

## LESSON PLAN

School	: SD Muhammadiyah 2
Lesson/Topic	: English / International food
Grade/ semester	: 6 <sup>TH</sup> grade / 2 <sup>nd</sup> semester
Time allocation	: 10 minutes
Session	: 1

### Learning objectives

- Understand reading content

### Target Language

**Structures:** Have you ever eaten Mexican food? Yes, I have/No, I haven't.  
I've never eaten French food. I've eaten lots of French food.

**Vocabulary:** fork, knife, spoon, chopsticks, plate, bowl, Mexican, Italian, American, Thai, French, Chinese

### Teaching techniques

- Role play
- Repetition
- Drilling

### The teaching-learning procedures

#### 1. INTRODUCTORY ACTIVITIES (1')

Prepare verb cards beforehand and write the verb prototypes that students have learnt in

Main Unit 3 and 4, on a sheet of paper. Instruct the students to read the three tense forms of each verb (simple present, past tense, past participle) quickly. Ask them to stand up. Show a verb word card at random. Instruct the class to raise their hands to answer; they need to say the three tense forms of the verb. The student who gives the correct answer can sit down. Keep going until the whole class is seated.

#### 2. MAIN ACTIVITIES

**PRE-READING:** (3')

**Reading (Textbook, pages 42-43)**

- Prepare the courseware or the E-book beforehand; open to the corresponding page, read out the unit name and title 'International Food'. Say to the students, 'Today is International Food Day.' Instruct them to look at the story map and tell the names of the food they know. Ask them to identify which countries the food belongs to, if they can. Allow them to express it in the local language.
- Play the story recording and let the students listen to it completely.
- Now, ask the students a few questions about the story, such as 'What are they doing? What can you see on the wall?' If the students can't answer all the questions, say, 'Let's listen to it again,' and play it again for them. Pick a few students to answer the questions.

- Point to the table in the lower left corner of the story on page 42 and ask, 'What's on the table?' Prepare flashcards of the words in this unit. Show the corresponding flashcards as the students answer. Lead the students to follow the words. Then show them the flashcards one by one and read aloud all the words.
- Instruct the students to read the flashcards several times quickly. Remind them that the 'k' in 'knife' is not pronounced, and that its plural form is 'knives'; chopsticks' is usually in the plural form, with the unit phrase 'a pair of'. Conduct a quick spelling activity to help students master these words in class.
- Ask the students to explain the use of this tableware by asking questions, such as 'When do you need a \_\_\_\_? What do you eat with a \_\_\_\_?'
- Instruct the students to look at the story map and introduce the names of the special foods in different countries.
  - Chinese: fried rice, dumplings, noodles with soup, beef noodles
  - French: cheese, croissants, baguettes
  - Italian: lasagna, pizza
  - Thai: green curry, seafood curry
  - American: donuts

#### WHILE READING: (4')

- Open the book to page 42-43 of the textbook. Lead the whole class to read the text aloud and ask the students to circle the verbs at the same time. Write these verbs on the board and introduce the three tense forms for them. Lead the students to read these verbs and their different tenses several times. When the students are familiar with the three verbs, change the verb phrases to make it more difficult. For example, say 'eat donuts', and the students say 'eat donuts', 'ate donuts', 'eating donuts', etc.
- Ask all the questions again, but change all the questions to the present perfect tense:
 

T: What has Kelly done?  
S: She has put a bowl on the table.
- Open to Practice 1 on page 43 of the textbook. Ask the students, 'What have the children done? Have they decorated the room?' Instruct them to answer in complete sentences, such as 'Yes, they have decorated the room.' or 'No, they haven't decorated the room.' If the answer is 'Yes,' ask the students to put a tick. Complete the sentences a-e in sequence.
- Choose a few students to make sentences. The sentences with ticks are affirmative sentences, such as 'They've \_\_\_\_.' and the sentences without ticks are negative sentences, such as 'They haven't \_\_\_\_.' After each sentence, ask the whole class to repeat it.

#### 3. POST-READING: (2')

##### Game:

- Write

## Media and Resources

- Student's book pages 42-43
- Workbook pages 26-27
- Kid's Corner Active teach, white board, marker, portable loudspeakers, laptop, LCD projector

## Assessment (2')

### Workbook, page 26-27

- Instruct the students to take out their workbooks and open the E-book unit to practice Exercise A. Ask them to look at the pictures and say the corresponding words, or choose a few students to write the words on the board. Then, ask one student to read out the sentences of the first question and choose the correct words to complete the sentences. Discuss the answers with the class. If students have different opinions, they can also use the number of letters in the blanks to determine the answer. Complete the other exercises in the same way. Let the students complete the exercises on their own, and then exchange their books with their partners to check if they have done them correctly.
- Look at Exercise C. Ask the students see the pictures to determine which country's food it is, and connect the pictures with the correct phrases. Ask them to names the food if they can.

### Assessment on affective aspects:

- 1) Type of test : observation
- 2) Test format : self-assessment
- 3) Instrument :

No	Aspects observed	Assessment guide
1	Attendance in classroom	Marks: A = 33 - 40, B = 25 - 32, C = 17 - 24, D = 9 - 16, E = 0 - 8  A = Excellent, B = Good, C = Fair, D = Poor, E = Very poor
2	Diligence and effort	
3	Proactive and initiative	
4	Tidiness and completeness	
5	Politeness in behaviour and talk	
6	Discipline	
7	Responsibility	
8	Honesty	

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Acknowledged by

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