

Unit Plan

Background

The target group this resource pack is tackling is S2 in a CMI school. The class is made up of 18 boys and 18 girls. On the whole, students in this class are with average ability. In general, 80% of students are able to understand the instructions given in English. They respond well to interactive activities, especially in group work. The majority seems to be weak at problem solving in particular. They do not feel like to think actively unless they are strongly motivated by teachers. Their strongest point is willing to learn and co-operative. Although most of them like working with others or in groups but a few of them, approximately 4 to 5 prefer working alone. Therefore, this resource pack attempts to create tasks to cater the students' learning diversity in terms of multi intellectual difference, and encourage students to get involved in different learning experience.

Rationale:

Students are different in learning style, personality, ability, learning need, interest, social maturity, and expectation. Therefore, when designing a lesson, teachers have to tailor- make tasks which boost students to learn in a comfortable zone. They will be confident to maximize their learning ability. In this unit, tasks are designed to provide varied instructional strategies to challenge students to learn effectively. Some generic skills can be developed:

Communication:

Students work in pairs to question and answer (worksheet 1)

Study skill:

Students read a conversation and do comprehension questions. (worksheet 2)

Students do grammar exercise (worksheet 3)

Collaboration:

Students work in groups to write a conversation. (worksheet 4)

Creativity:

Students write dialogues and create some pictures. (worksheet 4)

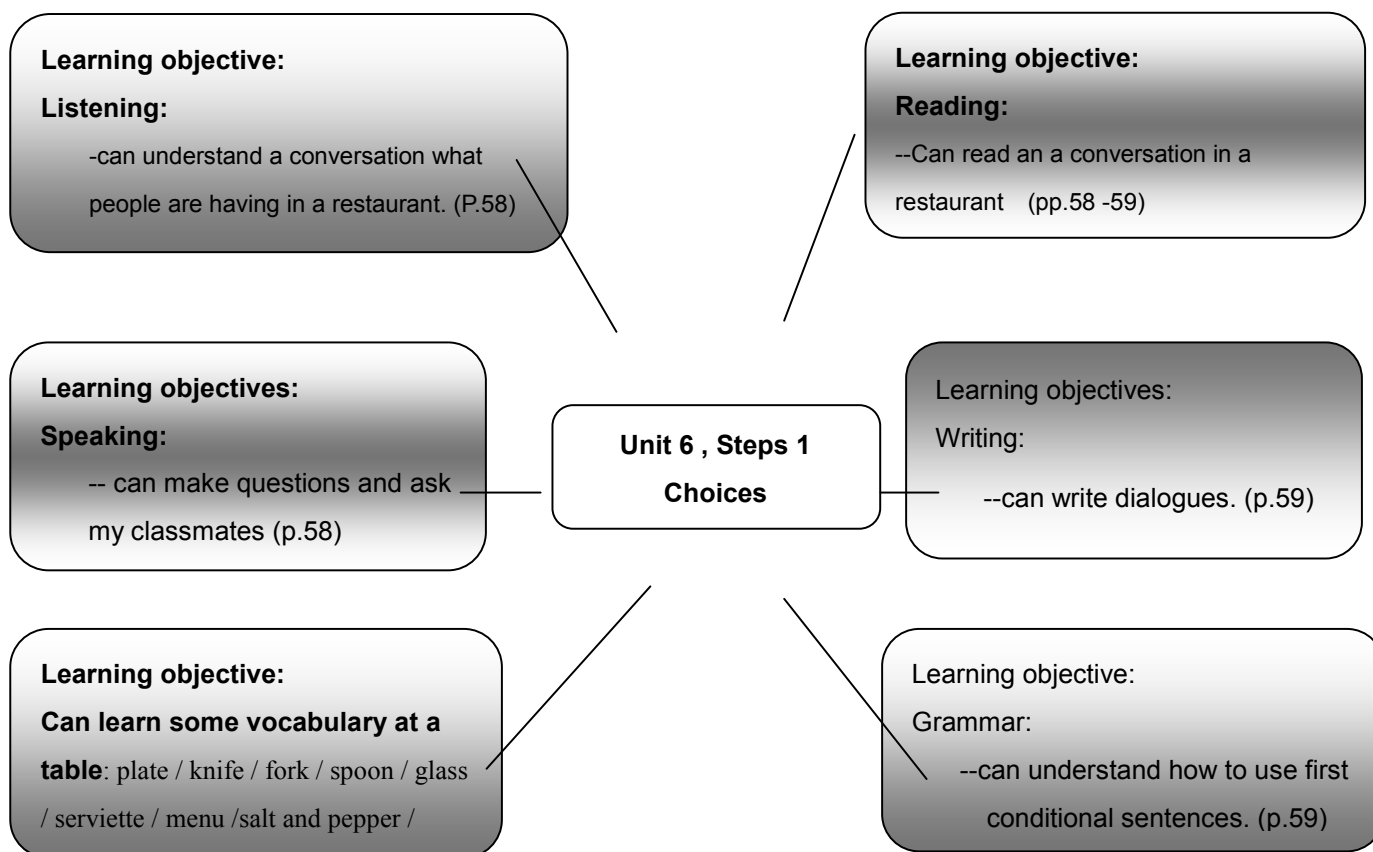
Self management

Students evaluate their classmates' writing task. (worksheet 4)

Aims:

This resource pack provides students an interactive and intra- active learning experience. They can learn on their own and from others. The unit plan covers 6 learning objectives that students can practice listening, reading, speaking and writing skills in the lessons. Each language skill is supported with activities that cater students' learning styles. For examples, students can practice listening skill through dictating words on their own. Through role playing a conversation, students can work with others. Besides, students can expose to different instructional strategies. Tasks designed require students to

work individually, in pairs and groups. Students can be challenged according to the complexity of tasks.



Assessments:

Formative assessment:

- responses to questions
- class participation
- peer assessment on writing task

Summative assessment

- Dictation: words taught and dialogues on p.58
- workbook exercise
- worksheet 3 Task 3 and extended practice
- short quiz on first conditional sentences

Unit 6 Choices

Worksheet 1 vocabulary building

Learning objective:

Can learn some vocabulary at a table

Teacher's note:

■ Focus the students' attention

Show students the learning objective for the lesson and explain briefly what they will be doing in the lesson (using ppt 1 or blackboard). In this stage, students are given an overall idea of what is going on in the lesson

■ Starter

Show students worksheet 1 and elicit students. For examples, where can you find the objects? (a restaurant) Do you go to a restaurant? Tell students that they are now in a restaurant and have to work out something.

■ Core lesson

--Teacher shows worksheet 1 on the screen and asks students to work individually on task 1

--Then invite students to offer answers.

-- Ask students to work on task 2 with a partner. (Distribute easy level and difficult level to students accordingly) ** The worksheet is differentiated by giving less guided question word in the difficult one. Don't print the words 'easy level' or 'difficult level' on the worksheet to avoid labeling effect.

-- Teacher walks around and monitors the class.

-- Ask students for the information they have got from their partners.

Unit 6, Choices

Worksheet 1

Easy

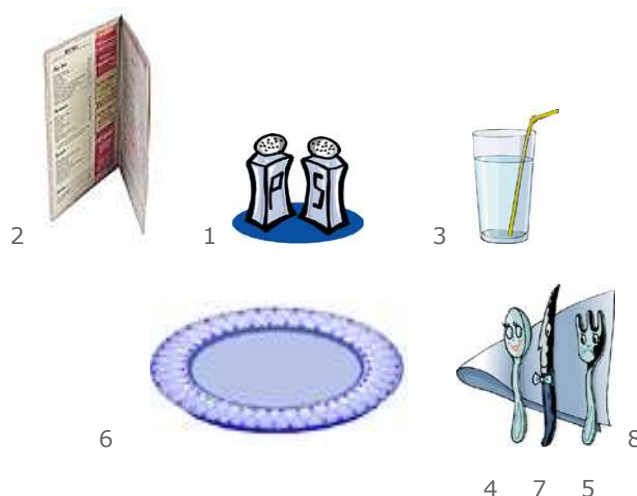
Student A

Learning objective:

– Can learn some vocabulary at a table

Task 1 Match the words with the things in the picture. You've got one minute!

Plate knife fork spoon glass
serviette menu salt and pepper



Task 2 Ask your partner the following questions

1. Times go to a restaurant

Question: How often do you go.....? (twice a week / ever day...)

Your partner's answer: _____

2. Food ordered in a restaurant

Question: What do you order.....?

Your partner's answer: _____

3. Eat spaghetti with

Question: What do you eat

Your partner's answer: _____

4. Put water in
Question: What?
Your partner's answer: _____
5. Put on your food.
Question: What.....?
Your partner's answer: _____
6. Eat soup with
Question: What.....?
Your partner's answer: _____

Unit 6, Choices

Worksheet 1

Student B

Learning objective:

--Can learn some vocabulary at a table

Task 1 Match the words with the things in the picture. You've got one minute!

Plate knife fork spoon glass
serviette menu salt and pepper



Task 2 Ask your partner the following questions

1. Times go to a restaurant
Question: How often do you go.....?(twice a week / ever day...)
Your partner's answer: _____
2. Food ordered in a restaurant
Question: What do you order.....?
Your partner's answer: _____
3. Put your food on

Question: What do you put your food

Your partner's answer: _____

4. Cut meat with

Question: What do you

Your partner's answer: _____

5. Read when you choose your meal

Question: What.....?

Your partner's answer: _____

6. wipe your hands and mouth with

Question: What.....?

Your partner's answer: _____

Unit 6 Choices

worksheet 1

Learning objective:

Student A

– Can learn some vocabulary at a table

Difficult

Student A

Task 1 Match the words with the things in the picture. You've got one minute!

Plate knife fork spoon glass
serviette menu salt and pepper



Task 2 Ask your partner the following questions

1. Times go to a restaurant

Question: How often do you go.....?

Your partner's answer: _____

2. Food ordered in a restaurant

Question: What do you order.....?

Your partner's answer: _____

3. Eat spaghetti with

Question: What do you

Your partner's answer: _____

4. Put water in

Question:

Your partner's answer: _____

5. Put on your food.

Question:

Your partner's answer: _____

6. Eat soup with

Question:

Your partner's answer: _____

Unit 6 Choices

worksheet 1

Student B

Learning Objective

– Can learn some vocabulary at a table

Task 1 Match the words with the things in the picture. You've got one minute!

Plate knife fork spoon glass
serviette menu salt and pepper



Task 2 Ask your partner the following questions

1. Times go to a restaurant

Question: How often do you.....?

Your partner's answer: _____

2. Food order in a restaurant

Question: What do you order.....?

Your partner's answer: _____

3. Put your food on

Question: What do you put.....?

Your partner's answer: _____

4. Cut meat with

Question:?

Your partner's answer: _____

5. Read when you choose your meal

Question:?

Your partner's answer: _____

6. wipe your hands and mouth with

Question:?

Your partner's answer: _____

Unit 6, Choices

Worksheet 2 (Listening and reading)

Learning objective:

-can understand a conversation about what people are having in a restaurant. (P.58)

-Can read an a conversation in a restaurant (pp.58 -59)

--Can scan for specific information

Teacher's note:

■ Focus the students' attention

Show students the learning objective for the lesson and explain briefly what they will be doing in the lesson (using ppt 1or blackboard). In this stage, students are given an overall idea of what is going on in the lesson

■ Starter

Show students worksheet 2 and elicit students. For examples, where can you find this leaflet? (a restaurant) What does the thing show you about? Tell students that they are now in a restaurant and have to what out something.

■ **Core lesson**

1. Give students worksheet 2 and ask them to read the menu for 1 minute by themselves. Tell them they are going to listen to a conversation among four people. While they are listening, ask them to complete the sentences.
2. Play the CD once and ask students to do task 1.
3. Check answers and ask students to listen to the CD for the second time (task 2).
4. Ask students to turn their book to p.58 and do task 3 (comprehension questions). Ask for responses.
5. Form groups of 4 to role play the dialogues. Teacher demonstrates by reading aloud with 3 students. Let students practice in groups. Then, invite some groups to perform in front of the class.

Unit 6, Choices

Worksheet 2

Easy

Learning objective:

- can understand a conversation about what people are having in a restaurant. (P.58)
- Can read an a conversation in a restaurant and, can scan for specific information (pp58-59)

Task 1 Read the menu, then listen to the conversation and fill in the blanks in the dialogues.

Mamma Mia! Italian Restaurant
Menu

Starters

- 101 Melon
102 Goat's cheese on toast
103 Carrot and orange soup
104 Mushroom pate

Main Courses

- 105 Steak with black pepper sauce
106 Plaice with mushrooms and
tomatoes
107 Chicken curry with rice

grateful to them
use fully



Signature Dishes



104 mushroom pate



108 vegetable lasagna



106 Plaice



105 steak

Charlie



Let's go over there. If we s_____ by the w_____, we'll be able to see the

OK.... Has everyone got a m_____? What do you f_____?



Mrs.




Mr. Grant


I think I'll h_____ pate, and then I'll have steak with black
p_____ sauce. Ana, what w _____ you like?

I'm not s_____. What's 'plaice'?




 It's f____. Let's have a look. 'Plaice with mushrooms and tomatoes'. That'll be n____.

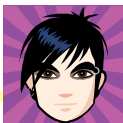
Mr. Grant

 Yes. _____ I have that, please? I won't have a s_____, thanks.


Ana

 OK. What about you, Charlie?


Mr. Grant

 I'd like pizza, please, and c_____ I have a p_____ of chips as well? And for dessert I'd like a_____ tart and i__ c_____.


Charlie

 You'll be ill if you e_____ all that.


Mrs. Grant

 CHARLIE: No, I won't. I'm starving. C_____ you pass me the b_____, Ana?


Mr. Grant

 What about you, Penny? A_____ you g_____ to have a starter?


Charlie

 Maybe. But if I have a starter, I won't have a dessert. I think I'll try the c_____ and orange s_____. Then I'll have c_____.

Mrs. Grant

 OK. I'll c_____ the w_____..... Could we o_____ now, please?

Mr. Grant

 C_____. What would you like?

Task 2 Now listen to the conversation again and check your answers.

Task 3. Are these sentences true or false? Put the sentences in the correct bubbles.
Open your book and read the conversation.

1. The restaurant is by the river. _____

2. Mr. Grant's a vegetarian.

3. He isn't going to have a starter.

4. Ana wants fish.

5. She's going to have a starter as well.

6. Charlie wants a main course, a dessert and some chips too.

7. Mrs. Grant doesn't think he'll be able to eat all that.

8. Charlie's very hungry.

9. Mrs. Grant's going to have a dessert.

I think the following
sentences are true:

I think the followings
sentences are false:



Unit 6, Choices

Worksheet 2 (Listening and reading)



Learning objective:

Difficult

Task 1 Read the menu, then listen to the conversation and fill in the blanks in the dialogues.

Mamma Mia! Italian Restaurant

Menu

<p><u>Starters</u></p> <p>101 Melon</p> <p>102 Goat's cheese on toast</p> <p>103 Carrot and orange soup</p> <p>104 Mushroom pate (a mixture of ground meat)</p>	<p><u>Main Courses</u></p> <p>105 Steak with black pepper sauce</p> <p>106 Plaice with mushrooms and tomatoes</p> <p>107 Chicken curry with rice</p> <p>108 Vegetable lasagna</p> <p>109 Cheese and ham pizza with a green salad</p>
<p><u>Desserts</u></p> <p>110 Apple tart</p> <p>111 Chocolate and coffee mousse</p> <p>112 Ice cream</p>	 

Signature Dishes



104 mushroom pate



108 vegetable lasagna



106 Plaice

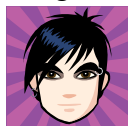


105 steak

Charlie

Let's go over there. If we _____ by the _____, we'll be able to see the

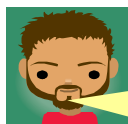
mem



OK.... Has everyone got a _____? What _____?



Mrs.



Mr. Grant

I think I'll _____ pate, and then I'll have steak with black _____ sauce. Ana, what _____ you like?

I'm not _____. What's 'plaice'?



Ana



Mr. Grant

It's _____. Let's have a look. 'Plaice with _____ and tomatoes'. That'll be _____.

Yes. _____ I have that, please? I won't have a _____, thanks.



Ana



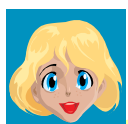
Mr. Grant

OK. What about you, Charlie?

I'd _____, please, and _____ I have a _____ of chips as well? And for dessert I'd like _____ tart and _____.



Charlie



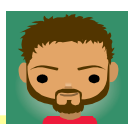
Mrs. Grant

You'll be ill if you _____ all that.

CHARLIE: No, I won't. I'm starving. _____ you pass me the _____, Ana?



Charlie



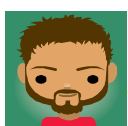
Mr. Grant

What about you, Penny? _____ you _____ to have a starter?

Maybe. But if I have a starter, I won't have a dessert. I think I'll try the _____ and orange _____. Then I'll have _____.



Mrs. Grant



Mr. Grant

OK. I'll _____ the w_____..... Could we _____ now, please?

_____. What _____?



Task 2 Now listen to the conversation again and check your answers.

Task 3 Are these sentences true or false? If the sentence is not correct, correct the sentences and put them in the space provided. Open your book and read the conversation.

1. The restaurant is by the river. _____
2. Mr. Grant's a vegetarian. _____
3. He isn't going to have a starter. _____
4. Ana wants fish. _____
5. She's going to have a starter as well. _____
6. Charlie wants a main course, a dessert and some chips too. _____
7. Mrs. Grant doesn't think he'll be able to eat all that. _____
8. Charlie's very hungry. _____
9. Mrs. Grant's going to have a dessert. _____

Unit 6, Choices

Worksheet 3 (Grammar)

Learning objective:

- can understand how to use first conditional sentences. (p.59)
- can make questions and ask my classmates (p.59)

Teacher's note:

■ Focus the students' attention

Show students the learning objective for the lesson and explain briefly what they will be doing in the lesson (using ppt 1 or blackboard). In this stage, students are given an overall idea of what is going on in the lesson

■ Starter

Tell students that they are now in a restaurant and have to decide what they would like to have / order. Write down the suggestions on board and ask students to jot down the choices suggested.

■ Core lesson

1. Ask a student what he / she would like to order and he /she may say, 'a plate of chip. Then, ask the student what to eat it with. He /she may say something like 'with a folk'. So on board teacher writes, 'If John eats a plate of chip, he will use a folk'. / ice cream / a spoon. If May eats ice cream, she will use a spoon. Elicit the students by asking what if you are thirsty..... What if you are hungry..... What if you feel good about the service.....
** (For weaker class: If the class is not very active, give them a list of three choices and things (Chicken curry-- a knife and a folk / like something sweet--- order an apple tart,)
Have students record the suggestions on their worksheet.
2. Ask students to collect information of their student classmates by completing the table on task 2.
3. Task 3: To consolidate students' concept, show them the rule of first conditional and let them do the exercise as homework assignment.

Unit 6, Choices

Easy

Worksheet 3

Learning objective:

- can understand how to use first conditional sentences. (p.59)
- can make questions and ask my classmates (p.59)

Task 1 You are now in a restaurant and have to decide what you would like to have / order.
Write down the suggestions on your worksheet.

I would like to have:

My friends would like to have:

In a restaurant

If I.....,I.....

If,

In a restaurant

Task 2 Answer the following questions and go around the room to ask 4 student classmates for their choices.

Questions	Your answers	Your classmate's choices
1. What will you order If you are thirsty	If I....., I will.....	If (name of your classmate)....., he/ she.....
2. What will you do if you forget to do /bring your homework.		
3. What will you do if you cannot find your pen?		
4. What will you do if you feel sick?		

Task 3 Read the examples and complete the explanation

If I have a starter, I will not have a dessert. / I will not have a dessert if I have a starter.

If I am thirsty, I will order a glass of juice. / I will order a glass of juice if I am thirsty.

We use If + simple, and or + verb to describe the result of **a possible**
(present / past)
future action

Practice:

A. Put the verbs in the right form and write complete sentences.

1. Penny and Tim will be (be) annoyed if Charlie is (be) late.
2. If you (ask) Jay, he (give) you Ana's address.
3. If you (not eat) fruit , you (not be) healthy.
4. If we (go) shopping on Sunday in Central, we (see) a crowd of people.
5. If I (not do) my homework now, I (fail) in this school term.
6. Charlie (eat) your chips if you (not finish) them.

B. Extended practice

Tina is talking to her parents. Complete their conversation using correct form of verbs in the word box.

not perform make have get
let look after agree be

Dad: You look excited, Tina. When you're like this, you usually want something.

Tina: Well..... this article says that if children (1) _____ a pet at home, they will do better at school.

Mum: So if children don't have a pet, they (2) _____ very well at school.

If that's what the article says, I (3) _____ with it at all.

Tina: But Mum, if we (4) _____ a pet---a cat, for example--- it
(5) _____ our lives much more interesting!
Dad: If we (6) _____ you have a cat, (7) _____ you _____ it?
If you do, we (8) _____ very happy.
Tina: Yes! I will do my best!!!

Unit 6, Choices

Difficult

Worksheet 3

Learning objective:

- can understand how to use first conditional sentences. (p.59)
- can make questions and ask my classmates (p.59)

Task 1 You are now in a restaurant and have to decide what you would like to have / order.
Write down the suggestions on your worksheet.

I would like to have:

My friends would like to have:

In a restaurant

If I.....,I.....

If,

In a restaurant

Task 2 Answer the following questions and go around the room to ask 4 student classmates for their choices.

Questions	Your answers	Your classmate's choices
1. What will you order If you are thirsty	If I....., I will.....	If (name of your classmate)....., he/ she.....
2. What will you do if you forget to do/ bring your homework.		
3. What will you do if you cannot find your pen?		
4. What will you do if you feel sick?		
5.		
6.		

Task 3 Read the examples and complete the explanation

If I have a starter, I will not have a dessert. / I will not have a dessert if I have a starter.

If I am thirsty, I will order a glass of juice. / I will order a glass of juice if I am thirsty.

We use If +..... simple, and or + verb to describe the result of **a possible**
(present / past)

future action

Practice:

A. Put the verbs in the right form and write complete sentences.

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2. If you..... (ask) Jay, he(give) you Ana's address.
3. You(not be) healthy if you(not eat) fruit.
4. If we..... (go) shopping on Sunday in Central, we..... (see) a crowd of people.
5. If I..... (not do) my homework now, I(fail) in this school term.
6. Charlie.....(eat) your chips if you.....(not finish) them.

B. Extended practice

Tina is talking to her parents. Complete their conversation using correct form of verbs in the word box.

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Dad: You look excited, Tina. When you're like this, you usually want something.

Tina: Well..... this article says that if children (1) _____ a pet at home, they will do better at school.

Mum: So if children don't have a pet, they (2) _____ very well at school.

If that's what the article says, I (3) _____ with it at all.

Tina: But Mum, if we (4) _____ a pet---a cat, for example--- it
(5) _____ our lives much more interesting!

Dad: If we (6) _____ you have a cat, (7) _____ you _____ it?

If you do, we (8) _____ very happy.

Tina: Yes! I will do my best!!!

Unit 6, Choices

Worksheet 4 (writing and speaking)

Learning objective:

- can write dialogues.

Teacher's note:

■ Focus the students' attention

Show students the learning objective for the lesson and explain briefly what they will be doing in the lesson (using ppt 1 or blackboard). In this stage, students are given an overall idea of what is going on in the lesson

■ Starter

Ask the students to see if have been to France before. Arouse their interest by introducing the menu.

■ Core lesson

Catering for Learner Diversity in English Language Teaching

Teacher explains the task and asks students to form groups. This time teacher decides the combination of the groups mixing with different characteristics of students such as social maturity and intellectual difference.

Teacher walks around and monitors. Correct students' work and ask them to prepare for the peer assessment.

Unit 6, Choices

Worksheet 4 (writing and speaking)

Learning objective:

- can write dialogues.

Task 1 Situation

Work in groups of four. You are spending a week with 3 other friends in France. You have decided to go to a restaurant near where you are staying. Look at the menu, choose what you would like to have and make a conversation with your friends.

.....	
	Price
	3.00 euros
	5.00 euros
	4.50 euros
	1.50 euros

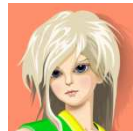
Instructions:

1. Create names of the characters in the conversation.
2. Create dialogues using worksheet 2 as a sample
3. Use first conditional sentences in between the lines.
4. Draw some pictures to make your work more attractive.











Peer-assessment

Group's name: _____

Assessed by: _____

Now you have finished the dialogues, ask the other group for comments about the following:

Content (ideas)	Good	OK	not OK
1. This conversation is original.	_____	_____	_____
2. The content is interesting read.	_____	_____	_____
3. You have included a lot of information about things in a restaurant	_____	_____	_____

Other comments: _____

Language (your grammar and vocabulary)

4. The sentences are formed correctly.	_____	_____	_____
5. All vocabulary is used correctly.	_____	_____	_____
6. There are no spelling mistakes.	_____	_____	_____
7. First conditional sentences are correct	_____	_____	_____

Other comments: _____

Organisation (paragraphs and pictures)

8. It is easy to read and understand.	_____	_____	_____
9. pictures used are related to the content	_____	_____	_____

Other comments: _____