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| **School: ………………………………………..** | **Date:……………………………………..** |
| **Class: …………………………….....................** | **Period: 2** |

**WELCOME BACK**

**Lesson 2 (Pages 8, 9)**

**1. Objectives**

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

**1.1. Language knowledge/ skills**

* review and practice vocabulary: *family members, clothes.*
* review and practice grammar: *have got, possession, plurals, this/that- these/ those.*
* enhance the knowledge of language.
* talk about their family.
* tell the time and talk about daily routine.

**1.2. Competences**

* improve competences self-control, independent learning, communication, collaboration, critical thinking, creativity.
	1. **Attributes**
* develop their honesty, accountability.

**2. Teaching aids and materials**

**- Teacher’s aids:** Student book and Teacher’s book, class CDs, IWB – Phần mềm tương tác trực quan, 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** |
| - Look at the family tree and write the missing family members in the gaps.- Look at the family tree and fill in each gap with *have got*, *has got*, *haven’t got* or *hasn’t got.*- Complete the questions, then answer them.- Draw your family tree and talk about their family.- Look at the family tree in Exercise 9 and choose the correct option.- Write the plurals and compare their answers with their partner.**-** Read the diagram and then write the times for the clocks.- Answer the questions.**-** Fill in each gap with *this*, *these*, *that* or *those* and choose the correct option. | **-** Ss’ answers.- Ss’ answers.- Ss’ answers.- Ss’ answers/ presentation.- Ss’ answers.- Ss’ answers.- Ss’ answers.- Ss’ answers.- Ss’ answers. | - Observation.- Observation.- Observation.- Observation.- Observation.- Observation.- Observation.- Observation.- Observation. |

**4. Procedures**

**A. Warm up: 5 minutes**

a. Objectives: to help Ss to review and brainstorm the family members.

b. Content: task 9.

c. Expected outcomes: Ss can recall vocabulary for family members.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Task 9. Look at Sheila’s family tree and write the missing words.**- Ask Ss to look at the family tree and write the missing family members in the gaps.- Check Ss’ answers (using the IWB). | **-** Look at the family tree and write the missing family members in the gaps.***Answer keys:***1. grandma2. mum3. aunt4. sister5. cousin |

**B. Have got: 10 minutes**

a. Objectives: to help Ss practise *have got* (affirmative/ negative/ interrogative).

b. Content: Task 10.

c. Expected outcomes: Ss can recall and practise *have got* (affirmative/ negative/ interrogative).

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Task 10. a) Look at the family tree in Exercise 9 and fill in each gap with** *have got***,** *has got***,** *haven’t got* **or** *hasn’t got***.**- Read out the ***Note!*** box.- Explain the task and give Ss time to complete it.- Check Ss’ answers (using the IWB).**b) Complete the questions, then answer them.**- Explain the task and give Ss time to complete it.- Check Ss’ answers. (using the IWB) | **-** Read out the ***Note!*** box.**-** Look at the family tree in Exercise 9 and fill in each gap with *have got*, *has got*, *haven’t got* or *hasn’t got***.*****Answer keys:*****1** John and Kate haven’t got four children.**2** Nancy and Sam have got a nephew, George, and a niece, Kristy.**3** Kristy has got three cousins.**4** Mark hasn’t got two brothers.**5** Sheila and Helen have got a brother.**6** Peter hasn’t got a brother.- Complete the questions, then answer them.***Answer keys:*****1** Has John got a wife? Yes, he has.**2** Have Sam and Nancy got three children? Yes, they have.**3** Has Kim got two daughters? No, she hasn’t.**4** Have John and Kate got four grandchildren? No, they haven’t. |
| **Task 11. Draw your family tree and talk about your family.**- Explain the task and give Ss time to complete it.- Alternatively, assign the task as homework and ask various Ss in the next lesson to present their family trees to the class. | - Draw your family tree and talk about your family.***- Ss’ own answer.*** |

**C. Possession: 5 minutes**

a. Objectives: to help Ss review and practise *possession*.

b. Content: task 12.

c. Expected outcomes: Ss can recall and practise *possession*.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Task 12. Look at the family tree in Exercise 9 and choose the correct option.**- Write on the board.*It’s the boys room. It’s his room.**They are the boys balls. They are their balls.**This is Ann and Kates room.**These are Anns and Kates bicycles.**It’s the womens office.*- Ask Ss to put apostrophes in each sentence to show possession. Elicit/Review possession.*It’s the boy’s room.* (singular noun + ’s)*They are the boys’ balls.* (plural noun + ’)*This is Ann and Kate’s room.* (Ann and Kate share possession.)*These are Ann’s and Kate’s bicycles.* (each one has their own bicycle.)*It’s the women’s office.* (irregular plural)- Explain the task and give Ss time to complete it.- Check Ss’ answers (using the IWB). | - Listen to the teacher and take notes.- Look at the family tree in Exercise 9 and choose the correct option.***Answer Keys***1. Kim’s/ Kristy and George’s2. John and Kate’s3. Sheila and Helen’s4. boys’5. girls’ |

**D. Plurals*:* 5 minutes**

a. Objectives: to help Ss practise *plurals*.

b. Content: Task 13.

c. Expected outcomes: Ss can recall and practise *plurals.*

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Task 13. Write the plurals. Compare with your partner.**- Give Ss time to write the plurals and then ask Ss to compare their answers with their partner. | - Write the plurals and compare their answers with their partner.**Answer keys:****1** book – books**2** woman – women**3** glass – glasses**4** foot – feet**5** watch – watches**6** brush – brushes**7** potato – potatoes**8** baby – babies |

**E. Tell the time: 10 minutes**

a. Objectives: to help Ss practise telling the time and talk about daily routine.

b. Content: Tasks 14, 15.

c. Expected outcomes: Ss can recall and practise telling the time and talk about daily routine.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Task 14. Write the times in two ways as in the example in your notebook.**- Ask Ss to read the diagram and then write the times for the clocks.- Elicit answers from Ss around the class. | **-** Read the diagram and then write the times for the clocks.***Answer keys:****1 It’s half past four. / It’s four thirty.**2 It’s ten past six. / It’s six ten.**3 It’s a quarter past eight. / It’s eight fifteen.**4 It’s a quarter to seven. / It’s six forty-five.* |
| **Task 15. What time do you** *get up*? *have breakfast*? *go to school*? *come back home*? *have lunch*? *do your homework*? *have dinner*? *go to bed*?- Ask various Ss around the class and check their answers on telling the time correctly. | - Answer the questions individually and share with their friend.***Suggested Answer Key****I get up at 6 o’clock in the morning.**I have breakfast at (a) quarter past six/six fifteen.**I go to school at (a) quarter to seven/seven fifteen.**I come back from school at half past four/ four thirty.**I have lunch at twelve o’clock.**I do my homework at five o’clock.**I have dinner at half past seven/seven thirty.**I go to bed at half past eight/eight thirty.* |

**F. *This/ These- That/Those- Clothes:* 5 minutes**

a. Objectives: to help Ss to practise *this/these – that/those* and *clothes*.

b. Content: Task 16.

c. Expected outcomes: Ss can recall and practise *this/these – that/those* and *clothes.*

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Task 16. Fill in each gap with** *this***,** *these***,** *that* **or** *those* **and choose the correct option.**- Explain the task using IWB.- Elicit that we use *this/these* for people/ things near us and *that/those* for people/ things far from us.- Give Ss time to complete it and then check their answers. | **-** Fill in each gap with *this*, *these*, *that* or *those* and choose the correct option.**Answer keys:**1. *This* is a dress/shirt and *that* is a T-shirt/ jacket.2. *This* is a belt/scarf and *those* are shorts/ trousers.3. *Those* are gloves/leggings and *those* are boots/ trainers. |

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

**-** Vocabulary: *family members, clothes.*

- Grammar: *have got, possession, plurals, this/that- these/ those.*

- Dothe exercises in workbook on pages 8, 9.

- Prepare welcome back on pages 10, 11.

**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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