**NUCLEAR FAMILIES AND EXTENDED FAMILIES**

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| **Attitude** | | | **Skill** | | | | | **Knowledge** | |
|  | Attitude | Teacher's action | **Skills** | **Elements** | **Levels** | | |
|  |  |  | **Basic** | **Intermediate** | **Advanced** |
| 1 | Topica keeps promise | -Let students watch a warm-up video  -Introduce name and nationality while profile is being shown  -Ask students to send feedback to advisor | **Listening** | Vocabulary | Can understand isolated words: | Can understand simple words and phrases: **Isolation, Privacy, Feud, Cooperative, Marital, Stepmother, Run in the family, Bring sb up**    Can understand words or phrases in a text regardless of the location in the spoken exchanges | Can understand all words and phrases in extended spoken exchanges | **Vocabulary and pronunciation** | Words:  **Isolation, Privacy, Feud, Cooperative, Marital, Stepmother, Run in the family, Bring sb up** |
| 2 | Respectful and serious in class | -Indicate the objectives of the lesson | Grammar | Can understand simple sentences made up from simple grammatical structures | Can understand complex sentences made up from lesson grammar | Can understand extended spoken exchanges using grammar form of lesson |
| 3 | Dare to say, not be shy | -Encourage and give suggestions when students can't answer questions | Can hear the targeted sounds in the extended spoken exchanges |
| 4 | Seriously study LP | -Point out and correct students’ mistakes immediately.  -Show the assessment form for student to review their mistakes | **Speaking** | Vocabulary | Can speak isolated words, phrases and short sentences with the help of teacher | Can use some complex sentences to support opinion | Can flexibly use advanced words and phrases in the lesson to conduct extended spoken exchanges |
| 5 | Actively take part in activities | -Be friendly, willing to answer and create opportunities for students to speak | Grammar | Can speak a simple sentence using targeted grammar: | Can speak complex sentences using targeted grammar:  **Apologize (to somebody) for something** | Can conduct extended spoken exchanges using targeted grammar | **Grammar** | Structure:  **Apologize (to somebody) for something** |
| 6 | Confident | -Avoid negative comments/feedback; make the task easier by making examples, giving suggestions and translation into Vietnamese | Can conduct extended spoken exchanges using targeted sounds |
| 7 | Comfortable | -Be funny, easy going, flexible, helpful and avoid pressure on students  -Show the warm-up video | **Conversation** | Vocabulary | Can create a 5- sentence conversation using simple vocabularies | Can create a medium conversation (about 10 - 12 sentences) using phrases or complex sentences | Can create an extended conversation using lesson vocabularies |
| 8 | Be respectful | -Pronounce students’ names;  -Acknowledge students' study history -Avoid interrupting students' talk, answer students' question, no swear words  -Take note of students’ mistakes in the assessment form. | Grammar | Can create a 5-sentence conversation using targeted grammar. | Can create a medium conversation (about 10 - 12 sentences) using targeted grammar in complex sentences | Can create an extended conversation using lesson grammar |  |  |
| 9 | Practical | -Give student more chances to speak/practice, refer to social knowledge | Can create an extended conversation using targeted sounds |  |  |
| 10 | Happy | -Tell a joke related to the topic, use humorous words/actions, facial expressions and body language |  |  |
| 11 | Friendly | -Regard students as friends, smile and avoid formal words |  |  |  |  |  |  |  |

**Detailed description**

***Notes:***

- Teachers need to call students in random orders for different parts of the lesson.

- If there are fewer than 6 students in a session, let the students answer all the questions using all the suggestions in each section. For example, in the “Wear your word” part, each student will define one word, if there is only one student; let him/her try to define all words.

- Try to take note of students’ answers on the board as much as possible for each section and correct the mistakes (if any).

- Before moving to a new section of the lesson, remember to tell the link between this section with the topic or with the previous section.

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| **Slide** | **Activities** | **Aims** | **Teacher** | | | **Students** | |
| **Action** | **Suggestion** | **Timing** | **Performance** | **Timing** |
| Getting to know  ***4 minutes*** | Teacher’s introduction | To help teacher and students to make acquaintance with each other. | - Teacher reveals some information about him/herself. |  | ***30 seconds*** |  |  |
| Students’ introduction | - Ask the students **to name some specific types of family structures identified by society today and answer the question** | *- To start our lesson, I would like you to* ***answer the following questions:***  ***1. What are the different types of families?***  ***2. What is the most common family structure?*** | **Name some specific types of family structures identified by society today and answer the question** | ***30 seconds/ student*** |
| Topic introduction | To introduce the lesson topic and objectives. | - Introduce the topic and aims of the lesson. | *- Here is what we will learn today: some vocabularies and useful structures to talk about the topic:*  ***Nuclear family and extended family*** | ***30 seconds*** |  |  |
| Speak up  ***7 minutes*** | **Students answer the question** | To warm up the atmosphere and get students ready to learn. | - Ask students to **answer the question** | *- Now, I would like you to* **answer the question:**  ***What is the difference between a nuclear family***  ***and an extended family?*** | ***1 minute*** | - **Answer the question** | ***60 seconds/ student*** |

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| Wear your words  ***10 minutes*** | Learn single words | To learn some vocabularies related to the topic and make sentences with them | - Read the words, and ask each student to repeat all of them on his/ her turn.  - Then, make a sentence using one of the words. | *- In this part, you will learn some vocabularies related to the topic.*  *- Firstly, listen to those words. Then, I will call one by one to repeat all of them.*  *- Now, define one of the words, and make a sentence using one of the words.*  *- Definitions of words:*  ***1. Isolation (n) /ˌaɪsəˈleɪʃn/***  *the state of being alone or lonely*  ***2. Privacy (n) /ˈpraɪvəsi/***  *the state of being alone and not watched or disturbed by other people*  ***3. Feud (n)  /fjuːd/***  *an angry and bitter argument between two people or groups of people that continues over a long period of time*  ***4. Cooperative (adj) /koʊˈɑːpərətɪv/***  *helpful by doing what you are asked to do*  ***5. Marital (adj) /ˈmærɪtl/***  *connected with marriage or with the relationship between a husband and wife*  ***6. Stepmother (n) /ˈstepmʌðər/***  *the woman who is married to your father but who is not your real mother*  *-Example:*  *I would hate to live a life of* ***isolation****.* | ***30 seconds*** | - Repeat the words after the teacher.  - Choose one word to define. Then, make a sentence using one of the words. | ***50 seconds/ student*** |
|  | Learn to use some idiom and phrase | To learn some idiom and phrase and make sentences with them | - Ask students to look at the definition of the given idiom and phrase and make a sentence using one of the given idiom and phrase | *-After learning some vocabularies, we learn some related* idiom and phrase  *- Firstly, look at the meanings of the* idiom and phrase*. Then, make a sentence using one of the given* idiom and phrase  *+* ***Run in the family (idiom):*** *To be a common feature in a particular family*  *+* ***Bring sb up (phrasal verb):***  *To care for a child, teaching him or her how to behave, etc.*    ***Examples****:*   * *My brothers and I have red hair.*   *It****runs in the family.***   * ***Bringing up****children is both difficult and rewarding.* | ***30 seconds*** | - Look at the definition of the given idiom and phrase and make a sentence using one of the given idiom and phrase | ***40 seconds/student*** |
| Essential structures  ***10 minutes*** | Make sentences using grammar structure | To learn how to use the given structure | - Introduce the grammar structures to students.  - Ask students to make a sentence using the given structure. | *- Now, you will learn how to use:*  ***Apologize (to somebody) for something***    *- Next, make a sentence using the given structure.*  *- Example:*  ***- He apologized for his carelessness.*** | ***1 minute*** | - Make a sentence using the given structure. | ***90 seconds/ student*** |
| Raise your voice  ***10 minutes*** | Make a conversation on the topic | To let students talk about the topic | - Discuss the given topic | *- Now, you have learnt useful vocabulary and structures; let’s use them to have a conversation.*  ***In 180 seconds, discuss “The advantages and disadvantages of living in extended or nuclear families” with your partner.*** | ***1 minute*** | - Work in pairs to discuss with your partner the topic.  - Try to use the vocabularies and useful structures learnt in the lesson in their conversations. | ***180 seconds/ pair*** |
| Assessment  ***3 minutes*** | Assess students’ performance | Let students know their progress after each lesson | - Give comments on students’ pronunciation, grammar, vocabulary;  - Ask if students have any questions related to the lesson. | *-Write short comments on the assessment form* | ***3 minutes*** | - Take note of the teacher’s comments;  - Ask the teacher if there is any question. |  |
| What we gain  ***1 minute*** | Put things together | Let students know what they learnt in the lesson | - Summarize the knowledge learnt in the lesson;  - Remind students: "Finally, I kindly request you guys to finish homework by opening the Outline and clicking on the link on page 9."  Link:  <https://lmsvo.topicanative.edu.vn/activities/lesson/by-resource/5a58eb9e1ce685695b97d0cc/> | *- So, let’s have a look at the board for what we learnt today and take notes if necessary.* | ***1minute*** | - Remember what they learnt and do homework. |  |