|  |  |
| --- | --- |
| **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**

|  |  |  |
| --- | --- | --- |
| **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

|  |  |
| --- | --- |
| **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

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

|  |  |
| --- | --- |
| **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

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

…………………………………………………………………………………………

1. What I learned from this lesson today:

…………………………………………………………………………………………

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

…………………………………………………………………………………………