***Date of planning : 10 /9 / 2024***

***Date of teaching : 12/9 / 2024***

Week : UNIT 1: MY NEW SCHOOL

Period : 4 Lesson 3: A closer look 2

**I. OBJECTIVES:**

By the end of the lesson, students will be able to use the present simple tense and adverbs of frequency

**1. Knowledge:**

**\* Vocab:** School lexical items

**\* Grammar:** The simple present and adverbs of frequency

**2. Competence:** Know how to use the present simple and adverbs of frequency. Students will developed speaking and co-operating skills.

**3. Quality/ behavior:** To teach SS to work hard, love their school and friends. Ss have the good attitude to working in groups, individual work, pairwork, cooperative learning and working.

**II. MATERIALS**

**\* Preparation:**

**1. Teacher:** - Text books , pictures, planning (Unit 1, 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)

|  |  |  |  |
| --- | --- | --- | --- |
| **Activity 1:Warm-up (5’)**  **\* Aim**: To activate students’ prior knowledge related to the targeted grammar of present simple tense and to increase students’ interest.  \* Content: Game: Sentence puzzling ( with the simple present)  **\* Products:** Students complete the perfect sentences on the board.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | | **Content** |
| \* **Warm up (group work)**  \* Teacher divides the class into 4 groups.  \*\*Teacher delivers a set of word cards which are jumbled sentences in present simple to each group.  \*\*\*Students will have to work in groups to create as many correct sentences from the word cards as possible.  \*\*\*\*T gives feedbacks and the group with the most correct sentences will be the winner. | | | *\**  Game: Sentence puzzling  ***Suggested sentences:***   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | *1. Peter* | | *lives* | *near* | *his school.* | | | *2. We* | | *go* | *to* | *the same school.* | | | *3. They* | | *have* | *new* | *subjects.* | | | *4. We* | *always* | | *look* | *smart* | *in our uniforms* | | |
| **Activity 2: Presentation (10’)**  **\* Aim:** To help students know and understand the use of the present simple tense.  \* **Content:** Introduce the present simple tense.  **\* Products:** Understand and know how to use the present simple tense  **\* Organization of implementation** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| \***Lead in** :Teacher draws students’ attention to the form of the sentences created in the game and asks them whether they know the target tense.**-**  \*\*Elicit the present simple tense  \*\*\*Teacher provides or confirms the answers and leads in the grammar focus of the lesson:  \*\*\*\*Teacher gives students some time to study the grammar box. | | ***\* Model sentences:***   |  |  |  |  | | --- | --- | --- | --- | | *1. Peter* | *lives* | *near* | *his school.* | | *2. We* | *go* | *to* | *the same school.* |   1. the Present simple tense  \* Form:  + Positive: S + Vinf/ V(s/es) + … .  + Negative: S + don’t/ doesn’t + Vinf + … .  + Interrogative: Do/ Does + S + Vinf + … ?  ->Yes, S + do/does.  No, S + don’t/ doesn’t. | |
| **Activity 3:Practice (20’)** | | | |
| **Task 1**:  **\* Aims:** To introduce the targeted grammar of the present simple tense.  \* Content: Choose the correct answer A, B or C  **\* Products:** Students say the key aloud.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 1:T –Ss : Ss- Ss**  \* Teacher has students work independently, look at the form and do Exercise 1 – page 9.  \*\* Teacher lets students work in pairs and exchange the answers before checking with the whole class (explain each sentence if necessary).  \*\*\* T gives feedbacks.  \*\*\*\* Have Ss read the **Remember!** box. Direct their attention to the present simple tense form for third person singular. | Task 1: Choose the correct answer A, B or C  *\* Answer key:*  1. A  2. C  3. B  4. A  5. C    **The present simple verbs with he / she / it need an s / es.** | | |
| **Task 2**  **\* Aims:** To help students know and understand the use of the present simple tense.  \* **Content:** Write the correct form of the verbs.  **\* Products:** students’ correct answers on the board.  **\* Organization of implementation** : | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 2: T - Ss, Ss - Ss**  \*Teacher asks students to work independently.  \*\* Teacher calls 1 or 2 students to write their answers on the board.  \*\*\* T checks their answers sentence by sentence.  \*\*\*\* Ss | Task 2: Write the correct form of the verbs  *Answer key:*   * + - 1. has       2. Do you have       3. like       4. Does Vy walk       5. ride       6. go | | |
| **Task 3**  **\* Aims:** To help Ss revise some adverbs of frequency they already learnt.  \* **Content:** Put the words in the blanks  **\* Products:** Student read sentences aloud.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| ***Task 3:T-Ss, Ss-Ss***  \* Elicit adverbs of frequency  \*\* Tell Ss to look at the two examples carefully.  \*\*\*Then ask them about the position of the adverbs of frequency, and the meaning of those.  \*\*\*\*Tell them to recall all the adverbs of frequency they know.  **Task 3 : T –Ss ; Ss- Ss**  \* Teacher shows the graph and lets students fill in the blanks with suitable adverbs of frequency: *sometimes, usually* or *never* (Exercise 3 – page 10)  \*\* Teacher lets students work in groups of four to make 5 sentences using the 5 adverbs of frequency above.  \*\*\* Ss work in small groups  \*\*\*\*Teacher calls some groups to read aloud the answers and gives feedback. | **Task 3: Put the words in the blanks.**  2. Adverbs of frequency  ***\* Model sentences:***  *- We* ***often*** *ride our bicycles to school.*  - They don’t often go to the cinema  *\*( always, usually, sometimes, rarely, never)*  \* Note: We usually place the adverb of frequency before the main verb  Task 3 : Fill the blanks with *sometimes, usually* or *never*.  \* *Answer key:*  2. usually  3. sometimes  5. never  \* Write a sentence with one of these adverbs.  *1. I always do my homework aftert school*  *2. He usually watches TV in the morning*  *………………………………………………..* | | |
| **Task 4**  **\* Aims:** To give students opportunities to use the present simple tense with adverbs of frequency correctly in context.  \* **Content:** Choose the correct answer A or B to complete each sentence.  **\* Products:** Students’ answers in their notebooks ( Students share with the whole class )  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 4: T - Ss, Ss - Ss**  \* Teacher has students complete Exercise 4 – page 10 independently.  \*\*Teacher then asks students to exchange their textbooks to check their friends’ answers.  \*\*\* T gives feedback | Task 4: Choose the correct answer A or B to complete each sentence.  \* *Answer key:*  1. B 2. A  3. A 4. B  5. A | | |
| **Activity 4: Production (7’)**  **\* Aims:** **-** To help students distinguish and use correctly the present simple tense.  - To improve cooperative skill.  \* Content: Make questions then interview your partner.  **\* Products:** Role play ( ask and answer correctly)  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 5: T - Ss, Ss - Ss**  \*Teacher has students work on the Ex. 5, p. 10 in pairs.  \*\* Teacher checks the answers by playing a game. Teacher divides students into 2 teams, 2 students in each team choose a set of questions (which are the questions 1-5 in  Ex. 5, p. 10).  \*\*\* Teacher may add more questions if necessary) then interview each other.  \*\*\*\* The team with higher score is the winner. | Task 5: Work in pairs. Make questions then interview your partner.  10 pts: you/ like/ your new school  20 pts:  Q1: you/ often/ ride your bicycle/ to school  Q2: you/ sometimes/ study in the school library  Q3: your friends/ always/ go to school/ with you  Q4: you/ usually/ do homework/ after school  30 pts: How often/ your mother/ pick you up/ school  *\* Answer key:*   1. Do you like your new school? 2. Do you often ride your bicycle to school? 3. Do you sometimes study in the school library? 4. Do your friends usually go to school with you? 5. Do you usually do your homework after school?   How often does your mother pick you up from school? | | |
| **Activity 5: Consolidation (3’)**  \* **Aim:** To consolidate what students have learnt in the lesson.  \* **Content:**. Summarize the main content of the lesson  **\* Products:** Students say what they 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. | -The simple present  - adverbs of frequency | | |
| **\* Homework (2’)**  \* **Aim:** To revise the knowledge that students have gained in this 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. | - Make 5 sentences in the present simple tense, using adverbs of frequency.  - Prepare lesson 4 ( communication) | | |