**­Lesson plan: Why is fashion important to 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 **why fashion is important to 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:**  **Vocabulary game: Match the words in column A with the definitions in column B.**  **Answers:**  **Garments:** Another word for items of clothes, apparels.  **Accessory:** A thing that you can wear or carry that matches your clothes, for example a belt or a bag.  **Skirt:** A piece of clothing for a woman or girl that hangs from the waist.  **Tank top:** A piece of clothing like a T-shirt without sleeves.  **Runway:** The long stage that models walk on during a fashion show.  **Pants:** A piece of clothing that covers the body from the waist down and is divided into two parts to cover each leg separately  - 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:  **Do you think students should wear uniform at school? Why/ why not?**  Suggestions:  **Students should wear uniform at school because:**   * **Uniform helps students save time selecting an outfit.** * **Uniform helps students reduce discrimination.** * **Uniform helps students create an unified community.**   **Students should not wear uniform at school because:**   * **Uniform may be costly and some people can’t afford to buy uniform.** * **Uniform may be boring and not fashionable.** * **Uniform encourages conformity instead of personality** **or individuality.** | 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). | Ok let's start with question 3: you guys will work in pairs.  **Discuss your partner the following question: How do you think fashion affects teenagers’ lives?**  => If in the case of students do not have experience of the situation, the teacher can give suggestions:   * **Fashion helps teens be confident due to the way they look.** * **Fashion is one of the ways that helps teens show their personality.** * **Teens may face depression when they cannot keep up with the current fashion trends.** * **Teens may waste too much money on clothing.** | 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: Ask your friend why fashion is important to teens.**  **B: You know that teens follow fashion trends to look good in front of their friends and fit in. Talk with him/her.**  **A:**   * **Nowadays, teenagers pay a lot of attention to fashion.** * **I don't know why fashion is important to teens.** * **I don’t understand how they can dress so sexily to the streets**   **B:**   * **Well, fashion plays an important role in teenagers' lives.** * **They want to look good in front of their friends or they can show their personalities through fashion styles.** * **Probably they want to show off that they are rich.** * **They have good financial support from their parents.**   You will have a conversation about **why fashion is important to teens.**  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 /s/ and /ʃ/  - 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/5a044c421ce685128e2bdd49/>  Link Thailand: <http://homework.topicanative.edu.vn/local/lemanager/index.php> | 2 minutes |  |  |