**LESSON PLAN: I'M GOING SHOPPING TOMORROW**

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* ***I'M GOING SHOPPING TOMORROW.***  *- You will learn 6 new words, 2 sounds and 1 structure.*  *- At the end of the lesson, you will be able to talk about* ***GOING SHOPPING*** *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* ***GOING SHOPPING.*** *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*** ***GOING SHOPPING (****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.*  *dress* /drɛs/ *- áo liền váy* *jacket*  /ˈdʒæk.ɪt/ *- áo khoác**scarf*  /skɑː(r)f/ *khăn quàng cổ**skirt /*skɜːt/ *váy ngắn***Jumper /’** dʒʌmp’/ **– váy khoét nách xẻ cổ sâu***Suit /su:t/ - bộ com lê**t-shirt – áo thun**shirt – áo sơ mi* *casual clothes – quần áo* xuềnh xoàngformal clothes- quần áo trang trọng *blazer* /'bleizə[r]/  *– kiểu áo giống suit nhưng đường may thay đổi để tạo thoải mái hơn ( casual clothes)* |  |
| 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* ***GOING SHOPPING.***  *- 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)* | ***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: /****tʃ/ and /dʒ/.***  *- 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)*  /tʃ/ is the voiceless consonant sound. To make this sound, begin to make /t/, then move your tongue back and away from the roof of the mouth as you say /ʃ/. Don't use your voice to say /tʃ/......./tʃ/.  Let's see some examples  Shop /ʃɑːp/ - Chop /tʃɑːp/ Ship /ʃɪp/ - Cheap /tʃiːp/ Wash /wɑːʃ/ - Watch /wɑːtʃ/  Chicken /ˈtʃɪkɪn/ Question/ˈkwestʃən/ Sandwich /ˈsænwɪtʃ/ Cherry/ˈtʃeri/ Chocolate /tʃɔːklət/  Why don't you sit the chair?  /waɪ dəʊnt juː sɪt ɪn ðə tʃer/  Which one do you choose?  /wɪtʃ wʌn du juː tʃuːz/ I’ll have a cheese sandwich.  /aɪl həv ə tʃiːz ˈsænwɪtʃ/  /dʒ/ is a voiced consonant sound. To make this sound: Practice the sound /tʃ/ first  then use the voice to say /dʒ/ ....../dʒ/  Choke /tʃəʊk/ - Joke /dʒəʊk/ Cheers /tʃɪərz/ - Jeers /dʒɪərz/ Cheap /tʃiːp/ - Jeep /dʒiːp/  Enjoy/ɪnˈdʒɔɪ/ College /ˈkɑːlɪdʒ/ Jealous /ˈdʒeləs/ Germany /ˈdʒɜːrməni/  What did you major in? /wʌt dɪd juː ˈmeɪdʒər ɪn/ Would you arrange travel? /wʊd juː əˈreɪndʒ ˈtrævl/ There’s some juice in the fridge.  /ðeərz sʌm dʒuːs ɪn ðə frɪdʒ/ | ***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:*  ***PRESENT CONTINUOUS TENSE – THE AFFIRMATIVE FORM***  ***(THÌ HIỆN TẠI TIẾP DIỄN – THỂ KHẲNG ĐỊNH)***  ***Structure: S+ am/is/are + V-ing + …***  ***- Diễn tả các hành động đang xảy ra ngay tại thời điểm nói***  ***- Diễn tả các hành động đang xảy ra xung quanh thời điểm nói***  *- We use this structure to* ***talk about GOING SHOPPING.***  *-*  *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 are you doing tomorrow***?  ***+ How often do you go shopping?***  ***+ Where do you usually go shopping?***  ***+ Name some things you usually buy when you go shopping.***  ***+ Do you have a favorite clothes shop?***  ***+ (Some examples of clothes and things: belt, dress, hat, jacket, jeans, pants, scarf, shirt, shoes, skirt, etc.)***  *- (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 /****tʃ/ and /dʒ/****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/5b696b561ce6857d02f39a18/ | ***Remind students to study on the website.*** |