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

**UNIT 7:** INVENTIONS

**Lesson 2.2 – Grammar, (page 60)**

**1. Objectives**

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

**1.1. Language knowledge & skills**

- practice and use *Defining relative clauses* correctly.

- improve writing skill.

**1.2. Competences**

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

**1.3. Attributes**

- highly appreciate inventors and useful inventions.

**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** |
| - Answer the questions.  - Fill in the blanks.  - Combine sentences.  - Describe things and people. | **-** Ss’ answers.  - Ss’ answers.  - Ss’ performance.  - Ss’ answers/ presentation. | - T’s feedback.  - T’s observation/ DCR.  - T’s observation/ DCR.  - T’s feedback/Peers’ feedback. |

**4. Procedures**

**A. Warm up: 5 minutes**

a. Objectives: to raise the Ss’ awareness of *defining relative clauses* and get them ready for the lesson.

b. Content: **Questions**

c. Expected outcomes: Ss can use *defining relative clauses* in their answers.

d. Organization

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| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Questions**  - Show/write some questions.  *Who is**James Watt?*  *Who is**Alexander Graham Bell?*  *What is a telescope?*  *What is a Band-Aid?*  - Get Ss to give answers in pairs.  - Elicit the answers from Ss.  - Check the answers, focus on *defining relative clauses* and lead to new lesson. | - Answer the questions in pairs.  - Present their answers.  **Ss’ own answers** |

**B. Presentation: 10 minutes**

a. Objectives: to prepare Ss for the writing activity by providing the form, meaning and use of the structure.

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

c. Expected outcomes: Ss can generalize the use of *defining relative clauses.*

d. Organization

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| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Task a.**  - Ask Ss to look at the picture and sentence.  - Play the audio file and ask Ss to listen and repeat chorally and individually.  - Have Ss practice reading the sentence in pairs.  - Get Ss to give the form, the meaning, and the use of *defining relative clauses* or T does (if needed). | - Listen to the audio file.  - Practice the sentence with a friend.  - Give the form, the meaning, and the use  of *defining relative clauses*.  - 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:** Fill in the blanks with who, which, that, or where.

**Task c:** Combine sentences. Use the second sentence as a defning relative clause.

c. Expected outcomes: Ss can fill in correct answer in each sentence and combine sentences using *defining relative clauses* correctly.

d. Organization:

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| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Task b:**  - Ask Ss to study the sentences, decide the needed relative pronouns of each sentence, fill in the blanks, and share them with a partner.  - Have some SS write the answers on the board.  - Use the DCR to check Ss’ work. | - Read the sentences, decide the needed relative pronouns of each sentence, and fill in the blanks.  - Share the answers with a partner.  - Present the answers.  ***Answer Keys*** (Use the DCR) |
| **Task c:**  - Ask Ss to combine sentences using the prompts and the *defining relative clauses*.  - Get Ss to share their answers with a friend.  - Check Ss’ answers and give feedback if needed. | - Combine sentences using the prompts and the *defining relative clauses*.  - Share the answers.  - Give their answers.  ***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: Take turns making sentences about the things and people around you for your friend to guess.

c. Expected outcomes: Ss can describe things and people around them using *defining relative clauses*.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Task d:**  - Introduce the task (using DCR).  - Ask Ss to work in pairs.  - Set the time for Ss to do.  - Get around to give help and take notes of some mistakes.  - Call some pairs to talk to the whole class.  - Check and give comment. | - Work in pairs to do as directed.  - Present their answers.  **Ss’ own answers** |

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

**-** Describe things and people in your family using *defining relative clauses*.

- Do exercises in workbook on page 41.

- Prepare the next lesson: Lesson 2.3 – Pronuciation & Speaking (page 61).

- Practice grammar in the Notebook page 41.

**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:

…………………………………………………………………………………………