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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. grandma  2. mum  3. aunt  4. sister  5. 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’s  2. John and Kate’s  3. Sheila and Helen’s  4. 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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