



ILO: By the end of the lesson Ss will be able to recognize and say different types of food and acknowledge food items in the fridge

STAGE	TIME	PROCEDURE	INTERACTION / MATERIALS
Presentation: FOOD	15min	<p>1. WHAT DO PEOPLE EAT? Show a photo of FEIJOADA, ESCONDIDINHO, SPAGHETTI. Ask Ss to write the name of their favorite dish on a piece of paper (L1 allowed). Do a lottery with the papers and make them realize they have different preferences</p> <p>2. Hungry Planet: Show Ss 4 different countries and the photos. Ask them to try to guess where the photos were taken. Ask them to write down as many foods as they can recognize (L2 only). FOLLOW-UP: WOULD YOU LIKE TO EAT THOSE FOODS?</p> <p>3. Select some food items from the photos and do HANGMAN.</p> <p>4. Ask Ss to memorize SB p. 54 ex 1 food vocabulary, close their books and run to the board to fill in the gaps of the photo.</p> <p>BRAIN BREAK: How many food items can you tell your partner? Alternate answers in pairs. If you take more than 10 seconds to remember, your partner gets a point. Try 3 times</p>	<p>1. WG/IND - Photos 2. Groups of 4 - Photos 3. Groups of 4 4. Groups of 4 - Book, Board, Markers</p>
Practice: FOOD JOURNAL, INTERVIEW, GUESSING GAME	25min	<p>1. Ask Ss to make a food journal. They have to write 2 days of their meals routine (breakfast, lunch, dinner, and snacks). RULE: Foods cannot repeat.</p> <p>2. Write HEALTHY and UNHEALTHY on the board. Ask Ss to classify which foods on their list are healthy/unhealthy.</p> <p>3. Ask Ss to interview a classmate. They must ask questions like WHAT DO YOU NORMALLY HAVE FOR...? RULE: They must</p>	<p>1. IND - Notebook/Cell phone 2. IND - Board 3. PW - Notebook 4. Groups of 4 - 5. Groups of 4 -</p>

		<p>not look at their classmate's list, just listen to them. Share with the group</p> <p>4. BEFORE CLASS: Take your groceries to the classroom and keep the bag somewhere they can't see it. Take your bag and tell them they have to guess what's in the bag. They must use THERE IS, THERE ARE (if they haven't learned this structure, use any of the previous exercises to teach them)</p> <p>5. After guessing all the content of the bag, ask Ss to talk about which foods the T can prepare with those ingredients</p> <p>BRAIN BREAK: Food Pictionary</p>	
<p>Production: EATING HABITS IN THE WORLD, HEALTHY FOOD POSTER</p>	<p>50min</p>	<p>1. Go back to the HUNGRY PLANET photos and show your Ss where they were taken. Ask them if they would like to visit those countries.</p> <p>2. Show more countries and tell them to say what's in the photo.</p> <p>3. Discuss briefly which photos seem to have more HEALTHY eating habits. Ask if everyone in the country follows that.</p> <p>BRAIN BREAK: Circle game. Each S selects a food item. They must be different. One S starts by saying his food item as follows: <i>There isn't an apple, there's a ... (another S's food item)</i>. The other S will repeat. Those who take more than 5sec to answer, repeat or say their food item wrong leave the circle.</p> <p>4. Call international friends on Skype so that they can be interviewed by your Ss on their fridge contents. Ask Ss to write down all they can about the person, the country, and the food. Ask Ss to talk briefly about their eating habits (make use of HEALTHY, UNHEALTHY, THERE TO BE)</p> <p>5. Tell them they will be responsible for a Healthy Food campaign at their school. They need to write sentences like THERE ARE MANY WAYS YOU CAN HAVE A BETTER DIET... THERE</p>	<p>1. WG - photos 2. PW - photos 3. Groups of 4 - photos 4. WG/IND/PW - Cell phone, camera, internet 5. Groups of 4 - colored paper, crayons, pens</p> <p>EXTENSION: Make a video/audio+photo of what's in your fridge</p>