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 books  Show 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 creative  Example:  **-** 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).