Date of preparing: ………………………………….

Date of teaching: ………………………………….

**Period …**

**UNIT 1: HOME**

**Lesson 2 - Part 2 (Page 10) - Grammar**

**I. OBJECTIVES**

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

**1. Knowledge**

- use the Present Simple and Wh-questions to ask about things that are facts.

- use **‘s**’ to express possession.

**2. Ability**

- improve speaking skill, writing skill.

- improve the use of English.

**3. Quality**

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

- share household chores with family members.

**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:** Revision of vocabulary about housework.

**c) Product:** Ss review vocabulary and ready for the new lesson.

**d) Competence**: Collaboration, communication, guessing.

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s Activities** | **Students’ Activities** |
| - Give greetings  - Check attendance   * **Option 1: ACTOR / ACTRESS**   - Invite 1 or 2 volunteers to stand in front of the class. He/ She will be the actor/ actress  - Have the volunteers express or act (use body language – gestures) to illustrate the housework  - Have the rest of the class guess which housework is being simulated  - Give a big applause or a small gift to the S who can give a correct answer  🡪Lead to the new lesson   * **Option 2: Do or Make**   - Show on the screen or give handouts  - Have Ss review old vocabularies about housework by adding “do” or “make”    - Have Ss give answers  - Check answers as a whole class  - Lead to the new lesson | -Greet T  - Volunteer  - Act  - Guess and give answers  - Work in pairs and give the answers  **Answer keys** |

**B. New lesson (35’)**

* **Activities 1: Grammar: The Present Simple with Wh-questions (15’)**

**a) Objective:** Ss know how to use the Present Simple with Wh-questions.

**b) Content:**

**-** Listening and repeating.

**-** Grammar explanation.

**c) Products:** Ss can use the Present Simple and Wh-questionsto ask about things that are facts.

**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 09), ask Ss to listen and read the speech bubbles  - Play the audio again and have Ss listen and repeat  \***Grammar explanation**  - Have Ss read the Grammar box  - Ask Ss to make comments on the black bold verb form in the examples  - Have Ss give the form and usage of the Present Simple tense  - Lead to the grammar table and explain the Present Simple and Wh-questionsto ask about things that are facts    - Ask Ss to pay attention to way to show possession    - Have some Ss read the sentences aloud    - Have Ss work in pairs to make questions and answer, using Wh-questions and the Present Simple tense  - Get feedback | - Look  - Listen and read  - Listen and repeat  - Comment  - Give answers  **Expected answers**  *The Preset Simple tense*  ***Be:*** *S + am / is / are (not) …*  *(?) Am / Is / Are + S …*  ***Normal verb:***  *(+) S + Vs/es*  *(-) S + don’t / doesn’t + V. bare infinitive*  *(?) Do / Does + S + V. bare infinitive*  - Listen and take notes.  - Read  - Work in pairs |

* **Activity 2: Practice (20’)**

**a) Objective:** Ss can get used to using the Present Simple and Wh-questions.

**b) Content:**

- Filling in the blanks, using the Present Simple of the verbs in the box.

- Using the prompts to write sentences.

**c) Products:** Ss produce the new language successfully, and they can apply the use of the Present Simple and Wh-questions in speaking and writing.

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

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s Activities** | **Students’ Activities** |
| **b. Fill in the blanks, using the Present Simple of the verbs in the box**   * **Option 1:**   - Use the example to demonstrate this activity  - Have Ss use the Present Simple to fill in the blanks, draw attention to the singular and plural form  - 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 use the Present Simple to fill in the blanks, draw attention to the singular and plural form  - Have pairs check each other’s work  - Call Ss to give answers by answering multiple choice questions (format: game “Lucky Number?”)  - Check Ss’ answers, correct if necessary    **c. Write sentences, using the prompts**  - Demonstrate the activity, using the example  - Have Ss work in groups of 3-4 to write sentences, using the prompts  - Go round and give help if necessary  - Call Ss to write answers on the board  - Check and correct Ss’ answers  **d. Write what housework you do on the line. Ask your partner**     * **Option 1:**   - Have Ss write what housework they do on the line  - Have Ss practice the conversation in pairs  - Have some Ss demonstrate the activity in front of the class  - Give feedback and evaluation   * **Option 2:**   - Follow the same steps as option 1  - Give an extra activity: Have Ss use more questions to develop their conversation:  *What housework does your mother do?*  *What housework does your father do?*  *What housework does your sister / brother do?*  Or: *Who does the laundry?*  *Who makes dinner?*  *Who prepares breakfast?*  *Who does the cooking?*  - Remind Ss to use the right form of do or make they have studied in the Warmup activity  - Have some Ss demonstrate the activity in front of the class  - Give feedback and evaluation | - Look and listen  - Work in pairs  - Write answers  **Answer keys**  *2. do 3. cleans 4. make*  *5. does 6. makes*  - Look and listen  - Work in pairs  - Give answers  **Answer keys**  *2. do 3. cleans 4. make*  *5. does 6. makes*  - Look and listen  - Do the task in groups  **Answer keys**    - Work individually  - Work in pairs  - Present  - Write answers  - Listen and take notes  - Work in pairs  - Ask and answer |

**C. Consolidation (3’)**

**\* Present Simple**

Form: ***Be:*** *S + am / is / are (not) …*

*(?) Am / Is / Are + S …*

***Normal verb:***

*(+) S + Vs/es*

*(-) S + don’t / doesn’t + V. bare infinitive*

*(?) Do / Does + S + V. bare infinitive*

Usage: *The Present Simple and Wh-questions to ask about things that are facts.*

**\* Wh-questions**

Form: *Question word + do / does + S + V. bare infinitive*

*Question word + do / does / make / makes /clean / cleans + housework.*

**D. Homework (2’)**

- Practice asking and answering about housework, using the Present Simple and Wh-questions.

- Do exercises in WB: Lesson 2 - Writing (page 5).

- Prepare: Lesson 2 – Pronunciation and Speaking (page 11 – SB).