**Lesson plan: CHATTING WITH FOREIGN FRIENDS**

**TALKING ABOUT HOBBIES**

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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 hobbies**  - 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: Match column A to column B to complete the sentences.**   **Answers:**  **1 – d**  **2 – e**  **3 – a**  **4 – b**  **5 – c**  **6 - f**  - 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 is the most dangerous hobby?**  **Suggestions:**   * **Deep diving: there is always the risk of running out of air and being attacked by some marine predators.** * **Whitewater rafting: There are numerous dangers related to this hobby, including the risk of drowning, getting injured by rocks and branches hidden under water, and heart problems caused by the adrenaline rush etc.** * **Motorcycle racing: motorcycle racing is also extremely dangerous mainly due to the fact that there is nothing between the driver and the ground. Therefore, almost every motorcycle accident results in serious injuries and possibly even death. With the highest speeds exceeding 300 kilometers per hour the consequences of an accident are mostly fatal.** | 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 can you do to improve your health?**  => If in the case of students do not have experience of the situation, the teacher can give suggestions:   * **Drink more water. Your body is 90 percent water and needs water for almost every function. Many of the aches and pains, headaches, and other symptoms we experience would lessen if we just drank more water.** * **Eat a large salad. Salads are packed with vitamins, minerals, chlorophyll (gives plants their green color and boosts our blood health), enzymes (that improve digestion and increase energy), and many phytonutrients.** * **Deeply breathe for at least 5 minutes, as often as you can. Research shows that deep breathing, even for minutes, can reduce stress hormone levels. That translates into less anxiety, better sleep, and less likelihood to pack on the pounds.** * **Exercise in water Exercising in water is a great way of getting a good workout without stressing the body too much. The water offers resistance, and so can help you to build your muscles and stamina — plus being in the water will prevent some of the impact on the joints that other land-based exercises would bring.** | 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 foreign friend about your hobbies.**  **B: You are student A’s foreign friend. Talk with him/her.**  **Suggestions:**  **A:**   * **Hi Anna. Where are you going?** * **Really? That’s cool!** * **I like reading books in my free time.** * **I like to swim and play the piano.** * **Sounds good!**   **B:**   * **I’m going to the park to fly my kites.** * **How about you? What kind of hobbies do you have?** * **What else do you do in your free time?** * **Oh, really? I like to play the piano, too. We should play some music together sometime!**   You will have a conversation **talking about hobbies**  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 /ɪ/ vs. /iː/  - 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/5581860fa8615a048e4e98f4/*](https://lmsvo.topicanative.edu.vn/u/login/?next=/activities/lesson/by-resource/5581860fa8615a048e4e98f4/)  *Link Thailand: http://homework.topicanative.edu.vn/local/lemanager/index.php* | 2 minutes |  |  |