**LESSON PLAN: MY FAMILY WILL GO FISHING NEXT SUNDAY**

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.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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* ***MY FAMILY WILL GO FISHING NEXT SUNDAY.***  *- You will learn 6 new words, 2 sounds and 1 structure.*  *- At the end of the lesson, you will be able to talk about* ***ACTIVITIES WITH YOUR FAMILY*** *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* ***ACTIVITIES WITH YOUR FAMILY.*** *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*** ***ACTIVITIES WITH YOUR FAMILY (****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* ***ACTIVITIES WITH YOUR FAMILY.***  *- 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)*   * *Lure – mồi câu* * *Rod – cần câu* * *Fishing line – dây câu* * *Net – lưới* * *Hook – móc câu* * *Fly flishing – bay câu cá ( vật móc vào dây câu để soi khi nào cá căn câu)* * *Reel – cần quay dây câu* | ***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:* **/θ/ *and***  **/ð/**  *- 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)*  /θ/ is the voiceless consonant sound. To make this sound, put the tip of your tongue between your front teeth. Blow out the air between your tongue and your top of your teeth  Don't use your voice to say /θ/...../θ/.  Thief /θiːf/ Thin /θɪn/ Three /θriː/ Mouth /maʊθ/ North /nɔːrθ/  Thousand /ˈθaʊznd/ Thirsty /ˈθɜːrsti/ Theatre /ˈθiːətər/ Author /ˈɔːθər/ Everything /ˈevriθɪŋ/  One third is thirty percent, right?  /wʌn θɜːrd ɪz 'θɜːrti pər ˈsent raɪt/ Kathy is the author of the Math book.  /ˈkæθi ɪz ðə 'ɔːθər əv ðə 'mæθbʊk/ I thought he was an athlete.  /aɪ θɔːt hi wəz ən ˈæθliːt/  /ð/ is the voiced consonant sound. To make this sound, practise the sound /θ/ first, then use the voice to say /ð/......./ð/.  This /ðɪs/ Than /ðæn/ Their /ðer/ Bathe /beɪð/ Breathe /briːð/  Without /wɪˈðaʊt/ Father /ˈfɑːðər/ Weather /ˈweðər/ Together /təˈɡeðər/ Clothing /ˈkləʊðɪŋ/  My mother soothed the teething baby.  /maɪ ˈmʌðər suːðd ˈðə tiːðɪŋ ˈbeɪbi/ What are those things over there?  /wʌt ər ðəʊz θɪŋz ˈəʊvər ðer/ Did you go there together?  /dɪd juː gəʊ ðer təˈɡeðər/ | ***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:*  ***SIMPLE FUTURE TENSE (THÌ TƯƠNG LAI ĐƠN)***  ***Structure: S + will + V-infinitive/be + …***   * ***Các trạng từ chỉ thời gian trong tương lai như: in + time (trong … nữa), tomorrow (ngày mai), next day/week/month/year (ngày hôm sau/tuần sau/tháng sau/năm sau), v.v…*** * ***Trong câu có các động từ chỉ quan điểm như: think (nghĩ), believe (tin), expect (kỳ vọng), suppose (cho là, giả sử), v.v…***   *- We use this structure to* ***talk about ACTIVITIES WITH YOUR FAMILY.***  *-*  *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 will you do this weekend?***  ***+ Where will you go?***  ***+ Who will you go with?***  ***+ List some activities you usually do with your family/best friend/husband/wife/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.)*   |  |  | | --- | --- | | (1) | Are you interested in fishing? | | (2) | Is fishing an important industry in your country? | | (3) | Does fishing cause harm to other aquatic life? | | (4) | Do you know of any areas where over-fishing is taking place? | | (5) | Would you like to go big game fishing? | | (6) | Do you think there’s a big difference between fishing and whaling? | | (7) | Do fishing rights cause tensions between different countries? | | (8) | Are there any rules for fishing? | | (9) | Do you like looking at TV programmes about fishing? | | (10) | What dangers do commercial fishermen face?   |  |  | | --- | --- | | (1) | Is fishing a common hobby in your country? | | (2) | What do you know about the history of fishing in your country? | | (3) | Why do you think people like fishing as a hobby? | | (4) | What kinds of fishing do you know about? | | (5) | What equipment do you need to go fishing? | | (6) | Are there any dangers associated with fishing? | | (7) | What do you think are the differences between sea and river fishing? | | (8) | How much skill do you think is involved in fishing? | | (9) | Would you like to go on a fishing holiday? | | (10) | What will happen to fishing if too many species of fish become endangered? | | | ***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* **/θ/ *and* /ð/***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/5b695b071ce6857d01f399de/ | ***Remind students to study on the website.*** |