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

**UNIT 3: SHOPPING**

**Lesson 3.2 – Writing, (page 27)**

**1. Objectives**

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

* 1. **Language knowledge & skills**

- write *a complaint email*.

**1.2. Competences**

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

**1.3. Attributes**

- develop accountability.

**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** |
| - Complete the game about listing.  - Read and underline the part of an email.  - Practice making the sentences.  **-** Complete the table about a picture.  - Practice writing a complaint email. | **-** Ss’ activity on the game and their performance.  - Ss’ reaction to tasks.  - Ss’ answers.  - Ss’ answers.  - Ss’ answers/ presentation. | - T’s feedback.  - T’s feedback.  - T’s feedback/ DCR.  - T’s feedback/Peers’ feedback.  - T’s feedback/Peers’ feedback. |

**4. Procedures**

**A. Warm up: 5 minutes**

a. Objectives: to raise the Ss’ understanding of writing and get them ready for the lesson.

b. Content: **A listing game**.

c. Expected outcomes: Ss can have general idea about reason for writing emails.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **A listing game**  - Divide the class into 2 teams.  - Introduce the game.  - Show the question on the screen.  *Why do people write emails?*  - Get some Ss to write their answers on the board.  - Check the answers and lead to new lesson. | - Listen to T.  - Complete the task individually.  - Present their answers on the board.  ***Ss’ own answers*** |

**B. Presentation: 7 minutes**

a. Objectives: to prepare Ss for the speaking and writing tasks.

b. Content: **Writing, task a.**

**Task a.** Read about writing complaint emails, then read June's email again and underline the examples of parts 1-4 from the Writing Skill in the email.

c. Expected outcomes: Ss can know the use of the formal language and the main parts of an email.

d. Organization

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| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Writing, task a.**  - Have Ss work to look at the Writing Skill box, and June’s email.  - Get them to underline the 4 parts of an email, and then share the answers with a partner.  - Give them time to work.  - Move around to give help if necessary.  - Call some to write their answers on the board.  - Give feedback. | - Do as told.  - Give answers.  ***Answer Keys*** (Use the DCR) |

**C. Practice: 18 minutes**

a. Objectives: to help Ss practice speaking and writing a blog post.

b. Content: **Writing, task b and Speaking, task a, b.**

**Writing, task b:** Write full sentences using the prompts. Use the skill box to help you. Then, number the sentences (1–4) to match them with the parts of a complaint email.

**Speaking, task a:** In pairs: Look at the pictures in the lesson. Discuss what the problems are and what the customers should do.

**Speaking, task b.** Choose an item from the pictures or use your own idea and make notes in the table.c. Expected outcomes: Ss can complete the tasks correctly and develop their speaking and writing skills.

d. Organization:

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| **Teacher’s activities** | **Students’ activities** |
| **Writing, task b**  - Ask Ss to have a look at the prompts before writing full sentences and matching.  - Have them share their writing with a partner.  - Get answers from Ss.  - Give feedback if needed. | - Study the prompts.  - Write full sentences and match.  - Share the answers.  - Give the answers.  ***Answer Keys*** (Use the DCR) |
| **Speaking, task a**.  - Introduce the task (using DCR).  - Ask Ss to look at the pictures on page 27 before working in pairs.  - Set time for the activity.  - Get around to give help. | - Study the pictures.  - Work in pairs to discuss the problems and solutions.  - Ask for help if any.  ***Ss’ own answers*** |
| **Speaking, task b**  - Ask Ss to fill in the table with the chosen picture with their own information.  - Call some to ask to give their answer.  - Check their answers. | - Complete the table about themselves.  - Present their answers.  ***Ss’ own answers*** |

**D. Production: 10 minutes**

a. Objectives: to help Ss to use the language and information in a real situation.

b. Content: **Let’s write**.

Now, write a complaint email to the company. Remember to follow the model and use formal language. Use the Feedback form to help you. Write 120 to 150 words.

c. Expected outcomes: Ss can write a complaint email.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Let’s write**  - Introduce the task to Ss (using DCR).  - Ask Ss to write a complaint email individually.  - Set the time for Ss to do.  - Get around to give help and take notes of some mistakes.  - Call some to write their email on the board and some to give comment.  - Check and give comment. | - Write a complaint email individually.  - Do as directed.  - Present their answers.  - Give comment on their friend’s work.  ***Ss’ own answers*** |

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

**-** Rewrite your complaint email carefully.

- Do exercises in workbook on page 19.

- Prepare the next lesson: Review 1, (page 28).

- Practice writing in the Notebook page 19.

**5. Reflection**

a. What I liked most about this lesson today:

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1. 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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