

Name of the Teacher	Date	Level of the class	Length of lesson
Retseh Swart	3 May 2021	A1 Elementary Level	60 minutes

Lesson Type: Vocabulary

Lesson Topic: Hobbies and Leisure

Lesson Aims:

By the end of the lesson, students will be better able to...

Recognise and use 10 words relating to hobbies and leisure. They should be able to use it in the correct context and pronounce it with ease and confidence.

Target vocabulary: Barbecue, beach, camera, tent, park, picnic, festival, guitar, party, video game

Anticipated difficulties:

1. The age difference in the group will perhaps bring an element of awkwardness as the younger people would not have much in common with the older group, and vice versa.
2. Difficulty distinguishing between the /r/ and /l/ sound, or /n/ and /l/.

Lesson Outcomes:

By the end of the lesson, students will have...

Had a conversation, in pairs, about what they see as their ideal date, using the language they learnt.

Suggested solutions:

1. Creating pairs by grouping two younger students together, and two older students. That way it will minimise awkwardness due to age and hierachal issues.
2. Have them model and practise the words with challenging sounds slowly and realistically, and using activities like

<p>3. Some confusion around words that are associated with each other and thus similar, like “park” and “picnic”, or “party” and “festival”.</p>	<p>imitating a car for the /r/ sound – vrrrroom vrrrroom.</p> <p>3. Use pictures and videos to indicate the difference between words with similar meanings.</p>
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### Language analysis:

<u>Language Item</u>	<u>Meaning of the item</u>	<u>How you will present meaning</u>	<u>Concept Checking Questions</u>	<u>Grammatical form</u>	<u>Pronunciation</u>
Example: huge	Example: very big, enormous	Example: using a picture of a mouse and an elephant to show large size	Example: What's the opposite of huge? Name a huge mountain.	Example: Strong adjective	Example: / hju:dʒ/
1. <u>barbecue</u>	Food cooked outdoors on an open fire or special appliance with grill over flames.		<i>Is it indoors or outdoors? (outdoors)</i> <i>Does it use fire? (yes)</i>	Noun or verb	/baʊbɪ,kju/ <b>baa·buh·kyoo</b>

2. <u>beach</u>	A strip of sand or pebbles between the sea and land.		<i>Is it between land and sea or between streets? (between land and sea) Have you been to a beach?</i>	Noun	/bi:tʃ/ beech
3. <u>camera</u>	A device to take pictures or record videos with.		<i>Can you write with it? (no) What can you do with it? (take pictures or record videos) Do you own one?</i>	Noun	/kæmərə/ ka-muh-ruh
4. <u>tent</u>	A shelter made of material which is held up by poles and ropes, and is used mainly by people who are camping.		<i>When is a tent mostly used? (when camping) Is it made from bricks? (no)</i>	Noun	/tɛnt/

5. <u>park</u>	An area in or near a city, usually laid out with walks, drives, playgrounds and gardens.		What can you do at a park? Have you been to a park?	Noun	/paɪk/ paak
6. <u>picnic</u>	An informal packed meal outside, usually in a scenic place, like a park.		Is it held inside or outside? (outside) Is it formal? (no)	Noun	/'piːknɪk/ pik·nik

7. <u>festival</u>	An organized series of concerts, plays, or films, typically one held every year in the same place, a gathering of people to celebrate something.		Is it a sad or a happy occasion? (happy) Is it a festival with only 2 people? (no)	Noun	/'festiv(ə)l/ feh-stuh-vl
8. <u>guitar</u>	A stringed musical instrument, by plucking or strumming with the fingers.		Can I play guitar with my feet? (no) How is a guitar played? (by strumming)	Noun	/gi'ta:/ guh-taa

9. <u>party</u>	A social gathering of invited guests, typically involving eating, drinking, and fun		<p>What do you do at a party? Do you need to be invited to a party? (usually yes)</p>	Noun	/'pa:ti/ paa-tee
10. <u>video game</u>	Video games are games played on an electronic device with a screen.		<p>Can you play the game with a book? (no) Have you ever played video games?</p>	Noun	/vi.deo'geim/ vi-dee-ow geim

<u>Stage Name</u>	<u>Stage Aim</u>	<u>Time</u>	<u>Interaction Pattern</u>	<u>Teacher's procedure</u>	<u>Students will...</u>
<u>Example:</u> Warmer	<u>Example:</u> To engage the learners in the lesson, to activate the learner's prior	<u>Example:</u> 10 minutes	<u>Example:</u> T-S  S-S	<u>Example:</u> Show pictures of 3 different sports – football (team), tennis (one vs one), marathon running (individual) Ask students to discuss the advantages	<u>Example:</u> Students will identify the lesson topic Learners will use their previous knowledge to make links to the topic

	knowledge of the topic			and disadvantages of each type of sport	
Warmer	To set the tone of the lesson and get students alert and relaxed. Also, useful to review language from previous classes or to introduce new topics, ideas and language items.	10 minutes	T-S S-S	Ask students to discuss in pairs what they did over the weekend. Show pictures of words that they are about to learn, ask them if they can figure out what the theme of the lesson is, and if they have any experience with any of them.	Students will recognize that the theme of the lesson is hobbies and leisure, and will be able to discuss what their interests and hobbies are.
Present Meaning	Students get to associate a picture with the word to make understanding and memorizing it easier.	10 minutes	T-S Ss-Ss	Pair the class up in six groups of 2 and one group of 3. Show pictures to class and have them discuss what they think each picture represents. It is very important at this stage to monitor them and make notes of their progress. Have one of each pair venture an answer, write down on board. Model and drill pronunciation.	Students will be able to associate the pictures with the definition of the words. Their pronunciation should be clearer and the students will gain confidence. They should have some of the language to express themselves.

Controlled Practice	The learners should be able to pronounce the words with some ease, and have the confidence to use the words in the correct context.	15 minutes	S-S	Teacher will hand out worksheets with some examples of each TV word. Students should match the example to the correct definition. When everyone is done, they can switch the worksheets with other pairs and mark them.	This exercise will help form a clearer understanding by learning different examples of each word. This will also allow the students to see how they progress in relation to other students.
Production	To develop confidence in using and hearing the words in different contexts	15 minutes	S-S	Students will, in their assigned pairs, plan what they view as and describe their ideal date, using the language they learned. Teacher can collect the worksheets and mix them up, reading some of the answers without mentioning names.	Students will be able to create a range of sentences and scenarios using the new vocabulary in combination with their existing language skills. This activity will also allow the students to get to know each other better.
Review and Cooler	Sum up the lesson, give a recap of the words they learned. Can give homework and discuss the next lesson.	10 minutes	T-S	Teacher will hold up flash cards with different pictures depicting the words on them, and students shout out the answers.	Students feel positive about their new knowledge and feel like they achieved something in the class. They feel empowered and confident.

### **Lesson Rationale (700-1000 words):**

You should cover: why you have structured the lesson in the way that you have, what each activity will contribute towards the learning aims and how this will be achieved, other activities that you considered including and why you chose not to use them, what you would do if any of your activities didn't work in the way you have planned

Using the PPP method will prove to be efficient and productive as the three steps are easy to implement as simple to follow. The unrestricted nature of the production phase will encourage students to practise the new language they have obtained, as well as their existing language skills. This will enhance their confidence and will make them feel more comfortable with speaking the language, as there isn't much pressure if they get something wrong. The teacher will nudge them in the right direction, enabling them to discover the language on their own. Because the class is made up of adults it wouldn't be appropriate to infantilize them or patronize them. Instead, it is more important to offer mental stimulation and positive affirmations so they won't get discouraged.

The warmer is chosen specifically with the theme of the lesson in mind. This will excite them about the lesson that lies ahead while giving them clues as to what it is about. Having them discuss what they did over the weekend will not only put them in a more relaxed state of mind, it will also practise their language skills while the teacher can assess what language skills they already have and which words they are comfortable and confident in saying. More importantly, it will give the teacher an opportunity to get to know the students. Their interests and motivations are important, because it will enable the teacher to customise future lesson plans to them, thus engaging them more.

They will be paired up for the presentation stage. This is useful as the students are allowed to work with other students closer to their own age and gender identity, especially in this class where there is a 20-year age discrepancy. This will make them feel more comfortable, and more dominant students will be able to assist those who are shy or not yet confident with their skills. Writing the words on the board will provide a visual element to the lesson, and they can record the words and the pronunciation in their notebooks. Seeing the pictures accompany the words will help with the visualisation and memorising of the words. The syllable stress should be marked to assist with the pronunciation. Having them say their guesses instead of offering the answers right away is an

important step. This allows for an element of discovery which makes the process fun and exciting, while allowing the teacher to gauge where they are at in terms of vocabulary. Should they have some of the words or pronunciation wrong, it is crucial to single them out or reprimand them in front of the class, but to generalise the mistake to the whole class and discuss it as a group. Have the whole class model the word until satisfied with the result. It is essential to let some minor mispronunciations slide, as this is less important than the progress being made.

During the controlled practise is then the students are able to learn different contexts of the word. An anticipated problem is the confusion with the words “festival” and “party”, which can seem the same, but during this stage some examples of each would be given on a worksheet. With all these examples being presented in a visual medium, they are able to discuss the pictures in their pairs. They are also able to ask questions during this phase, which will always be encouraged. The teacher should move through the class while they work on the worksheets to monitor their progress and help where there is help needed. When they are finished, the pairs will exchange their worksheets until no one has their own one. They will mark each other’s work. This is beneficial to the students in many ways – knowing that they will be marked by other students will hopefully spark some motivation and a sense of competition. It will also allow them to judge their own progress in relation to other students, which will give them either a sense of what to improve on, or a bump of motivation. It will also teach compassion and empathy towards themselves and their classmates – mistakes will be made, but it’s okay.

The production phase is arguably the most important of all. Having the students plan and discuss their ideal date is an appropriate task for adults to do, and there is an element of fun in there as well. They can use the words that they learned throughout the class and string them together in endless amounts of combinations. This activity will not only reveal a bit of the personalities of the students, but will also encourage discussion amongst the students. Having them write it down will help with the spelling. Reading their answers as anonymously will remove some of the shyness of the students, and it will relieve some of the pressure to impress anyone. Having the students comfortable and at ease is of the essence. The teacher should praise good effort while listening for common errors. I did briefly consider using debate, but did not feel like the students would be ready for it on A1 elementary level. A debate would require a larger vocabulary than what they have and it would not be wise to tempt them to use their L1.

The review and cooler should end the class off on a positive note. Flashcards with the pictures and so they can shout the answers out will confirm what they know and will make them feel like they have truly learned something, giving them a sense of accomplishment and pride. If there is homework, now would be the time to give the instructions.

**Bibliography (if needed):**

All images from Google

**Materials (include all physical copies of the materials you plan to use in your lesson, referenced):**

Flash cards

Worksheet



