**Lesson plan: TALKING ABOUT SPORTS**

**HOW OFTEN DO YOU PLAY 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 **How often do you play 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:**  **LAUGH**  **LOVE LEAF OF SURF FISHING LEAVE SERVE**  - 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: **How does playing sports make you feel?**  **Suggestions:**   * **Playing sports makes me feel "unstoppable."** * **When I play sports, I feel empowered - like I can overcome any challenge!** * **It helps me feel relaxed and less stressed out by helping me sweat out the day's worries.** * **It makes me feel happy. It makes me feel stronger, more independent, and more confident.** | 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 questions: Should we play sports every day? Why/Why not?**  => If in the case of students do not have experience of the situation, the teacher can give suggestions:  **Should:**   * **Playing sports every day improves your immune system and helps you stave off illness, such as the common cold, as well as decreases your risk of cancer, heart diseases, diabetes and high blood pressure. ...** * **Increase chemicals in your brain which improves your mood, decreases depression, lessens symptoms of ADHD, improves executive functioning skills, helps you manage stress and boosts your energy level.** * **Become active.** * **Playing sports helps you stay in shape.**   **Shouldn’t:**   * **Playing too often with no time to recover is a recipe for an injury, especially for a developing body.** * **It is expensive: time, money, …** | 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 how often you play sports.**  **B: You are A's friend. Talk with him/her.**  **Suggestions:**  **A:**   * **Yes, of course I do. I love playing soccer and tennis.** * **I play soccer once a week.** * **With my classmate.** * **I usually play it in Golden Gate Park.** * **I sometimes play tennis, about once a month.**   **B:**   * **Do you like sports?** * **How often do you play soccer?** * **Who do you play it with?** * **Where do you play it?** * **What about tennis? Do you play it often?**   You will have a conversation **how often do you play sports?**  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  - In pronunciation part, you have understood the difference between /f/ and /v/  - 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/556ccd3ba8615a154c7954a6/>  Link Thailand: http://homework.topicanative.edu.vn/local/lemanager/index.php  .. | 2 minutes |  |  |