
 <p>ALCALDÍA DE SANTIAGO DE CALI SECRETARÍA DE EDUCACIÓN</p>	<p>INSTITUCION EDUCATIVA CRISTOBAL COLÓN Niveles: Pre-escolar, Primaria, Secundaria y Media Técnica Especialidad Comercio Reconocimiento de estudios: Resolución N° 1458 de Julio 1 de 2004 Bachillerato Nocturno por ciclos. Resolución 4143.0.21.11232 de 2010 Nit. 805009185-5 Código DANE 176001004256 Calle 44 No. 47A-16 Barrio: Mariano Ramos Tel: 327 49 72 SISTEMA DE GESTION DE CALIDAD - SGC- MECI-SISTEDA</p>	
---	---	---

Teacher: César Tenorio Toro

August 10-14, 2015

Grades 7 - 8

Theme: At the Restaurant

Form: new vocabulary (food, drinks)

Function: asking/answering (for food)

Objective: To introduce vocabulary about food / To practice oral and listening skills.

Follow-up 1. Listening and Speaking. Students make two rows. The students at the top of each row will be given wooden sticks. On the count of three, the students have to pass the stick from one to the other by using their knees (students cannot use their hands or drop the sticks, If that happens, they start from the beginning). The last student of the row has to run with the stick in his/her knees to the finish line. There, the teacher will ask him/her any grammar or topic question. 10'.

Follow-up 2. Speaking and Listening. Students make two rows face to face. Students in row 1 ask questions from exercise 5 to students in row 2. They exchange information. 20'.

Follow-up 3. Speaking. Students make groups of four. Teacher shows students some flashcards about food vocabulary. They say what it is and then say a full sentence with that word. 10'.

Follow-up 4. Listening and Writing. Students listen to the conversation (on Guideline page 15) and fill-in-the blanks. Then, they watch the video to check and practice pronunciation. 20'.

Transition 1. Teacher explains the students that they have to prepare their oral presentations about a restaurant conversation.

Follow-up 5. Listening comprehension. Students watch the video and choose the correct option. Track 17. 10'

Follow-up 6. Writing. students work in small groups to create their own restaurant menu. Each group is then given a flow chart of prompts that represents a dialogue about ordering food and drink in a restaurant. 20'

Follow-up 7. Writing. The students read the prompts and write a dialogue between a waiter and two customers. Each group incorporates the food items from their menu into the conversation.
20'

Wrap-up. Speaking, listening. The students act out their restaurant dialogues in front of the class.
20'.