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| **Teacher in charge: Nguyen Kiem** | **Date: Sep 5th, 2022.** |
| **Class: 10/1, 10/6, 10/11.** | **Period: 3** |

**UNIT 1: FAMILY LIFE**

**Unit 1, Lesson 1.2 – Grammar, (page 5)**

**1. Objectives**

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

**1.1. Language knowledge & skills**

- talk about how often the members of their family do each household chore every day at home using the adverbial phrases of frequency (*once, twice, every*).

- write how often someone does the household chores.

- practice asking and answering about Ben’s chores.

- improve writing and speaking skills.

**1.2. Competences**

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

**1.3. Attributes**

- become a good and responsible family member.

**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** |
| - Revise the chores and introduce the adverbial phrases of frequency.  **-** Write sentences about the prompts.  - Write sentences about Ben’s chores.  - Ask and answers about Ben’s chores. | **-** Ss’ reaction to clip and their notes in notebooks.  - Ss’ answers.  - Ss’ performance.  - Ss’ answers/ presentation. | - T’s feedback.  - T’s observation/ DCR.  - T’s observation/ DCR.  - T’s feedback/Peers’ feedback. |

**4. Procedures**

**A. Warm up: 5 minutes**

a. Objectives: to raise Ss’ awareness of sharing chores and elicit how often common chores are done every day.

b. Content: A clip about household chores.

c. Expected outcomes: Review Ss’ knowledge about chores and get them ready for the lesson.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| The clip: <https://www.youtube.com/watch?v=h60h9j90yPM>  - Introduce the clip to Ss and play it twice. Ask Ss to sing along.  - Ask Ss to list the chores they see in the clip.  - Check the answers and lead to the new lesson. | - Listen to T, then watch the clip and sing along.  - List the chores.  **Answer keys**  *- make the bed*  *- walk the dog*  *- set the table*  *- clean our home*  *- do the dishes*  *- mop the floor*  *- water the plants* |

**B. Presentation: 10 minutes**

a. Objectives: to prepare Ss for the writing activity by providing forms, meanings and usage of the structure.

b. Content: **Task a.** **Listen and repeat.**

c. Expected outcomes: Ss can generalize the use of adverbial phrases of frequency.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Task a.**  - Play the audio file and ask Ss to listen and repeat chorally and individually.  - Have Ss practice the dialogue with a friend.  - Get Ss to give the forms, the meanings, and the usage of the phrases or T does (if needed). | - Listen to the audio file.  - Practice it with a friend.  - Give the forms, the meanings, and the usage of the phrases.  - Listen to the teachers and take notes. |

**C. Practice: 15 minutes**

a. Objectives: to help Ss get used to using the grammar point and improve Ss’ writing skill.

b. Content: Task b, and c

**Task b:** **Write the sentences using the prompts**

**Task c:** **Look at Ben’ schedule. Write about how often he does his chores.**

c. Expected outcomes: Ss can build correct sentences about how often someone does the chores and use the adverbial phrases of frequency appropriately.

d. Organization:

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| **Teacher’s activities** | **Students’ activities** |
| **Task b:**  - Ask Ss to read the prompts before writing complete sentences individually.  - Get Ss to share their answers with a friend.  - Check Ss’ answers and give feedback if needed.    - For more practice, have Ss play a game with DHA. | - Read the prompts.  - Write sentences.  - Share the answers.  - Give their answers.  ***Answer Keys*** (Use the DCR) |
| **Task c:**  - Ask Ss to study Ben’s schedule in pairs.  - Ask Ss to write the sentences in pairs before sharing with another one.  - Use the DCR to check Ss’ work.  - For more practice, have Ss play a game with DHA. | - Study Ben’s schedule. (PW)  - Write sentences about it.  - Share the answers with another pairs.  ***Answer Keys*** (Use the DCR) |

**D. Production: 10 minutes**

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

b. Content: Task d

**Task d:** **In pairs. Talk about Ben’s chores in task c.**

c. Expected outcomes: Ss can talk about Ben’s chores by using the adverbial phrases of frequency.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Task d:**  - Ask Ss to work in pairs.  - Set the time for Ss to do.  - Get round to give help and take notes of some mistakes.  - Call some pairs to talk to the whole class.  - Check and give comments.  - For more practice, have Ss play a game with DHA. | - Work in pairs.  - Talk about Ben’s chores.  - Give their answers. |

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

**-** Write a short passage about how often your family members does the chores.

- Do exercise in workbook on page 3.

- Prepare the next lesson: Pronuciation & Speaking (page 6)

- Practice vocabulary in the Notebook page …..

**5. Reflection**

a. What I liked most about this lesson today:

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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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