

LESSON PLAN TASK BASED LEARNING

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Institution's name: ASE Foundation
Topic: Food and Restaurants – Creating a Menu
Date: October 25th, 2025

1. Objectives

Learning outcome:

By the end of the class, students will be able to **describe their favorite dish and order food in a restaurant** using simple food vocabulary and basic expressions like *I like, I want, I eat, I'd like, please, thank you.*

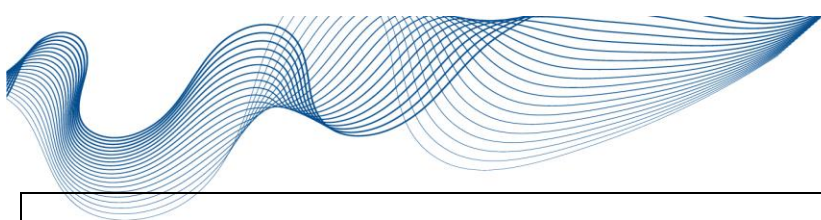
2. Activities (Describe in detail the activity you do in each phase)

Pre-task: (30 min)

Warm-up:

- Begin the class by greeting the students and asking about their week.
- Write the lesson's purpose on the board and explain any new or difficult words.
- Ask simple questions related to food (*What's your favorite food? Do you like soup?*).
- Review basic food vocabulary and common expressions. (*I love, I hate, I like, I don't like, I quite like, I m not a fan of.., It's Delicious, It's not for me.*)

Task preparation: (40 min)



- Play a short interactive game to activate vocabulary <https://pin.it/2f5EngcD4>
- Review expressions for describing and ordering food through examples on the board.
- Encourage students to repeat and practice short phrases orally.

During task: 50 min

Practice pronunciation and short dialogues using visual supports, the material provided is according to their English abilities:

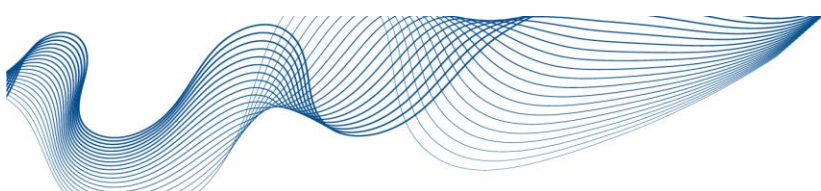
1. <https://pin.it/2xsfRAMiH>
2. <https://pin.it/6TkqJd5J4>
 - Students practiced short role-plays using *I like... / I'd like... / Please / Thank you.*
 - Teacher monitored and corrected pronunciation, while students share their read.

Post-task: (40 min)

Each student chooses a favorite food (*pizza, salad, chicken soup*).

On a sheet of paper, they draw it and write:

- Dish name
- 5–6 ingredients
- 2–3 short steps (*First, cut... Then, cook...*)
- 1–2 sentences (*I like pizza. It's delicious. / I like soup because it's hot and tasty.*)



Students will bring their drawings to the next class and describe their dishes orally.

(Homework)

Assessment and feedback: (20 min)

1. Teacher feedback and students' self-assessment.
2. Students evaluated their use of vocabulary, pronunciation, and reading fluency during the activity. The teacher provided brief oral feedback to reinforce correct language use and participation.

3. Material or resources (Describe the material you will use)

- Whiteboard and markers
- Sheets of paper and colored pencils
- Cellphones (for viewing vocabulary images)

Pinterest. (n.d.). *Expressions 1*. Retrieved October 22, 2025, from <https://pin.it/2xsfRAMiH>

Pinterest. (n.d.). *Expressions 2*. Retrieved October 22, 2025, from <https://pin.it/6TkqJd5J4>

Pinterest. (n.d.). *Food game*. Retrieved October 22, 2025, from <https://pin.it/2f5EngcD4>

Extra material to check and understand how to plan a lesson using task based learning:

<https://www.youtube.com/watch?v=59XMhMO0FMU> (Demo class-task based learning)

<https://www.youtube.com/watch?v=QLjyHh3LxmY> (TBL teaching vocabulary and speaking)