

Task Based English: Beginner Lessons

Topic: Do you like to eat...?

Language: Structure: Do you like to eat...? I like... I don't like...

Vocabulary: like, don't like, [fruit and vegetable vocabulary]

Assumptions: Ss may be familiar with fruits and vegetables in both L1 and L2. Some Ss will be able to identify food through cognates.

Challenges: Cognates for certain words could confuse pronunciation. Ss may switch between L1 and L2 to describe foods.

Solution: Review pronunciation in presentation. Use clapping and rhythm to get the correct pronunciation. Use a second clarify activity to help Ss clarify and remember words.

Objective: SWBAT describe foods they like and don't like in a classroom interview survey.

Secondary: Ss generate a classroom average for likes and dislikes based on responses from survey.

Time	Stage	Procedure	Interaction	Purpose	Materials
1-2 Minutes	Context	Pretend to be very hungry. Try to eat a pencil or notebook or something else silly. Ss may laugh or call out no. Say. "I'm hungry." Ask: Notebook. Do you like to eat notebooks?"	T-S	Create a context of saying names and answering questions about names with Ss.	Food realia or pictures if available. Pictures could be on a PPT
5-8 minutes	Presentation	<p>Ss may answer no or shout now. Ask: What do you like to eat? Elicit Ss answers and write on board. Organize answers into groups.</p> <p>Show realia/images of food. Organize on board for Ss. Make two columns. One fruit. One vegetable.</p> <p>Have Ss repeat. Use structure "I like." Repeat again use structure "I don't like."</p> <p>Write like on the board. Use a symbol to clarify meaning like thumbs up, or a smiley face. Write don't like. Clarify with symbol for meaning.</p> <p>Hold up object. Ask Ss "Do you like to eat..." Elicit answer from Ss.</p> <p>Practice pronunciation of words with clapping. Practice again with a chant for the whole sentence.</p>	T-S	<p>Present vocabulary and key structures. Allow Ss to encounter the structure.</p> <p>Review and clarify vocabulary and key structures.</p>	Realia from around the classroom.
1-2 minutes	Presentation (Pre-Task)	<p>Arrange Ss into pairs. Pass out pictures of fruits vegetables. (Optional, if realia is available lay out realia on table. Allow Ss to come forward with a partner and move through the objects to practice.) Show a card to Ss. Model. Ask Ss the question</p>	S-S	<p>Clarify and remember key structures in lesson.</p> <p>Provide scaffolding for the next activity.</p>	Cards (or realia) with food words.

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		"Do you like to eat...?" Ask Ss to answer. Ss: I don't like to eat apples." Invite Ss to pick a card/object. Have Ss ask T question. Answer question for Ss. Pass out cards in pairs. Have Pairs . Allow pairs to practice answering and answering.			
10-15 minutes	Practice (During Task)	Arrange Ss into groups of 3 or 4. Task 1: Pass out a sheet of different foods. Have Ss work in pairs. For each food have Ss ask and answer like/don't like. Model pointing to picture and asking question. have S answer. Task 2: Say: Now let's have a picnic basket. Work with your team. Everyone pick three foods. Everyone must like the food. Ss will need to create a consensus to make the picnic basket. T: Do you like to eat apples? S: I like to eat apples. T: Me two. (Writes/draws apples on picnic list.)	T-S S-S	Model instructions for activity. Remember and internalize the language.	Pictures of fruits and vegetables. Blank sheet of paper with the word Picnic list at the top.
10 minutes	Post Task	Rearrange 2 groups together. In new groups have Ss share the picnic list. Model for Ss.	Ss-Ss	Internalize and demonstrate fluency .	Ss made cards.
10 Minutes	Production	Choose 10 foods with Ss. Make a list on the board. Have Ss copy list in notebooks. Have Ss survey students in large groups. Put a check next to foods that are liked and an X next to foods that are not liked. Allow time for Ss to finish. Have Ss count the number of Ss in each group who like a food. Record answers from all groups on board. Average by adding all number of likes for one fruit and dividing by the number of respondents in class.	T-S S-S T-S	Objective: Ss describe foods they like and don't like in a classroom interview survey. Allow Ss to fluently use language without Ss control. Secondary objective: Ss use survey to average likes and dislikes in the classroom.	Chart from board written in notebook. 10 Foods Ss choose. Write in a list chart.
2 minutes	Wrap Up	Point to object in the room. Ask: What is it? Have Ss answer. Continue as time permits.	T-S	Closing	

Final Survey Chart.

Food	Like	Dislike
1		
2		
3... etc.		