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).