**LESSON PLAN**

**HOW TO DEVELOP YOUR STRENGTHS AT WORK**

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| **Slide** | **Aims** | **Teacher** | | | **Students** | |
| **Action** | **Suggestions** | **Timing** | **Performance** | **Timing** |
| **Introduction (7 minutes)** | To let students get to know each other and their teacher | Teacher: - reveals some information about him/herself. - asks all students introduce themselves based on the information in the slide | Welcome class! My name is.. I’m … years old and I’m your teacher for this class. Now I would like you guys to take turn and introduce yourself using the following information.  Name Age Job Address Hobby | **40 seconds** | Introduce yourself using the following information.  Name  Age  Job  Address  Hobby | **1 minute/student** |
| To introduce the lesson | - Teacher introduces the lesson | The topic for the lesson today is: **How to develop your strengths at work** and I hope after today’s lesson you will be able to express your ideas related to the topic fluently. | **20 seconds** |  |  |
| **Class rule (30 seconds)** | To let students understand the class rules | - Teacher reads three rules and makes sure the students understand all those rules. | Before starting today's lesson, here are three rules I want you guys to follow:  - Use English only - Practice speaking on a topic under the guidance of the teacher - Don’t do personal things in the class | **30 seconds** | Listen and follow the class rules |  |
| **Teacher - Student (16 minutes)** | To let students review the previous lesson and express their ideas about the topic with their teacher. | Question 1: Teacher explains the game, extend to the students some sentences using these words. | **Vocabulary game: In 30 seconds, list as many “Strengths and weaknesses of people” as possible. Who gets the most correct words will be the winner. Your words must be different from others’.**  **Some strengths:** hard-working, patient, cautious, intelligent, creative, energetic, active, etc.  **Some weaknesses:**   * Taking too many risks * Too critical of other people’s work * Too detail-oriented * Too helpful * Too honest * Work too many hours | **1 minute** |  | **1 minute/student** |
| Question 2: Teachers  - asks all students in the class and know when to stop the student when they go off topic. | **What is your greatest strength? How does it help you?**  **Suggestions:**   * Hard-working   Help:   * Work under pressure * Never feel tired * Etc. | **1 minute** | Students will present, recounted experiences related to the topic (from 3 to 5 sentences) to apply the vocabulary, structures they have learned. | **1 minute/student** |
| Teacher fixes grammatical mistakes arise for students. | You will correct mistakes (grammar, vocabulary, pronunciation) which related to topic. | **2 minutes** | Listen and take note of teacher’s comments. |  |
| **Student - Student (21 minutes)** | To let students express their ideas relating to the current also the previous topics | Question 3: Teacher: - Lets students work in pairs  - Stops students politely when they speak more than the allowed amount of time. - Gives suggestions if necessary (write in chat box). | Ok let's start with question 3: you guys will work in pairs. **“Discuss “What your colleagues often think about you and how to minimize your weaknesses” with your partner.”**  => In case students do not have experience of the situation, the teacher can give some suggestions:   * **What do people think are your strengths? Do you think so?** * **What do people think are your weaknesses? Do you think so?** * **Ways to minimize your weaknesses? (identify, follow rules, etc.)** * **Etc.** | **45 seconds** | Have a short conversation with a partner. | **1 minute 30 seconds /student** |
| - Corrects most common mistakes |  | **45 seconds** | Listen and take note of teacher’s comments. |  |
| Question 4: Role-play: students will apply the knowledge they have learned from the previous lesson to practice and act in the context. Teacher: - Explains the situation. - Lets student practice with their partner/classmate. - Gives suggestions if necessary - Corrects most common mistakes | In the last question, you guys will also work in pairs. Let’s choose one role and act it out with your partner in 3 minutes. - Read the situation for students - Let two students talk with each other.  **Suggestions:**  **What is your greatest strength?** My greatest strength is persistence. “…I work really hard and I don’t give up easily.” Can you get me an example? “Yes. When I was a student, I had problem with physic class.” …I didn’t give up though. …I got it through and I studied really hard. “…Finally, I pass the class with an A. **Do you have any example at work? ”** “Yes. When I was a manager at total entrance, we had a very important quota deadline. ” “…I wouldn’t stop working until we met the quota.” “…I talked to the staff and we all worked really hard to meet the deadline.” What about your greatest weakness? “My greatest weakness would be that I’m not trained in accounting, I can still learn though.” | **1 minute 30 seconds** | Summarize what you have learnt in last lessons | **1 minute 30 seconds /student** |
| **Wrap-up**  **(30 seconds)** | Put things together | Let students have an overview of the aspects related to the topic they have discussed. | *- So, in today’s lesson, we have discussed…*  *- Finally, I kindly request you guys to open the Outline and click on the link on page 5 to practice more at home.*  *Link:*  [*https://lmsvo.topicanative.edu.vn/u/login/?next=/activities/lesson/by-resource/5aa8f94a1ce6853b9e6a44cc*](https://lmsvo.topicanative.edu.vn/u/login/?next=/activities/lesson/by-resource/5aa8f94a1ce6853b9e6a44cc)/ | **30 seconds** | Listen to teacher. |  |