

## Learning for themselves: developing learner independence

**Level:** Pre-Intermediate

**Age:** 6–7+

**Time needed:** 60 minutes

**Lesson aims:**

- To revisit phrases for free time activities
- To identify adjectives to describe free-time activities

**Skills:** Speaking, reading, writing, independent learning skills (predicting, self-assessing, reflecting)

**Materials needed:** Worksheet, pen & notebook

2. Ask the learners to label the activities that they really like, the ones they like, and the ones they do not like.

Ask for examples of what they like and model how learners can talk about activities they like, e.g. “*I like making pottery because it is fun.*”

3. Put them in pairs and ask them to talk about the activities they like and do not like. After they have talked to each other, ask a few learners about activities and ask them to tell you why they like or do not like these activities. Encourage the use of full sentences.

### Reading

4. Show the learners the picture of Ole and the statements and ask them to predict what Ole says about his free-time activities. Learners may expect computer games to be interesting, exciting or fun and for museums to be boring. You can explore that different people have different feelings about free-time activities and that it is OK for their opinion to be different from others.

If these words are new for your learners, you can encourage them to use a “Look-Say-Cover-Write & Check” process so that they learn to spell new words themselves. Model, think aloud, and show learners how to use this strategy.

5. Tell the learners to read the text and check their predictions.

Key: a. *relaxing*, b. *boring*, c. *interesting*, d. *exciting*, e. *fun*

6. Have students answer the questions about the reading.

Key: a. *skateboarding* / *baking cakes* (his favourite activity), b. *playing computer games* / *visiting the museum*, c. *playing alone*, d. *a museum in town* / *the park*, e. *after class* / *on Saturdays* / *on Sundays* / *once a month*, f. *his dad* / *his friend* / *his family*.

### Lead-in: We are learning to (WALT)

Begin the class by sharing with the learners what they will be learning to do today. Share the statement “We are learning to describe free-time activities” in chat or on the whiteboard. Ask learners to write it at the top of their worksheet. This will help clarify what they need to know, understand or be able to do by the end of the lesson.

### Warmer

1. Ask learners to look at the images on the worksheet and label the free-time activities without shouting them out.

Key: a. *playing the guitar* / *a musical instrument*, b. *playing football* / *doing sport*, c. *making pottery*

Offer learners any help they may need with vocabulary (e.g. introduce “*skateboarding*” as this is in the text that learners read later) and accept any answers that are similar.

Then ask if they do any of these activities in their free time. Show a thumbs up (physically or with the reaction buttons on an online platform) for yes.

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### Activities

7. Ask learners to look at the different choices of activity and read the instructions to them. Ask them questions so it is clear what they need to do. Guide learners so they are encouraged to follow the model provided in the reading text and mention *where* they do the activity, *when*, and *who with*. Remind them that they can also include adjectives like *boring*, *interesting*, *exciting*, *fun* and *relaxing*. Check how many learners choose to do interviews and see if it is possible for them to interview each other. It is also OK for learners to interview people they live with.

If they need help as they do the task, encourage learners to ask “4B4 me” and to use their brain, books, browser or buddies before asking you.

If you can, organise it so that learners can publish their work on a shared platform such as Google Classroom or Padlet. If this is not possible, they can simply send a photo or their writing to you directly. Remember to share all the examples so that all learners feel included.

8. Ask learners to complete the record sheet and think about why they chose the activity and how well they did the activity. Encourage learners to talk about their feelings towards the task. Perhaps they did not want to interview people because they felt shy. It is good if they can share this.

### Reflection

9. Encourage learners to complete the Head, Hands, Heart table at the end of the lesson. If it is difficult to complete the table in English, you could have learners discuss ideas in their first language and then help them complete it in English.