



# GETTING TO KNOW YOU

**Lesson Length:** 45 minutes

**Vocabulary & 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:** Props to demonstrate hobbies, red/green/yellow Signal Cards, Name Tents from Lesson 1.1, markers, index cards

## STEP 1: ACTIVATE BACKGROUND KNOWLEDGE

Time Frame	Materials	Teaching Strategies
5 minutes	- Props to demonstrate different hobbies (e.g. a wooden spoon for cooking, a basketball, a DVD, etc.)	- 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, say the name of the activity and ask student to raise their hands if they like that activity.

## STEP 2: MINI-PRESENTATION WITH PROMPT

Time Frame	Materials	Teaching Strategies
5 minutes	- Props to demonstrate different hobbies (e.g. a wooden spoon for cooking, a basketball, a DVD, etc.)	- Authentic Materials

### TEACHING ACTIVITY

1. Introduce the concept of “like.”



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2. Act out things you like to do by saying: “My name is \_\_ and I like to \_\_.” Follow up each like by illustrating it on the board.

### STEP 3: DISCUSSION AND COMPREHENSION CHECK

Time Frame	Materials	Teaching Strategies
5 minutes	- Red, green, and yellow Signal Cards	- Signal Cards - True/False Quiz

#### 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

Time Frame	Materials	Teaching Strategies
5 minutes	- Name Tent from Lesson 1.1 - Markers	

#### TEACHING ACTIVITY

1. Refer back to the Name Tent you made in Lesson 1.1. If you have not done this lesson, briefly go over the instructions with the class for how to make Name Tents.
2. Model the task by drawing three things you like to do on the back of your name tent.

### STEP 5: GUIDED PRACTICE

Time Frame	Materials	Teaching Strategies
5 minutes	- Name Tent from Lesson 1.1 - Markers	



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### TEACHING ACTIVITY

1. Have a student come up and tell him/her, “I like to \_\_. What do you like to do?” Point to the corresponding drawing on your Name Tent. Have the student draw or act out something he/she likes to do and say it to the class.
2. Practice with a few other students until they can say, “I like to \_\_. And you?”

### STEP 6: PAIR OR SMALL GROUP WORK

Time Frame	Materials	Teaching Strategies
10 minutes	- Name Tent from Lesson 1.1 - 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. Students should share their likes with each other, first in pairs and then in small groups, using “I like \_\_, and you?”

### STEP 7: HIGHLIGHT HOW ENGLISH WORKS

Time Frame	Materials	Teaching Strategies
5 minutes		

### TEACHING ACTIVITY

1. Highlight the third person ‘s’ in “he/she likes**s**” by asking a student, “What do you like to do?”
2. Tell the class, “His/Her name is \_\_, and she likes**s** \_\_.”
3. Ask students questions about their partners “What does she/he like?” giving students a chance to practice “He/She likes**s** \_\_.”



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## STEP 8: QUICK CHECK AND REVIEW

Time Frame	Materials	Teaching Strategies
5 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 \_\_."

Note: Keep these cards and use them for the duration of the class. For example, every time students need to pair up, work in groups, or answer a question, randomly draw names from the stack.