

Gifted Education School Network 2023/24
KLA/ Cluster: English Language Education
Lesson Design

Acknowledgement: This lesson example was adapted from the tryout by Ms Mok Tsz-yan Jasmine of Christian Pui Yan Primary School

Topic	Food
Duration of lesson	70 minutes
Learning objectives	<p>After the lesson, students should be able to:</p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> ❖ understand the basic components of a menu; and ❖ identify ways to create a healthy and attractive menu for the target customers <p><u>Skills</u></p> <ul style="list-style-type: none"> ❖ use appropriate vocabulary of food and drinks to create menus for the customers; ❖ apply the formulated expressions to interact with the customers and promote the menus; and ❖ perform self- and peer-evaluation <p><u>Attitude</u></p> <ul style="list-style-type: none"> ❖ value different opinions; and ❖ work cooperatively with others to complete a task
Prior knowledge of students	<ul style="list-style-type: none"> ❖ Vocabulary of food and drinks ❖ Discussion language and skills
Differentiated instructional strategies deployed	<ul style="list-style-type: none"> ❖ Flexible grouping ❖ Tiered materials (i.e. task cards and vocabulary lists)
Core elements of gifted education	<ul style="list-style-type: none"> ❖ Creativity ❖ Personal-social competence
Materials/ resources	<ul style="list-style-type: none"> ❖ Powerpoint slides ❖ A3 size menus ❖ Task Card 1 (Duty list for discussing the desserts and drinks) ❖ Task Card 2 (Duty list for running a café) ❖ Worksheet 1 (Presentation script for starters and main dishes)

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| | <ul style="list-style-type: none">❖ Worksheet 2 (Discussion language and skills)❖ Worksheet 3 (Formulated expressions for serving customers)❖ Worksheet 4 (Self- and peers- evaluation forms)❖ Dummy Coins❖ Pictures of desserts and drinks❖ Vocabulary lists (Version 1 and 2) |
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Activities	Rationale and Tips for Implementation	Resources
<p><u>Introduction and Pre-task</u> (10 minutes)</p> <p>Teacher recaps the unit goal – each group has to design a menu for their school’s English café and competes to see who earns more coins in the end.</p> <p>Teacher reminds students of what they did in the previous lesson:</p> <ol style="list-style-type: none"> 1. Design a name for their café 2. Choose the appetizers and main dishes 3. Decorate the menu by colouring icons of food and drinks <p>Teacher shows students the flow of lesson and quickly goes through the pre-task (pre-lesson assignment). Teacher invites 1-2 groups to present their starters and main dishes on their menus.</p>	<ul style="list-style-type: none"> ❖ To introduce the topic ❖ To engage students by immersing them in authentic context (the school runs an actual English café) 	<ul style="list-style-type: none"> ❖ PowerPoint slides ❖ Worksheet 1 (Presentation script for starters and main dishes)
<p><u>Discussion – Desserts and Drinks</u> (15 minutes)</p> <p>Teacher recaps the vocabulary for desserts and drinks (reading aloud).</p> <p>Teacher tells students that they are going to discuss in group which desserts and drinks they want to add in their menus.</p> <p>Teacher recaps some discussion languages and skills with students. Roles (each with different responsibilities) are assigned to students:</p> <ol style="list-style-type: none"> (a) Leader: making final decisions (b) Secretary: noting ideas from discussion (c) Two other students: choosing suitable icons and decorate the menus 	<ul style="list-style-type: none"> ❖ Heterogeneous grouping: to allow students to work cooperatively with a variety of personalities, and offer opportunities for peer learning and support 	<ul style="list-style-type: none"> ❖ Pictures of drinks ❖ Worksheet 2 (Discussion language and skills) ❖ Vocabulary lists ❖ Task card 1a (Duty list for discussing the desserts) ❖ Task card 1b (Duty list for discussing the drinks)

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<p>With the given materials, each group complete their menus.</p>		
<p><u>Revision and Input – Interaction with customers</u> (10 minutes)</p> <p>Teacher tells students they are going to run their café. In order to survive (the losing groups will have their café closed), they need to promote their menus and have good interaction with potential customers.</p> <p>Teacher introduces how to promote food and drinks that would attract customers:</p> <ul style="list-style-type: none"> ❖ explain with reasons ❖ describe the menu with different adjectives (e.g. <i>“Come and try it! It is cheap/yummy/tasty!”</i>) <p>Phrases to interact with the customers are shown to students. Using Worksheet 3, students pair up with their groupmates and take turns to be waiters/waitresses and customers.</p> <p>Teacher selects 1-2 pairs of students to demonstrate the formulaic expressions in class.</p>	<ul style="list-style-type: none"> ❖ To create an authentic situation for students to practise the language used in sale and promotion: persuasive language (including imperatives and adjectives) ❖ To provide scaffolding for students to perform the task 	<ul style="list-style-type: none"> ❖ PowerPoint slides ❖ Worksheet 3 (Formulaic expressions for serving customers)
<p><u>Preparation</u> (10 minutes)</p> <p>Teacher tells students that they are going to have 4 rounds (4 minutes per round) of sale and promotion opportunities. Students from each group will take turns to be waiters/waitresses and customers.</p> <p>Every student will have 2 dummy coins and they could choose what they want to buy by</p>		<ul style="list-style-type: none"> ❖ PowerPoint slides ❖ Dummy coins ❖ Task card 2 (Duty list for running a café)

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<p>giving the dummy coins to the café. The café that gets the most dummy coins wins.</p> <p>After discussion among the group, students take up different duties:</p> <p>(a) Waiter/Waitress A: Hold the menu and speak to the customers</p> <p>(b) Waiter/Waitress B: Interact with customers by asking questions</p> <p>(c) Waiter/Waitress C: Take order from customers</p> <p>(d) Customers: Buy food and drinks from other café</p> <p>Each group receives Task Card 2; students discuss their roles and come up with sentences to promote their menus and cafes.</p>		
<p><u>Group Activity – Running the English café</u> (16 minutes)</p> <p>Teacher goes through the rules with students:</p> <ul style="list-style-type: none"> ❖ No running and yelling ❖ Follow the teacher’s instructions ❖ Go back to their seats as soon as possible when the timer beeps <p>Teacher starts the group activity.</p>	<ul style="list-style-type: none"> ❖ Group work: to allow students to work cooperatively with a variety of personalities, and offer opportunities for peer learning and support 	<ul style="list-style-type: none"> ❖ PowerPoint slides ❖ Dummy coins ❖ Task card 2 (Duty list for running a café)
<p><u>Evaluation</u> (6 minutes)</p> <p>Teacher distributes Worksheet 4 (Self- and peers-evaluation forms) and asks students to complete the self and peer-evaluation.</p> <p>Teacher tallies the coins and announces the winning café.</p>	<ul style="list-style-type: none"> ❖ To provide an opportunity for self-reflection and peer learning 	<ul style="list-style-type: none"> ❖ PowerPoint slides ❖ Worksheet 4 (Self- and peers-evaluation forms)

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<p><u>Conclusion</u> (3 minutes)</p> <p>Teacher recaps the learning objectives of the lesson with students.</p> <p>Students are tasked to decorate their menu as assignment.</p>		<ul style="list-style-type: none"> ❖ PowerPoint slides ❖ Menus