***Date of planning : 27/9 / 2024***

***Date of teaching : 30/9 / 2024***

Week :4 UNIT 2: MY HOUSE

Period : 11 Lesson 3: A closer look 2

**I. OBJECTIVES:**

By the end of the lesson, students will be able to know how to use the possessive case and prepositions of place correctly.

**1.Knowledge**:

**\* Vocab:** School lexical items

**\* Grammar:** Possessive case and prepositions of place;

**2. Competence:** Know how to use possessive case and prepositions of place . Students will developed speaking and co-operating skills.

**3. Quality/ behavior :** To teach SS to be hard- working and love their house .

The knowledge of working in group, individual work, pairwork, cooperative learning and communicative competence.

**II. MATERIALS**

**1. Teacher:** - Grade 6 textbook, Planning ( Unit 2, A closer look 2)

- Smart TV/Pictures, sets of word cards

- sachmem.vn

**2. Students:** Text books, notebooks, posters, ….

**3. Method:** Ask and answer ; group works; individual ……

III. PROCEDURES : (STAGES)

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| **\* Activity 1 : Warm-up (5’)**  **\* Aim**: To activate students’ prior knowledge and vocabulary related to the targeted grammar of possessive case, preposition of place and to increase students interest.  \* **Content:** Game: *Memory game*  **\* Products:** look at pictures, remember and answer the questions.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | | **Content** |
| \* **Warm up (group work)**  \* Teacher divides the class into 4 groups.  \*\* Teacher tells students the rules of the game:  + Students have to study the picture of 3 people (Jack, Polly and Greg) and try to remember the things belonging to each person in 30 seconds without writing down in their notebooks.  + After 30 seconds, teacher shows the things of Jack, Polly and Greg and a member of each team has to answer quickly the question “Whose is it?”  \*\*\* Teacher gives feedback and confirms the right answers.  \*\*\*\*The group with more correct sentences will be the winner.  **🡪Lead in**  Teacher says: “This lesson today is going to tell you one way to express the possessive and how to use the preposition of place correctly.” | | | ***\**  Game**: ***Memory game***    \* ***Answer keys:***    1. Whose ball is it?  - It’s Jack’s ball.  2. Whose T-shirt is it?  – It’s Greg‘s T-shirt.  3. Whose bike is it?  - It’s Greg’s bike  4. Whose sock is it?  – It’s Polly’s sock. |
| **\* Activity 2: Presentation (5’)**  **\* Aim:** To introduce students the form of possessive case.  \* **Content:** Learn about thepossessive case.  **\* Products:** understand and know how to use the form of possessive case.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| \* Teacher draws students’ attention to the words in the answers from the Warm-up “Greg ‘s T- shirt, Jack’s ball, Polly’s sock” and asks them whether they know the meanings of these words.  \*\*Teacher provides or confirms the answers and lead in the grammar focus of the lesson:  \*\*\* Teacher writes the form of the possessive case on the board:  **\*\*\*\*** Ss copy down | | **The possessive case**  *( Dạng sở hữu cách)*  🡪 We use “ ’s ” to show possession.  🡪 **name’s + noun**  Ex: Polly’s sock.  🡪 singular noun’s + noun  Ex: teacher’s book. | |
| **\* Activity 3 : Practice (10’)** | | | |
| **Task 1**  **\* Aims:** To help students identify the correct form of possessive case.  \* **Content:** Choose the correct answer.  **\* Products:** Students write the correct key on the board.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 1:T –Ss : Ss- Ss**  \* Teacher asks students to do the exercise individually .  \*\*\* T asks Ss compare their answers with a classmate.  \*\* Check the answers as a class.  Teacher confirms the correct answers | **Task 1: Choose the correct answer.**  ***\* Answer key:***  1. grandmother’s  2. sister’s 3. cousin’s  4. Nam’s 5. An’s | | |
| **Task2**  **\* Aims:** To help students practise forming the correct form of possessive case.  \* **Content:** Complete the sentences with the correct possessive forms.  **\* Products:** Students write the correct key on the board.  **\* Organization of implementation** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 2: T - Ss, Ss - Ss**  \* Teacher has students do this exercise individually and calls on two students to write their answers on the board.  \*\* Students write their answers on the board.  \*\*\* Teacher draws all students’ attention to the board and checks the answers together.  \*\*\*\* Teacher confirms the correct answers. | **Task 2: Complete the sentences with the correct possessive forms.**  ***\*Answer key:***  1. Mi’s 2. teacher’s  3. Nick’s 4. father’s  5. brother’s | | |
| **\* Activity 4 : Presentation (10’)**  **Prepositions of place**  **\* Aims:** To help students identify different prepositions of place and use them correctly to describe where people or things are.  \* **Content:** Learn about prepositions of place.  **\* Products:** understand prepositions of place.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| ***\* T-Ss, Ss-Ss***  \* Teacher asks students what prepositions of place they know. Encourage students to say as many as possible  \*\* Have them look at the Remember box to see if the prepositions they have mentioned are the same.  \*\*\* Ss say the meaning of some prepositions.  \*\*\*\* Teacher confirms how to use prepositions of place | **Prepositions of place**  ( Giới từ chỉ nơi chốn)  **🡪 We use prepositions of place to describe where people or things are.** | | |
| **Task 3**  **\* Aims:** To help students practice using prepositions of place correctly to describe where people or things are.  \* **Content:** Write the correct preposition in the box under each picture. ( *Game: Lucky number)*  **\* Products:** Students say the full sentences aloud. (team work)  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 3: T - Ss, Ss – Ss**  \* Teacher divides the class into 2 teams.  \*\* Each team chooses the number they like, then tries to make the sentence correctly.  \*\*\* The team which chooses a lucky number will get two points without answering any questions.  \*\*\*\* The team which has more points will be the winner. | **Task 3: Write the correct preposition in the box under each picture.**  **+ *Game: Lucky number***  ***Answer key:***  1. on 2. next to  3. behind 4. in  5. in front of 6. between  7. under  1. The dog is on the chair.  2. The dog is next to the armchair.  3. The cat is behind the TV.  4. The cat is in the wardrobe.  5. The dog is in front of the kennel / doghouse.  6. The cat is between the lamp and the armchair.  7. The cat is under the table. | | |
| **Task 4** | | | |
| \* Teacher has students look at the picture of the room and asks them to describe the room briefly, then has them read each sentence, look at the picture and decide if each sentence is true or false. If it is false, ask them to correct it.  \*\* Teacher has students do this exercise individually before they share their answers with a partner.  \*\*\* Ask some students to read out their answers.  \*\*\*\* Teacher confirms the correct ones. | **Task 4: Decide True or False statements.**  ***Answer key:***  1. T  2. F (The school bag is under the table.)  3. F (The clock is between the two pictures.)  4. T  5. F (The cap is on the pillow.) | | |
| **\* Activity 5: Production**  **\* Aims:** **-** To help students practise asking and answering about the position of things.  \* **Content:**  Game: *Memory challenge* ( ask and answer about the position of things)  **\* Products:** Ask and answer in pairs  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **T - Ss, Ss – Ss**  \* Teacher has students work in pairs to play the game *Memory challenge*.  \*\* Students look at the picture in Exercise 4 for 30 seconds and then cover it.  \*\*\* They ask and answer questions about the position of the things in the picture.  \*\*\*\* Teacher invites some pairs to perform in front of the class. | \* ***Memory challenge***  ***Example:***  A: Where are the books?  B: They’re on the table. | | |
| **\* Activity 6 : Consolidation (3’)**  \* **Aim:** To consolidate what students have learnt in the lesson.  \* **Content:** Summarize the content of the lesson.  **\* Products:** Some students raise their hands and say what students have learnt in the lesson.  **\* Organization of implementation** | | | |
| **Teacher’s and Ss’ activities** | **Content** | | |
| Teacher asks students to talk about what they have learnt in the lesson. | - Possessive case  - Prepositions of place  - Make sentences about them | | |
| **\* Homework (2’)**  \* **Aim:** To revise the knowledge that students have gained in this lesson and prepare the new lesson  \* **Content:** Review the lesson and prepare for the next lesson and do exersie in the workbbook  **\* Products:** Students’ textbook and workbook  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’ activities** | **Content** | | |
| - T reminds Ss to do homework and prepare the new lesson. | - Do exercises in the workbook.  - Prepare lesson 4 ( communication) | | |