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| **Topic 1: Talk about a friend** |
| * **Recycled language:** Occupations, Relationships * *Occupations: student, teacher, engineer, manager …* * *Relationships: classmate, friend, neighbor, colleague...* * **Grammar:** *be* (simple present: am/is/are), *What & Where* questions,   *article* (a/an), *noun* (singular/plural forms: a boss/bosses),  *possessive adjectives* (my/your/his/her…), *possessive nouns (Anna’s hat...)* |
| Outline:   * **Introduction:**   This sentence should include:   1. Your name 2. Your topic   ***“Hello teacher, my name is … Today, I am going to talk about one of my friends.”***  ***Or***  ***“Good morning/afternoon, everybody. I’m … Today I would like to*** ***present to you about my best friend.”***   * **Body:**   Each part should begin with:  *- I’ll start with / Firstly I will talk about… / I’ll begin with…*  *- Then, … Next, …. And finally, …*  ***Or*** *Firstly…Secondly…Thirdly…Lastly…*   1. ***Personal information: Name/Age***  * What’s his/her full name? What’s his/her nickname? * How old is he/she? * Where does he study? * What does he study?  1. ***Appearance:***  * What does he/she look like? / How do you describe his / her appearance?   *For example: tall, short, handsome, beautiful, long/ short/ black hair …*  *He has short black hair. He is tall and thin.*   1. ***Occupation***  * What is his/her occupation? Where does he/she study/work?   *She's / He's a/an ….*   * Does he/she have a part-time job? What is his/her part time job?   *He has a part-time job, he’s a/an...*   1. ***Living place/Hometown***  * Where does he/she live? - *She/He lives...*   + What is his/her hometown? - *Her/His hometown is...*  1. ***Hobbies***  * What are his/her hobbies?   *Her/ His hobbies are...*  *He/She likes...*   1. ***Activities together***  * What do you and your friend often do together?   *We often … (at least 2 activities)*   1. ***Why do you like him/her?***   *I like him/her because ...*   * **Conclusion:**   This sentence should:   1. Inform the listener that the paragraph is coming to a close 2. Provide a summary of the main points   ***“This is the end of my speaking.***  ***Thank you for listening/ for your attention.”*** |
| Student’s writing: |
| Teacher’s comment: |