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| ☐ Listening ■ Speaking ☐ Reading ☐ Grammar ☐ Writing |
| **Topic: Hobbies- What do you like to do?** |

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| Instructor:  Julie | Level:  Beginners(6 years old pre-school kids) | Students:  3 | Length:  30min |

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| Materials:  ● Hello song, Weather song, Good-bye song.  ● 3 copies of role play worksheets.  ● 3 copies of information gap worksheet.  ● Eliciting picture- ‘watching movie’  ● New vocabulary flash cards.  ● 2 dice for a game  ● Popcorn materials.  ● Youtube song(SOS plan) - ‘What do you like to do?’  ● Cotton flannel board. |

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| Aims:  ●Ss will be able to learn new vocabulary and expressions by drilling and changing phrases..  ●Ss will be able to become familiar with expressions of hobbies through role play practice.  ●Ss will be able to improve their speaking abilities by playing dice game and information gap activities.  ●Ss will be able to work cooperatively in pairs by sharing ‘information gap’ activity. |

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| Language Skills:  ● Listening: drilling/ teacher’s instruction/partner’s asking and answering.  ● Speaking: Practicing role play, asking and answering for dice game, information gap activity.  ● Reading: Reading out new vocabulary on text and information gap worksheet. |

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| Language Systems:  ● Phonology: Correct pronunciation of new vocabulary.  ● Lexis: New vocabulary.(listen to music, read books, play video games, watch TV, write stories, play soccer)  ● Function: Asking and answering about “What do you like to do?” “I like to .  ● Grammar: Interrogative sentence by using ‘What’. |

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| Assumptions:  Students already know;  ● Disney characters.  ● how to say about their feelings and today’s weather.  ● verb ‘like’.    ● Students actively enjoy doing activities using materials and songs. |

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| Anticipated Errors and Solutions:    ● If Ss have difficulties in understanding key vocabulary, demonstrate them by using body motion.  ● If Ss have trouble with drilling practice, read the dialogue more slowly.  ● If Ss don’t understand how to play dice game, do information gap activity, speak slowly and demonstrate one more.  ● If some Ss may not be active in the activities, encourage them join the activities. |

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| References:  ● Role play worksheets from Disney English F3A3 p10-11.  ● Disney characters from Google Search.  ● 2 dice from <http://kizclub.com/activities.htm>  ● Songs(Hello, Weather, Good-bye) from <http://cafe.naver.com/gzenglish>  ● Youtube song for SOS plan- “What do you like to do?”  from <http://youtu.be/tYNap8gVNK4> |

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| **Lead-In** | | | |
| Materials:  hello song, weather song. | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3 | whole class | Ss: hello!  (Ss sing along and dance)  Ss: I’m happpy/ great, etc.  Ss: It’s .  (Ss sing along and dance) | Procedure:  1.Greet the students.  T: hello, Hi everyone !  Let’s sing hello song together.  How are you today?    Look out the window. How’s the weather today?  Now, let’s sing the weather song together! |

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| **Pre-Activity/Present/Task Preparation** | | | |
| Materials:  A bag of popcorn and popcorn.  Eliciting picture - ‘watch movie’  New vocabulary flash cards.  Cotton flannel board. | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5 | whole class  individually | (Ss look at the popcon material.)  Ss: Popcorn!  (Answers will vary)  Mia: (she’s taking out the card.)  Yes/No  (Ss repeat after T twice.) | procedure:  I.Vocabulary  <Elicit>  T: (Show the movie picture and popcorn materials)  Popcorn, popcorn, pop! pop! pop!  I like popcorn. Do you like popcorn?    Take a look at this.  What do you think it is?  <CCQ>  When do you eat popcorn?  Do you eat popcorn when you’re sleepy?  Do you eat popcorn when you eat breakfast?  Do you eat popcorn when you watch movie?  We eat popcorn when we watch movie.  Do you like to watch movie?  What do you like to do?  Today, we’re going to learn “What do you like to do?”  <instructions>  I’ll give you two popcorn.  when I say your name, let’s open it one by one.  Mia! please open your popcorn.  Do you like to ?  Let’s put it on the board.  Super, duper!  (Other Ss proceed in the same way.)  T: Look at this board.  These are the things we’re going to learn today. Let’s repeat after me twice!  You did a good job! |

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| **Main Activity** | | | |
| Materials:  3 copies of role play worksheets.  2 dice for game.  3 copies of information gap worksheet. | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 6  4  7 | whole class  In pairs  In pairs  whole class  In pairs | (Ss repeat after teacher.)  (Ss practice in pairs.)  (Ss listen to how to play a game.)  Ss: I can do it!  (Ss enjoy playing dice game and can speak actively.)  (Ss listen to how to do information gap activities.)  (Ss communicate what Disney characters like to do.) | procedure:  I.Role play drilling(controlled practice)  <Instructions>  T: I’ll give you role play worksheet.  Let’s practice with your partner.  (Hand out worksheets.)  <Demonstration>  This is a conversation between Mickey and Minnie.  Look at the text, first just listen.  ( Teacher reads.)  Now, repeat after me.  (Teacher reads one by one.)  Now, practice with your partner.  Read it twice, once as Mickey and once as Minnie.  I’ll give you 3 minutes.  CCQ>  What do you have to do?  Do you work with your partner?  (Walk around the classroom and have Ss encourage to talk to each other.)  Time’s up! You did a great job!  2. Dice game.(Less controlled practice)  <Instructions>  T: Now, we’re going to play a game!  Let me show you how to play.  There are 2 dice.  Come to the front with your partner.  Roll the dice one by one.  And then you can ask and answer looking at the top of the dice such as “ Mickey, what do you like to do?” “ I like to play soccer.”  Can you do it?  CCQ>  Can you roll the dice?  How can you ask your partner?  Can you answer your partner?  (run task, monitor and correct Ss if they make error.)  You are so smart. Great job!  3. Information gap activity (Less controlled practice)  <instructions>  Now, we’re going to another activity called information gap.  I’ll give you two different paper A or B.  You can ask your partner and color the correct boxes.  (Hand out worksheet)  <Demonstration>  For example, who has worksheet A?  You know what Mickey likes to do.  But you don’t know what Minnie likes to do.  So, you can ask your partner, “Minnie, what do you like to do?” then your partner will answer “I like to .  After listening to the answer, you have to color in the correct box.  and who has worksheet B?  You can ask the other way around.  Can you do it? Let’s get started!  I’ll give you 5 minutes.  CCQ>  What do you have to do?  Do you work in pairs?  (run task, monitor and assist Ss having difficulty.) |

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| **Post Activity** | | | |
| Materials:  Goodbye song | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5 | whole class | (Answers will vary.)  Ss: Good-bye!  (Ss sing goodbye song together.) | 1. conclusion   T: You did a great job today!  Two thumbs up!  Please try to remember the expressions we learned today.  2.Feedback  T: Did you enjoy today’s activities?  Which one did you like?  (Listen to Ss feedback on the activities.)  Now let’s sing goodbye song and see you next time! Bye, everyone! |

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| **SOS Activity (in case you finish more quickly than you thought)** | | | |
| Materials:  YouTube song: What do you like to do? | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3 | whole class | (Ss watch video clip and sing along.) | <instructions>  We’re going to watch short video clip for song about “What do you like to do?”  Let’s listen and sing along together! |

