Date of preparing: ………………………………….

Date of teaching: ………………………………….

**Period …**

**UNIT 8: THE WORLD AROUND US**

**Lesson 1 – Part 2 (Page 63) - Grammar**

**I. OBJECTIVES**

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

**1. Knowledge**

- know how to use the modals "should" and "can";

**2. Ability**

- improve the use of language and speaking and writing skills;

- develop the ability to communicate and cooperate with their partners, to self-study, to solve problems in conversation situations;

**3. Quality**

**-** have a positive attitude in English language learning so that they actively participate in all classroom activities, especially about the topic "The world around us".

**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, CD player, handouts…

**III. PROCEDURES**

1. **Warm up: (5’)**

**a) Objective:** To help Ss relax, review/ remember new words they have learnt.

**b) Content:** Doing the crossword puzzle

**c) Product:** Ss can review the vocabulary learned

**d) Competence**: Critical thinking

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| \* Game: ***Crossword puzzle***- Ask students to play the game using new words on page 44 in workbook.  | - Look at the pictures to do the crossword puzzle individually. |

**B. New lesson (35’) Grammar**

**a) Objective:** To help Ss know and use the modals "should" and "can".

**b) Contents:**

**-** Listening and repeating

- Circling the correct modals

- Completing the dialogue

**c) Products:** Students know the usage of modals and use them correctly in communication

+ "Should" to ask for and give advice,

+ "Can" to talk about possibility, and "can't" for things that are very unsafe to do.

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

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| \* ***Presentation*****a. Listen and repeat.** - Elicit the grammar rules from the students. - Explain how to use the modals "should" and "can" and give examples.- Play the audio. (CD2 – 30) \* ***Practice*****b. Circle the correct modals.**- Ask Ss to circle the correct modals.- Give feedback and correct the answers. **c. Complete the dialogue.**- Have Ss complete the dialogue.- Give feedback and correct. (Make sure Ss understand the situations of the dialogue.)**d. Now, practice the conversation with your partner.**- Have Ss take turns practicing the dialogue. - Have some pairs demonstrate the activity.\* ***Consolidation***: - Use mind map to review/ consolidate the modals: should" and " can" |   - Look at the box, read and answer individually. - Write them down in their notebooks. \* Modals:+ We use ***should*** to ask for and give advice. + We use ***can*** to talk about possibility, and ***can't*** for things that are very unsafe to do.Ex1: I/ She should go to Greenwater Cave.Ex2: They/ we shouldn't go hiking there.Ex3: They/ we can't swim in that water.Ex4: Should I travel there? - Listen and repeat.**-** Read the sentences and then circle individually.**-** Share the answers with their partners.- Circle the answers on the board and explain if necessary.\* ***Answer keys***:1. can't 2. should 3. can 4. shouldn't 5. can't 6. shouldn't**-** Read the dialogue and then complete individually.**-** Share the answers with their partners. - Give the answers. \* ***Answer keys:***2. Can we do there 3. No, we can't 4. Yes, you should 5. No, we shouldn't  - Work in pairs. - Demonstrate the activity in front of the class.  |

**C. Consolidation (2’)**

**\* Modals**

***Form:***

*(+) S + should/ can + …*

*(-) S + shouldn’t/ can’t + …*

*(?) Should/ Can+ S + …?*

***Usage:***

*“Should”**to ask for and give advice.*

*“Can” to talk about possibility.*

*“Can’t” for things that are very unsafe to do.*

**D. Homework (3’)**

- Learn the usage of modals "should" and "can"

- Practice asking for and giving advice and talking about possibility with your partners/ classmates.

- Do grammar exercises a, b and writing on page 45 in workbook.

- Prepare for the new lesson: Pronunciation and speaking (page 64)

- Ask them to think of a plan for a class trip. Where are you going to go and what are you going to do/ prepare?