**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:**

|  |  |  |
| --- | --- | --- |
| ***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 :***

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

**Week: 04 Teacher: Võ Kim Trí**

**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. |