**Lesson plan: CHATTING WITH FOREIGN FRIENDS**

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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 **Chatting with foreign friends**  - 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:**  **FRIEND**  **CHATTING**  **WEATHER**  **HOBBY**  **WORK**  **FASHION**  - Congratulations on the winners. | 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: **List some topics to talk about with foreign friends.**  f you do much of any language exchange, you’ll probably run out of ideas of what to talk about at some point—which kills your momentum and eats into your language practice time. Having more topics ready to go ensures that you don’t have to miss out on valuable practice just because you’re drawing a blank  Meeting new people and making friends is the best way to learn a local language. But first you’ll have to get past conversation-starter prerequisites like introductions and basic questioning.  If you want to learn from new friends, indicate early on that you are learning and ask them to speak slowly. For the best results, carry a pocket-sized dual-language dictionary to help along the way. I once had a one-hour conversation with a French local straight from an English-French translator paired with my high school French skills. We certainly lost a few things in translation but felt so proud to both learn new words.  Here are helpful phrases to know when meeting new people:   * Hello, my name is… * I am from… * I am studying... * Do you speak English? * Sorry * Slowly, please * I don’t understand * Goodbye! * Do you have a phone charger? (Because what is friendship without it?)   **Suggestions:**   * **Hobbies** * **Situation and surroundings** * **Work** * **Food** * **Music, TV, movies comments** * **Fashion** * **Current news** * **Other places/countries you have been to** * **Mutual friends** * **Funny stories** | 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 following questions: Do you think making foreign friends is difficult? Why/ Why not?**  => If in the case of students do not have experience of the situation, the teacher can give suggestions:   * **Yes. Due to languages and culture barriers.** * **It depends on your social circles. If you know foreigners from school/work or a shared activity, making friends should be no problem. If your day-to-day life does not bring you into contact with foreigners, meeting any (beyond passing them in the street) will be difficult.** * **Yes. Foreigners do not tend to make friends just for the sake of having someone to talk with. Common interests are essential.** | 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’ve got a bit of a cold. Talk with your foreign friend about your health.**  **B: You are student A’s foreign friend. Talk with him/her.**  **A:**   * **I’ve got a bit of a cold.** * **Yes, I do. Sometimes I feel dizzy.** * **Really? I guess you had an awful pain.** * **Not yet. I’m too busy. But I will go to see the doctor this Friday.**   **B:**   * **Hi Anna. You look tired. What’s the matter with you?** * **That’s terrible. Do you cough or sneeze?** * **Poor you. I had a headache last week. It was terrible, too!** * **Have you seen the doctor yet?**   You will have a conversation about chatting with foreign friends**.**  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 - Finally, I kindly request you guys to click link on this page to practice more at home.  *Link Vietnam:* [*https://lmsvo.topicanative.edu.vn/u/login/?next=/activities/lesson/by-resource/5828bc501ce685062794815d/*](https://lmsvo.topicanative.edu.vn/u/login/?next=/activities/lesson/by-resource/5828bc501ce685062794815d/)  *Link Thailand:* [*http://homework.topicanative.edu.vn/local/lemanager/index.php*](http://homework.topicanative.edu.vn/local/lemanager/index.php)  Where I live it’s **flu season** right now, which means a period of time when many people **get sick** or **come down with the flu**. In fact, this year, it’s nearly an **epidemic**! Everyone’s talking about it. So, how should you talk about feeling sick in English if you don’t feel well?  Of course, when you **have a cold** or **have the flu** you probably don’t want to go to work. That means you’ll need to call your boss and tell them what’s going on.  Or perhaps a friend calls and asks how you’re doing. All you want to talk about is how bad you feel.  If it’s really bad, you might even need to visit a doctor to get medical help. And that means you’ll need to explain your symptoms.  So how do you do that in English? In today’s Confident English lesson, I’m going to tell you how.  This lesson has a lot of new vocabulary and expressions. To get the most from this lesson, be sure to watch the video but I’ve also shared the new vocabulary below the video.  **Common symptoms of the cold and the flu include:**   * To have a runny nose * To have a stuffy nose * To have the sniffles * To have a scratchy or itchy throat * To have a sore throat * To have a cough * To sneeze     **More serious symptoms include:**   * To have a headache * To have body aches * To have a backache * To have a fever or temperature * To feel dizzy     You might also have the **stomach flu or a stomach bug**, which includes **feeling nauseous**(or**to have an upset stomach**) and **vomiting**. When someone is vomiting a lot – whether due to the stomach flu or because they had food poisoning – we say they **can’t keep or hold anything down**.  Or you may **have diarrhea**, which is when you need to go to the bathroom, like right now! Informally, we also say **to have the runs**.    Now there’s just one more thing to talk about and this is when you **have an allergic reaction** to something. Perhaps you already are allergic to something like bees or peanuts. **To be allergic to something** or **to have an allergy** means you must avoid contact with that thing.  **Common allergic reactions include:**   * To get, to develop, or to have a rash * To get hives * To sneeze a lot * To get or to have itchy or watery eyes   If you need to call into work to let your boss know that you’re staying home for the day, you might say:   * I’ve come down with the flu. * I’m not feeling well. I’ve got the flu. * I’m not well and I need to visit the doctor today. * I’ve got a serious cold/flu.   Depending on your work, your boss may require **a doctor’s note**.    If your friend calls, you might be a bit more informal to talk about how bad you feel. For example:   * I’m as sick as a dog. (This means really sick) * I hurt all over. * I feel like crap.   If you have an illness, medication, or want to be prepared in the event of a travel bug, you should know these health and wellness phrases. In addition to being equipped with a document stating your health issues in the local language, these terms can help further explain any concerns.  You don’t have to have a chronic illness or allergy to be prepared. You should know basic hygiene and personal wellness phrases too. I’ve been the least prepared when it comes to personal wellness, as a woman, and have learned my lesson the hard way in the form of very awkward miming (read: it’s that time of the month again).  Here are some helpful terms to learn as you improve your language skills:   * I am allergic to… * This hurts [signal body part] * I need antibiotics * Where is the pharmacy * Tampons / sanitary pads * Probiotics * Contact lens solution * Sunscreen | 2 minutes |  |  |