

# Oral Proficiency Material Development Project

## Consolidated Backward Designed Lesson Plan.

Vietnamese Group (Hong Dinh & Hanh Tran)

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**Topic:** Shopping

**Level:** Intermediate mid

**Skills:** Speaking, listening and reading.

**Objectives:**

- Apply the colloquial “money talk” mode of counting (the “tenth” mode - used in shopping/trading transaction) using the ordinal number system:

(Highest Value) + *một, hai, ba, tư, rưỡi, sáu, bảy, tám, chín* (See Appendix 1)

- Employ shopping and bargaining skills, offering a price at market or in store, using the colloquial expressions in Vietnamese.

- Describe colors in Vietnamese (See Appendix 2)

- Asking the price by unit with *bao nhiêu* + unit (how much + unit), or the total amount with *tất cả*

- Describe the most popular clothing and accessories in Vietnamese, and choose the appropriate verb for each category of clothing or accessories:

- Describe calculation in Vietnamese (addition, subtraction, multiplication and division) including decimals, fractions and percentages in Vietnamese

- Convert between metric and non metric measurement of most popular objects (See Appendix 3)

**Assessments:**

1. Telling price of the selected item/reciting the price tag using the colloquial counting mode, and commenting on the price (cheap, expensive or reasonable) and make counter-offers.
2. Describe selected clothing and accessories (name, color, size, brand, etc) in the pictures and apply the correct verb for “wearing” such piece.
3. Read out loud the given calculation, equation (including decimals, fractions and percentages).
4. Calculate and describe most familiar objects (height, weight, distance, volume) in metric system.

5. Role play (or complete a given dialogue) in a shopping and bargaining scenario.

## PROCEDURE OF LESSON 1

### ***Pre-activity:***

Ask students some questions to activate students' background knowledge about shopping and clothes

1. What colors do you like?
2. What type of clothes do you usually buy?
3. What about the price range?

Announce to students that they're going to learn about clothes shopping.

1. Review (cardinal and ordinal) number system up to millions (Using Hanh's Appendix 1)
2. Review vocabulary on color schemes (Using Hong's Color Drill)
3. Review the structures used to ask for price when shopping:

Specific Item + (*giá*) *bao nhiêu (tiền)?*, (how much is this specific item)

and

Category + *bao nhiêu + một + unit?* (how much per unit for this merchandise)

(Using the objects in classroom to request students to ask for price:

book/computer/chair/table/backpack/water bottles; or use Hanh's Appendix 2A as a bridge to Main Activity, pointing to some items in the picture and ask students to ask and tell its price)

### ***Main activity:***

1) Ask students to read out loud/recite in group Hanh's [Dialogue 1](#), then ask and answer these questions in group:

- *Khách hàng muốn mua gì?*

What did the customer want to buy?

- *Khách hàng thích mua màu gì? Vì sao?*

Which color did the customer want to pick/buy? Why?

- *Người bán hàng nói/nhận xét như thế nào sau khi khách hàng mặc thử?*

What did the vendor say/comment after the customer tried it on?

- *Đầu tiên, người bán hàng nói giá bao nhiêu?*

At first, how much did the vendor quote/tell the price?

- *Khách hàng có đồng ý mua với giá đầu tiên đó không? Vì sao?*

Did the customer accept that first quoted price? Why?

- *Sau đó, khách hàng nói muốn mua với giá bao nhiêu?*

After that, how much did the customer counter offer?

- *Người bán hàng có đồng ý với giá khách hàng trả lần đầu không? Vì sao?*

Did the vendor agreed to sell at the customer's first counter-offer? Why?

- *Cuối cùng, họ đồng ý với giá bao nhiêu?*

Finally, what was the price that they agreed on?

2. Ask the students to find the words in the dialogue which mean “ to wear”. The students would find 2 words in the dialogue that are “mặc” and “đi”. Then teacher will input new vocabularies on appropriate verb “ to wear” by describing teacher’s outfit and accessories

- a) Cô / Thầy **mặc** áo trắng (I wear white shirt)
- b) Cô/ thầy **đi** giày đen ( I wear black shoes)
- c) Cô/ thầy **đeo** đồng hồ ( I wear a watch)
- d) Cô/ thầy **đội** mũ ( I wear a hat)

3. Ask the students to match the appropriate verb “ to wear” with clothes and accessories

1) đeo	a) to wear jewelries and accessories (ring, glasses, gloves, etc)
2) đi	b) to wear on the foot and hand (socks, footwears)
3) đội	c) to wear on the head (hat and turban)
4) mặc	d) to wear on the torso (shirt and pants)

### Drill

Drill 1: Show a few pictures from Hanh’s Appendix 2A. Teacher describes the first picture as an example, then have the students describe what the people wear in the remaining pictures including the color. Teacher will help the students with vocabulary if necessary.

Drill 2: Refer to the pictures in Appendix 2A or pointing at the objects in the classroom as merchandise. Asking students to ask for its price (avoid repeating same objects used in Pre-

activity) and then the instructor can act as the vendor for the first time to demonstrate, then ask the students to do this in pairs.

- a. Make bargain using the colloquial expressions (commenting, suggesting, tug-of-war and giving ultimatum).

*đắt/mắc quá*: too expensive;

*giảm/bớt giá được không*: can you reduce the price;

\_\_\_ *nhé*: how about \_\_\_ (counter-offered amount);

*bán cho* \_\_\_ *đi* (please sell to me at \_\_\_ (counter-offered amount));

*thôi*, \_\_\_ *tôi mới mua*: last words, I can only pay \_\_\_ (final offer).

- b. Finalizing the transaction using the colloquial expressions:

*Cho* + Self-address Pronoun + *mua* + Quantity + Classifier + Noun (+ Modifier): I'll take \_\_\_\_\_

Quantity + Classifier + Noun (+ Modifier) *thì/là* + Amount: That would be + \_\_\_ (payable sum).

*Xin gửi* + 2nd person Pronoun + Sum: Here is \_\_\_\_\_ (paid sum)

*Làm ơn trả/thối lại* + Change: Please give me the change of \_\_\_\_\_.

### ***Post-activity:***

Role Play: Ask students to work organize in pairs, and pick a role (A or B) then follow the prompt to complete a dialogue, recite it several times and take turn to perform in front of the class (have at least one group to perform before class dismiss, commenting on it and assign this as homework) ( Pls see Practice 1-Hand out)

Student A: You are in Vietnam and you are going to attend a job interview, so you need to buy a new outfit for the event. However your budget for the outfit is VND \_\_\_\_\_ , so you need to go to an opened market and bargain with the shoop keeper.

Student B: You are a shop keeper. Here is the list of the clothing at your store with the price range for each item. You try to sell for higher than the given price range, but you must sell if the customer pays at or higher than the minimum price. Make sure to include paying and giving change back in your role play.

## PROCEDURE OF LESSON 2

### ***Pre-activity:***

Review the “money talk” mode and bargaining phrases by having a few groups/pairs perform the role play skit assigned as homework from Lesson 1.

Announce that students are going to learn how to recite calculation, including fraction and percentages in Vietnamese.

Announce that students are going to be introduced to metric system and conversion between the two systems of measurement.

### ***Main-activity:***

1) Introduce the way to read calculation in Vietnamese (addition, subtraction, multiplication and division) including decimals, fractions and percentages:

<i>A cộng (với) B bằng/là C</i>	A plus B equals C
<i>A trừ (đi) B còn/bằng C</i>	A minus B equals C
<i>A nhân (với) B bằng/là C</i>	A multiply with B equals C
<i>A chia (cho) B bằng C</i>	A divide by B equals C
No. + <i>phẩy/phết</i> + decimal	No. + point + decimal
Numerator <i>trên/phần</i> Denominator	Fraction expression
No. + <i>phần trăm</i>	Percentage expression

2) Ask students to read aloud/recite in groups Hanh’s [Dialogue 2](#)

### **Drill 1:**

- Create some calculation/math problems and ask students to solve them and read out loud the calculation process (not just the result).

Examples:

$$45 + 54 = ?$$

$$78 - 12 = 66$$

$$15 \times 3 = 45$$

$$150 : 3 = 50$$

$$3/4 - 1/4 = 1/2$$

$$2,50 + 0,25 = ?$$

$$5,05 - 1,1 = ?$$

$$2,018 \times 0,1 = ?$$

$$35\% + 12\% = ?$$

b. Apply such calculation to calculate sums of money using “money talk”/tenth mode:

Examples:

$$\$2.50 + \$1.25 = ?$$

$$\text{VND } 5,500,000 - \text{VND } 1,200,000 =$$

$$\text{VND } 3,900,000 + \text{VND } 850,000 + \text{VND } 25,000 =$$

$$\text{VND } 9,500,000,000 \times 10\% =$$

2) Introduce metric system and conversion table (Hanh’s [Appendix 3](#)).

### Drill 2:

Ask students to refer to the table and tell measurements of the most familiar objects in both metric and non-metric system:

Person *cao* \_\_ (tall/height),

[*cân*] *nặng* \_\_ (weight),

Area *rộng* \_\_ (area),

Place *cách* Landmark (*khoảng*) \_\_ (distance)

### Drill 3:

- a. Ask students to refer to the items/merchandise in each conversation in the above Dialogue and ask/tell current price in the US, using the US currency and non-metric system.
- b. Assign students in pairs to role play the conversation at fruit stall from the above Dialogue, using Hong’s [Fruit Price List](#) (including: to ask and tell price, bargain, calculate total amount, round up and pay, repay the change)

### Post-activity:

Role Play: Ask students to work organize in pairs, and pick a role (A or B) then follow the below prompt to complete a dialogue, recite it several times and take turn to perform in front of the class (have at least one group to perform before class dismiss, commenting on it and assign this as homework)

Student A: You are a study abroad student in Vietnam and you are inviting a group of friends over for a weekend dinner. You need to go grocery shopping to prepare for that host dinner within the budget of VND \_\_\_\_\_, so you need to go to an opened market and bargain with the shop keeper.

Student B: You are a grocery shop keeper in Vietnam. Here is the list of goods at your store with the price range for each item. You try to sell for higher than the given price range, but you must sell if the customer pays at or higher than the minimum price. Upon checking out, tell the customer how you calculate the sub total for each item, and round up the total amount. Make sure to include paying and giving change back in your role play.