

Directions: Please use this as a guide for dltt_jh_4

Purpose of the lesson: The focus of this lesson is to allow the students to express their own ideas without having to read much of the texts in the material.

SELF INTRODUCTION TIME ALLOCATION: 1 MIN.

[PART A] Greet your student and have a short introduction. Inform your student about the lesson’s goal.

“Good morning/afternoon. Before we start, let’s introduce ourselves to each other.”

(follow the pattern/flow for part A)

[SPEECH REQUIREMENTS] Please follow the table below as requirements for your speaking style and speed in teaching the student.

Student’s level	Speaking style	Speed
Beginner to Low intermediate	Public speaking	120 words per minute
High intermediate to Advanced	Newscasters’ style	150 words per minute

LESSON GOALS TIME ALLOCATION: 1 MIN.

[PART B_1] Read the contents as is.

“Let’s have a look at the goals for today.”

(read each bulleted word in part B_1)

VOCABULARY TIME ALLOCATION: 3 MINS.

[PART C_1] Read the instructions as is.

“We’ll read aloud the words below. Please repeat after me. I will check your pronunciation.”

(please read each word then make the student repeat)

Review the words and praise the student.

“Great job reading the words. Now, let’s review some of them.”

(please send the mispronounced words to your student)

Point at the picture before part D.

“Please look at the picture. What can you see in the image? Please describe as many as you can.”

If the student is struggling, please ask these questions:

- Who are they?
- Where are they?
- How many people are there?

WARM UP ROLE PLAY TIME ALLOCATION: 5 MINS.**[PART D_1]** Read the instructions as is.

“Let’s have a warm up roleplay.”

(point at the picture with the orange bar)

“Two friends are talking each other’s best friends.”

(point at the picture with the speech and thinking bubbles)

(read the speech bubble)

“What kind your person is your best friend?/ What does he/she like?”

(student answers)

Sample dialogue:

Tutor: Tina. Could you tell me about your best friend?
Student: Sure! Her name is Zoey.
Tutor: That's a cute name. **What kind of person is she?**
Student: **She's kind and cheerful.**
Tutor: **What does she like?**
Student: **She likes reading books.**

Any answer from the student is acceptable as long as his/her response to the questions is correct.

Keep the conversation going by:

- having a smooth and easy conversation about the topic
- following/assisting the student if he/she is struggling
- reacting appropriately to the student’s answers

Main grammar theme for this lesson:

- What kind of person is he/she? (Introducing others)
- What does he/she like?

Review some words and sentences and praise the student.

If the student could do role-play smoothly: “You are doing great! Keep it up!”

If the student could NOT do role-play smoothly: “You did your best! Let's practice to get better!”

PRACTICE TIME ALLOCATION: 5 MINS.**[PART E_1]** Read the instructions as is.

“Now, let’s practice the role play below.”

“Two friends are talking about each other’s best friends.”

[PART E_2 – E_6] Practice the conversation below.

Tutor: Tina. Could you tell me about your best friend?
Student: Sure! Her name is Zoey.
Tutor: That's a cute name. **What kind of person is she?**
Student: **She's kind and cheerful.**
Tutor: **What does she like?**
Student: **She likes reading books.**

[PART E_8] Read the instructions as is.

“Let’s have a role play.”

“Let us talk what our friends look like.”

[PART E_9 – E_14] Practice the conversation below.

Sample dialogue:

Tutor: Tina. Could you tell me about your best friend?
Student: Sure! Her name is Zoey.
Tutor: That's a cute name. **What kind of person is she?**
Student: **She's kind and cheerful.**
Tutor: **What does she like?**
Student: **She likes reading books.**

Any answer from the student is acceptable as long as his/her response to the questions is correct.

Keep the conversation going by:

- *having a smooth and easy conversation about the topic*
- *following/assisting the student if he/she is struggling*
- *reacting appropriately to the student’s answers*

Main grammar theme for this lesson:

- *What kind of person is he/she? (Introducing others)*
- *What does he/she like?*

Review some words and sentences and praise the student.

If the student could do role-play smoothly: “You are doing great! Keep it up!”

If the student could NOT do role-play smoothly: “You did your best! Let's practice one more time to get better!”

ROLE PLAY TIME ALLOCATION: 5 MINS.

[PART F_1] Read the instructions as is.

“Let’s have a roleplay.”

“Two friends are talking about each other’s best friends.”

Sample dialogue:

- Tutor:** Tina. Could you tell me about your best friend?
Student: Sure! Her name is Zoey.
Tutor: That's a cute name. **What kind of person is she?**
Student: **She's kind and cheerful.**
Tutor: **What does she like?**
Student: **She likes reading books.**

Any answer from the student is acceptable as long as his/her response to the questions is correct.

Keep the conversation going by:

- *having a smooth and easy conversation about the topic*
- *following/assisting the student if he/she is struggling*
- *reacting appropriately to the student's answers*

Main grammar theme for this lesson:

- *What kind of person is he/she? (Introducing others)*
- *What does he/she like?*

Review some words and sentences and praise the student.

“Great job! You can now talk about your friends!”

REVIEW TIME ALLOCATION: 5 MINS.

[PART G_1] Read the instructions as is.

“Please listen as I read each question once. Then, choose the best answer.”

[PART G_2] Read the first question once.

“I will ask the first question. Please listen carefully.”

“What kind of person is she?”

(pause for about 3 seconds)

“What is the best answer?”

- a. She's kind and cheerful.
- b. Sure! Her name is Zoey.

(student answers)

Review the answer and praise the student.

“Great job answering the first question! Now, let's review your answer.”

“For the first question, the answer is **a. She's kind and cheerful.**”

(send the letter of the correct answer in the chat box)

“What kind of person is she? Please read.”

(student reads the correct answer)

[PART G_4]

Read the second question once.

“I will ask the second question. Please listen carefully.”

“What does she like?”

(pause for about 3 seconds)

“What is the best answer?”

- a. She likes reading books.
- b. Hey, Tina.

(student answers)

Review the answer and praise the student.

“Great job answering the second question! Now, let’s review your answer.”

“For the second question, the answer is **b. She likes reading books.**”

(send the letter of the correct answer in the chat box)

“What does she like?” Please read.”

(student reads the correct answer)

VOCABULARY QUIZ TIME ALLOCATION: 3 MINS.**[PART H_1]**

Read the instructions as is.

“Please choose the correct picture that describes each word.”

[PART H_2]

Read the word and ask which is the correct picture.

“The first word is **BEST FRIEND**. Which is the correct picture, **the left one or the right one?**”

(student answers)

Review the student’s answer and praise him/her.

“Great job answering the first question! Now, let’s review your answer.”

(point at the correct picture)

“For the first word, the answer is the **picture on the left.**”

[PART H_4]

Read the word and ask which is the correct picture.

“The second word is **SMART**. Which is the correct picture, **the left one or the right one?**”

(student answers)

Review the student’s answer and praise him/her.

“Great job answering the second question! Now, let’s review your answer.”

(point at the correct picture)

“For the second word, the answer is the **picture on the left.**”

FREE TALK TIME ALLOCATION: (remaining time)**[PART J_2 – J_3]**

Have a conversation with the tutor.

“Now, let’s have a conversation. I will ask the following questions.”

“What kind of person is your father/mother?”

“What does your father/mother like?”

! IMPORTANT !

Check the student's English conversation level based on his/her response to each question.

Beginner level:

Ask 2 more close-ended (YES/NO) questions for each main question

If the student has no problem answering the questions, you may ask open-ended questions intended for intermediate level and above.

Intermediate level and above:

Ask 2 open-ended questions (WH questions) for each main question

Do not correct the student’s mistakes for this part. Rather, try prompting the student to speak by giving sentence starters or confirming what they said.