

STELA Hobbies and interests

Synthetic presentation of the pedagogical scenario: method, interest, target audience...

- Working collaboratively to exchange information,
- Asking and answering wh- questions,
- Talking about hobbies and hobbies,
- Talking about the pictures and photos,
- Describing favourite films, books, music or sports
- Talking to describe pictures and pieces of art,
- Telling stories and discuss plots,
- Creating a poster, a powerpoint presentation to talk hobbies and interests

Collective and/or individual scenario

Duration: 3 hours =3 sessions

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OBJECTIVES

- Talked about the pictures,
- Asked and answered wh questions,
- Talked about hobbies and interests,
- Described hobbies and interests,
- Created a poster or a made a presentation (IT) about your hobbies and interests,
- Talked to an audience about your chosen topic,

<p>CULTURAL SKILLS:</p> <ul style="list-style-type: none"> - Share personal experiences, likes, and hobbies - Appreciate and respect the experiences, likes, and dislikes of others, - Celebrate diversity and uniqueness, - Encourage the flow of communication, - Ask additional questions when not sure 	<p>COMMUNICATION SKILLS:</p> <ul style="list-style-type: none"> - Express personal views in a coherent manner, - Ask and answer wh questions, - Allow for turn-taking, - Present personal information in a short talk about oneself, - Express positive body language and facial expressions -presentation skills 	<p>ESL SKILLS (GRAMMAR, VOCABULARY, PRONUNCIATION, WRITING):</p> <ul style="list-style-type: none"> - Use a range of adjectives and adverbs of frequency to describe your favourite movie, book, or music, - Use punctuation to complete sentences both in speech and in writing, - Use clear speech and intonation,
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Content (courses, explanations, exercises...)

Stages	Duration	By	Trainer's tasks	Trainee's tasks	Guidelines	Documents and Material
<p>S1 Brainstorming-introduction Revision of wh questions</p>	<p>10 mins</p>	<p>Whole class</p>	<ul style="list-style-type: none"> ➤ Display photo and ask students to come up with wh questions about the picture, ➤ Encourage students to ask questions for additional information, 	<ul style="list-style-type: none"> ➤ make wh questions about the picture, ➤ add additional questions, ➤ ask predictive questions 	<ul style="list-style-type: none"> ➤ review the wh questions, ➤ review punctuation rules for wh questions 	<p>Powerpoint task 1</p>
<p>S2 Mini-plenary</p>	<p>20 minutes</p>	<p>Pairs/groups of 3 or 4,</p>	<ul style="list-style-type: none"> ➤ Display the photo prompts and collect wh questions ➤ Ask ss to answer questions about the photos in teams, ➤ Organize the teams, 	<ul style="list-style-type: none"> ➤ Look at the pictures and answer questions in teams, ➤ Discuss your answers in teams first, ➤ Write the answers on sheets provided. 	<ul style="list-style-type: none"> ➤ Read the questions carefully, ➤ Students to discuss ideas first, ➤ Allow brainstorming and use of dictionaries 	<p>Powerpoint task 2A, 2B, 2C</p>

<p>S3 Exhibition style peer to peer review</p>	<p>15 minutes</p>	<p>Groups/pairs</p>	<ul style="list-style-type: none"> ➤ Encourage students to walk around the classroom and read the questions on the posters, ➤ Ask students to add answers and key vocabulary and phrases, ➤ Encourage for error correction, and correction of key spellings, ➤ Ask students to use dictionaries to correct they key spellings ➤ Allow for free writing and brainstorming options 	<ul style="list-style-type: none"> ➤ Read and answer the wh questions on the posters, ➤ Add more questions where necessary ➤ Correct the key spellings, ➤ Use dictionaries if not sure 	<ul style="list-style-type: none"> ➤ Read questions carefully, ➤ Correct key spellings and vocabulary, ➤ Consult in teams if not sure, 	
<p>S4 Whole class feedback to the board</p>	<p>10 minutes</p>	<p>Whole class</p>	<ul style="list-style-type: none"> ➤ Ask students to return to their seats, ➤ Ask for feedback, ➤ Ask what went well and what they would like to improve next time, ➤ Allow for students to note take their answers, ➤ Display their answers on the board 	<ul style="list-style-type: none"> ➤ Return to your original seats, ➤ Think and say what went well in this activity and what would you like to improve next time, ➤ Share your views with the teacher, 	<ul style="list-style-type: none"> ➤ Ask every group for their feedback, ➤ Explain the importance of answering wh - questions in different contexts 	<p>Powerpoint task 2A,2B, 2C with students' responses</p>
<p>S5 Error correction</p>	<p>5 minutes</p>	<p>Whole class</p>	<ul style="list-style-type: none"> ➤ Display some questions/sentences on the 	<ul style="list-style-type: none"> ➤ Check the sentences for mistakes in your teams, ➤ Speak to your partners if they agree 	<ul style="list-style-type: none"> ➤ All sentences displayed on the board, ➤ Nominate students to come up to the board 	<p>Powerpoint task 3</p>

			<p>board with spelling grammar and punctuation mistakes.</p> <ul style="list-style-type: none"> ➤ Ask students to work together to correct them, ➤ Do the first example together, 		<p>and correct the sentences,</p> <ul style="list-style-type: none"> ➤ * give out whiteboards and time ss responses in a quiz like fashion 	
<p>S6 Mini plenary</p>	<p>10 mins</p>	<p>Groups</p>	<ul style="list-style-type: none"> ➤ Display the picture with popular hobbies and the key questions, ➤ Ask students to discuss questions in groups 	<ul style="list-style-type: none"> ➤ Look at the picture and answer the questions in groups, ➤ Allow all participants to share their views, 	<ul style="list-style-type: none"> ➤ Picture and questions displayed on the board, ➤ Monitor the progress and encourage turn-taking, ➤ Allow students to share their opinions, 	<p>Powerpoint task 4</p>
<p>S7 Grammar input Adjectives and adverbs of frequency</p>	<p>10 -15 minutes</p>	<p>Groups</p>	<ul style="list-style-type: none"> ➤ Display the posters from the previous session ➤ Ask students to identify adjectives and adverbs to describe the photos and pictures, ➤ Ask students to highlight adjectives and adverbs in the sentences on the posters, ➤ Use dictionaries to add more describing words 	<ul style="list-style-type: none"> ➤ Highlight the adverbs and adjectives in the sentences ➤ Use dictionaries to add more vocabulary 	<ul style="list-style-type: none"> ➤ Ask learners to create mini dictionaries on the posters, ➤ Ask students to check the spelling, ➤ Encourage cooperation and working well together 	<p>Students' previous work or alternatively: https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Adjectives/Adjectives_to_describe_movies_bx239415dv</p>

<p>S8 Grammar practice</p>	<p>10-15</p>	<p>Individual practice</p>	<ul style="list-style-type: none"> ➤ Ask students to match the key adjectives and with sentences to describe the pictures, ➤ Encourage students to complete their work independently first and then to peer check, ➤ Encourage students to peer check and complete online extension task ➤ Ask for feedback to the board. 	<ul style="list-style-type: none"> ➤ Complete a matching activity independently, ➤ Check with your partner, ➤ Use a dictionary if necessary, ➤ Check with the feedback 	<ul style="list-style-type: none"> ➤ Monitor for clarity, ➤ Concept checking and feedback to the board, ➤ Complete the first example, ➤ Nominate students when asking for answers ➤ Add extension task for early finishers 	<p>Powerpoint task 5 Task 6 adverbs of frequency review or alternatively:</p> <p>https://www.liveworksheets.com/worksheets/en/English as a Second Language (ESL)/Wh_questions/Wh_questions - part 6 bu113843_7dy</p>
<p>S8 Survey activity Wh questions</p>	<p>15 mins</p>	<p>Individual practice</p>	<ul style="list-style-type: none"> ➤ Identify questions to ask for finding personal information, ➤ Elicit questions from the students, ➤ Write/ type the key words on the table questionnaire/ ➤ Allow students to practice pronunciation, ➤ Introduce the milling survey activity, ➤ Ask students to find learners from the class and ask 	<ul style="list-style-type: none"> ➤ Walk around the room and ask and answer the questions from the survey, ➤ When taking answers, write down only the most important facts, not whole sentences, ➤ Ask additional questions for obtaining more information 	<ul style="list-style-type: none"> ➤ Concept check the understanding, ➤ Monitor for support, ➤ Give time limit, ➤ Model the instructions with a student, 	<p>Powerpoint Task 7 Survey</p>

			<p>questions about their hobbies and interests,</p> <ul style="list-style-type: none"> ➤ Encourage students to ask full questions but make notes of key words and phrases only, ➤ Negotiate time needed for this 			
<p>S9 Language practice to describe hobbies, interests</p>	<p>10 minutes</p>	<p>Independent writing</p>	<ul style="list-style-type: none"> ➤ Recap the survey activity, ➤ Introduce the new tasks=independent writing about one of the students, ➤ Identify an example learner and model sentences with the whole class feedback, ➤ Allow students to choose one person they would like to write about from the survey and complete the sentences using adverbs and adjectives, 	<ul style="list-style-type: none"> ➤ Use the survey to write about person's hobbies and interests, ➤ Use the modeled sentences, ➤ Complete your independent writing, ➤ Include the adjectives and adverbs from previous session, ➤ Check for errors, ➤ Proofread your work and use a dictionary to help you. 	<ul style="list-style-type: none"> ➤ Evaluate the survey tasks and choose an example student to write about. ➤ While modeling writing allow for mistakes to be corrected by learners, ➤ Elicit corrections and improvements from learners, 	<p>Survey questionnaires, Students notes</p>

<p>S10 Presentation practice</p>	<p>20 mins</p>	<p>Poster making, presentation</p>	<ul style="list-style-type: none"> ➤ Recap the writing tasks, ➤ Invite students to read out and present their writing, ➤ Ask for adjectives and adverbs in writing, ➤ Introduce the poster-making and/or PowerPoint tasks, ➤ Invite learners to present their hobbies, and interests in the form of posters, PowerPoints or word processors, ➤ Allow students to choose their favourite book, movie, sports and hobbies, ➤ Re-introduce the use of adjectives and adverbs in poster making for presentation, ➤ Affirm that learners will be presenting their creations to the audience in the next session and are expected to talk for 3 to 5 mins ➤ Allow students to choose their own digital tools to present information. ➤ Alternatively, this can be given out as a homework extension with a view to celebrate achievement in the following lesson. 	<ul style="list-style-type: none"> ➤ Use notes to make a poster or PowerPoint about you, ➤ Choose your favourite hobbies and interests such as sports, books, movies etc. ➤ Choose the adjectives and adverbs of frequency to describe your hobbies, ➤ Add captions or short descriptions to your pictures and photos, ➤ use digital tools to present information and share with your classmates, 	<ul style="list-style-type: none"> ➤ Explain the activity and check the understanding, ➤ If possible arrange the use of IT resources, ➤ Allow students the freedom of expressing their own likes, ➤ Monitor for clarity and sense, ➤ Support the writing captions and ideas including the use of adjectives and adverbs ➤ Use word banks if necessary 	<p>Powerpoint task 9 Students own writing/poster making/word processing *Possible alternatives: https://www.liveworksheets.com/worksheets/en/English as a Second Language (ESL)/Introducing_yourself/All_about_me_xj1022478sy Voice recording: https://vocaroom.com/ Record audio with PPoint: https://support.microsoft.com/en-us/office/add-and-record-audio-in-powerpoint-eeac1757-5f20-4379-95f2-0d0cd151d5b8</p>
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<p>S11 Presentation- individual talks to the audience Celebration of achievements</p>	<p>30 mins</p>	<p>Individual presentations (3-5mins)</p>	<ul style="list-style-type: none"> ➤ Introduce learners as they take turns to present their work to the audience, ➤ Remind learners of the importance of appropriate body language and clarity of speech, ➤ Remind the audience to take notes and ask questions at the end of the talk, ➤ Review the code of conduct rules and behavior (being respectful, ready to listen, safe to learn) ➤ At the end of the session ask students to reflect on their learning and identify two things they have learnt and one they would like to improve on. 	<ul style="list-style-type: none"> ➤ Prepare for presentation and talk about your hobbies and interests, ➤ Include the adverbs and adjectives to talk about you, ➤ Answer any questions from the audience, ➤ Remain ready, respectful and safe, ➤ Have a clear voice and appropriate body language, ➤ Review your learning progress and identify two things you have learnt and one you would like to improve on 	<ul style="list-style-type: none"> ➤ Explain the activity and the process of presenting to the audience, ➤ Crowd control and monitor behavior, ➤ Nominate to take notes and ask questions at the end of each talk, 	<p>Students own work Reflections task 10</p>
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