Date of preparing: ………………………………….

Date of teaching: ………………………………….

**Period …**

**UNIT 8: THE WORLD AROUND US**

**Lesson 2 - Part 2 (Page 66) - Grammar**

**I. OBJECTIVES**

By the end of the lesson, Ss will be able to…

**1. Knowledge**

- use "so" to show a result of something;

- grammar: compound sentences with "so";

**2. Ability**

- improve the use of language

- develop the ability to communicate and cooperate with their partners, to self-study and other skills

**3. Quality**

**-** have a positive attitude in English language learning so that they actively participate in all classroom activities, especially with the topic “The world around us”.

**II. TEACHING AIDS AND LEARNING MATERIALS**

Lesson plan, PPT slides, Student’s book, workbook, notebook, personal computer (if any), projector/ TV, speakers, DCR & DHA on Eduhome, CD player, handouts…

**III. PROCEDURES**

**A. Warm up: Play "Bingo" (5’)**

**a) Objective:** To help Ss relax and make students feel motivated.

**b) Content:** Chatting

**c) Product:** Ss can review the language presented earlier

**d) Competence**: Collaboration, communication, guessing/critical thinking

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **BINGO** (Teacher - whole class)  - Ask each S to take a small piece of paper.  - Prepare a list of words: battery, bottled water flashlight, pillow, towel, sleeping bag, tent, camera, ball, ...  - Call out each word, have Ss cross each word called  (The first person crossing out all 5 words shouts" Bingo" and wins the games) | - Let them choose and write down 5 words on their papers.  - Listen to the teacher carefully and cross each word called |

**B. New lesson (35’)**

* **Activity 1: Grammar (8’)**

**a) Objective:** To help Ss know the use of the conjunction " so".

**b) Content:** Listening and repeating

**c) Product:** Ss can understand the conjunction "so" to show a result of something.

**d) Competence**: Communication, collaboration

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| \* ***Presentation***:  **a. Listen and repeat.**  - Set the scene and have Ss look at the picture.  - Play the audio. (CD2 – 34)  - Play the audio again.  *-* Explain the language focus - conjunction "so". | - Listen and follow the conversation.  - Listen and repeat.  - Look at the grammar explanation and copy down in their notebooks.  \* Conjunction: SO  - We use "so" to show a result of something.  Ex1:" I had a bad cold, ***so*** I didn't go to school.  Ex2: We are going to kayaking, ***so*** you need to bring towels.  - Read the sentences aloud. |

* **Activity 2: Practice (27’)**

**a) Objective:** Ss can practice the junction ‘so’

**b) Content:** Matching the two halves, filling the blanks

**c) Products:** Ss can join the clauses to make better sentences using ‘so’

**d) Competence**: Collaboration, creativity, communication,

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s Activities** | **Students’ Activities** |
| **b.** ***Match the two halves of the sentences.***  - Demonstrate the exercise using the example.  - Give time for Ss to do the task  - Have Ss work in pairs to cross check the answers  - Give feedback and correct the answers.  **c**. ***Look at the table and write Tim's answers.***  ***-*** Have Ss study the task  - Demonstrate the activity by using example.  - Have Ss look at the table given and write the answers.  - Check the answers with a partner  - Give feedback and correct the answers.  **d**. ***Now, practice the conversation with your partner***.  - Ask Ss to practice the conversation with a partner  - Go around and give support if necessary  - Invite some pairs to deliver the conversation. | - Listen carefully.  - Read the sentences and match the two halves of the sentences individually.  - Share the answers with their partners.  - Give the answers and say the whole sentence.  \* Answers:  1.B 2.F 3.A 4.C 5.D 6.E    - Explore the task  - Observe the model given by the T  - Read the dialogue carefully individually.  - Write the answers individually.  - Share the answers with their partners.  \* *Answer keys*:  2. Yes, we should, so we don't get thirsty.  3. Yes, we should, so we don't get cold.  4. Yes, we should, so we have something to read.  5. Yes, we should, so we don't get hungry.  6. Yes, we should, so we can buy presents.  - Work in pairs. (closed pairs)  - Demonstrate the conversation in front of the class. |

**C. Consolidation (2’)**

**\* Conjunction “so”**

***Form:*** Sentence A + **so** + sentence B.

***Usage:*** to show a result of something.

**D. Homework (3’)**

**-** Learn the use of conjunction "so".

- Do exercises: Grammar a, b on page 47 in workbook.

- Prepare for the next lesson**:** UNIT 8 - Lesson 2 – Pronunciation - Speaking on page 67.

- Ask them to think of what they need to prepare for a camping trip.