|  |  |
| --- | --- |
| **School: Tran Phu high school** | **Week: 15**  **Date: 9/12/24** |
| **Class: 12a6** | **Period: 41** |

**UNIT 5: Lifelong Learning**

**Lesson 1.2: Grammar (Pages 51 & 52)**

**1. Objectives**

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

**1.1. Language knowledge/ skills**

- practice and use simple, compound, and complex sentences to talk about skills they want to learn.

- improve Grammar and Speaking.

**1.2. Competences**

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

**1.3. Attributes**

- cultivate a heightened curiosity for diverse learning methodologies.

**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**

|  |  |  |
| --- | --- | --- |
| **Performance Tasks** | **Performance Products** | **Assessment Tools** |
| - Read about ***simple, compound, and complex sentences***, and fill in the blanks. | **-** Ss’ answers. | - Observation. |
| - Listen, check, and repeat. | - Ss’ answers. | - Observation/feedback. |
| - Choose the correct conjunctions. | - Ss’ answers. | - Observation/feedback. |
| - Combine the sentences using the conjunctions in the box. | - Ss’ answers. | - Observation/feedback. |
| - Use the prompts to make compound or complex sentences about lifelong learning. | - Ss’ answers. | - Observation/feedback |

**4. Procedures**

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

a. Objectives: To introduce the grammar point: *simple, compound, and complex sentences*

b. Content: Matching sentence endings.

c. Expected outcomes: Ss can get to know *simple, compound, and complex sentences*

d. Organization

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| ***Competition time:*** |  |
| - Ask Ss to form groups of 5. | - Work in groups. |
| - Give Ss instructions and one example. | - Follow the instructions. |
| - Give Ss some time to match sentence beginnings and endings. | - Match sentence beginnings and endings in a team/group. |
| - Give feedback. | - Listen to feedback. |
| **Questions:**   |  |  | | --- | --- | | **Sentence beginnings** | **Sentence endings** | | 1. We wanted to go to the show, | a. so we don’t get there late. | | 2. I often make omelettes | b. or at the football match? | | 3. Shall we go to the cinema, | c. because he laughs in his sleep. | | 4. Burgers are very tasty | d. and watch that film you were talking about? | | 5. My neighbours are friendly, | e. because they’re quick and easy. | | 6. Do you know if he’s at home, | f. although they are not very healthy. | | 7. Pick me up early, please, | g. but they’re noisy. | | 8. We know he has great dreams | h. but there weren’t any seats left. | | ***Suggested answers***  *1. h.We wanted to go to the show,* ***but*** *there weren’t any seats left.*  *2.e. I often make omelettes* ***because*** *they’re quick and easy.*  *3. d.Shall we go to the cinema,* ***and*** *watch that film you were talking about?*  *4. f. Burgers are very tasty* ***although*** *they are not very healthy.*  *5. g.My neighbours are friendly,* ***but*** *they’re noisy.*  *6. b.Do you know if he’s at home,* ***or*** *at the football match?*  *7. a.Pick me up early, please,* ***so*** *we don’t get there late.*  *8. c. We know he has great dreams* ***because*** *he laughs in his sleep.* |

**B. New Lesson (35’)**

**1. Presentation (15’)**

a. Objectives: To help Ss understand how to use simple, compound, and complex sentences

b. Content: Tasks a and b.

c. Expected outcomes: Ss can make sentences using simple, compound, and complex sentences

d. Organization

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Task a:** **Read about simple, compound, and complex sentences, then fill in the blanks.** |  |
| - Ask Ss to work individually and complete the task (using the DCR/ PPTs slides). | - Fill in the blanks. |
| - Ask Ss to compare the answers with a partner. | - Compare the answers with a partner. |
| - Check Ss’ answers around the class. | - Check the answers |
| - Explain the use of “simple, compound, and complex sentences” (using the DCR/ PPTs slides. | - Listen to the teacher’s instructions and take notes. |
|  |  |
| **Task b:** **Listen and check. Listen again and repeat.** |  |
| - Play audio. Ask students to listen and check their answers. | - Listen and check. |
|  | ***Answer Keys:*** |
| - Play audio again. Ask students to listen again and repeat. | - Listen and repeat. |
| *Script-Track 65*  *G1: I'm going to take a cooking class so that I can cook for myself. Do you want to do it with me?*  *G2: I'd love to, but I'm really busy.* |  |

**2. Practice (15’)**

a. Objectives: To help Ss practice the use of “simple, compound, and complex sentences”

b. Content: Tasks c and d.

c. Expected outcomes: Ss can practice the use of “simple, compound, and complex sentences” and when to use them.

d. Organization:

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Task c:** **Choose the correct conjunctions.** |  |
| - Demonstrate the activity using the example. | - Listen to the instructions |
| - Ask students to read the sentences. | - Read the sentences. |
| - Ask students to choose the correct conjunctions. | - Choose the correct conjunctions. |
| - Have pairs check each other's work. | - Compare the answers with a partner. |
| - Pick some Ss to read the sentence(s) out loud. | - Read the sentences out loud. |
| - Check and correct Ss’ answers. | - Correct the answers |
|  | ***Answer Keys:***  1. A  2. C  3. B  4. C  5. A  6. C  7. A  8. B |
| **Task d: Combine the sentences using the conjunctions in the box.** |  |
| - Demonstrate the activity using the example. | - Follow the instructions. |
| - Ask students to read the sentences. | - Read the sentences. |
| - Ask students to combine the sentences using the conjunctions in the box. | - Combine the sentences using the conjunctions in the box. |
| - Have pairs check each other's work. | - Check the answers with a partner. |
| - Ask some students to share their answers with the class. | - Read the sentences out loud. |
| - Check Ss’ answers. | - Correct the answers. |
| . | ***Answer Keys:***  *1. Tom wants to learn many skills,* ***but*** *he doesn't have enough self-discipline.*  *2. You'll get a lot of satisfaction from learning something you love,* ***and*** *you'll meet new friends.*  *3. We should try hard to acquire these in-demand skills* ***because*** *they'll be really useful.*  *4. I want to learn tennis* ***so that*** *I can keep fit.*  *5.* ***If*** *our company offers an online course in data analysis, I'll take it.*  *6.* ***Before*** *you sign up for any courses, it's always a good idea to read the reviews* |

**3. Production (5’)**

a. Objectives: To help Ss produce sentences using *“simple, compound, and complex sentences”*

b. Content: Lifelong learning.

c. Expected outcomes: Ss can make compound or complex sentences about lifelong learning.

d. Organization

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Task e. In pairs: Use the prompts to make compound or complex sentences about lifelong learning.** |  |
| - Divide the class into pairs. | - Work in pairs |
| - Ask students to use the prompts to make compound or complex sentences about lifelong learning. | - Use the prompts to make compound or complex sentences about lifelong learning. |
| - Have some students demonstrate the activity in front of the class. | - Watch the demonstration. |
| - Monitor the class and help them if necessary. | - Work in pairs to share the ideas/ sentences. |
| - Ask some Ss to share their ideas. | - Share the ideas with the class. |
|  | **Suggested answers:**  *1. After high school, I want to learn how to cook.*  *2. Before going to university, I need to decide what I want to study.*  *3. Though I'm not good at it, I love dancing.*  *4. When I finish school, I will get a part-time job.*  *5. I want to study German, but I don't have a lot of free time.*  *6. I want to take extra math classes so that I can improve.*  *7. I'm taking a cooking class because it's my passion.*  *8. I'm going to learn French if I can find an instructor.* |

**C. Consolidation and homework assignments (5’)**

**- Speaking:** Use the prompts to make compound or complex sentences. Share your sentences with the class.

While I was riding my bike home, ……………

Although I feel sick, ……………………………..

**Suggested answers:**

***While I was riding my bike home****, I saw a beautiful garden.*

***Although I feel tired,*** *I still have to attend an important meeting later this afternoon.*

* Review simple, compound, and complex sentences to talk about skills they want to learn.
* Make sentences using simple, compound, and complex sentences in SB.
* Prepare for the next lesson (Pronunciation & Speaking - pages 52 & 53 - SB).
* Play the consolidation games on [www.eduhome.com.vn](http://www.eduhome.com.vn/)

**5. Reflection**

a. What I liked most about this lesson today:

…………………………………………………………………………………………

b. What I learned from this lesson today:

…………………………………………………………………………………………

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

…………………………………………………………………………………………