**Lesson plan: TALKING ABOUT SPORTS**

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| **Slide** | **Aims** | **Teacher** | | | **Students** | |
| **Action** | **Suggestions** | **Timing** | **Performance** | **Timing** |
| **Introduction (6 minutes)** | To let students get to know each other and their teacher | Teacher: - reveals some information about him/herself. - asks all students to introduce themselves using the suggestions in the slide | - Welcome class! My name is.. I’m … years old and I’m your teacher for this class.  - Now I would like you guys to take turn and introduce yourself using the following information:  - Nice to meet all of you! During the lesson, if you have any questions, please let me know. Thank you! | 50 seconds | - Introduce yourself using the following information. | 45 seconds/student |
| To introduce the lesson | - Teacher introduces the topic of today’s lesson | Today we will have a discussion about **Talking about sports**  - I hope after today’s lesson you will be able to communicate more confidently when you are in this kind of context. | 30 seconds |  |  |
| **Class rules (1 minute)** | To let students understand the class rules | - Teacher reads the rules for students | Before starting today's lesson, here are three rules I want you guys to follow:  … | 1 minute |  |  |
| **Teacher - Student (15 minutes)** | To let students practice structures they have learned in LS classes and express their ideas about the topic with the teacher. | Question 1: Teacher:- explains the game,  - gives students some new words. | 1. **Vocabulary game: Fill in the blanks to complete the words.**   **Answers:**  **SPORT**  **ATHLETE**  **MATCH**  **PLAY**  **TICKET**  **EVENT**  - Congratulations on the winner. | 1 minute |  | 1 minute/student |
| Question 2: Teacher: - asks all students in the class to answer  - knows when to stop students when they go off topic.  - uses suggestions in brackets to train students to speak one short paragraph. | And here is the question number 2: **Do you like playing sports? Why/Why not?**  **Suggestions:**  **Like:**   * **I can make friends with others through playing sports together.** * **It helps people exercise and stay in shape if they remain consistent.** * **To learn new things: leadership, teamwork, rules, joy,…**   **Don’t like:**   * **I don’t like sports because I often get bored of doing and/or watching the same thing over and over again.** * **I do not like sports because video games are better and more entertaining.** * **Because sports are too competitive.** | 1 minute | Each student talks 3-5 sentences | 1 minute/student |
| - Fixes common grammatical mistakes arise for students. | After listening to your talks, I could see some common mistakes that you need to correct it and now I will correct them | 1 minute | Listen and take note of teacher’s comments. |  |
| **Student - Student (21 minutes)** | To let students express their ideas relating to the current and the previous contexts | Question 3: Teacher: - Lets students work in pairs  - Stops students politely when they speak more than the allowed amount of time. - Gives suggestions if necessary (write in chat box). | Ok let's start with question 3: you guys will work in pairs.  **Discuss with your partner the given question: What do you think about extreme sports?**  **Suggestions:**  **- Examples: auto racing, rock climbing, scuba diving, bungee jumping, etc.**  **- Some difficulties: too adventurous, complex, expensive, etc.**  **- What you should have if you want to play those sports: passion, pleasure, break limitations, etc.** | 45 seconds | Have a short conversation with a partner. | 1 minute 30 seconds /student |
| - Corrects most common mistakes | Instead of using “..” , you can say “..” | 45 seconds | Listen and take note of teacher’s comments. |  |
| Question 4: Role-play:  Teacher: - Explains the situation. - Lets student practice with their partner - Gives suggestions if necessary - Corrects most common mistakes | In the last question, you guys will also work in pairs. Let’s choose one role and act it out with your partner in 3 minutes. - Read the situation for students **A: Talk with your friend about the most popular sport in your country.**  **B: You are A’s friend. Talk with him/her.**  **A:**   * **What is the most popular sport in our country?** * **Do you like football?** * **I am a big fan of football too. What is your favorite player?** * **I love Cristiano Ronaldo. He is so handsome.**   **B:**   * **I think the most popular sport in our country is football.** * **Yes, I do. I am a big fan of football. I usually play football with my friends on weekends.** * **My favorite player is Messi. He is very skillful. I have never missed a game. And you?**   You will have a conversation about inviting your friend to play sports with you**.**  Remember to use the structures and words that you have learnt in previous lessons.  Teacher can suggest students some structures to ask and answer:  - | 1 minute 30 seconds | Summarize what you have learnt in last lessons to practice with a partner | 1 minute 30 seconds /student |
| **Wrap-up**  **2 minutes** | To let students understand what they learnt after the lesson | - Summarize the knowledge learnt in the lesson;  - Remind students to do homework. | - Today you guys did pretty great job in using structures in last lessons  - However, I kindly request you guys to find homework to practice more at home  ..  Link Vietnam:  <https://lmsvo.topicanative.edu.vn/u/login/?next=/activities/lesson/by-resource/589751151ce68547f2c7aad7/>  Link Thailand: http://homework.topicanative.edu.vn/local/lemanager/index.php  .. | 2 minutes |  |  |