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)