

Project 3: Yum! Yum!

Back from Norway, I started a project on food, with first-year students (11 years old). I decided to include 3 collaborative activities, discovered during workshops and class observations, in Stavanger. Please find the description of the 3 activities (numbered heads, dynamic circles, and jigsaw), included in the project, with my feedback. They have been filmed, and will appear on the enclosed video document.

Mission 1: at the canteen

I am at the canteen and I talk with a classmate about what I like/don't like eating.

Lesson 1

- Game to discover the topic of the lesson
2 students are competing

Each student draws 3 elements of food on the board to make the whole class guess, and is timed by the teacher

The faster one wins !

1st student 's words : hamburgers, apples, chicken

2nd student's words : fish, potatoes, chips

Conclusion : what is the topic of the new lesson ? food !

- Song « Do you like ? » (from class book ENJOY 6°)

First listening : students discover the song

Then, the teacher sings the questions and the students sing the answers

The whole class sings the chorus

- Vocabulary

Worksheet 1

Solo /pair/class : Students find the names in English, in the song, of fruit and vegetables

Homework : memorize fruit and vegetables

Lesson 2

- Reviewing of fruit and vegetables, by the student in charge of roll call
- Singing the song !

Numbered heads :

Objective : Memorizing the question « do you like... ? » and short answers « yes, I do ! », «no, I don't ! » and the vocabulary of food (like, hate, fruit, vegetables etc)

Description : In each team of 4, person 1 sings the first line

Person 2 the second line

Person 3 the third line

Person 4 the fourth line

Up when they are singing, **down** when they are quiet

Everybody is up for the chorus !

Feedback: I used to ask students to sing this song all together. Some of them didn't sing at all.

With “numbered heads”, students feel more responsible. They have to sing their part of the song, for the whole song to work.

I could observe that most students did sing, and looked more enthusiastic in doing so!

- Worksheet 1: finding verbs, to express tastes in English, in the song
- Chainspeaking: class/team

Using the verbs and the vocabulary (fruit and vegetables) to ask questions:

Do you like ...? Yes, I do and you, do you like ...?

Homework : *memorize verbs*

Lesson 3

Dynamic circles

Objective: Reviewing the question « do you like... ? », short answers « yes, I do ! », «no, I don't ! », and fruit/vegetables.

Description: Students think of what they like / don't like for 2-3 minutes

Then, they form 2 circles, each student facing a classmate and they start asking questions about their food tastes

When the teacher claps her hands, they change partners

Feedback: Lessons usually start with oral interaction. A few students ask questions to others. Not all the students get to speak, as this activity is limited to 5/6 minutes.

With “dynamic circles”, ALL the students get to speak, during these 5/6 minutes.

It is also a good way for weaker students to be supported by stronger students. I could hear weaker students re-using the sentences of stronger students, in the circles.

When asked about the benefits of this activity, students explained they were happy to stand, and to get to speak to ALL their classmates.

- **Worksheet 2** to announce the 3 missions and the final task
- By pair, students make up a conversation at the canteen

Conclusion: what do you need??

More vocabulary ... so oral comprehension!

- **Oral comprehension** : CD Round The Corner 1, track 71 (the first 2 parts)

Concentrate on voices = Who?

Concentrate on stressed words = What?

Recap in copybooks:

Verbs to express tastes Like, love, prefer, don't like, hate

Homework : test on fruit, vegetables, and verbs

Lesson 4

Reviewing of the vocabulary, with Tic Tac Boum Bomb :

- Test
- Pronunciation activity: listening, repeating, and reading of the conversation CD Round the Corner track 71
- In teams of 4, students change the names and elements of food in the dialogue
- Presentation of their conversation, in front of the class

Homework : listen again CD track 71 and practice your pronunciation

Lesson 5

- A few groups present their adapted dialogues to the class
- Written activities (workbook p 27)
- End of mission 1: at the canteen again

Pair / class

Mission 2 : ordering take-away food, on the phone !

I call a pizza place and order pizza / I am working at a pizza place and take an order, on the phone

Lesson 6

- **Oral comprehension** : CD New Spring 3, track 40

Concentrate on voices = who? / on noises = where ? / on stressed words = what ?

Each group writes the order of a kid !

The list of food is written on the board

- **Worksheet 3** : more food vocabulary = solo / class

Homework : memorize vocabulary

Lesson 7

Reviewing of vocabulary, by the student in charge of roll call

- **Script (worksheet 4)** :

Half of the class looks for useful sentences for customers

The other half looks for useful sentences for waiters

Repetition of the sentences !

- In pairs : students make up a conversation, ordering pizza on the phone !

Homework: choose 2 useful sentences and memorize them, for your dialogue on the phone !

Lesson 8

- Reviewing of vocabulary and useful sentences
- Pairs practice, then present their dialogues to the class !

Mission 3 : participating in Masterchef

Candidates prepare an original plate, jurors make comments and vote !

Lesson 9

Oral comprehension test : Round the Corner track 66

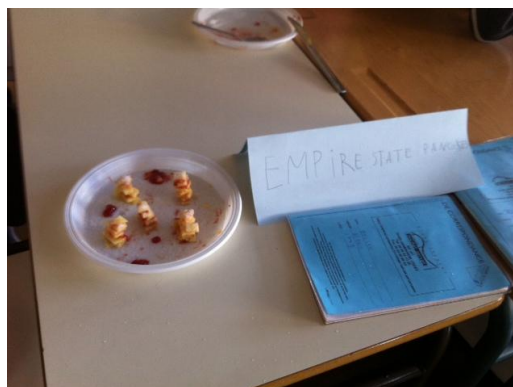
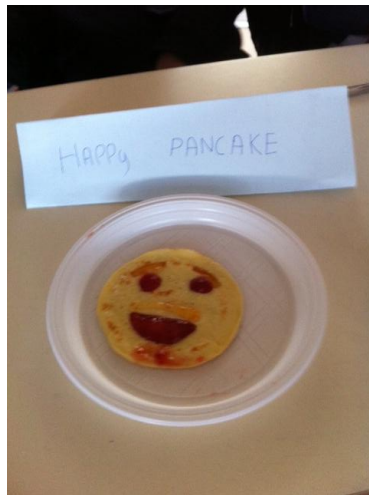
Lesson 10

- What is Masterchef ?
- Check your suppositions : video (parody of English Masterchef)
- Watch the video again and find useful vocabulary to make comments on food !
- Recap in copybooks : it looks / it tastes delicious, lovely, etc

Homework : memorize vocabulary + ask parents to sign permission to eat pancakes !!

Lesson 11

- In teams of 3 : candidates prepare a creative plate of pancakes, with 2 pancakes and 3 ingredients, and give it a name in English
- Judges make comments and vote for the best plate !
- Everybody can eat the pancakes to celebrate !



Final Task :



I am at the restaurant with a friend. We look at the menu and talk about what we like. The waiter (ress) comes to take the order. When our meals are ready, we make comments ! Enjoy !!

Preparatory activity 1

Vocabulary challenge

- Worksheet 5 / Solo, team, class

Students review all the words from stage 3

- Memorisation activity with Tic Tac Boum Bomb :

Everybody stands up, each student is asked a word in English (from stage 3), if it's correct, stand up, if it's not correct, sit down, if the bomb explodes, sit down ! The last one up wins !

Preparatory activity 2

Jigsaw

Objective : discovering an authentic menu and understanding it, before using it for the final task

Description : Students are divided into 4 groups of experts

1 group in charge of specials

1 group in charge of mini-plates

1 group in charge of desserts

1 group in charge of drinks

They use the 4 corners of the classroom, choose a leader, and can use a dictionary, if needed

Back to their original teams, each expert explains his/her part of the menu to others, so that the whole group can fill in an order sheet

Feedback: With “JIGSAW”, students join groups of experts, before going back to their original groups. I could observe that students felt more involved in the activity. It is motivating for them to stand, and work with other classmates (not always the ones sitting with them in class).

It was an opportunity for me to differentiate, by asking weaker students to work on an easier / shorter part of the menu, and stronger students to work on a more complex / longer part of the menu.

The first time I experienced the activity, students didn't have enough time. I decided to give them more time and a slightly shorter menu. Another option could be to give them time to discover their part of the menu at home, before joining a group of experts in class.

Students reported back about the lack of listening in the groups, with everybody willing to talk at the same time. They understood they needed to get organized and choose a leader.

Some of them felt insecure about the fact that they weren't sure of their answers / translations. I explained that in a real-life situation, they would have to order their food, without being 100% sure of having properly understood the menu.

Preparatory activity 3

Finding Assessing Criteria +group time to distribute roles etc

Final task with students assessing one another