Date of preparing: ………………………………….

Date of teaching: ………………………………….

**Period……**

**UNIT 2: SCHOOL**

**Lesson 2 - Part 2 (Page 18) - Grammar**

**I. OBJECTIVES**

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

**1. Knowledge**

- use “like + V-ing” to talk about hobbies and interests.

- write V-ing with correct spelling.

- ask and answer about the school activities they like or don’t like.

**2. Ability**

- improve speaking skill, listening skill.

- improve the use of English.

**3. Quality**

**-** have positive attitude in English language learning so that they actively participate in all classroom activities, especially with the topic “School” conducted by the teacher.

- love their school, have their favorite school activities to join in.

**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:** to introduce the new lesson and set the scene for Ss to acquire new language; to 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:** Introduction of “like + V-ing”

**c) Product:** Ss get to have general ideas about like +gerund

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

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s Activities** | **Students’ Activities** |
| - Give greetings  - Check attendance   * **Option 1:**   - Let Ss listen to a recording about hobbies and interests, then repeat  - Link from YouTube (T doesn’t need to play full clip, just a minute with some sentences):  *https://www.youtube.com/watch?v=N1o4oOXLOZc*    - Ask Ss to pay attention to the kind of verb they use after “like”   Lead to the new lesson   * **Option 2: CHATTING**   - Ask Ss: - *Do you like reading books?*  *- Do you like playing soccer?*  *- Do you like listening to music?*  *- Do you like watching TV?*  Lead to the new lesson: “like + V-ing” | -Greet T  - Listen and repeat  - Listen  - Answer |

**B. New lesson (35’)**

* **Activities 1: Grammar: Like + V-ing (17’)**

**a) Objective:** Ss know how to use “like + V-ing” to talk about hobbies and interests and they can use the correct spelling of the V-ing form in writing.

**b) Content:**

**-** Listening and repeating.

**-** Writing the verbs with -ing form.

**c) Products:** Ss can use “like + V-ing” in everyday communication.

**d) Competence**: Communication, collaboration, creativity.

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s Activities** | **Students’ Activities** |
| **a. Listen and repeat**  - Have Ss look at the picture  - Play the audio (CD1 – Track 23), ask Ss to listen and read the speech bubbles  - Play the audio and have Ss listen and repeat  \***Grammar box:**  - Ask Ss to make comments on the verb form after “like” in the recording  - Lead to the grammar table and explain the usage of “like + V-ing”    - Ask Ss to pay attention to different forms of the -ing form spelling    - Have Ss give more examples of:   * *-ing after consonant + e* * *-ng after consonant +vowel + consonant*   **b. Rewrite the verbs, using -ing**   * **Option 1:**   - Use the example to demonstrate this activity  - Have Ss add -ing to the verbs to make the -ing form (individually)  - Have pairs check each other’s work  - Have Ss share their answers with the class by writing down on the board  - Check Ss’ answers, correct if necessary   * **Option 2:**   - Use the example to demonstrate this activity.  - Have Ss and -ing to the verbs to make the -ing form (individually)  - Have pairs check each other’s work  - Have Ss share their answers with the class by taking part in the game: Lucky number    - Give feedback, correct Ss’ answers if necessary  **c. Fill in the blanks**  - Let Ss work individually to fill in the blanks  - Have Ss work in pairs to check each other’s answers  - Have Ss give answers | - Look  - Listen and read  - Listen and repeat  - Comment  - Listen and take notes  - Look, read  - Give examples  **Suggested answers**   * *-ing after consonant + e: taketaking; givegiving; comecoming* * *-ng after consonant +vowel + consonant: putputting, sitsitting; beginbeginning*   - Look, listen  - Work individually  - Work in pairs  - Write on the board  **Answer keys**  1. singing 2. drawing 3. cutting  4. reading 5. dancing  6. getting 7. acting  - Work individually  - Work in pairs  - Give answers by choosing number, read the answer, then write on the board  **Suggested answer keys**  *(Upon the questions designed by each teacher)*  - Work individually  - Work in pairs  - Give answers (read, then write on notebooks)  **Answer keys**  2. doing outdoor activity  3. playing tennis 4. swimming |

* **Activity 2: Practice (18’)**

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

**b) Content:** practicing the conservation in the textbook, then making up a similar dialogue.

**c) Products:** Ss can apply the use of “like + V-ing” to daily communication.

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

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s Activities** | **Students’ Activities** |
| **d. Practice the conversation with your partner**  - Let Ss work in pairs topractice the conversation with a partner  - Remind Ss to use correct response to each of the question:  *Like: Yes, I do / Yes, I like it*  *Don’t like: No, I don’t / I don’t like it / No, not really*  - Call some pairs to demonstrate the activity in front of the class  **\*Extra speaking activity**   * **Option 1:** (for class with better students)   - Have Ss use the sample dialogue in task **c.** and make up a similar dialogue; then make a conversation with their own ideas, encourage Ss to be creative  - Go round and give help if necessary  - Call some pairs to share their conversation in front of the class  - Give feedback and evaluation   * **Option 2**   - Deliver handouts, have Ss use the phrases and pictures in the handout to make a complete conversation, then practice reading it in pairs    - Go round and give help if necessary  - Have some pairs present in front of the class  - Give feedback and evaluation | - Practice in pairs  - Listen  - Act out the dialogue  - Practice in pairs  - Listen  - Act out the dialogue  **Suggested conversation**  *A: There’s a music club. Do you like playing musical instruments?*  *B: No, I don’t*  *A: Do you like doing outdoor activities?*  *B: Yes, I do. I like doing sports.*  *A: Do you like playing soccer?*  *B: No, not really.*  *A: Do you like playing badminton?*  *B: Yes, I like it very much.*  *A: OK. So, we can sign up for the badminton club.*  **Expected answers** |

**C. Consolidation (3’)**

**\*** “**Like + V-ing**”: talk about things we like to do often

**\* V-ing spelling:**

After consonant + e remove “e” and replace with “ing”

After consonant + vowel +consonant (for 1 syllable verb)double the final consonant and add “ing”

Words ending with w, x, y do NOT double the final consonant

**D. Homework (2’)**

- Make 2 sentences, using “like + V-ing”

- Practice asking and answering about hobbies and interests, using “like + V-ing”

- Do exercises in WB: Lesson 2 - Grammar (page 11)

- Prepare: Lesson 2 – Pronunciation and Speaking (page 19 – SB)