

Name: TAMERLO Ophélie students: Topic: Diet culture	Date: 31/08	Level: Upper Intermediate	Number of
Main lesson focus (underline one): Grammar / Vocabulary / Pronunciation / Reading / Listening / Speaking / Writing			
Learner outcome(s): The students will be able to (mention task first, then “using”)....			
The students will be able to understand a recording about lifestyle and eating habits, and have conversation about the topic.			
Grammar : N/A			
Vocabulary : “rubbish”, “weight”, “thin”, “willpower”, “overweight”, “mind”, “to reckon”, “to achieve”, “to be on diet”			
Functional phrases : N/A			
Materials: recording, worksheets and crosswords			
Assumptions: For this lesson I assume the Ss already know...			
For this lesson, I assume that students are already able to understand an upper intermediate level recording + know some vocabulary words related to the topic			
An anticipated problem: Audio too long, bad quality recording, not enough activities			
My proposed solution: Check the recording beforehand, not use the entire audio, and have backup activities. I plan on playing the recording at least three times.			

**What I intend to work on based on previous feedback: DIMTS “Modelling”
DIMTS especially “modelling”**

Stage of lesson No. of minutes	Procedure (What I / they do)	Objective (Why am I / are they doing this?)	Main skill students will be practising eg L
Pre-listening Engage 6 min	Show them pictures of cover magazines weight loss ads and books I've put down some pictures on the table. Have a look at it Can you tell what it is ? So what do you think ? What's your opinion on this ? All of these things are part of something called “ the Diet Culture” Is there anything that you recognize ? Are there any other diet programs that you've heard about ?	To warm up SS and stimulate interest in today's topic	S

	<p>I'm sure you've seen a lot of ads like this on TV or on Youtube, at the pharmacy it's everywhere to be honest.</p> <p>Today's topic : Diet culture</p>		
<p>Pre Teach Vocabulary</p> <p>6 min</p>	<p>(To be) on a diet (v) :</p> <p>E (show pictures) how do you call this when people eat less fast food and eat more vegetables</p> <p>It starts with a d....</p> <p>If I eat McDonalds everyday am I on a diet ? What about if I eat less fast food, and more vegetables am I on diet then ?</p> <p>Lifestyle (n) :</p> <p>E what is another word to talk about way of living, it's my way of living it's a noun it starts with L</p> <p>Lifestyle</p> <p>So if tomorrow I go for a run which is something I don't do often, can we say that it's part of my lifestyle ? No</p> <p>What about I run everyday, at the same time is it part of my lifestyle then ?</p> <p>Weight (n) :</p> <p>What is the first thing that we think about when we talk about eating, and diet? People do this to gain or lose</p>	To teach vocabulary for audio and for post listening activities	S/L

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Ccqs : If I'm talking about how short or tall a person is, am I talking about weight ?

Weight

Thin (adj) :

What's another adjective to describe someone who's skinny ?

Ccqs : Is Donald Trump thin ? What about Macron is he thin ?

Overweight (adj):

It's a synonym for fat, it has the word weight in it.

Ccqs : So If I'm thin, am I overweight ?

What about If I'm the opposite of thin, am I overweight then ?

(to have)Willpower (n) :

It is a noun to describe someone's motivation. When people are motivated about something they say it is my w..... (will)

Willpower (n)

	<p>Ccqs : If tomorrow I wake up early to go to class not because I want to but because I have to, is that willpower ?</p> <p>Mind (n)</p> <p>It's another noun to talk about the brain, intelligence.</p> <p>Ccqs : Is it referring to the physical thing or is it referring to the concept</p> <p>Item (n)</p> <p>E another word for article</p> <p>It starts with an I.....</p> <p>Is a book an item ? What about a newspaper article can we call that an item ?</p>		
<p>Vocab Test 5 min</p>	<p>D Individually</p> <p>I : We're going to play a little game called "crosswords". Individually, write the words that match each definition in the corresponding column.</p> <p>M For example : another word for brain we talked about this I think it's mind so 8 is mind</p> <p>T 5 minutes</p>	<p>To check the understanding of the new vocab words</p>	<p>R/W</p>

	<p>S Hand out sheets</p> <p>Compare your answers with your partner (2min)</p> <p>Quick feedback as an open class (1 min)</p>		
<p>Focus q° 1min</p>	<p>So these people are Jack and Lin and they're having a little discussion about a new weight loss program</p> <p>Write focus q° on board :</p> <p>What are they talking about ?</p> <p>I'm going to play you a recording, before recording :</p> <p>D Individually</p> <p>I Read the questions of the first exercise</p> <p>T 1 min</p>	To introduce SS to speakers	L
<p>While listening</p>	<p>1st activity : set gist (5min)</p> <p>D Individually</p> <p>I Tick the option that you think it's correct and write what you think might be the title :</p>	To set gist listening task	L/S

	<p>M) For example, well I do know that they talk about that so this one is probably the correct answer</p> <p>And the title I don't know I didn't hear it really well but I think I heard something eating</p> <p>T (2min)</p> <p>Compare your answers to the 2 questions with your partner (1 min)</p> <p>(1 min) quick feedback as an open class</p>		
	<p>Activity 2 : (7min) We're going to listen to it again this time</p> <p>D Individually</p> <p>I Read the statements and mark if the statements are True (T) or False (F)</p> <p>M "Jack doesn't agree with the item's message" I think that's right he didn't so T</p> <p>T 5 minutes</p> <p>(After listening)</p> <p>Compare your answers with your partner</p>	<p>To set detailed listening tasks (listening for specific information) and make sure the students understand it.</p>	<p>L/S</p>

<p>Post Listening</p>	<p>Answers on board => quick feedback as an open class</p> <p>Activity 3 : (5min)</p> <p>(Play the audio again)</p> <p>Before that I want you to have a look at the third exercise.</p> <p>D Individually</p> <p>I Listen to the audio carefully and try to match the two parts of the sentences</p> <p>M For example “ I’ll believe it ... then you might lose weight” no that’s not what he said okay let’s focus</p> <p>T (5 min after audio)</p> <p>Compare your answers with your partner</p> <p>Quick feedback as an open class (2 min)</p> <p>Activity 4 : (5min)</p> <p>D In pairs</p> <p>I Discuss and try to find out who said each statement. What is your personal thought for each ?</p> <p>M Student A : “ I’ll believe it when I see it” what do you think</p>	<p>To increase STT</p>	
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	<p>Student B : I think that was Jack like it has to be Jack so J</p> <p>T 5 min</p> <p>Quick feedback as an open class (2 min)</p> <p>Activity 5 :</p> <p>So remember the magazine covers that I showed you.</p> <p>D) In pairs</p> <p>D) Come up with an idea of drawing that would illustrate this article. Draw it in the box below (without forgetting the title “ Imaginary Eating” and a slogan</p> <p>M) Student A : Imaginary eating should we draw a bubble with an hamburger and says your mind is power</p> <p>Student B : Yes that would work</p> <p>T) 8 minutes</p>		
Final Activity	<p>D In pairs,</p> <p>I I’m going to give you questions to discuss with your partner</p> <p>M Student A : Well personally I don’t like those kinds</p>	To make SS speak about their own personal experience and increase SST	

	<p>of techniques cause it's unhealthy, I'll tell them to drink more water and....</p> <p>Student : I personally think that it's okay.....</p> <p>T 15 minutes</p> <p>Quick feedback as a an open class</p>		
Filler activity	Pictionary		