**Lesson plan: TALKING ABOUT SPORTS**

**EXCHANGING TICKETS FOR A SPORTING EVENT**

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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 **Exchanging tickets for a sporting event.**  - 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: Put the words into the boxes to have the correct pronunciations.**   **Answers:**   * **/n/: Sun, Skin, Ton, Spin** * **/ŋ/: Sung, King, Tongue, Spring**   - 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 can you buy a ticket for a sporting event?**  **Suggestions:**   * **Buy a ticket online: apps, websites,…** * **Through a ticket scalper** * **At the stadium** | 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 questions: Who is your favorite athlete? Does he/she participate in any sporting events?**  **Suggestions:**  => If in the case of students do not have experience of the situation, the teacher can give suggestions:   * **What is he/she like?** * **What is special about him/her?**   **Eg. Messi is my favorite athlete. He is an Argentine footballer who currently plays for Barcelona and the Argentine national team. He is one of the best football players of his generation and is frequently considered as the world's best contemporary player. He is only 1 meter 70 tall, less more than most of football players, but he runs so quickly. Messi was the top scorer of the 2005 FIFA World Youth Championship with six goals.** | 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: You have a pair of tickets to a tennis tournament, but you can’t go. Ask your friend if he/she can sell the tickets.**  **B: You’re A’s friend. Talk with him/her.**  **Suggestions:**  **A:**   * **I have a pair of tickets to the tennis tournament this weekend, but I can't make it on this Saturday.** * **I want to sell them. Do you know anyone who wants to buy these tickets?** * **Go for it.** * **That's okay. Tell him I agree on the price.**   **B:**   * **Do you want to exchange them or sell them?** * **Yes, I do. Peter – my cousin is looking for these tickets. Let me check to see if he still wants to buy them first.** * **(After calling) He said that he would buy them with cheaper price, $8 per ticket.** * **Great. I will call him again.**   You will have a conversation about **Exchanging tickets for a sporting event.**  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 /n/ and /ŋ/  - 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/589cb4541ce685765b320636/>  Link Thailand: http://homework.topicanative.edu.vn/local/lemanager/index.php | 2 minutes |  |  |