**Lesson plan: TODAY’S YOUTH**

**HELP FOR PARENTS OF TROUBLED TEENS**

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| **Slide** | **Aims** | **Teacher** | | | **Students** | |
| **Action** | **Suggestions** | **Timing** | **Performance** | **Timing** |
| **Introduction (6 minutes)** | To let students get to know each other and their teacher | Teacher: - reveals some information about him/herself. - asks all students to introduce themselves using the suggestions 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:  - Nice to meet all of you! During the lesson, if you have any questions, please let me know. Thank you! | 50 seconds | - Introduce yourself using the following information. | 45 seconds/student |
| To introduce the lesson | - Teacher introduces the topic of today’s lesson | Today we will have a discussion about **Help for parents of troubled teens.**  - I hope after today’s lesson you will be able to communicate more confidently when you are in this kind of context. | 30 seconds |  |  |
| **Class rules (1 minute)** | To let students understand the class rules | - Teacher reads the rules for students | Before starting today's lesson, here are three rules I want you guys to follow:  … | 1 minute |  |  |
| **Teacher - Student (15 minutes)** | To let students practice structures they have learned in LS classes and express their ideas about the topic with the teacher. | Question 1: Teacher:- explains the game,  - gives students some new words. | **Vocabulary game: Match each word with its suitable picture.**  **1- E**  **2- A**  **3- D**  **4- C**  **5- F**  **6- B**  - Congratulations on the winner. | 1 minute |  | 1 minute/student |
| Question 2: Teacher: - asks all students in the class to answer  - knows when to stop students when they go off topic.  - uses suggestions in brackets to train students to speak one short paragraph. | And here is the question number 2: **Talk about some troubles you had when you were a teenager.**  **Suggestions:**   * **I didn’t have many friends. They didn’t like to play with me.** * **I couldn’t understand the lessons but I didn’t dare to ask the teachers. I was very bad at studying.** * **I had to learn too much. I didn’t know about the other things but things that were printed in books.** | 1 minute | Each student talks 3-5 sentences | 1 minute/student |
| - Fixes common grammatical mistakes arise for students. | After listening to your talks, I could see some common mistakes that you need to correct it and now I will correct them | 1 minute | Listen and take note of teacher’s comments. |  |
| **Student - Student (21 minutes)** | To let students express their ideas relating to the current and the previous contexts | 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). | 1. Ok let's start with question 3: you guys will work in pairs.   **Discuss your partner the following question: What was the worst punishment that your parents ever gave you when you were a child?**  => If in the case of students do not have experience of the situation, the teacher can give suggestions:   * **I was spanked by my father when I went to my friend’s party without telling him.** * **When I was a kid, I was on punishment for a long time. I couldn't play video games, watch TV, or hang out with my friends.** * **As a child I got hit with a bamboo stick. It really hurt but it taught me to behave. As a mom now I wouldn’t do that to my daughters.** | 45 seconds | Have a short conversation with a partner. | 1 minute 30 seconds /student |
| - Corrects most common mistakes | Instead of using “..” , you can say “..” | 45 seconds | Listen and take note of teacher’s comments. |  |
| Question 4: Role-play:  Teacher: - Explains the situation. - Lets student practice with their partner - 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 **A: Your child is very lazy and never does his/her homework. Ask your friend for some advice.**  **B: You’re A’s friend. Give him/her some advice.**  **A:**   * **My child always lies to me.** * **He is lazy.** * **He never remembers to do his homework**   **B:**   * **You shouldn’t punish him/her.** * **You can create a daily routine for him/her.** * **Why don’t you help your child do his/her homework? It doesn’t take long.**   You will have a conversation **about helping children with troubles.**  Remember to use the structures and words that you have learnt in previous lessons.  Teacher can suggest students some structures to ask and answer:  - | 1 minute 30 seconds | Summarize what you have learnt in last lessons to practice with a partner | 1 minute 30 seconds /student |
| **Wrap-up**  **2 minutes** | To let students understand what they learnt after the lesson | - Summarize the knowledge learnt in the lesson;  - Remind students to do homework. | - Today you guys did pretty great job in using structures in last lessons  - In pronunciation part, you have understood the difference between /ɪ/ and /i:/  - Finally, I kindly request you guys to open the Outline and click on the link on page 6 to practice more at home.  Link Vietnam:  <https://lmsvo.topicanative.edu.vn/u/login/?next=/activities/lesson/by-resource/5a0467521ce685128f2bdd4a/>  Link Thailand: <http://homework.topicanative.edu.vn/local/lemanager/index.php>  .. | 2 minutes |  |  |