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| **Preparing date: 18 Sep, 2022** |  |
| **Class: 10/1, 10/6, 10/11** | **Period: 08** |

**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.   |  |  | | --- | --- | | **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***   |  | | --- | | **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:

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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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