**LESSON PLAN**

**WHO CREATES LAW?**

**IN WHICH WAY DO PEOPLE CONTRIBUTE TO LAUNCHING LAW?**

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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:  - Reveal some personal information. - Ask all students to introduce themselves based on the information on 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 yourselves 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 discussion today is:* ***Who creates law? In which way do people contribute to launching? law****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 about 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, extends to the students some sentences using these words. | **Vocabulary game:** Vocabulary game: Match each word with its suitable definition.  **Answers:**  **1-c, 2-e, 3-a, 4-d, 5-f, 6-b.** | **1 minute** | List words | **1 minute/student** |
| **Question 2:**  Teacher explains the given questions to the students  Teacher can cut in politely students if they go off the topic. | **Do you think that all laws are good? Why?**  => If students do not have any experiences in the situation, the teacher can give them some  suggestions:   * **I think all laws are good because they are often made by the best leaders of a country.** * **I think almost all laws are made with good purposes but some of them are quite ridiculous.** * **Actually, some laws are quite irrational. For example, in Alaska, a person cannot get drunk in a bar and remain on the premises (which debates the purpose of bars).** | **1 minute** | Students apply the vocabulary, structures they have learned to answer the question  (from 3 to 5 sentences) | **1 minute/student** |
| Teacher corrects students’ mistakes. | You will correct mistakes (grammar, vocabulary, pronunciation) which are related to the topic. | **2 minutes** | Listen and take note of teacher’s comments. |  |
| **Student - Student (21 minutes)** | To let students express their ideas related to the topic | **Question 3**: Teacher:  - Let students work in pairs  - Stop students politely when they speak more than the allowed amount of time. - Give suggestions if necessary (write in chat box). | *Ok let's start with question 3: you guys will work in pair. Discuss the following question with your partner:*  ***If you could change any law, what would it be?***  => If students do not have any experiences in the situation, the teacher can give them some suggestions:   * **It would be illegal for a newspaper to publish "information" that they knew to be false.** * **I'd completely outlaw any kind of animal abuse, which would include raising and killing animals for food.** * **I would definitely ban tobacco in our country. It has affected seriously people’s health for a long time.** * **Etc.** | **45 seconds** | Have a short conversation with a partner. | **1 minute 30 seconds /student** | |
| - Correct the 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 and act in the context. Teacher:  - Explain the situation. - Let students practice with their partner/classmate. - Give suggestions if necessary - Correct the 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.*   * **Unauthorized access to a network is an illegal action.** * **You can be fined up to**   **$ 2,500 if you use a network without permission.**   * **There is a lot of software that identify who are using your network illegally so you had better not do that.** * **Etc.** | **1 minute 30 seconds** | Do the requirements of the lesson.  Listen and take note of the teacher’s comments | **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 together...*  *- Finally, I kindly request you guys to open the Outline and click on the link on page 6 to practice more at home.*  *Link:*  [*https://lmsvo.topicanative.edu.vn/u/login/?next=/activities/lesson/by-resource/5970e2c81ce6853693fdd430/*](https://lmsvo.topicanative.edu.vn/u/login/?next=/activities/lesson/by-resource/5970e2c81ce6853693fdd430/) | **30 seconds** | Listen to the teacher. |  |