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| **School: ………………………………………..** | **Date:……………………………………..** |
| **Class: …………………………….....................** | **Period: …………………………….........** |

**UNIT 1: FAMILY LIFE**

**Unit 1,** Lesson 3.2 – Writing**, (page 11)**

**1. Objectives**

By the end of this lesson, students will be able to…

* 1. **Language knowledge & skills**

- know and write about *text messages*.

- practice writing text messages using text language.

**1.2. Competences**

- improve Ss’ communication, collaboration, analytical and critical thinking skills.

**1.3. Attributes**

- develop accountability.

**2. Teaching aids and materials**

**- Teacher’s aids:** Student’s book and Teacher’s book, class CDs, Digital Book, (DCR phần mềm tương tác SB, DHA (từ vựng/ cấu trúc) phần mềm trò chơi tương tác) projector / interactive whiteboard /TV (if any), PowerPoint slides.

**- Students’ aids:** Student’s book, Workbook, Notebook.

**3. Assessment Evidence**

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| **Performance Tasks** | **Performance Products** | **Assessment Tools** |
| - Match symbols with its meanings.  - Read and underline text language.  **-** Practice writing full sentences using text language.  - Practice writing making and responding to a message. | **-** Ss’ activity on handout and their performance.  - Ss’ reaction to tasks.  - Ss’ answers.  - Ss’ answers/ presentation. | - T’s feedback.  - T’s feedback.  - T’s feedback/ DCR.  - T’s feedback/Peers’ feedback. |

**4. Procedures**

**A. Warm up: 5 minutes**

a. Objectives: to raise the Ss’ understanding of text language and get them ready for the lesson.

b. Content: Matching symbols with its meanings.

c. Expected outcomes: Ss can have general idea about text language.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Matching**  - Introduce the activity.  - Give Ss handout and ask them to match individually.  HANDOUT   |  |  | | --- | --- | | **Text language** | **Meanings** | | 1. >:-( | Happy | | 2. :-) or :) | Happy Tears | | 3. :-D | Surprised | | 4. :-o | Laughing | | 5. :') | Angry |   - Get some Ss to write their answers on the board.  - Check the answers and lead to new lesson. | - Listen to T.  - Complete the task individually.  - Present their answers on the board.  ***Suggested answers***   |  |  | | --- | --- | | **Text language** | **Meanings** | | 1. >:-( | Angry | | 2. :-) or :) | Happy | | 3. :-D | Laughing | | 4. :-o | Surprised | | 5. :') | Happy Tears | |

**B. Presentation: 7 minutes**

a. Objectives: to prepare Ss for the speaking and writing tasks.

b. Content: **Writing, task a.**

**Task a.** Read about text language, then read Adam's text message again and underline all the text language.

c. Expected outcomes: Ss can get the meanings of text language.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Writing, task a.**  - Have Ss work to look at the Skill box, and Adam’s text message (using DCR).  - Get them to underline text language, and then share the answers with a partner.  - Give them time to work.  - Move around to give help if necessary.  - Call some to write their answers on the board.  - Give feedback. | - Do as told.  - Give answers.  ***Answer Keys*** (Use the DCR) |

**C. Practice: 18 minutes**

a. Objectives: to help Ss practice listening and reading for specific information.

b. Content: **Writing, task b and Speaking, tasks a, b.**

**- Writing, task b:** Rewrite the text messages in full sentences with proper punctuation and spelling. Use the skill box to help you.

**- Speaking, task a:** In pairs: Talk about the last time you texted somebody to request something. What did youask for? How did you make the messages shorter with text language?

**- Speaking, task b.** You need to ask your friend for help. Choose your role and plan your messages to make and respond to a request.Think about the following questions: **Who? What? When? Where? Why?**

c. Expected outcomes: Ss can complete the tasks correctly and develop their speaking and writing skills.

d. Organization:

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| **Teacher’s activities** | **Students’ activities** |
| **Writing, task b**  - Ask Ss to have a look at the text messages before writing them in full sentences (using DCR).  - Have them share their writing with a partner.  - Get answers from Ss.  - Give feedback if needed. | - Study the text messages.  - Write them in full sentences.  - Share the answers  - Give the answers.  ***Answer Keys*** (Use the DCR) |
| **Speaking, task a**.  - Introduce the task (using DCR).  - Ask Ss to look at the instruction before working in pairs.  - Elicit the answers from Ss.  - Listen and give comments. | - Study the instruction.  - Work in pairs to talk about their last experience of using text language.  - Share the answers with a partner.  - Give answers.  ***Ss’ own answers.*** |
| **Speaking, task b**  - Introduce the task (using DCR).  - Have students work in pairs, discuss and choose their roles.  - Have students plan their messages. Then share the answers with their partners.  - Call some students to share the answers with class.  - Listen and give comments. | - Listen to T.  - Work in pairs and choose roles.  - Plan the message and share with partner.  - Give answers.  ***Ss’ own answers.*** |

**D. Production: 10 minutes**

a. Objectives: to help Ss to use the language and information in a real situation.

b. Content: **Let’s write**.

Now, with your partner, take turns to write messages making and responding to a request. Use the Feedback form to help you.

c. Expected outcomes: Ss can make and respond to a text message meaningfully.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Let’s write**  - Ask Ss to work in pairs.  - Introduce the task to Ss (using DCR).  - Set the time for Ss to do.  - Get around to give help and take notes of some mistakes.  - Call some to write their text messages on the board.  - Check and give comments. | - Work in pairs  - Do as directed.  - Present their answers.  ***Ss’ own answers.*** |

**E. Consolidation and homework assignments: 5 minutes**

**-** Make a list of other popular text language teenagers often use.

- Do exercise in workbook on page 7.

- Prepare the next lesson: Lesson 2.1 – Vocabulary & Reading, (page 12).

- Practice vocabulary in the Notebook page …..

**5. Reflection**

a. What I liked most about this lesson today:

…………………………………………………………………………………………

1. What I learned from this lesson today:

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c. What I should improve for this lesson next time:

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