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| **School: Tran Phu high school** | **Week: 7**  **Date: 14/10/24** |
| **Class: 12a6** | **Period: 17** |

**UNIT 2: OUT INTO THE WORLD**

**Lesson 3.2: Speaking and Writing (Pages 24 & 25)**

**1. Objectives**

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

**1.1. Language knowledge/ skills**

- practice using strong adjectives in the narratives.

**1.2. Competences**

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

**1.3. Attributes**

- write about an interesting trip being taken.

**2. Teaching aids and materials**

**- Teacher’s aids:** Student’s book and Teacher’s book, class CDs, DCR– Phần mềm tương tác trực quan, DHA – Ứng dụng 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** |
| - Underline adjectives and identify strong adjectives in the story.  - Ask and answer about the trip being taken.  - Make an outline for a narrative about an interesting trip.  - Write a narrative about 180-200 words. | - Ss’ answers.  - Ss’ answers.  - Ss’ answers  - Ss’ answers | - Observation.  - Observation.  - Observation.  - Observation. |

**4. Procedures**

**A. Warm-up: 5 mins**

a. Objectives: to introduce the topic.

b. Content: Game (synonyms/antonyms).

c. Expected outcomes: Ss can learn strong adjectives by identifying synonyms and antonyms.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Mini game:**  **Whole class: Look at the statements and give synonyms or antonyms to underlined words.**  - Ask Ss to look at the statements (using the DCR/ PPTs slides).  - Call some students to give their answers.  - Give feedback. | Ss’ answers  - Look at the statements and answer the questions.  ***Suggested answers:***  *D C A* |

**B. New Lesson: 35 mins**

**1. Writing – 15 mins**

a. Objectives: to help Ss use strong adjectives in narratives.

b. Content: tasks a, b, and c

c. Expected outcomes: Ss can understand and identify strong adjectives.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Task a:** **Read about making narratives sound more interesting, then read the story again and underline the adjectives. How many adjectives are there in the story? How many of these are strong adjectives?**  - Introduce and explain how to use strong adjectives in narratives.  - Have Ss read and underline adjectives and identify strong adjectives in the story.  - Check Ss’ answers around the class. | - Read the story and underline adjectives.  ***Answer Keys:***  *26 adjectives*  *7 strong adjectives* |
| **Task b:** **Read the sentences and replace the underlined words with synonyms to make them sound more interesting.**  - Have Ss read the sentences  - Have Ss suggest synonyms to the underlined words.  - Check Ss’ answers around the class. | ***Answer Keys:***   1. *freezing* 2. *hungry at all* 3. *huge* 4. *delicious* 5. *tiny* 6. *funny at all* |

**2. Speaking – 5 mins**

a. Objectives: to help Ss practice talking about a trip.

b. Content: tasks a and b.

c. Expected outcomes: Ss can talk and outline an interesting trip they took.

d. Organization:

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| **Teacher’s activities** | **Students’ activities** |
| **Task a:** **In pairs: Ask and answer about a trip you took.**  - Have Ss work in pairs, ask and answer the questions.  - Call some pairs to present and check Ss’ answer. | - Work in pairs  - Present the conversation |
| **Task b:** **Complete the table to make an outline for your narrative.**  - Ask Ss to outline an interesting trip they took.  - Have Ss complete the table.  - Have Ss check their answers with a partner  - Check Ss’ answers | - Outline an interesting trip they took |

**3. Use of English – 5 mins**

a. Objectives: to help Ss practice linking words in narratives about an interesting trip.

b. Content: tasks a and b.

c. Expected outcomes: Ss can use linking words in narratives.

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| **Teacher’s activities** | **Students’ activities** |
| **Task a:** **Look at the phrases below and read the story on page 23 again. Which phrases are used and which aren’t? Write a paragraph number (1-5) or an X in the blanks.**  - Have Ss read the story and find out the phrases used in the story.  - Check Ss’ answer. | ***Answer Keys:***   1. *4* 2. *X* 3. *3* 4. *2* 5. *X* 6. *X* |
| **Task b:** **Write the useful phrases above in the blanks below to show their correct purposes.**  - Ask Ss to read the statement of purposes  - Have Ss write phrases.  - Have Ss check their answers with a partner  - Check Ss’ answers | Read and write phrases  ***Answer Keys:***   1. *… in fact … / … actually …* 2. *Anyway, … / Regardless, …* 3. *Even though … / Although …* |

1. **Let’s write – 10 mins**

a. Objectives: to help Ss use writing skills when writing.

b. Content: writing task.

c. Expected outcomes: Ss can write a narrative about an interesting trip they took.

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| **Teacher’s activities** | **Students’ activities** |
| **Now, write a narrative about an interesting trip you took. Use the Writing Skill box, the reading model, and your speaking notes to help you. Write 180–200 words.**  - Have Ss read the feedback form  - Have Ss use their outline to write a story  - Have some Ss read their stories in front of the class. | - Write and present |

**C. Consolidation and homework assignments – 5 mins**

* Practice using strong adjectives and linking words in narratives.
* Write the narrative about an interesting trip you took.

- Do exercises in the workbook on page 13.

- Prepare the next lesson: (Unit 3 – Vocab & Reading, pages 26 & 27 SB)

**5. Reflection**

a. What I liked most about this lesson today:

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b. 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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