**LESSON PLAN**

**DATE:**

**SCHOOL: Colegiul Economic „George Barițiu”, Sibiu**

**CLASS : 9th A**

**NO. OF STUDENTS: 24**

**TIME: 50 minutes**

**TEACHER: DOBRIN ANTONELA CORNELIA CORINA**

**COURSEBOOK: ENGLISH MY LOVE**

**UNIT: FOOD**

**TYPE OF LESSON:** acquisition of new vocabulary

**MATERIALS/RESOURCES:**

* Student notebooks
* White board
* Computer with internet access
* Gum glue adhesive
* Food idiom pics
* Cards with food idioms definitions

**COMPETENCES:** 1.2 Anticiparea elementelor de conţinut ale unui text pe baza titlului / unui stimul vizual

2.1 Descrierea (oral / în scris) a unor activităţi cotidiene, obiceiuri;

3.2 Adaptarea formei mesajului la situaţia de comunicare în funcţie de stilul formal / informal folosit de interlocutor

**AIM OF THE LESSON:** To teach and give practice on some food idioms

**OBJECTIVES:**

By the end of the lesson, **the students will be able to**:

* Learn the definition of *idiom*
* Analyze the meanings of some common food idioms in English
* Synthesize their knowledge of idioms by presenting literal and figurative interpretations of some food idioms
* Use food idioms in sentences of their own
* Develop the listening, speaking and writing skills

**STUDENTS’ PROBLEMS**

I anticipate that the following may cause problems:

* some students may find difficult to tell the difference between literal and figurative interpretations of some food idioms
* some students may be tempted to use their mother tongue during the English class

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Stages of the lesson** | **Timing** | **Interaction** | **Objectives** | **Activities (teacher and students)** | **Observations** |
| Warm-up | 3 minutes | **Teacher-Students** | Ss are familiarized with the topic of the new lesson | * Teacher says she has a terrible headache because “ Elevii din 12 F mi-au făcut capul calendar” * Teacher brainstorms a list of idioms in the students’ mother tongue *( a face cu ou și cu oțet, a călca pe bec, a avea o piatră pe inimă*) * Teacher invites a few students to share with the class some idioms from their mother tongue and then discuss how an idiom’s literal meaning can be quite different from its figurative one |  |
| Lead-in | 3  minutes | Teacher-Student | Ss learn the definition of *idiom* | * Teacher writes the following definition of *idiom* on the board: “an expression whose meaning cannot be inferred from the meanings of the words that make it up” * T gives some examples of idioms that students might be familiar with (to rain cats and dogs, a piece of cake, to read one’s mind) in order to familiarize them with such structures * T explains that such phrases are not recommended to be used in formal contexts altoungh they show familiarity with English |  |
| Presentation | 14 minutes | Teacher- Student | Ss analyze the meanings of some common food idioms in English.  Ss develop their listening skill. | * Teacher invites students to watch a video material about food idioms and put down the idioms that appear as they hear them   [**https://www.youtube.com/watch?v=E1RP5MkjDyM&t=11s**](https://www.youtube.com/watch?v=E1RP5MkjDyM&t=11s)   * Ss watch the video and write the idioms that appear in the material |  |
| Practice | 17 minutes | Teacher-Students; Student-Student | Ss synthesize their knowledge of idioms by presenting literal and figurative interpretations of some food idioms.  Ss develop their speaking and writing skills. | * Teacher divides students into two groups (Group A and Group B). Each student from Group A gets a picture representing the literal meaning of the phrases while each student from Group B gets a card with an idiom containing a food-related word * Students have to find the matching pair in order to illustrate their understanding of the idiom * Each pair presents its idiom poster by displaying them in front of the class. Groups should first just show the images to the class and ask them to try and interpret each idiom's intended meaning based on what they see on the poster. * Students stick the pictures (APPENDIX 1) on the board and the right idiom below   (APPENDIX 2)   * Teacher presents the idioms (from the video material) and their meanings (APPENDIX 3) * Having all the necessary information, students are given a worksheet to complete (APPENDIX 4) * Teacher checks students’ work by asking them to read the sentences |  |
| Production | 9 minutes | Student-Student | Ss use food idioms in sentences of their own.  Ss develop their writing and speaking skills. | * Students are asked to write their own relevant sentences using 10 food idioms * Students share their sentences with the whole class |  |
| Consolidation | 3  minutes | Teacher-Student | Ss develop their speaking skill. | * in order to consolidate students’ understanding of the food idioms presented, Teacher asks them the following questions:  1. When was the last time you had a lot on your plate? 2. Have you ever spilt the beans/ Why? 3. Who brings home the bacon in your family? 4. Do you know anyone who has a bun in the oven now? |  |
| Homework | 1 minute | Teacher-Student | Ss synthesize their knowledge of idioms by presenting literal and figurative interpretations of some food idioms | Find 10 more food idioms and make up sentences of your own. |  |