**Lesson plan: CHATIING WITH FOREIGN FRIENDS**

**TALKING ABOUT YOUR FAMILY**

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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 your family.**  - 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. | **Vocabulary game: Match column A to column B to complete the sentences**  **Answers:**  **1 – d**  **2 – a**  **3 – f**  **4 – b**  **5 – c**  **6 - e**  - 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: **What do you and your family like to do together?**  **Suggestions:**   * **We eat together as a family, and I like to go shopping with my sister. My parents do lots of things together, they go out dancing, they take vacations together without us sometimes, but usually once a year we all get together as a family and go on vacation for a week.** * **Sometimes simple activities like walking or going shopping together can be fun and relaxing and it gives my family a chance to talk or discuss things between us.** * **Family get-togethers usually revolve around food, lunch or dinner, and of course then there are special occasions such as birthdays and when someone graduates from university. Just last week we had a family get together to celebrate the birth of the family’s first grandchild…. My older sister’s first baby, it was a wonderful day.** | 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 question: What is the most important thing to make a happy family?**  => If in the case of students do not have experience of the situation, the teacher can give suggestions:   * **Families need to be supportive and loving. Also, parents need to understand that sometimes the child doesn't want to be with family but with friends and parents should let them.** * **I think what makes a family happy is having family time and adventures together to have fun. You also need to learn to get on with each other.** * **I think going out for walks and doing activities and playing games at home make a happy family. You have to talk because if no one in the family talks with each other then you don't know whether they're happy or not!** * **I think the best things to connect families are trust and friendship. As long as you are happy around your family it will stay strong and your parents and siblings can feel like friends to you.** | 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 about your family with your foreign friend.**  **B: You are student A’s foreign friend. Talk with him/her**  **Suggestions:**  **A:**   * **Yes, I do. I have two younger sisters. They are really smart and pretty.** * **They are students. How about you? How many people are in your family?** * **Wow… a big family. Do you often visit your family?**   **B:**   * **Sam! Do you have any siblings?** * **What do they do?** * **There are six people in my family: my mother, my father, three younger brothers and me.** * **No, I don’t. I have to work on weekends but I call my parents every day.**   You will have a conversation **talking about your family.**  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 /u:/ and /ʊ/  - 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/555267b4a8615a3bf5f4b6a2/*](https://lmsvo.topicanative.edu.vn/u/login/?next=/activities/lesson/by-resource/555267b4a8615a3bf5f4b6a2/)  *Link Thailand: http://homework.topicanative.edu.vn/local/lemanager/index.php* | 2 minutes |  |  |