

Learning Languages with Senior Learners

**Unit 4, Example Teaching Plan**

Group and location:

Topic: Food and Drink

Overall aim: Express likes and dislikes and develop intercultural awareness

Time	What do I want to achieve?	What should the learners do to achieve the learning aims?	How do I address my learners' needs?	How do the learners work together?	What materials are used?	What do I do as a tutor?
5 mins.	Boost confidence; Accustom learners to speaking in L2	Learners ask each other questions in L2 on days of the week and the weather	Questions and flashcards need to be of suitable size and clarity; Read out questions and flashcards where needed	Pair work	<ul style="list-style-type: none"> <li>▪ Questions on whiteboard</li> <li>▪ Flashcards on days of the week and weather</li> </ul>	Welcome learners with routine greetings and questions, talking about days of the week and weather
10 mins.	Revise vocabulary	Learners work in small groups and revise vocabulary on the topic of food and drink together	Learners choose themselves how they would like to revise based on the different material choices. A learner who is, for example, hard of hearing might prefer to do a memory game. A learner who is vision-impaired might prefer listening and speaking. In addition, the materials can be offered at different difficulty levels depending on the individual learners' ability.	Small group work based on learner preference	<ul style="list-style-type: none"> <li>▪ Memory game (match picture and word)</li> <li>▪ iPad with app (flashcards)</li> <li>▪ mp3 player/mobile phone (listening and repeating spoken words)</li> <li>▪ Pairing and sorting (fruit, veg etc).</li> </ul>	Assist groups where needed
5 mins.	Consolidate vocabulary	Learners put their hand into the feely bag and touch an	Ask for volunteers who would like to do; Do not use sharp objects	Group work	<ul style="list-style-type: none"> <li>▪ Feely bag with various items to do with food and</li> </ul>	Assist individuals where needed; Some learners may only

		object trying to guess what it may be; Any guesses need to be made in L2;			drink such as banana, apple, carrot, salad etc.	be able to say the word for the object, eg. "banana". If help is wanted, then the tutor might formulate whole sentences with food or drink item eg. "That is a banana"
5 mins.	Introduce new questions and structures: What do you like to eat or drink? What do you not like? I like/ I do not like	Learners listen and repeat new structure; Learners answer questions if asked	Whiteboard pictures and writing need to be of suitable size and clarity; Read out structures where needed	Group work	Whiteboard with pictures of various foods and drinks. Questions: What do you like to eat or drink? What do you not like? Structure: I like / I do not like	Introduces new questions and structures by providing question and answer models, eg. <u>Person A</u> : "What do you like to eat?" <u>Person B</u> : "I like to eat oranges". Encourages small dialogues with individual learners by asking and answering questions. Answers can be given at different levels of difficulty, eg. "I like bananas" / "Bananas are healthy and delicious" / "I like oranges but I do not like bananas"
5 mins.	Consolidate new structures in new contexts: What do you like to eat for breakfast, lunch, dinner? What do you	Learners ask each other	Pictures and writing need to be of suitable size and clarity; Read out structures where needed	Pair work	<ul style="list-style-type: none"> <li>▪ Handout with pictures of various foods and drinks.</li> <li>▪ Real food and drink items</li> </ul>	Ensures that new questions and structures are used; Helps where needed

	not like to eat?					
10 mins.	Using structures and vocabulary in new contexts	Role play: Person A is baking or cooking and has a problem. One ingredient is missing. He/she asks Person B to help her out	Writing needs to be of suitable size and clarity; Read out structures where needed	Pair work	<ul style="list-style-type: none"> <li>▪ Whiteboard with model dialogue and recipe / missing ingredient</li> <li>▪ Handout with model dialogue and recipe / missing ingredient</li> <li>▪ Real food and drink items</li> </ul>	Acts out the role play with helper to show learners what to do; Encourages small role play dialogues; Helps where needed
10 mins.	Develop intercultural awareness	Learners try out typical food or drink from L2 country and express their like or dislike	Be aware of potential issues (food allergies or restrictions); Encourage learners but do not force them to eat or drink; If video is used, ensure sound quality is good	Group work	<ul style="list-style-type: none"> <li>▪ Food and drink items from L2 country;</li> <li>▪ Possibly video advertising a product in L2 country</li> </ul>	Explains some intercultural differences between L1 and L2 countries in respect of food and drink (e.g. cold meat is not unusual for breakfast in Germany); Encourages learners to try typical L2 country food or drink (where that is wanted) Asks about foods they liked (or not) in the past (in L1)
5 mins.	Practicing recall of vocabulary	Learners do a quiz or game recalling new constructions they have learnt	Ensure everyone can contribute	Group work or two groups competing	Quiz or game to recall new structures	Moderates the activity and helps where required; Asks learners to recall the main teaching points of the session
	Extension and link to next session	Learners plan and prepare L2 country	Be aware of potential issues (food allergies or restrictions);	Group work	Food and drink items from L2 country	Planning and preparing a meal together with

		meal such as French breakfast; Learners express what they like or dislike for meal;				foods of L2 country; Encourage learners to use L2 to describe food and drink; Encourage learners to use L2 to describe likes and dislikes
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