

LESSON PLAN COVER SHEET

Teacher	Lesson Focus	Tutor	TP #	Date	Level	Mins
Artem	Listening and Vocabulary	Martin	8	31 July 2019	Upper-intermediate	60

Reference & Materials	The lesson is based on book, page, section, text, etc. Were any adaptations made?
Handout based on <i>Life. Upper Intermediate. Students' Book. Paul Dummett, John Hughes, and Helen Stephenson. (2017, 177p.) Page 84</i>	
Self-produced crossword and board game on the TL	

Lesson Aims	By the end of the lesson students will have developed/practiced...
Main aim: To provide practice for listening (sub)skills in the context of different diets	
Subsidiary aim(s): to practise vocabulary within the context of nutrition and food	

Anticipated Problems and Solutions	Task setting, classroom management, instructions, groupings etc. (but not language)
Problem: Ss don't use the TL during discussions Solution: Encourage ss to do so by giving them prompting questions (a follow-up task)	
Problem: Ss speak among themselves in their own language Solution: Separate them in next tasks	
Problem: Ss will not be familiar with "blocking" vocabulary in the text Solution: elicit these words with the students' participation	
Assumptions (What you think the students might know already about this topic– Language related)	
Ss are aware of the general idea of listening for gist and listening for detail The students know some 'food' vocabulary	

Personal aims	Areas of your teaching you will be working on or trying to develop (maximum 3)
Monitor effectively Fully clarify language using CCQs Reduce TTT	
Board work plan	(What exactly students will see -use reverse side if necessary)

New vocabulary (left part) **A4**

Listening – answers and commentaries (right part) **A4**

Feedback and error correction- throughout the lesson (centre) **T writes**

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Stage	Aim	Time & Interaction	Procedure	TUTOR COMMENT
Lead in	<p>To set lesson context and engage students</p> <p>To provide context for the new language and listening tasks</p>	<p>3-4 min</p> <p>T>S</p> <p>Ss</p>	<p>T introduces the lesson topic.</p> <p><i>Let's listen to the song and guess our topic.</i></p> <p>Students listen to one short piece of music (10 seconds).</p> <p><i>What did he say in the song?</i></p> <p><i>The chef prepares a special menu. (Paul McCartney)</i></p> <p>T asks students to discuss 'strange' food in pairs.</p> <p>Task 1 (handout)</p> <p><i>Work in pairs. Ask and answer these questions.</i></p> <p><i>1 What is the strangest thing you have ever eaten?</i></p> <p><i>2 Why did you eat it?</i></p> <p><i>3 What did it taste like?</i></p> <p><i>ICQs.</i></p> <p><i>Are we talking about drinks?</i></p> <p><i>No, food.</i></p>	

Pre-teaching vocabulary	To clarify the meaning, form and pronunciation of the new vocabulary	7-10 min T > Ss Ss > T	<p>T introduces 8 words to pre-teach vocabulary <i>Grain, starve, walrus, protein, nutrient, vitamin, fizzy, diet</i></p> <p>T nominates students to elicit the meaning of the given words. Their classmates have 30 seconds to guess the word.</p> <p>When necessary, T clarifies using concept checking questions (see Language Analysis Sheet)</p> <p><i>Ok, guys, let's try to guess these words together.</i></p> <p>T models and drills these words (choral and individual drill). <i>Look at me and repeat.</i></p> <p>(These words will be later checked in a crossword task.)</p>	
Listening for gist	To provide students with a gist task	4-6 min	<p>Task 2 (handout)</p> <p>T asks students to listen for gist and answer 2 questions. Students listen to the radio programme individually and then ss discuss answers among themselves in pairs before eliciting answers.</p> <p><i>1 What kind of food forms their traditional diet? 2 Why is this surprising or unusual?</i></p> <p>ICQs: <i>Do we discuss in pairs? Yes. How many questions do we answer? Two. Do we write answers on the board? No.</i></p>	

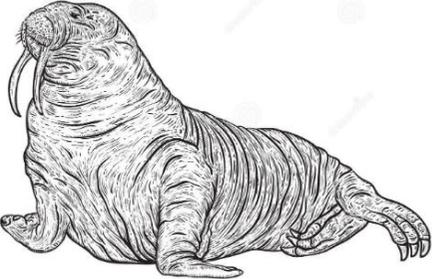
Listening for specific information	To provide listening for details	7-9 min	<p>Task 3 (handout) T asks students to listen to the programme again and complete the sentences.</p> <p>Ss discuss questions among themselves in pairs before eliciting answers. Ss write their answers on the board.</p> <p>T asks students to clarify their answers and stick the comments on the board.</p> <p>If necessary for weaker students, T gives handouts with audioscript (optional)</p> <p>ICQs: <i>How many questions are there? Six.</i> <i>Do we have to complete the sentences? Yes.</i></p> <p>Listening Keys 1 a 2 c 3 c 4 a 5 b 6 a</p> <p>Answers and comments on the board.</p> <p>Task 4 (handout) T asks to discuss the Eskimo diet in pairs.</p>	
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<p>Controlled practice (Crossword)</p>	<p>To assess knowledge of taught vocabulary</p>	<p>5-8 min</p>	<p>Task 5 (handout) T asks students to solve the crossword in pairs. T goes through one example and demonstrates (4-DIET). T monitors ss during pairwork (3 minutes) Ss write their answers on the board. ICQs: <i>How many questions are there? Eight.</i> <i>Do we write in each square? Yes.</i> <i>Do we have some hints (given letters)? Yes.</i></p> <p>Keys 1 walrus 2 protein 3 starve 4 diet 5 fizzy 6 nutrient 7 grain 8 vitamin</p>	
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<p>Controlled practice</p> <p>(Matching board game)</p>	<p>To provide review and clarification of vocabulary in the context of food</p>	<p>5-8 min</p>	<p>Task 6 (handout) T asks students to divide into 3 teams and match the sentences using the board game. (5 minutes)</p> <p>Ss match two halves of the sentences, T checks the answers, winners get a prize (stickers).</p> <p>ICQs: <i>Do we discuss in pairs? No, in teams.</i> <i>Do we compete? Yes.</i> <i>How many sentences do we match? 10.</i> <i>Do we write answers on the board? No.</i></p> <p>Keys 1D 2G 3A 4B 5C 6I 7E 8J 9F 10H</p>	
<p>Follow-up</p>	<p>To provide fluency speaking activity</p>	<p>10-12 min</p> <p>T > Ss</p> <p>S</p>	<p>Task 7 (handout) T asks students to mingle asking and answering questions about their diet. T asks students to tell the class results of their research.</p> <p>ICQs: <i>How many questions do we ask? As many as possible.</i></p> <p>T monitors and take notes, then gives feedback. Error-correction.</p>	

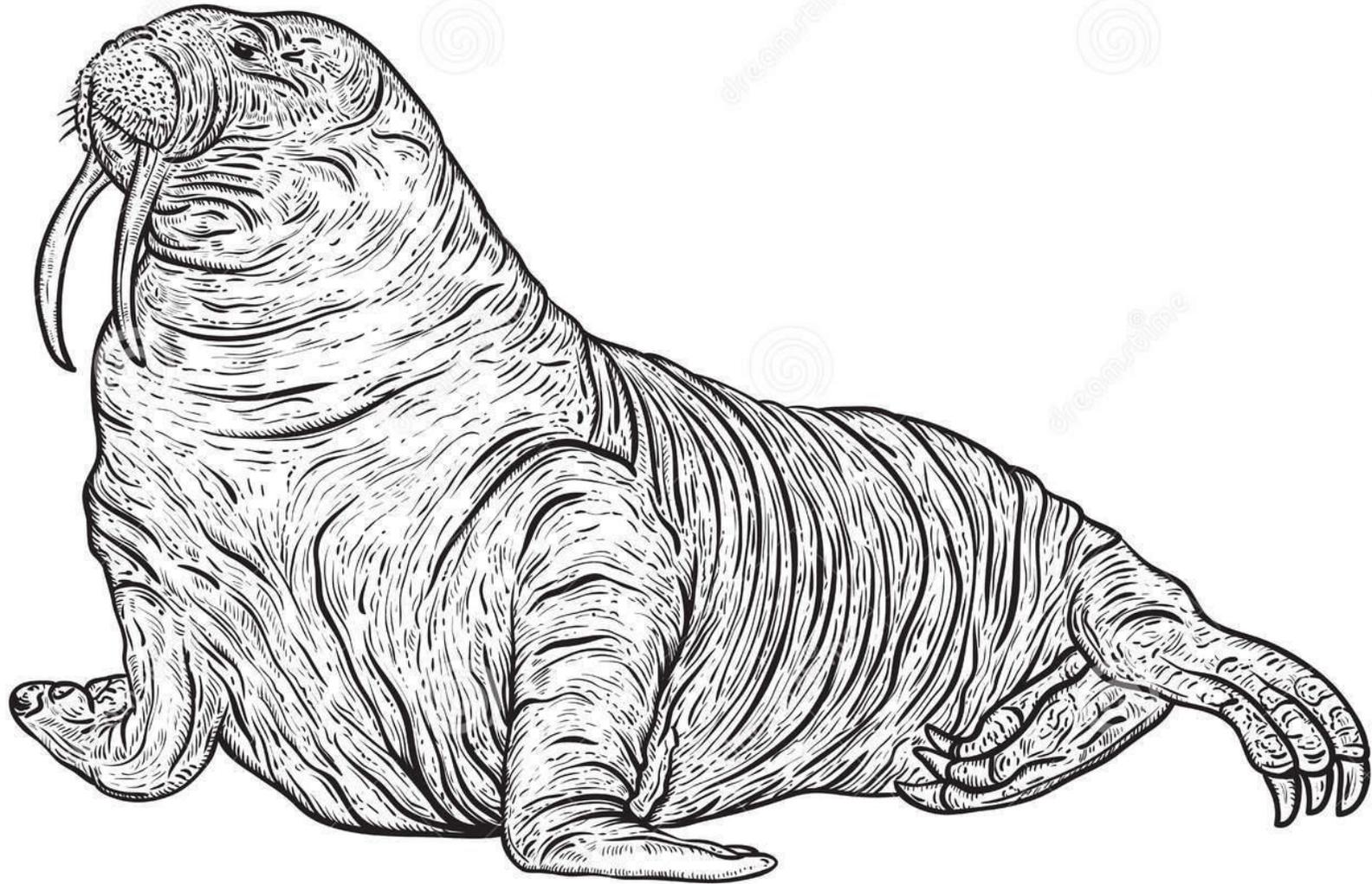
Language Analysis Sheet

Language item + <i>meaning</i>	Form	How meaning will be checked	Pronunciation features to be highlighted
<p>grain <i>a seed or seeds from a plant</i></p>	<p>Noun</p>	<p>Can we grow it on the fields? Yes. Can we bake bread using it? Yes. Is it part of a plant? Yes.</p> 	<p>/greɪn/ One syllable Diphthongal sound /eɪ/</p>
<p>starve <i>to become very weak or die because there is not enough food to eat</i></p>	<p>Verb</p>	<p>Do we eat properly? No. Is there a lack of food? Yes. Do we suffer? Yes. Is it dangerous for our body? Yes.</p>	<p>/stɑ:v/ One syllable, long sound /ɑ:/ /v/ - not /w/ Silent 'e'</p>

<p>Walrus <i>a mammal that lives in the sea and on beaches in the Arctic. It is similar to a seal but larger, with two tusks and long hairs growing near its mouth</i></p>	<p>Noun plural <i>walruses</i> or <i>walrus</i></p>	<p>Is it an animal? Yes. Does it live in the Arctic? Yes. Does it have a thick skin and two tusks? Yes.</p> 	<p><i>/'wɔ:l.rəs/</i> <i>/w/ - not /v/</i> Long sound /ɔ:/ Strong /l/ Weak schwa sound /ə/ First syllable stressed</p>
<p>Protein <i>one of the many substances found in food such as meat, cheese, fish, or eggs, that is necessary for the body to grow and be strong</i></p>	<p>noun</p>	<p>Do we find it in our food, especially in meat and fish? Yes. Do we need it for our muscles? Yes. Is it fat? No.</p>	<p><i>/'prəʊ.ti:n/</i> First syllable stressed Diphthongal sound /əʊ/</p>

<p>nutrient <i>any substance that plants or animals need in order to live and grow</i></p>	<p>noun</p>	<p>Is it a vital part of our food? Yes. Does it give us energy? Yes. Does it help if people feel hungry? Yes. Is it useful? Yes.</p>	<p><i>/'nju:.tri.ənt/</i> First syllable is stressed Weak schwa sound /ə/</p>
<p>Vitamin <i>any of a group of natural substances that are necessary in small amounts for the growth and good health of the body</i></p>	<p>noun</p>	<p>Is it necessary for the growth of the body? Yes. Do we consume it in small amounts? Yes. Can it be in pills? Yes.</p>	<p>UK <i>/'vit.ə.mɪn/</i> US <i>/'vai.təmɪn/</i> Both variants are correct First syllable is stressed</p>

<p>Fizzy <i>having a lot of bubbles</i></p>	<p>Adjective</p>	<p>Is it about drinks? Yes. Does it have bubbles? Yes. Is it sugary? Yes. Is it useful for the body? No.</p>	<p>/'fiz.i/ Short sound /i/ First syllable is stressed</p>
<p>diet <i>the food and drink usually eaten or drunk by a person or group</i></p>	<p>noun</p>	<p>Is it about our habitual meals? Yes. Does it consist of the food we eat usually? Is it something special? No.</p>	<p>/'daɪ.ət/ Aspiration with /t/</p>



GRAIN

STARVE

WALRUS

PROTEIN

NUTRIENT

VITAMIN

FIZZY

DIET

Task 1. Work in pairs. Ask and answer these questions.

1 What is the strangest thing you have ever eaten?

2 Why did you eat it?

3 What did it taste like?

Task 2. Listen to an extract from a radio programme about the diet of the indigenous people of northern Alaska. Answer the questions.

1 What kind of food forms their traditional diet?

2 Why is this surprising or unusual?

Task 3. Listen to the extract again and choose the correct option (A, B or C) to complete the sentences.

1 In less _____ countries people don't eat so much meat.

A well-off

B cold

C northern

2 In northern Alaska there were not many _____ available to eat.

A dairy foods

B small animals

C plants

3 The speaker has been told that whale skin is very _____

A nutritious

B oily

C tough

4 Harold Draper says that what is important is eating the right _____

A nutrients

B food

C vitamins

5 The fat of _____ animals is not as unhealthy as other fats.

A sea

B wild

C domestic

6 Since the Eskimo have started eating more processed food, they have more _____ problems.

A health

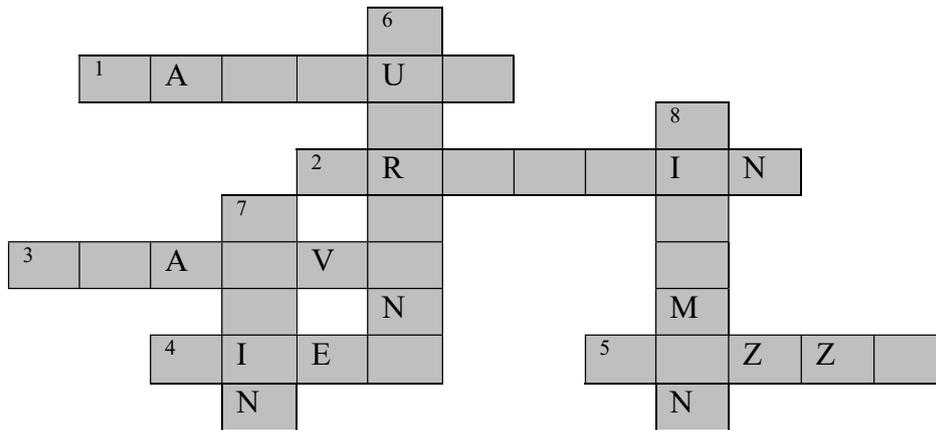
B financial

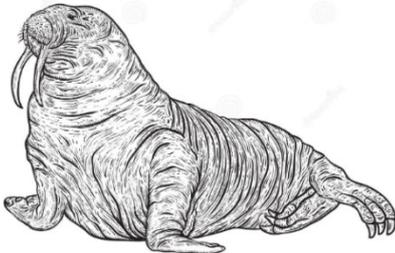
C social

Task 4. Discuss in pairs.

- 1 Are you surprised by the Eskimo diet? Why? / Why not?
- 2 Do you think we should eat fewer processed foods?
- 3 What would you miss most if this was the case?

Task 5. Solve the crossword.



<p>1</p> 	<p>a mammal that lives in the sea and on beaches in the Arctic</p>	<p>5</p>	<p>having a lot of bubbles</p>
<p>2</p>	<p>one of the many substances found in food such as meat, cheese, fish, or eggs, that is necessary for the body to grow and be strong</p>	<p>6</p>	<p>any substance that plants or animals need in order to live and grow</p>
<p>3</p>	<p>to become very weak because there is not enough food to eat</p>	<p>7</p>	<p>seeds from a plant</p>
<p>4</p>	<p>an eating plan in which someone eats less food</p>	<p>8</p>	<p>any of a group of natural substances that are necessary in small amounts for the growth and good health of the body</p>

Task 6. Match the halves of the sentences.

1	One cannot think well, love well, sleep well,	A	Ask what's for lunch.
2	All you need is love.	B	than the love of food.
3	Ask not what you can do for your country.	C	while you're waiting for the steak to cook.
4	There is no love sincerer	D	if one has not dined well.
5	The only time to eat diet food is	E	because stress cannot exist in the presence of a pie.
6	When I give food to the poor, they call me a saint.	F	but if this is tea, please bring me some coffee.
7	We must have a pie	G	But a little chocolate now and then doesn't hurt.
8	Anything is good	H	both to the cook and the violinist.
9	If this is coffee, please bring me some tea;	I	When I ask why the poor have no food, they call me a communist.
10	Music with dinner is an insult	J	if it's made of chocolate.

Task 7. Discuss in groups.

Question	Name, answer
1 Are there any foods that you wouldn't eat as a child that you eat now?	
2 Are you a vegetarian?	
3 Are you concerned about your daily calorie intake when choosing something to eat?	
4 Do you drink milk every day?	
5 Do you ever skip breakfast? If so, how often and why?	
6 Do you like Japanese food? Why?	
7 Do you take vitamin pills?	
8 Which fast food restaurants do you eat at the most often?	
9 Do you pray before each meal?	
10 Have you ever called for pizza delivery?	

1 A WELL-OFF

It's true that in **poorer**
regions of the world,
people eat less meat...

2 C PLANTS

Because of sub-zero temperatures and a **lack of plant life**, these Alaska natives...

3 C TOUGH

they used to eat whale
skin and blubber, which,
by the way, I'm told is
like **chewing car tyres...**

4 A NUTRIENTS

there's no such thing as
essential foods; only
essential **nutrients**...

5 B WILD

they needed **wild** animal
meat; it was a **healthier**
kind of fat...

6 A HEALTH

unfortunately with this has
come a rise in **obesity,**
diabetes and heart
conditions...

1	One cannot think well, love well, sleep well,	A	Ask what's for lunch.
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On the whole, most of us eat a pretty balanced diet – a mixture of fruits, vegetables, grains, meat and fish, eggs and dairy foods. Diet fashions come and go – the protein diet, the grapefruit diet, the starving-two-days-a-week diet, and so on ... but, for the most part, we are used to eating a range of foods. It's true that in poorer regions of the world, people eat less meat and more grains and vegetables, and in richer parts more meat and sugary foods ... and more fatty food. But everyone at least aims to have some kind of balance. And that's why I was so intrigued to read recently about the traditional diet of the indigenous people of northern Alaska, who are sometimes collectively known as the Eskimo.

Historically, the Eskimo didn't use to have a so-called balanced diet at all. Because of sub-zero temperatures and a lack of plant life, these Alaska natives had to survive on what they could hunt and fish close to home. They would hunt seal and walrus and reindeer and then they'd cook their meat in seal oil. Sometimes they'd eat frozen fish, and when times were really hard in winter, they used to eat whale skin and blubber, which, by the way, I'm told is like chewing car tyres.

But how could a diet of just meat and fat possibly be healthy? Well, according to Harold Draper, an expert in nutrition, there's no such thing as essential foods; only essential nutrients. And there's not only one way to get those nutrients. In the West, we have got used to eating certain foods in order to get each nutrient: for example, we usually eat fruit to get more vitamin C and dairy products for calcium and vitamin D. But during the long winters, the Eskimo found the nutrients and vitamins they needed from their diet of fish and wild animal meat. As to the large amount of fat they consumed, it was a healthier kind of fat, not the saturated fats that cause people in the West so many health problems these days. In fact, heart conditions among people on a traditional Eskimo diet used to be about half the number in the wider population of North America. I say 'used to' because nowadays, a lot of the indigenous population live close to towns and eat more processed food – pizza, fries and fizzy drinks – and unfortunately with this has come a rise in obesity, diabetes and heart conditions.