Date of preparing: ………………………………….

Date of teaching: ………………………………….

**Period……**

**UNIT 3: FRIENDS**

**Lesson 1 - Part 2 (Page 23) - Grammar**

**I. OBJECTIVES**

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

**1. Knowledge**

- use the Present Simple and the Present Continuous.

- ask and answer about personal appearance.

**2. Ability**

- improve speaking skills, listening skill, writing skills.

- improve the use of English.

**3. Quality**

**-** have positive attitude in English language learning so that they actively participate in all classroom activities.

- love their school and friends.

**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, handouts…

**III. PROCEDURES**

**A. Warm up: (5’)**

**a) Objective:** Introduce the new lesson and set the scene for Ss to acquire new language; get students' attention at the beginning of the class by means of enjoyable and short activities as well as to engage them in the steps that follow.

**b) Content:** Rearranging letters to make a meaningful word/ Review the -ing form.

**c) Product:** Ss review the vocabularies of the previous lesson

**d) Competence**: Collaboration, analytical skill, communication.

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s Activities** | **Students’ Activities** |
| - Give greetings - Check attendance* **Option 1: Game “JUMBLE WORD”**

- Have Ss rearrange letters to make a meaningful word - Call Ss to give answers- Check Ss’ answers, give feedback and lead to the new lesson *1. obnw 2. olng* *3. thors 4. misl 5. reaw** **Option 2: -ing form of verb**

- Have Ss review the spelling of the -ing form of verb by giving some verbs and ask Ss to ad -ing. Examples: *1. wear* *2. stay* *3. study* *4. put* *5. make* *6. have* *7. go* *8. miss*- Have Ss write answers on the board - Tell Ss about another grammar point that contains -ing form they are going to study in the new lessonLead to the new lesson | -Greet T- Take part in the game- Give answers (write on the board)**Answers keys***1. brown 2. long**3. short 4. slims 5. wear*- Work in pairs**Answers keys** *1. wearing* *2. staying* *3. studying* *4. putting* *5. making* *6. having* *7. going* *8. missing*- Write answers- Listen |

**B. New lesson (35’)**

* **Activities 1: Grammar: Present and Present Continuous (18’)**

**a) Objective:** Ss know how to use the Present and Present Continuous tense.

**b) Content:**

**-** The usage ofPresent (verb: be) and Present Continuous tense

**-** Circle the correct words

**c) Products:** Ss can use the Present and Present Continuous tense in everyday communication.

**d) Competence**: Communication, collaboration, presentation

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s Activities** | **Students’ Activities** |
| **a. Listen and repeat**- Have Ss look at the picture- Play audio (CD1 – Track 32) and have Ss listen and read the speech bubbles- Play audio again and have Ss listen and repeat**Grammar box*** **Option 1:**

- Have Ss look at the grammar explanation - Have Ss look at the box with the different forms- Have some Ss read the sentences aloud- Explain more about the form, usage of the Present Continuous*\*Form: S + am / is / are + V-ing* *Question: Am / Is / Are + S + V-ing?**\*Usage: talk about ongoing actions**\*Adverbs: at the moment, now, Look! ...**\*Note: When we use present continuous to describe personal appearance, we do not use the adverbs** **Option 2:**

- Have Ss close booksShow a picture on the screen and ask Ss to make comments on the clothes of the boy in the picture- Introduce: The boy is wearing a green hat. The boy is wearing an orange T-shirt The boy is wearing blue shorts- Have Ss pay attention to the tense used in these sentencesLead to the grammar point: Present Continuous- Explain more about the form, usage of the Present Continuous*\*Form: S + am / is / are (not) + V-ing* *Question: Am / Is / Are + S + V-ing?**\*Usage: talk about ongoing actions**\*Adverbs: at the moment, now, Look! ...**\*Note: When we use present continuous to describe personal appearance, we do not use the adverbs*- Have Ss open books and read the grammar box- Ask Ss to give some examples, using this tense**b. Circle the correct words.**- Demonstrate the activity, using the example- Have Ss circle the correct words- Have Ss work in pairs to check each other’s work - Have some Ss share their answers with the whole class- Give feedback, correct Ss’ answers if necessary | - Look- Listen, then read- Listen and repeat - Look and read- Read- Listen and take notes- Work in pairs**-** Do what the teacher requests**Expected answers:** blue shorts, green hat (green cap), orange T-shirt, red bag- Look and listen- Listen and take notes- Open books, read- Give examples- Listen- Work individually- Work in pairs- Give answers**Answer keys**2.is 3. are 4. am 5. are 6. Are |

* **Activity 2: Practice (17’)**

**a) Objective:** Ss can make questions or answer the questions to develop a conversation.

**b) Content:**  Writing answers, practicing the conversation

**c) Products:** Ss can use present continuous and “Yes” / “No” questions in everyday communication.

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

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s Activities** | **Students’ Activities** |
| **c. Look at the photo and write Simon’s answers** - Demonstrate the activity, using the photo*.* - Have Ss write Simon’s answers- Have Ss work in pairs to check each other’s work - Have some Ss share their answers with the whole class (Write on the board)- Check, correct Ss’ answers**d. Practice the conversation with partner** * **Option 1:**

- Have Ss do the task in pairs- Call Ss to demonstrate the activity in front of the class- Give feedback and correct Ss’ pronunciation if necessary* **Option 2:**

- Have Ss do the task in pairs.- Call Ss to demonstrate the activity in front of the class- Give feedback and correct Ss’ pronunciation if necessary- Give more pictures, have Ss practice, encourage them to be creativeExample:**-** Call Ss give answers- Give feedback and evaluation* **Option 3:**

- Have Ss do the task in the book in pairs- Have Ss demonstrate their conversation in front of the class- Give an extra activity: Choose a secret student. Have Ss in class ask and answer questions to find who the secret student is.Example: *Ss: Is he wearing glasses?* *T: Yes, he is* *Ss: Is he wearing sandals?* *T: No, he isn’t* *Ss: Is he wearing short-sleeved sweater?* *T: Yes, he is* *Ss: Is that Minh?* *T: …* | - Look and listen- Work individually- Work in pairs- Write answers**Answer keys**2. No, he isn’t 3. Wearing a blue T-shirt 4. Black pants - Work in pairs- Present- Work in pairs - Read the answers aloud**Suggested dialogue***A: Do you know my friend?**B: Is she wearing a hat?**A: Yes, she is**A: Is she carrying a doll?**B: No, she isn’t**A: Is she wearing shorts?**B: No, she isn’t**A: What else is she wearing?**B: She is wearing a red skirt and a blue sweater*- Work in pairs- Present- Ask questions (as a whole class) and guess who the secret student is |

**C. Consolidation (3’)**

**\* The Present Continuous tense:**

*Form: S + am / is / are (not) + V-ing*

 *Question: Am / Is / Are + S + V-ing?*

*\*Usage: talk about ongoing actions*

**Examples:** What is he wearing?  He’s wearing a blue T-shirt

**D. Homework (2’)**

- Make 3 sentences to describe one of your classmates, using present continuous.

- Review vocabularies about clothes.

- Do exercises in Workbook: Lesson 1 - Grammar (page 15).

- Prepare: Lesson 1 – Pronunciation and Speaking (page 24 – SB).