

Oral Proficiency Lesson Plan - Vietnamese language
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Lesson Topic: Clothing and Shopping

Level intended: Novice High (2nd semester)

Duration: 4 lessons of 50 min. each.

Student body: (Mostly) non-heritage learners.

Objectives. At the end of this lesson, students will be able to:

- describe various clothing items accessories/shoes and colors, using....
- discuss clothing including clothing styles and preferences
- request a merchandise in their colors, sizes, etc.
- request to try on clothes, shoes
- request for different sizes, colors, and styles
- ask for prices and bargain
- pay for items purchased with payment options (cash, credit cards, etc.)

Materials:

- pictures or photographs of various articles of clothing, shoes, accessories
- pictures of colors/ color swatches
- small pictures of items, paper money for shopping game
- actual articles of clothing

Review vocabulary: small and big numbers, colors

New vocabulary with appropriate classifiers:

- **Quần áo – Clothes:** -áo –*top*; quần – *pants*; quần tây – western trousers; quần sọt/quần ngắn/quần short – short; áo đầm – *dress*; áo dài – *VN traditional dress*; áo sơ mi – *shirt*; áo phông – *T-shirt with logo*; áo thun – *T-shirt*; áo choàng – *jacket*; áo len /áo lạnh – *sweater*; áo măng tô – *coat*; váy – *skirt*; áo tắm – *swimsuit*; quần tắm – *swim trunk*
- **Giày dép – Shoes:** giày – *shoes*; xăng-đan – *sandals with sling back*; dép – *sandals*; giày thể thao – *sneakers*; giày cao gót – *high heels*
- **Phụ kiện / Accessories:** khăn choàng – *scarf*; mũ/nón – *hat*; túi xách-*handbag/purse*; mũ kép/mũ kết – *baseball cap*; cà vạt – *tie*; vớ - *sock*; găng tay – *gloves*; thắt lưng/giây nịt - *belt*
- **Màu sắc / Colors:** màu cam – *orange*; màu hồng – *pink*; màu xám – *grey*; màu tím – *purple*
- **Linh tinh / Miscellaneous:** cỡ / số - *size*; vừa – *to be fit*; chặt – *to be tight*; rộng – *to be large*; tay dài – *long sleeves*; tay ngắn – *short sleeves*; kiểu – *style*; thử - *to try [it] on*; mặc thử - *to try on*
- **Classifiers:** cái, chiếc, đôi, sọt, dây, bộ

Relevant vocabulary: size, big, small, long, short, style, to try on, to fit well, to be suitable, etc.

Relevant grammar points/phrases:

- Inquiring about an item: Do you have x? *Chquiring about*
- Inquiring about the item in a specific color: Do you have x in y color? *Chị có x màu y không?*
- Inquiring about the item in a specific size: Do you have x in z size? *Chị có x cỡ z không?*
- Asking for a price with *bao nhiêu tiền* (how much money)?
- Bargaining with “*bớt cho tôi/em được không?*”
- Closing the sale with giving the salesperson with “*đây, gửi chị xx VND*”.
- Differentiate different the verb(s) “to wear” depending on the clothing article. For example: to wear clothing (*mặc*), to wear a hat (*đội*), to wear shoes (*đi*), to carry a purse (*mang*); to take off (*cởi*).

Day 1

Objective: Students will be able to describe their own clothing and other’s clothing using correct classifiers and verbs to wear

Duration	Tasks
Pre-class	Prior coming to class, students were asked to make a list, study and memorize the vocabulary listed above.
In class 5-7 min.	<p>1. Introduction & Review</p> <ul style="list-style-type: none"> • Explain the objectives of the lesson • Review the prerequisite vocabulary words using pictures including numbers
15-20 min.	<p>2. Presenting and practicing vocabulary in context: Clothing items and accessories, colors, appropriate classifiers, and different verbs “to wear”, to take off:</p> <ul style="list-style-type: none"> • Show pictures of clothing items and say what they are using appropriate classifiers and color. For example: -<i>mhow pictures of clothin</i> - a pair of sandals in cream color -<i>m- a pair of sandals in cream</i> - a purple scarf • Show pictures of clothing items and ask students to say what these are. • Describe what you are wearing in sentences and have students repeat after each sentence. For example: -<i>Hôm nay cô mt you are wearing in sent</i> Today I am wearing a blue top. -<i>Cô mday I am wearing a blue top</i> I am wearing a pair of trouser in black. -<i>Cô đi m wearing a pair of trouser</i> . I am wearing a pair of shoes also in black. • Describe what people wear in pictures in sentences and have students repeat. • Wear clothing items or accessories and take them off and say what you do: -<i>Cô Thúy đội nón.</i> >> <i>Cô Thúy cởi nón.</i> -<i>Cô Thúy đeo khăn choàng.</i> >> <i>Cô Thúy cởi khăn choàng.</i> • Mime the action of wearing and taking off clothing items and accessories and have each student describes your action

10 min.	<p>3. Activities for receptive skills --> productive skills:</p> <p>a. Give students a worksheet to match correct clothing items with their description and to fill-in-the blank descriptions of clothing items.</p> <p>b. Students listen to the description of what different people wear and number the correct pictures</p> <p>c. One student describes what another student in the class is wearing. The rest of the group has to guess who that student is.</p>
5 - 8 min.	<p>4. Guided activity - Role play:</p> <p>One student is a fashion consultant (A) and the other student (B) is a customer. Student B asks student A for fashion advice on what to wear depending on the situations: for an interview, go on a date, go to the beach, etc.</p>
5 min.	<p>5. Student report</p> <p>Students report to the class their partner's preferences</p>
5 - 7 min	<p>6. Wrap Up: Spelling/Dictation</p> <p>Give students an informal dictation on the vocabulary learned in clusters and in sentences. Students write the vocabulary on the blackboard to check for the spelling.</p>
N/A	<p>7. Follow-up activities – Homework assignment</p> <p>Writing activities:</p> <p>a. Write a short paragraph to describe what you are wearing today (be sure to include colors, use appropriate classifiers, and verbs “to wear”) and what you and your date wore on your first date or on a chosen day that is most memorable for you.</p> <p>b. Your Vietnamese pen pal is going to visit you soon. She/He asks your advice what kind of clothes to pack for her/his two-week trip. Give her/him some advice based on the current weather where you live.</p>

Day 2

Objective: Students should be able to

- Ask about a specific clothing item (in a specific size/color) at a store:
 - *Chị có x không?* Do you have x?
- Ask the price of a specific clothing item (in a specific size/color) at a store:
 - *Cái áo màu tím này bao nhiêu tiền?* How much is this purple shirt?

Duration	Tasks
Pre-class	<p>Prior coming to class, students are required to</p> <ul style="list-style-type: none"> -review and practice writing vocabulary, phrases, and expressions from Day 1. -read related grammar points complete related practice exercises in a textbook (if used one) to submit as homework

<p>In class: 5-10 min.</p>	<p>1. Warm-Up/Review</p> <ul style="list-style-type: none"> -Review all vocabulary learned from Day 1 -Explain the objectives of today lesson -Call on a few students to describe what they and their classmates (and teacher) are wearing today -Ask students how often they shop for clothes and where they shop -Talking about the differences between clothing sizes in the U.S. and in Vietnam -Talking about Vietnamese currency the current currency exchange rate
<p>5-10 min.</p>	<p>2. Presenting and practicing new materials</p> <ul style="list-style-type: none"> -Display actual clothing items or pictures of articles of clothing on the first-row table and tell the students sitting on that table to pretend they are vendors. -Ask several questions about several clothing items and have the class repeat. <ul style="list-style-type: none"> --<i>Em có áo len không?</i> Do you have [sell] sweaters? --<i>Em có giày thể thao màu trắng không?</i> Do you have sneakers in white color? --<i>Em có áo đầm cỡ M (số 40) không?</i> Do you have dresses in size M? --<i>Tôi thử cái áo này được không?</i> Can I try on this blouse? -Students asked and answer with <i>Dạ có.</i> or <i>Dạ không.</i>
<p>5 min.</p>	<p>3. Guide exercises</p> <ul style="list-style-type: none"> -Students work in pairs to take turns asking for several clothing items in a particular color, then in a particular size based on the given prompts or based on the pictures given to their partners. <p>a. blue T-shirt c. black jeans e. brown handbag b. pink skirt size M d. brown shoes size 39 f. navy dress size L</p>
<p>10 min</p>	<p>4. Guided activities</p> <p>a. Students work in pair and take turn to ask questions based on given English prompts. Student A and student B have different set of prompts and cannot read each other prompts.</p> <p>Student A's prompts:</p> <ol style="list-style-type: none"> 1. Do you have any conical hats? 2. How many pairs of jeans do you have? 3. Is there an umbrella in this room? 4. How do you say “boots” in Vietnamese? 5. Which colors do you like most? <p>Student B's prompts:</p> <ol style="list-style-type: none"> 1. Do you have any yellow raincoats? 2. How many sweaters s/he has? 3. Do you like wearing watches? 4. When you go out on Friday, what do you wear?

	<p>5. Do you like short-sleeved shirts or long-sleeved shirts?</p> <p>b. After completing the activity, students report their findings to the class to find out how many students have the same answers on each question.</p>
5 min.	<p>6. Shopping pre-activity</p> <ul style="list-style-type: none"> -Review big numbers -Pick up several clothing items or pictures of clothing and ask several students for the price. To give answers, they can make up the price of each item. <p>For example:</p> <ul style="list-style-type: none"> --<i>Cái áo len này bao nhiêu (tiền)</i> – How much is this sweater? --<i>Cái áo len này giá bao nhiêu?</i> - How much is this sweater? --<i>Hai trăm ngàn</i> -Two hundred thousand [đồng]. <ul style="list-style-type: none"> -Have students repeat after each sentence.
5 min.	<p>7. Communicative activities – Shopping Role play</p> <p>Students work in pair to take turns being customer and vendor asking the price of several clothing items (give students pictures to use as prop)</p>
5 min.	<p>8. Spelling and vocabulary retention:</p> <p>If time permits, give students short dictations/cloze exercise with key vocabulary and phrases missing (students have to fill-in those blanks).</p>
1-2 min.	<p>9. Wrap Up: Exit slip. Instructor gives students exit slip on what they have learned from the past two lessons.</p> <p>Formative Assessment: Instructor checks on students’ vocabulary retention and usage of vocabulary in context through various in-class activities and takes notes for future lesson plans.</p>
N/A	<p>10. Follow-up activities – Homework assignment</p> <p>Writing activities: Imagine you are in Vietnam and will return home shortly. What will you buy for your family and friends? Describe in details the souvenirs you buy and how much they cost.</p>

Day 3

Objective: Students should be able to bargain and negotiate and close the transaction and ask choice of payment accepted (cash or credit card)

Duration	Tasks
Pre-class	Prior coming to class students are required to -review and practice writing vocabulary, phrases, and expressions used in

	<p>bargaining in the textbook or handout.</p> <p>-Do exercises to submit as homework</p>
<p>In class: 7-8 min.</p>	<p>1. Warm Up/Review</p> <p>-Review the vocabulary learned</p> <p>-Review grammar points and phrases</p> <p>-Ask students to brainstorming expressions needed to go shop for clothes (including bargaining) in Vietnam and write them on the board</p> <p>-Discuss the most popular method of payment when shopping in Vietnam: cash versus bank checks, traveler checks or credit cards</p> <p>-Ask students to share their own shopping experience and the do's and don'ts when shopping in Vietnam.</p>
<p>10 min.</p>	<p>2. Presenting and practicing new materials</p> <p>a. Bargain in several ways:</p> <p>-Model how one should bargain in Vietnamese with:</p> <p>--<i>Chị bớt cho tôi được không?</i> Can you lower the price for me?</p> <p>--<i>Chị giảm giá cho tôi được không?</i> Can you lower the price for me?</p> <p>--<i>Hai trăm rưỡi đi!</i> Two hundred fifty [đồng]!</p> <p>-Have students repeat after each question modeled and produce them with give substitute prompts</p> <p>b. Expansion of bargaining:</p> <p>-Model the following mini-dialog:</p> <p>Seller: <i>Cô mua hai cái tôi sẽ bớt cho.</i> [If] you buy 2, I will lower the price for [you].</p> <p>Buyer: <i>Hai chiếc bao nhiêu tiền?</i> How much is it for 2 (or 3)? etc.</p> <p>-Have students repeat after each sentence and ask them to re-produce them with substituted vocabulary</p> <p>c. Closing the transaction:</p> <p>-Model the following mini-dialog:</p> <p>--<i>Đây tôi xin gửi chị ba trăm [nghìn đồng].</i> Here is three hundred [thousand đồng].</p> <p>--<i>Xin gửi lại cô năm mươi nghìn.</i> [I would like] to give you back fifty thousand.</p>
<p>15 min</p>	<p>3. Writing a skit/Preparing for a role-play</p> <p>a. Students have to memorize phrases from existing dialogues (see #2 above) between a customer and a seller to perform in class.</p> <p>b. Students work in pair to create a mini-dialogue a customer and a seller. Practice with the classmates. Substitute for different items and prices. Students also take turns to do both the buyer and seller roles.</p>

	<p>Người bán hàng/Seller - Chào anh. Anh muốn mua gì ạ? Khách hàng/ Buyer: - Chị có áo phông màu tím không? NBH/Seller - Vâng, có. Anh muốn mua cỡ số nào/ cỡ số mấy? Buyer - Tôi cần cỡ L. NBH/Seller - Đây, mời anh xem. Buyer - Cái này bao nhiêu tiền? NBH/Seller - Hai trăm ngàn. Buyer - Đắt quá! Chị bớt cho tôi được không? NBH/Seller - Anh mua mấy chiếc/cái? Buyer - Nếu rẻ tôi sẽ lấy hai. NBH/Seller - Hai cái 375 ngàn nhé? Buyer - 350 đi NBH/Seller - Thôi, được.</p>
5-10 min	<p>4. Performing a skit -Students practice their skit in small groups -Students perform their skit without reading notes to the class -Other students listen and complete peer reviews</p>
2-3 min.	<p>5. Wrap Up. -Share with students your feedback and go over on the common mistakes.</p>
N/A	<p>6. Follow-up activities – Homework assignment Writing activities: Imagine that you went on a shopping spree at Ben Thanh Market in Saigon today. Call a local Vietnamese friend and talk about your shopping experience. Write a dialogue between you and your friend in which s/he should ask you what you bought and how much, if you bargained, etc. Listening Activities(if available): Students listen to audio passage of a dialog between two friends who just came back from a shopping trip at a department store to find out what they each bought.</p>

Day 4

Objective: Students should be able to describe the items they want to buy or to sell, ask to see an item ask the price, and bargain at a “real” store/market setting.

Duration	Tasks
Pre-class:	<p>Besides completing homework assignments as listed in follow-up activities of Day 3, students must -review and practice writing <u>all vocabulary</u> learned this week, including phrases and expressions for shopping and bargaining -review <u>all grammar points</u> of this lesson</p>

	-review all returned homework and check for misspelling
In class 10 min.	<p>1. Review activities</p> <ul style="list-style-type: none"> -Review key vocabulary in clusters: students write vocabulary on boards when they hear the English prompts or seeing picture prompts -Review all phrases and expressions related to objectives listed for Days 1-3. -Ask students if they have any questions
20 min.	<p>2. Shopping Game</p> <p>Step 1. In this activity, students are divided into two groups and each group is assigned one of two roles buyers or sellers.</p> <p>Step 2. Both sellers and buyers are both given some paper money to spend.</p> <p>Step 3. Stalls will be set up with pictures of the items represent goods or merchandise ready to sell .</p> <p>Step 4. Shopping!</p> <p>a) Buyers have a shopping list and a spending budget. Their goal is to buy ALL items on their given shopping list within their spending budget. For example:</p> <ul style="list-style-type: none"> - 1 pair of blue jeans - 1 long skirt - 2 backpacks, one blue, one red - 4 pairs of socks <p>b) Sellers: Sit at their stalls with a variety of goods in front of them (cut-up pictures from magazines and catalogues). Their goal is to sell and compete with other vendors to sell out all their merchandise.</p> <p>Step 5. After the buyers have finished buying everything on their list, they must bring the items back to the teacher, and cite all the items bought and how much they paid for each item.</p> <p>-If time permits, students will switch roles so that everyone will get a chance to be both a buyer and a seller and practice everything they have learned.</p>
20 min	<p>3. Chapter Quiz</p> <p>Vocabulary, grammar and shopping phrases.</p>