

Lesson Plan

Skill: Listening and Speaking

Class level: Level 4 - Intermediate

Topic of the lesson: Fast Food

Duration: 2 class hours

OBJECTIVES:

- Students will be able to talk about whether they like fast food or not.
- Students will be able to identify the names of fast food items.
- Students will be able to compare the fast food items to the ones in their home country.
- They will be able to list different fast food restaurants in the US and in their home country.

MATERIALS:

- Youtube video on fast food. [The video can be found here](#)
- Key vocabulary handout. [The handout can be found here](#)
- ESL podcast on eating fast food. [The podcast can be found here](#)
- Script of the podcast and discussion questions about the podcast. [It can be found here](#)
- [Flickr](#) for images of various fast food items (See introduction/warm-up for detailed items)

PROCEDURE:

Introduction/Warm-up (15 min)

After greeting the students, tell them that you will be working on a topic that interests everyone. Food... First ask the following questions:

- “What is your favorite food or meal?” Wait for several seconds and once the

students start saying the names of their favorite food, write them on the board. Make sure the rest of the class knows the meaning of each food item.

- “What about fast food? Do you like fast food? Which ones?” Try to elicit the names of different types of fast food items and write them on the board. Make sure to cover the words ‘hamburger, french fries, chicken fingers, nuggets, breadsticks, tacos, coke, diet coke, smoothie, sundae’. If students do not know any of these items, use [flickr.com](https://www.flickr.com/) to find a picture of the item and show it to the students. For instance, for smoothie, [you can use this image.](#)
- “What is your favorite fast food restaurant? How often do you eat fast food?” Give all of the students a chance to talk. Also ask if any of these fast food restaurants exist in their home country and if there are any others.

Activity 1: Fast Food Facts Youtube Video (35 min)

- Tell the students: “We will watch a video about fast food. But before that, I want to go over some key vocabulary that you are going to hear while watching the video.”
- Give a copy of the [key vocabulary handout](#) to each student.
- Follow the instructions on the handout. After students discuss the vocabulary items, first ask them the part of speech for each category. After finishing that, ask which ones they circled. Choose a volunteer student to explain the vocabulary item. Then, starting from the beginning of the vocabulary list, make sure to cover the meanings of all the words if none of the students mentioned them.
- Then, tell the students that they will be watching a video about fast food. Ask them to pay attention to the facts the speaker will be providing and tell them to write three of the facts they can understand.
- [Play the two minute video](#)
- After playing the video, ask the students to work with a partner and discuss the facts they have been able to write down. They can add the new facts they learn from their partner into their lists.

- After giving them two minutes to discuss, ask them to share their facts with the class. Start with volunteers and go around the class until you get all the facts they were able to find.
- Divide the class into two groups. Tell them that there are 20 facts listed in the video. The first half of the class will be working on the even numbered facts. And the other half will be working on the odd numbered facts. Ask the students to write the numbers they will be looking for on a piece of paper. So the first group should write 2, 4, 6, 8, 10 etc. And the other group 1, 3, 5, 7, 9 etc. They will write down the facts for their numbers only (even or odd).
- Play the video for a second time. But this time, use 'English captions'. Before playing it, tell the students that there will be captions this time. (In order to use this function, look for the CC icon under the video and choose 'English captions'.)
- After this, give students 5 minutes to compare their lists within their groups and revise their list. At the end of 5 minutes, one student from each group comes to the board and writes down the facts on the board.
- Go over the list to make sure everything is correct. Ask the students to watch the video again at home and create a 20-item list to bring to the next class as homework. (You can write this shortened URL of the video on the board so that students can have access to it <http://goo.gl/5iK9r>)

Transition: *Now that we completed the youtube video and learned more about fast food, we will have a 10-minute break and then continue talking more about our topic.*

Break (10 minutes)

Introduction for the second hour: “Now, we will be listening to a podcast and it is about someone’s experiences ordering fast food. Try to understand how fast food is ordered as you listen to the podcast.”

Activity 2: Eating Fast Food Podcast (45 min)

- Ask students to try to understand the order of the events the speaker is talking about.
- **Play the podcast** (only the first three minutes)
- Ask students how much they were able to understand. Students will work in pairs and try to tell the story to their partner. They will combine the information they have to create the story. Give them six minutes.
- **Pass the handout.** First, ask the students to look at the words and phrases in bold. They are going to listen to the podcast for a second time but this time they need to pay attention to those phrases and try to understand their meaning. They can also look at the script and follow along.
- Play the podcast for a second time. Again only the first three minutes.
- Then, tell students that you are going to listen to the rest of the podcast where the speaker will explain the words in bold. They should take notes and learn the meanings of the words.
- This time play the rest of the podcast. The second part of the podcast includes descriptions of the words in bold.
- Stop the podcast after the description of each word in bold. Ask students to take notes and if they want to hear that part again.
- Follow the same steps for the other words.
- After covering the meanings of these words, ask the students to write these new words into their vocabulary log as homework.
- Continue with the handout. Read the first discussion question and choose volunteers to answer the question.
- For the second question, give them 4 minutes to discuss in groups of 3 and make a list about the advantages and disadvantages. Then, ask them to share their answers.
- For the rest of the questions, read each one and choose students to respond.

Closure (5 min)

- Remind the homework for next class:

1. *“Watch the video again at home and write down the 20 facts. Bring it to the next class.”*

(Write this shortened URL of the video on the board so that students can have access to it <http://goo.gl/5iK9r>)

2. “Add the words in bold in the podcast script into your vocabulary log. Listen to the podcast again for descriptions of each word and write their meanings to your log.”

(Write the link for the podcast on the board <http://goo.gl/nXuV3>)