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

**UNIT 1: FAMILY LIFE**

**Unit 1,** Lesson 3.1 – Listening & Reading**, (page 10)**

**1. Objectives**

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

* 1. **Language knowledge & skills**

- practice listening and reading for specific information.

- talk about *text messages*

**1.2. Competences**

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

 **1.3. Attributes**

 - develop diligence.

**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** |
| - Elicit the online activities from Ss. - Share their habit of going online.**-** Practice listening and choose the best option.- Match text language and its meanings.- Practice reading, choose the best option and answer the questions.- Talk about using text language with parents. | **-** Ss’ reaction to question and their performance.- Ss’ reaction to tasks.- Ss’ answers.- Ss’ answers.- Ss’ answers/ presentation. - Ss’ answers/ presentation. | - T’s feedback.- T’s feedback.- T’s feedback/ DCR.- T’s observation/ DCR.- T’s feedback/Peers’ feedback/ DCR.- T’s feedback. |

**4. Procedures**

**A. Warm up: 5 minutes**

a. Objectives: to introduce some words with the sound /l/ and get them ready for the lesson.

b. Content: Jumbled words.

c. Expected outcomes: Ss can work on words with the sound /l/.

d. Organization

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| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Handout**- Give Ss handout to do.

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| --- | --- |
| **Jumbled words** | **Right words** |
| Lyaz |  |
| Reblelia |  |
| Hfulelp |  |
| Seshlfi |  |
| inenttellig |  |

- Get Ss to work individually before sharing the answers with a partner.-Have some Ss write their answers on the board.- Check the answers and lead to new lesson.  | - Listen to T.- Work individually to find the answers to the symbols.- Present their answers on the board.***suggested answers***

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| **Keys**  |
| Lazy |
| Reliable |
| Helpful |
| Selfish |
| intelligent |

 |

**B. Pre-listening and reading: 10 minutes**

a. Objectives: to prepare Ss for the listening and reading tasks by raising Ss’ awareness of text message.

b. Content: **Let’s talk!**

**In pairs: How often do you send text messages and who do you send them to?
What do you write about?**

c. Expected outcomes: Ss can share their personal use of text message with a partner.

d. Organization

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| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Let’s talk.**- Have Ss look at the questions in the instruction before working with a partner (using DCR).- Give them time to work.- Move around to give help if necessary.- Call some Ss to talk to the whole class.- Give feedback. | - Do as told. - Give answers.***Ss’ own answers*** |

**C. While- listening and reading: 15 minutes**

a. Objectives: to help Ss practice writing text language.

b. Content: **Listening: tasks a, b, and Reading: tasks a, b, c.**

**- Listening, task a**. Listen to someone talking about text messaging. The purpose of the talk is to...**.**

**- Listening, task b:** Now, listen and circle.

**- Reading, task a: Read the text message. What does Adam
want his father to do for him?**

**- Reading, task b. Now, read and match the text language to its meanings.**

**- Reading, task c. Now, read and answer the questions.**

c. Expected outcomes: Ss can complete the tasks correctly and develop their listening and reading skills.

d. Organization:

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| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Listening, task a.**- Introduce the task (using DCR).- Have Ss work individually before comparing the answers with a partner.- Play the audio file 12 twice.- Get answers from Ss.- Give feedback if needed. | - Do the task individually.- Share the answers in pairs- Give the answers.***Answer Keys*** (Use the DCR) |
| **Listening, task b.**- Introduce the task (using DCR).- Have Ss work individually before comparing the answers with a partner.- Play the audio file 12 twice.- Get answers from Ss.- Give feedback if needed. | - Do the task individually.- Share the answers in pairs.- Give the answers.***Answer Keys*** (Use the DCR) |
| **Reading, task a.** - Ask Ss to have a look at the text message (using DCR).- Give them time to read it and choose the answers.- Call some to give their choice and explain.- Check their answers. | - Work individually to find the answer.- Give it to T.***Answer Keys*** (Use the DCR) |
| **Reading, task b.** - Have Ss to look at the task (using DCR) and match the text language to its meanings individually.- Give them time to match before sharing the answers with a partner.- Call some to write their answers on the board.- Check them and give feedback. | - Work individually to match.- Share the answers with a partner.Give their answers to teacher.***Answer Keys*** (Use the DCR) |
| **Reading, task c.**- Introduce the task (using DCR). Ask Ss to read and do the task individually, and then share their answers with a partner.- Give them time to work.- Elicit the answers from Ss.- Check the answers and give feedback. | - Work individually to answer the questions.- Share the answers with a partner.Give their answers to teacher.***Answer Keys*** (Use the DCR) |

**D. Post - listening and reading: 10 minutes**

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

b. Content: **Reading, Task d**

**Task d:** **In pairs. Do you use any text language? Can your parents understand what you write?**

 c. Expected outcomes: Ss can personalize their use of text language.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Task b:** - 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 talk to the whole class.- Check and give comments. | - Work in pairs.- Talk to their partner about their use of text language with their parents.- Present their answers.***Ss’ own answers*** |

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

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

- Do exercise in workbook on page 6.

- Prepare the next lesson: Lesson 3.2 – Writing, (page 11)

- 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:

…………………………………………………………………………………………

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

…………………………………………………………………………………………