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

**UNIT 1: FAMILY LIFE**

**Unit 1,** Lesson 2.1 – Vocab & Reading**, (page 7)**

**1. Objectives**

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

* 1. **Language knowledge & skills**

- talk about someone’s personality traits using the adjectives: *kind, unreliable, easygoing, untidy, helpful, selfish, lazy, intelligent.*

- understand the reading passage and answer the questions correctly.

- give their personal opinion about having a famous parent.

- improve reading and speaking skills.

**1.2. Competences**

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

 **1.3. Attributes**

 - become a good and responsible person.

**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 sound changes. **-** Practice asking and answering about the information in the table and in the list of chores.- Decide who should do more or fewer chores. | **-** Ss’ reaction to pictures and their performance.- Ss’ answers.- 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 raise the Ss’ awareness of the topic and introduce the vocabulary about personality traits.

b. Content: A game on quizzes (MCQ).

c. Expected outcomes: Review Ss’ vocabulary about personality traits and get them ready for the lesson.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| <https://quizizz.com/admin/quiz/5e936c55599c0a001b9d596e/personality-traits>- Introduce the topic of the game to Ss.- Send them the CODE of the game.- Ask Ss to log in.- Start the game.- Check the answers and lead to new lesson.  | - Listen to T.- Do as told.**Answer keys**In the quizziz. |

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

a. Objectives: to prepare Ss for the reading activity by introducing the vocabulary.

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

**Task a. Match the words with the definitions. Listen and repeat.**

**Task b. In pairs. Choose the two words that best describe you and say why.**

c. Expected outcomes: Ss can use the adjectives appropriately.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Task a.**- Get Ss to do the task individually before sharing the answers with a partner.- Call Ss to give the answers on the board.- Play the audio file and ask Ss to listen to check their answers (using DCR).- Give feedback and introduce some words if needed.- Play the audio file again and ask Ss to repeat in chorus. - For more practice, have Ss play a game with DHA. | - Match the words with the definitions.- Compare the answers with a partner.- Give their answers.- Listen to the audio file to check the answers- Listen and repeat.***Answer Keys*** (Use the DCR) |
| **Task b.**- Ask Ss to work in pairs to choose two words that best describe them.- Show them the model to do.- Give them time to work.- Check the answer.- For more practice, have Ss play a game with DHA. | - Work in pairs.- Choose two words that best describe them.- Use the model to talk.- Give their answer.***Answer Keys*** (Use the DCR) |

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

a. Objectives: to help Ss get the meaning of the passage and improve Ss’ reading skill.

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

**Task a. Read the interview Adam Parker give about his family. Who is the least helpful family member?**

**Task b. Now, read and answer the questions.**

c. Expected outcomes: Ss can answer the questions related to the passage correctly.

d. Organization:

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| **Teacher’s activities** | **Students’ activities** |
| **Task a.** - Ask Ss to have a look at the reading (using DCR).- Elicit the information related to it.- Show the question.- Ask Ss to read the passage and answer the question before sharing it with a partner.- Call Ss to give the answer.- Check Ss’ answers and give feedback if needed. | - Look at the passage and give the answers.- Read the passage to look for the answer.- Share it with a partner.- Give answer.***Answer Keys*** (Use the DCR) |
| **Task b.** - Ask Ss to look at the four questions (using DCR).- Have Ss underline the key words in each question.- Give them time to read and answer the questions individually.- Get Ss to give the answers.- Check their answers. | - Underline the key words in the questions.- Read and answer them.- Give answers.***Answer Keys*** (Use the DCR) |

**D. Production: 10 minutes**

a. Objectives: to help Ss to get involved in the real situation.

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

**Task c:** **In pairs. Would you like to have a famous parent? Why (not)?**

 c. Expected outcomes: Ss can express their personal ideas about having a famous parent and develop their critical thinking skill.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Task c:** - Ask Ss to work in pairs.- Introduce the task to Ss (using DCR).- Set the time for Ss to do.- Get round to give help and take notes of some mistakes.- Call some to talk to the whole class.- Check and give comment | - Work in pairs- Express their ideas on the issue.- Give their answers.Ss’ own answers. |

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

**-** Write a paragraph about the advantage of having a famous parent.

- Do exercise in workbook on page 4.

- Prepare the next lesson: Lesson 2.2 - Grammar, (page 8).

- 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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