



# GETTING TO KNOW YOU

**Proficiency Level:** Intermediate

**Lesson Length:** 90 minutes

**Vocabulary and Expressions:** Names of hobbies/activities; I like \_\_; He/she likes \_\_.

**Language/Culture Point:** Third person singular present tense, as in “He/She likes \_\_.

**Objective:** Students will get to know their classmates by talking about things they like.

**Materials:** 1) Ball 2) Props to demonstrate a variety of hobbies (pictures from a magazine/online, a spoon for cooking, a basketball, etc.) 3) Red/green/yellow Signal Cards (1 pair per student), 4) Name tents from Lesson 1.1, 5) Markers, 6) Index cards (1 per student), 7) Student pages



## STEP 1: ACTIVATE BACKGROUND KNOWLEDGE

Time Frame	Materials	Teaching Strategies
20 minutes	- Ball - Props for different hobbies	- Game: Ball Toss - Authentic Materials

## TEACHING ACTIVITY

1. As students enter say, “It’s nice to see you again. “ Then begin the class by reviewing the previous lesson.
2. Toss a ball to one student and say “My name is \_\_\_\_\_. What’s yours?” The student will respond with “My name is \_\_\_\_\_. What’s yours?” while tossing the ball to another student.
3. Encourage the students to toss the ball to you. When they are finished introducing themselves say, “It’s nice to see you again.”
4. Continue until each student has an opportunity to practice.
5. Take just a few minutes to explain to students that we say, “It’s nice to meet you,” only the first time we meet someone. After that we can say, “It’s nice to see you again.”

**GETTING TO KNOW YOU****STEP 2: MINI PRESENTATION WITH PROMPT**

<b>Time Frame</b>	<b>Materials</b>	<b>Teaching Strategies</b>
5 minutes	- Props for different hobbies	- Authentic Materials

**TEACHING ACTIVITY**

1. Use props to demonstrate what different people like to do. Say, “Some people like to (cook, play sports, watch movies, travel).” Show each prop as you say each hobby and act it out.
2. Show each prop again, and elicit answers from students about the name of each activity. Ask students to raise their hands if they like that activity.
3. Act out things you like to do by saying. “I like to \_\_\_\_.”

**STEP 3: DISCUSSION AND COMPREHENSION CHECK**

<b>Time Frame</b>	<b>Materials</b>	<b>Teaching Strategies</b>
5 minutes	- Red, green, and yellow Signal Cards	- Authentic Materials

**TEACHING ACTIVITY**

1. Make true and false statements about the things you like to do and have students use their Signal Cards to indicate true/false/I don't know.

**STEP 4: HIGHLIGHT LESSON FOCUS AND MODEL TASK**



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Time Frame	Materials	Teaching Strategies
10 minutes	- Name tent from Lesson 1 - Markers	

### TEACHING ACTIVITY

1. Refer back to the name tent you made in Lesson One.
2. Model the task by drawing three things you like to do on the back of your name tent. Label each one with the word in English.
3. Have students label the pictures in the student pages for this lesson. For the last two hobbies, they will have to draw and label two of their own hobbies. Allow students time to fill in vocabulary in their books.

### STEP 5: GUIDED PRACTICE

Time Frame	Materials	Teaching Strategies
15 minutes	- Name tent from Lesson 1 - Markers	- Question asking and answering

### TEACHING ACTIVITY

1. Have a student come up and tell him/her, "I like to \_\_\_\_\_. What do you like to do?" Write these sentences on the board.
2. Elicit answers from students. If they don't know the word for their hobby, have them act it out or draw, then repeat the word after you. Then have them say the whole sentence, "I like to \_\_\_\_\_."
3. Repeat with a few other students.
4. With more advanced students say "Tell me more/"

### STEP 6: PAIR OR SMALL GROUP WORK



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<b>Time Frame</b>	<b>Materials</b>	<b>Teaching Strategies</b>
20 minutes	- Name tent from Lesson 1 - Markers	- Question asking and answering - Think, Pair, Share

**TEACHING ACTIVITY**

1. Have students work individually to draw or write what they like to do on the back of the name tent.
2. Next, give students time to share their likes with each other, first in pairs, then in groups. Refer them to the sentence frames on the board, “I like to \_\_\_\_, and you?”
3. Have more advanced students say, “Tell me more,” to encourage them to use more language with each other.

**STEP 7: HIGHLIGHT HOW ENGLISH WORKS**

<b>Time Frame</b>	<b>Materials</b>	<b>Teaching Strategies</b>
15 minutes	- Student Pages	- Question asking and answering

**TEACHING ACTIVITY**

1. Highlight the third person in “he/she likes” by asking a student, “What do you like to do?” Tell the class “He/she likes \_\_\_\_.”
2. Ask students questions about their partners, using “What does he/she like?” Have them answer using “He/she likes \_\_\_\_.”
3. Direct students to the writing practice in their book. Show students the examples that demonstrate what they have just practiced. Then, students will write a few more sentences based on what their classmates like.

**STEP 8: QUICK CHECK AND REVIEW**



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Time Frame	Materials	Teaching Strategies
10 minutes	- Index cards	- Exit Check

**TEACHING ACTIVITY**

1. Have each student write his/her name on the front of an index card. On the back, have students indicate something they like to do either through a word or drawing.
2. As students exit the room, have each one hand the card to you and say “My name is \_\_\_\_, and I like \_\_\_\_.” Keep these cards and use them for the duration of class. For example, every time students need to pair up, work in groups, or answer a question, randomly draw names from the stack.