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

**UNIT 3: LIVING ENVIRONMENT**

**Lesson 2: Grammar (Pages 25 & 26)**

**1. Objectives**

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

**1.1. Language knowledge/ skills**

- to learn and use the *Defining relative clauses with relative pronouns who, whom, which, that, whose*.

- identify the difference between *subject relative clause* and *object relative clause*.

- produce sentences using *Defining relative clauses with relative pronouns who, whom, which, that, whose*.

- improve Grammar and Speaking.

**1.2. Competences**

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

**1.3. Attributes**

- improve knowledge about technology in future houses...

**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** |
| - Read about *defining relative clauses with relative pronouns*, then fill in the blank.  - Listen, check, and repeat.  - Circle the correct words.  - Combine the sentences.  - Share the ideas with the class. | **-** Ss’ answers.  - Ss’ answers.  - Ss’ answers.  - Ss’ answers.  - Ss’ answers/presentation. | - Observation.  - Observation/feedback.  - Observation/feedback.  - Observation/feedback.  - Observation/feedback. |

**4. Procedures**

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

a. Objectives: To introduce the grammar point: defining relative clauses with relative pronouns.

b. Content: complete the sentences.

c. Expected outcomes: Ss can complete the sentences with the correct given relative clauses.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Competition time:**   * **Ask Ss to form groups of 3.** * **Give Ss instructions and one example.** * **Give Ss some sentences and relative clauses to complete.**  |  | | --- | | **a. that want to reduce their impact on the environment**  **b. which can entertain your kids**  **c. who love nature**  **d. which generate electricity for the whole building**  **e. that connects to a larger garden** |   **1.People ……………will like this place.**  **2. Each house has an outdoor space ………**  **3. The houses also have voice assistants …….**  **4. These apartments have solar panels……**  **5. The trash cans will be great for people …**  - Check Ss’ answers. | - Form groups of 3.  - Follow the instructions.  - Complete the sentences in a team/group.  ***Answer Keys***  *1. c. People who love nature will like this place.*  *2. e. Each house has an outdoor space that connects to a larger garden.*  *3. b. The houses also have voice assistants which can entertain your kids.*  *4. d. These apartments have solar panels which generate electricity for the whole building.*  *5. a. The trash cans will be great for people that want to reduce their impact on the environment.* |

**B. New Lesson (35’)**

**1. Presentation (15’)**

a. Objectives: To help Ss understand how to use defining *relative clauses with relative pronouns who, whom, which, that, whose* and identify the difference between *subject relative clause and object relative clause*.

b. Content: Tasks a and b.

c. Expected outcomes: Ss can make sentences using *relative clauses with relative pronouns who, whom, which, that, whose.*

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Task a:** Read about *defining relative clauses with relative pronouns*, then fill in the blank.  - 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 *defining relative clauses with relative pronouns* (using the DCR/ PPTs slides)    - Explain the use of different *relative pronouns* (using the DCR/ PPTs slides)    -Explain the difference between subject relative clause and object relative clause. | - 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.  - Listen to the teacher’s instructions and take notes. |
| **Task b:** Listen and check. Listen again and repeat.  - Check Ss’ answers around the class. | - Listen and check.  ***Answer Keys:***    - Listen and repeat. |

**2. Practice (15’)**

a. Objectives: To help Ss practice the use of *defining relative clauses* with different *relative pronouns.*

b. Content: Tasks c and d.

c. Expected outcomes: Ss can practice the use of “separable and inseparable phrasal verbs” and when to use them.

d. Organization:

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| **Teacher’s activities** | **Students’ activities** |
| **Task c:** **Circle *who*, *whose*, or *which*.**  - 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:***  *1. which 2. whose 3. Who 4. which*  *5. who 6. Which 7. Whose 8. who* |
| **Task d:** **Combine the sentences using relative clauses.**  **1. We have a sofa. The sofa is also a bed.**  **2. Old people would love a house with a smart safety system. Old people live alone.**  **3. We have a smart elevator. The elevator sends you from your car to your front door.**  **4. People will love these smart apartments. People care about the environment.**  **5. Parents will love the smart safety system. Their kids are very active.**  **6. The apartment has a smart garden. The smart garden helps plants grow by watering them and giving them plant food.**  - Ask Ss to combine the sentences using relative clauses.  - Ask Ss to compare the answers with a partner.  - Set the time and monitor the class.  - Check Ss’ answers (using the DCR). | -Combine the sentences using relative clauses.  -Check the answers with a partner.  ***Answer Key***  1. We have a sofa that/which is also a bed.  2. Old people that/who live alone would love a house with a smart safety system.  3. We have a smart elevator that/which sends you from your car to your front door.  4. People that/who care about the environment will love these smart apartments.  5. Parents whose kids are very active will love the smart safety system.  6. The apartment has a smart garden that/which helps plants grow by watering them and giving them plant food. |

**3. Production (5’)**

a. Objectives: To help Ss produce sentences using *defining relative clauses* with different *relative pronouns*.

b. Content: smart appliances and furniture in the future.

c. Expected outcomes: Ss can talk about smart appliances and furniture they think they will have in the future and who the products would be for, using *defining relative clauses* with different *relative pronouns*.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **In pairs: Take turns saying what smart appliances and furniture you think we will have in the future and who the products would be for using the table below.**    - Ask Ss to say what smart appliances and furniture they think they will have in the future and who the products would be for using the prompts in the table.  - Monitor the class and help them if necessary.  - Ask some Ss to share their ideas. | - say what smart appliances and furniture they think they will have in the future and who the products would be for using the prompts in the table.  - Work in pairs to share the ideas/ sentences.  - Share the ideas with the class.  **Suggested answers:**  1. A: I think we'll have smart mirrors that let you try on clothes without wearing them.  B: I think they'd be for people who love fashion.  2. A: I think we'll have refrigerators that can order food and drinks.  B: I think they'd be for people who are busy.  3. A: I think we'll have television screens that show 3D videos and movies.  B: I think they'd be for people who have kids. |

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

**- Writing:** Write 5 sentences, using *defining relative clauses* with *relative pronouns* ***who***, ***whom***, ***which***, ***that***, ***whose***.

* Review *defining relative clauses* with *relative pronouns* *who*, *whom*, *which*, *that*, *whose*.
* Make sentences using *defining relative clauses with relative pronouns* in SB.
* Prepare for the next lesson (Pronunciation & Speaking - pages 26 & 27 - 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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