fluency	Poor Learner is unable to speak through the dialogue. Learner reads the dialogue during the whole presentation.	Fair Learner speaks haltingly with long pauses. Learner reads most of the time.	Good Learner mostly speaks fluently with few hesitations. Learner hardly reads.	Excellent Learner always speaks fluently with few hesitations. Learner does not read.
Pronunciation	Poor Learner is unintelligible. Nothing can be understood.	Fair Pronunciation is not at all clear and learner is difficult to understand.	Good Most words are pronounced clearly and the learner can be clearly understood.	Excellent Pronunciation is clear and distinct all of the time and does not interfere with meaning.
Content	Poor Learner is unable to use vocabulary and grammar correctly to construct an appropriate dialogue.	Fair Vocabulary is not used correctly. There are many areas in grammar or sentence structure that interfere with meaning.	Good Learner mostly uses correct vocabulary with few, if any, errors in grammar or sentence structure. The dialogue is clear and follows a logical sequence.	Excellent Learner makes no errors in vocabulary usage, grammar, or sentence structure. The dialogue is well-written and practical.

Appendix 14 (PPT, slide 14)

“Emotions board”

Learner's name	Learner's name	Learner's name	Learner's name	Learner's name
Learner's name	Learner's name	Learner's name	Learner's name	Learner's name



Disappointed



Puzzled



Neutral



Satisfied



Totally happy