**Date: 28-09 -> 03-10-2020 Lesson Plan: 9**

**Week: 04 Teacher: Võ Kim Trí**

**UNIT 2: CLOTHING**

**Lesson 4: Read**

**I. Objectives:**

**1. Competencies:**

- Developing reading skill.

- Searching for information about the history of the development of jeans.

**2. Language focus:**

*a. Vocabulary*: words related to the history of jeans: sailor; embroidered jeans; label; generation worldwide.

*b. Grammar*: passive voice (past simple).

**II. Techniques:**

Scanning; Questions – answers; guessing.

**III. Teaching aids:**

Map; cassette; Cassette recorder; illustrating pictures; OHP; Pictures; Laptop; Flash cards; colored chalk; visual aids.

**IV. Teaching steps:**

|  |  |  |
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| ***Steps*** | ***Teacher’s activities*** | ***Student’s activities*** |
| *Warm – Up Presentation*  *Pre-speaking* | - Introducing the new reading by asking some questions:  1. Do you know jeans?  2. Do you like wearing jeans?  3. Who loves wearing jeans?  4. When did jeans appear for the first time?  - Encouraging the students make some questions about jeans:  “What do you want about jeans?” question for elicit.  - Having scanning: (task 1)  - Reading quickly to find down the new words and the information (page 17) | - Listening to the teacher’s introduction.  - Answering the questions freely.  - Making questions randomly.  - Reading the passage for missing information. |
| *While-reading* | - Introduction some vocabularies.  - Asking the students to have a silent reading to do the gap filling A.  - Playing cassette twice.  - Calling some students to read the text aloud.  - Task 2: asking the students to do task B in pairs. | - Listening to the teacher to know the moaning of new words.  - Having a silent reading  - Doing gap filling.  - Listening to the cassette.  - Reading the text aloud.  - Doing talk B in pairs.  - Lestening to the cassette.  - Reading the text aloud.  - Doing taks B in pairs. |
| *Post-listening* | - Calling some students to answer the questions before class.  - Correcting their answers by giving them key. | - Listening to the keys.  - Correcting their answers. |
| *Consolidation* | Do you like wearing Jeans?  Where do jeans come from?  Who are now often wearing Jeans? Why? |  |
| *Homework* |  | - Doing exercise 8, 9 workbook (page 18,19) |

***Drawing experience :***

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**UNIT 2: CLOTHING**

**Lesson 6: Language focus (45 min)**

**I. Objectives:**

***1. Competencies:***

- Reminding them of previous knowledge on present perfect and the passive voice

- Know how to used specific words of present perfect.

***2. Language focus:***

a. Present perfect tense with specific words: (since, for, ever, already, yet,…)

b. Review passive voice with tenses:

- Present simple, Past Simple, Future Simple, Present perfect and modal verb passive.

**II. Techniques:**

Questions – answers; guessing.

**III. Teaching aids:**

Pictures; Laptop; Flash cards; colored chalk; visual aids.

**IV. Teaching steps:**

|  |  |  |
| --- | --- | --- |
| ***Steps*** | ***Teacher’s activities*** | ***Student’s activities*** |
| *Present perfect with SINCE & FOR*  \* Since: before a certain point of time.  Eg: since 2 o’clock/ last week/ last month/ last year.  \* *For*: before duration of time.  Eg: for 2 hours/ two weeks/ three years… | - Letting the students read the model dialogue.  - Leading them to underline substitution words or phrases.  - From the underline substitution, asking them to reproduce the similar dialogues using the given word from the box.  - Asking them to practice the dialogue in pairs. | - Reading the model dialogue.  - Underlining the substitution words or phrases.  - Answering the questions.  - Practicing the dialogue in pairs. |
| *Consolidation* | - What is WISH Sentence?  - What tense is used in wish 1st type?  - Remind them the structure of passive voice. |  |
| *Homework* |  | - Doing exercise 7 (page 10).  - Explaining the way how to do the exercise. |