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

**UNIT 1: FAMILY LIFE**

**Unit 1, Lesson 2.2 – Grammar, (page 8)**

**1. Objectives**

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

* 1. **Language knowledge & skills**

- have general idea about the form and usage of *so and because*.

- describe someone’s personality using *so and because*.

- practice writing sentences using the prompts.

- improve writing skill.

**1.2. Competences**

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

**1.3. Attributes**

- become more critical and reasonable in describing people.

**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 the two halves.  **-** Write sentences about the prompts.  - Fill in the blanks.  - Describe someone’s personality. | - Ss’ answers.  - Ss’ answers.  - Ss’ performance.  - Ss’ answers/ presentation. | - T’s feedback.  - T’s observation/ DCR.  - T’s feedback/Peers’ feedback. |

**4. Procedures**

**A. Warm up: 5 minutes**

a. Objectives: to get Ss familiar with the use of “s*o* and *because*” by doing the matching task.

b. Content: Matching the two halves.

c. Expected outcomes: Revise Ss of the reading passage and get them ready for the lesson.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Matching task**  - Introduce the task.  - Give Ss handout to do.  Handout:   |  |  | | --- | --- | | A | B | | 1. He’s very easygoing,  2. She got top score on all her medical exam  3. Jessie wants to be a doctor  4. I think I’m helpful | a. because she’s really intelligent.  b. so he has a lot of good friends.  c. because I do a lot of thing for them.  d. because she thinks all actors do is to act around and then act a little bit. |   - Ask Ss to match before sharing the answers with a partner.  - Check the answers and lead to new lesson. | - Listen to T, then complete the task individually and in pairs.  - Give the answers.  **Answer keys**  *1. b*  *2. a*  *3. d*  *4. c* |

**B. Presentation: 10 minutes**

a. Objectives: to prepare Ss for the writing activity by providing the form, meaning and usage of “*so* and *because*”.

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

c. Expected outcomes: Ss can generalize the use of “*so* and *because*”.

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 (using DCR).  - Have Ss practice the sentence with a friend.  - Show 5 sentences (4 ones in the warm-up) on the board to introduce the grammar point.  - Get Ss to give the form, the meaning, and the use of the phrases or T does (if needed).  - For more practice, have Ss play a game with DHA. | - Listen to the audio file.  - Practice it with a friend.  - Give the form, the meaning, and the use  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:** **Fill in the blanks with *, so or because*.**

c. Expected outcomes: Ss can build correct sentences using the prompt and use *so* and *because* correctly.

d. Organization:

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| **Teacher’s activities** | **Students’ activities** |
| **Task b:**  - Ask Ss to read the prompts before writing complete sentences individually (using DCR).  - 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 look through the sentences before filling the blanks (using DCR).  - Get Ss to work individually, and then share the answers with a partner.  - Get answers and explanation from Ss.  - Use the DCR to check Ss’ work.  - For more practice, have Ss play a game with DHA. | - Study the sentence.  - Fill in the blanks.  - Share the answers with a partner.  - Give answers and explanation.  ***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. Tell your partner about a person you know. Describe his/her personality, and say why you think so.**

c. Expected outcomes: Ss can talk about someone’s personality by using *so* and *because* appropriately.

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 someone’s personality.  - Give their answers.  ***Ss’ answers*** |

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

**-** Write a short description of the person you admire.

- Do exercise in workbook on page 5.

- Prepare the next lesson: Lesson 2.3 – Pronunciation & Speaking (page 9).

- 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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