Date of preparing: ………………………………….

Date of teaching: ………………………………….

**Period……**

**UNIT 2: SCHOOL**

**Lesson 1 - Part 2 (Page 15) - Grammar**

**I. OBJECTIVES**

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

**1. Knowledge**

- use “and” or “or” for positive and negative statements.

- use possessive pronouns.

- ask and answer about favorite subjects.

**2. Ability**

- improve speaking skills, 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, identify their favorite subject(s) and even orient what they want to do in the future, using the knowledge from the subject(s) they like.

**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 ofconnectives “and” to join nouns in positive sentence and “or” to join nouns in negative sentence.

**c) Product:** Ss get general ideas about connectives: and, or

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

**e) Organization of the activity:**

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

- Ask 5 Ss to volunteer to take part in the game, let them stand in front of the class- Give each S a piece of paper, each of which contains a word. The Ss then have to change their position in order to make the words in their paper together bring a meaningful sentence- Ask the whole class to help them if they have an incorrect answer- Check Ss’ answers, give feedback and lead to the new lesson* **Option 2: CHATTING**

- Ask Ss: *Who likes English?*- Ask Ss another question: *Who likes Music?*- Point to the S who raises his / her hand for both questions, then make a sample sentence, like: *Minh likes English and Music/Hoa likes English and Music*- Follow the same steps with the negative idea: Who doesn’t like black? Who doesn’t like yellow?-Then, make another sample sentence, example: *Lan doesn’t like black or yellow.*- Ask Ss to pay attention to the words that teacher uses to connect 2 nouns in the two sample sentences- Lead to the new lesson | -Greet T- Take part in the game- Observe and help 5 volunteers if their answer is incorrect**Answers keys**- Raise hands (If he/she likes English)- Raise hands (If he/she likes Music)- Raise hands (If he/she doesn’t like black)- Raise hands (If he/she doesn’t like yellow)- Listen |

**B. New lesson (34’)**

* **Activities 1: Grammar: Connectives: “and”** and **“or” (15’)**

**a) Objective:** Ss know how to use “and” and “or” to join nouns in a positive and negative statement.

**b) Content:**

**-** The usage of“and”, “or”

**-** Thepractice of speaking and writing

**c) Products:** Ss can use “and”, “or” to join nouns in everyday communication.

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

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s Activities** | **Students’ Activities** |
| **c. Write sentences, using the prompts*** **Option 1:**

- From the warm-up activity, T explains more about how to use “and”, “or” to join nouns in a statement.- Ask Ss to do the exercise individually- Call Ss to write answers on the board- Have other Ss make comments on their friends’ answers- Check and correct Ss’ answers if necessary- Ask Ss to use the comma if there are more than 2 nouns in a sentence* **Option 2:**

- Ask Ss to work in groups to write sentences on the extra board, using the prompts given in the book- Ask Ss to hang their extra board on the big board in front of the class, check, correct Ss’ answers**d. Now, with a partner, say what subjects you like and don’t like*** **Option 1:**

- From task c, T can have Ss read the sentences in the task again, then ask them to make their own sentences- Call Ss to present their answers * **Option 2:**

- T can let Ss do this speaking activity at the end of the lesson; they can use all the knowledge from the lesson to make up their dialogue | - Listen- Work individually.- Write on the board- Comment**Answer keys**1. I like history, I.T **and** physics.2. I don’t like art **or** music.3. I like literature **and** biology.4. I don’t like P.E, geography **or** physics.5. I like music, literature, **and** art.- Work in groups- Hang the extra board, listen and correct mistakes- Read the sentences in task c- Work in pairs**-** Do what the teacher requests |

* **Activity 2: Grammar: Possessive pronouns: mine** and **yours (19’)**

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

**b) Content:**  Listening and repeating; doing multiple choice exercise

**c) Products:** Ss can apply the use of “mine” and “yours” to everyday communication.

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

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s Activities** | **Students’ Activities** |
| **a. Listen and repeat**- Let Ss look at a sample dialogue: *A: What’s your favorite subject?* *B: My favorite subject is Biology. What’s your favorite subject?* *A: My favorite subject is Art.* *B: Oh, I don’t like Art.* - Ask 2 Ss to read this dialogue- Ask Ss to make comments on the words used in the dialogue (hint: the words that are used repeatedly)- Play the audio once. Ask Ss to listen and notice how they replace the repeated words, then repeat the sentences- Explain more about “mine” and yours”: We use “mine” and “yours” so we don’t say the same words again. It makes the sentence shorter and more coherent *mine = my + noun* *yours = your + noun***b. Circle the correct words** * **Option 1:**

- Have Ss do the task in pairs- Call Ss to read their answers- Give feedback and correct Ss’ answers if necessary- Ask Ss to make more sentences, using “mine” and “yours”- Have Ss read their answers or write on the board- Give feedback, if Ss’ answers are good, give them evaluation by giving extra marks* **Option 2: Game: “LUCKY NUMBER”**

**-** Designgame “Lucky number”, let Ss time to prepare, then answer the questions randomly by choosing number- Ask Ss to make more sentences, using “mine” and “yours”- Have Ss read their answers or write on the board- Give feedback and evaluation | - Look and read- Make comments on the dialogue, pay attention to the words that are used many times.- Listen and repeat- Listen and take notes - Work in pairs - Read the answers aloud**Answer keys**2. yours 3. Mine 4. yours 5. Mine 6. Mine- Make sentences (Ss can write them in notebooks)- Read or write- Take part in the game- Make sentences - Read or write**Suggested answer keys** *(Up to the questions designed by each teacher)* |

**C. Consolidation (4’)**

**\* Connectives**: “**and**”: join 2 or more nouns in a positive statement; “**or**”: join 2 or more nouns in a negative statement.

**\* Asking and answering about school subjects you like:**

What subjects do you like?

 What’s your favorite subject?

 Which subject do you like best?

**\* Possessive pronouns:** Mine and yours (in order not to repeat the words that go before, example: My favorite subject is English. What’s yours? – Mine’s Music.)

**D. Homework (2’)**

- Make 2 sentences, using “and” or “or” for positive and negative statements.

- Practice asking and answering about school subjects you like and don’t like, using possessive pronouns

- Do exercises in Workbook: Lesson 1 - Grammar (page 9) and Writing (page 9)

- Prepare: Lesson 1 – Pronunciation and Speaking (page 16 – SB)