**LESSON PLAN: DO YOU LIKE SEAFOOD?**

Teachers’ requirements:

- **Use English and avoid Vietnamese** as much as possible throughout the lesson.

- Avoid making long and complex sentences. Instead, **use short, simple sentences and provide explanations** after each sentence. As English beginners, students: (i) only need to understand short, simple sentences; (ii) must not feel intimidated and disheartened by lack of comprehension for complexity.

- Always emphasize the importance of self-study and ask the students to go to the website to practice at the end of the lesson.

- Teachers should **call students in random order** for different parts of the lesson to avoid repetition/boredom.

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| **Slide No.** | **Time** | **Slide name** | **Objective** | **Action** | **Note** |
| Slide 1 | **2 minutes** | Topic’s name | *- The teacher and students get to know each other.* | *- Hi, my name is... I will be your teacher today.*  *- Before we start, I would like you to introduce yourself.* | ***15-20s for each student*** |
| Slide 2 | **2 minutes** | INTRODUCTION | *- Lesson topic and objectives are introduced.* | *- The topic of our lesson today is*  ***DO YOU LIKE SEAFOOD?***  *- You will learn 6 new words, 2 sounds and 1 structure.*  *- At the end of the lesson, you will be able to talk about* ***FOOD*** *using these new words, sounds and structure.* |  |
| Slide 3 | **4 minutes** | WARM-UP VIDEO | *- The students have a first glance of key vocabulary, pronunciation, grammar and conversation for the whole lecture.* | *- We are going to watch a video about* ***FOOD.*** *Please listen to the key words as much as possible.*  *- (Ask 1 or 2 questions) (1 or 2 students):*  *+ What did you hear in the video?*  *+ Do you know the meaning of the word...?*  *+ What is the video about?*  *+ What do you think about the topic?*  *- [Recap] The video is about* ***two people talking about*** ***FOOD (****explain in Vietnamese)* | ***1.5 min for the video*** |
| Slide 4 | **4 minutes** | DIALOGUE | *- The students become aware of the words, the structure and the sounds in the provided dialogue.* | *- First, look at the dialogue. This is the recap of the warm-up video. (The teacher will explain the meaning of the dialogue).*  *- Let’s practice speaking together. First, I will practice with one student.*  *- Then the other students will read the dialogue in pairs.* |  |
| Slide 5 | **7 minutes** | VOCABULARY | *- The students understand the meaning and usage of 6 words related to the topic.* | *- Ok, the next part is Vocabulary: you will learn 6 new words related to* ***FOOD.***  *- I will read the words first. All students please repeat after me.*  *- Now, each student must choose one word and make a sentence with it. (The teacher needs to help the student if the student can’t make a sentence by explaining in Vietnamese or giving an example)*  allergy (n) /ˈalərjē/ – dị ứng / allergic (adj) crab /kræb/  con cua*Crayfish* /'kreifi∫/  */ crawfish (*/'krɔ:fi∫/) – tôm hùm đất ( hay tôm nước ngọt)*Eel* i:l/- con lươn*Oysters*  /'ɔistə[r]/ - con hàu*Octopus -*  /'ɒktəpəs/ con bạch tuộc*Squid-* /skwid/ con mực*prawn* /prɔ:n/ - tôm (loại có 3 chân- sống cửa biển hoặc vùng nước biển nông)*Shrimp*  /∫rimp/ - tôm (có 2 chân, sống ở biển)*Lobster* /'lɒbstə[r]/ - tôm hùm **aquaculture** (noun): - /ˈæk.wə.kʌl.tʃər/ - nghề nuôi trồng thủy hải sản  **canned** (adjective): đóng hộp  **fillet** (noun): **/'filit/** - thịt róc xương shellfish (noun) /'∫elfi∫/ - loài hải sản có vỏ | ***The teacher can correct each student's sentence.*** |
| Slide 6 | **2 Minutes** | PRONUNCIATION | *- The students correctly pronounce 2 sounds and the words containing the sound.* | *- Let's move on to Pronunciation. You will learn about the sounds:* ***/s/ and /ʃ/.***  *- Here are the words that contain the sounds. I will read them aloud then I’d like you to repeat after me. (one on one)*  /s/ is a voiceless consonant sound. To make this sound: Put your tongue forward behind your top teeth first. Then force the air out over the top of your tongue.  It’s pronounced /s/…/s/  Six /sɪks/ Star /stɑːr/ Bus /bʌs/ Class /klæs/ Song /sɔːŋ/  City /ˈsɪti/ Pencil /'pensl/ Sister /ˈsɪstər/ Science /ˈsaɪəns/ Century /ˈsentʃəri/  It’s the worst storm I’ve seen. /ɪts ðə wɜːrst stɔːrm aɪv si:n/ Miss Smith cooks the best feast. /mɪs smɪθ kʊks ðə best fi:st/ Small Stephen still smiles sweetly. /smɔːl 'sti:vn stɪl smaɪlz 'swi:tli/  /ʃ/ is a voiceless consonant sound. To make this sound: Put your tongue up and back a little Push your lip forward into a circle.  It’s pronounced /ʃ/..../ʃ/  She /ʃi/ Shop /ʃɑːp/ Sure /ʃʊər/ Fish / fɪʃ/ Push /pʊʃ/  Special /ˈspeʃl/ Ocean /ˈəʊʃn/ Nation /ˈneɪʃn/ Machine /məˈʃiːn/ Musician /mjuˈzɪʃn/  Share the sugar with Charlotte. /ʃeər ðə ˈʃʊɡər wɪð ˈʃɑːrlət/ She wished she had gone shopping. / ʃi wɪʃt ʃi həd ɡɔːn ˈʃɑːpɪŋ/ Don’t mention her anxious expression. /dəʊnt ˈmenʃn hər ˈæŋkʃəs ɪkˈspreʃn/ | ***The teacher can correct each student's pronunciation.*** |
| Slide 7 | **6 minutes** | GRAMMAR | *- The students know how to form a simple sentence using the provided grammar and previous vocabulary.*  *- Watch the warm-up video for the second time.* | *Today's new structure is:*  ***DIRECT OBJECTS (TÂN NGỮ TRỰC TIẾP)***  ***Subject + Verb + Direct Object***   * ***Định nghĩa: Direct object (Tân ngữ trực tiếp) là người hoặc vật đầu tiên nhận tác động của hành động.*** * ***Vị trí: Đứng sau động từ, chịu tác động của động từ đó.***   *- We use this structure to* ***talk about FOOD.***  *-*  *Now, please make a sentence with this structure and the new words.*  *- Let’s watch the video another time. Please listen carefully. (2 minutes)* | ***Correct students' grammar mistakes.*** |
| Slide 8 | **13 minutes** | CONVERSATION | *- The students can make a simple conversation about the topic. They can use some key words, and the grammar structure they have learned.* | *- Now, let's practice what we have learned today. Each of you will have 3 minutes to talk with me about the topic.*  *- (The teacher needs to provide some suggestions to help the students in case they can’t speak).*  *Suggestions:*  ***+ What is your favorite food?***  ***+ How often do you eat …?***  ***+ Do you like pizza/ soup/ chicken/ etc.?***  ***+ Do you like fast food?***  ***+ Do you think fast food is unhealthy? Why/ Why not?***  ***+ What foods do you think are healthy?***  ***+***   If **you are allergic** to one type of **seafood?**  *- (The teacher’s role: encourages the students to speak out, motivates them, praises the students on their performance. The teacher also can correct their mistakes.)* | ***Correct students' mistakes.*** |
| Slide 9 | **4 minutes** | ASSESSMENT | *- The students know their performance during the lecture: what they have done well and what they need to improve upon, especially along 4 key criteria: fluency, pronunciation, grammar, vocabulary.* | *- Great job. Now I'll give you some comments on your performance. First, …*  *-* ***Do you have any questions? Please raise your hand****.* |  |
| Slide 10 | **1 minute** | WRAP-UP | *- The students consolidate the knowledge gained during the lecture.*  *- The students understand the importance of self-study (with the materials provided on the course website) to their English improvement.* | *- So, let’s review our lesson. - We have learned 6 new words, 2 sounds* ***/s/ and*** /***ʃ/*** *and 1 sentence structure.*  *- To quickly improve your all English skills, and to practice what we have learnt today, soon after this lesson, you must finish your homework by clicking the link on this page (Page 10).*  Link:  https://lmsvo.topicanative.edu.vn/u/login/?next=/activities/lesson/by-resource/5b30e71b1ce68534bf0b3b9a/ | ***Remind students to study on the website.*** |