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

**UNIT 1: FREE TIME**

**Lesson 2.2: Grammar (Pages 9 & 10)**

**1. Objectives**

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

**1.1. Language knowledge/ skills**

* Practice and use **adverbial clauses** and **phrases of reason**.
* Make conversations about **reasons to study English** using **phrases of reason**.
* Improve speaking skills.

**1.2. Competences**

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

**1.3. Attributes**

* + Gain a holistic understanding of why people around the world learn English and how English can positively impact various aspects of life.
  + Foster a sense of motivation for learning English.

**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** |
| - Match sentence endings.  - Read about adverbial clauses/phrases of reason, then fill in the blanks.  - Listen and check. Listen again and repeat.  **-** Fill in the blanks with ***as/since/because* or *because of****.*  - Use the prompts to write replies using ***as/since/because* or *because of***.  - In pairs: Talk about reasons for learning English using the prompts. | **-** Ss’ answers/performance.  - Ss’ answers.  - Ss’ performance.  - Ss’ answers.  - Ss’ answers.  - Ss’ answers/presentation. | - Observation and feedback.  - Observation and feedback.  - Observation and feedback.  - Observation and feedback.  - Observation and feedback.  - Observation and feedback. |

**4. Procedures**

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

a. Objectives: to introduce the grammar points of adverbial clauses and phrases of reason.

b. Content: Matching sentence endings.

c. Expected outcomes: Ss can get to know adverbial clauses and phrases of reason.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| Competition time:   * Ask Ss to form groups of 5. * Give Ss instructions. * Give Ss some time to match sentence beginnings and endings.     - Check Ss’ answers. | * Form groups of 5. * Follow the instructions. * Match sentence beginnings and endings in a team/group.   ***Answer Keys***   1. *I couldn't go to the party* ***h. because of a family emergency.*** 2. *Sarah enjoys outdoor activities* ***f. because of her love for nature.*** 3. *We postponed the meeting* ***g. since we couldn't find a suitable venue.*** 4. *He failed the exam* ***b. as he didn't study enough.*** 5. *She left early* ***c. since she had an early morning flight.*** 6. *We had to cancel the trip* ***e. as we didn't have enough participants.*** 7. *I'll be late* ***a. because I have a dentist's appointment.*** 8. *The traffic was heavy* ***j. because of the unexpected road closure.*** 9. *I'll help you* ***i. as the new job opportunity.*** 10. *They decided to move* ***d. because of the rainy weather.*** |

**B. New Lesson (35’)**

**1. Presentation (15’)**

a. Objectives: To help Ss understand how to use **adverbial clauses** and **phrases of reason**.

b. Content: Tasks a and b.

c. Expected outcomes: Ss can use **adverbial clauses** and **phrases of reason** in different contexts.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Task a:** Read about adverbial clauses/phrases of reason, then fill in the blanks.  - Ask Ss to work individually and complete the task (using the DCR/ PPTs slides).  - Ask Ss to compare the answers with a partner.  - Check Ss’ answers around the class.  - Explain the use of “adverbial clauses/phrases of reason” (using the DCR/ PPTs slides) | - Fill in the blanks.  - Compare the answers with a partner.  - Listen to the teacher’s instructions and take notes.  - Listen to the teacher’s instructions and take notes. |
| **Task b:** Listen and check. Listen again and repeat.  - Check Ss’ answers around the class.  - Ask students to listen again and repeat. | - Listen and check.  ***Answer Keys:***    - Listen and repeat. |

**2. Practice (15’)**

a. Objectives: To help Ss practice the use of “**adverbial clauses/phrases of reason**”.

b. Content: Tasks c and d.

c. Expected outcomes: Ss can use “**adverbial clauses/phrases of reason**” by making sentences.

d. Organization:

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| **Teacher’s activities** | **Students’ activities** |
| **Task c:** Fill in the blanks with ***as/since/because* or *because of*.**  - Ask Ss to complete the task individually.  - Ask Ss to check the answers with a partner.  - Pick some Ss to read the sentence(s) out loud.  - Check and correct Ss’ answers. | - Complete the task.  - Compare the answers with a partner.  - Read the sentences out loud.  ***Answer Keys:*** |
| **Task d:** Use the prompts to write replies using ***as/since/because* or *because of***.  - Ask Ss to write complete replies using the prompts.  - Set the time and monitor the class.  - Ask Ss to compare the answers with a partner.  **1.** Friend: I love English songs.  *You: We both like English songs/do you want/sing karaoke?*  ***Sample answer: As/Since/Because we both like English songs, do you want to sing karaoke?***  2. New girl in class: How is your class so good at English?  You: We are very good/how much/read and listen/English content every day  3. Sister: English is spoken all around the world.  You: Yes/English/help you with international travel/people speak it worldwide  4. Teacher: Why do you want to improve your English?  You: English is/language of overseas study/it/essential to be good/it  5. Friend: You seem to really like learning English.  You: I/learning English/career opportunities/it will give me/future  - Check Ss’ answers (using the DCR). | * Write full replies using the prompts. * Check the answers with a partner.   ***Answer Key***   1. We are very good because of how much we read and listen to English content every day. 2. Yes. English can/will help you with international travel as/since/because people speak it worldwide. 3. As/Since/Because English is the language of overseas study, it's essential to be good at it. 4. I'm learning English because of the career opportunities it will give me in the future. |

**3. Production (5’)**

a. Objectives: To help Ss produce sentences using “adverbial clauses/phrases of reason”.

b. Content: Task e

c. Expected outcomes: Ss can compare and contrast their reasons for studying English with other students, using adverbial clauses/phrases of reason.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Task e: In pairs: Talk about English using the prompts.**  - Ask Ss to make conversations using the prompts in task e.  - Monitor the class and help them if necessary.  - Ask some Ss to share their ideas. | - Make conversations based on the prompts in task e.  - Share the ideas with the class.  Suggested answers: |

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

**- Speaking:** Ask and answer the question below with your partner, using “because, as, since, because of” to give reasons: *Why do you learn English?*

* *Review adverbial clauses and phrases of reason.*
* *Prepare for the next lesson (Pronunciation & Speaking - pages 10 & 11 - 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:

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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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