|  |  |
| --- | --- |
| **School: ………………………………………..** | **Date:……………………………………..** |
| **Class: …………………………….....................** | **Period: 7** |

**UNIT 1: MY WORLD**

**Grammar 1b (Page 16)**

**1. Objectives**

By the end of this lesson, students will be able to…

**1.1. Language knowledge/ skills**

- review the present simple and spelling rules.

- practise doing grammar exercises.

- practise making sentences using the present simple and adverbs of frequency.

- improve their presentation skill.

**1.2. Competences**

- improve Ss’ analytical, collaboration and critical thinking skills.

**1.3. Attributes**

- develop their patriotism, kindness, honesty.

**2. Teaching aids and materials**

**- Teacher’s aids:** Student’s book and Teacher’s book, class CDs, IWB – Phần mềm tương tác trực quan, projector/interactive whiteboard /TV (if any), PowerPoint slides.

**- Students’ aids:** Student’s book, Workbook, Notebook.

**3. Assessment ~~e~~vidence:**

|  |  |  |
| --- | --- | --- |
| **Performance Tasks** | **Performance Products** | **Assessment Tools** |
| - Look at the cartoon and answer the questions.  - Write the 3rd person singular then read them aloud.  - Put the verbs in brackets into the correct form of the *Present Simple*.  - Put the verbs in brackets into the *Present Simple.*  - Fill in each gap with *do/does* or *don’t/doesn’t*.  - Making sentences using the present simple. | **-** Ss’ answers.  **-** Ss’ answers.  **-** Ss’ answers.  **-** Ss’ answers.  **-** Ss’ answers.  **-** Ss’ answers/ presentation. | - Observation.  - Observation.  - Observation.  - Observation.  - Observation.  - Observation. |

**4. Procedures**

**A. Warm up: 5 minutes**

a. Objectives: to review the present simple.

b. Content: cartoon.

c. Expected outcomes: Ss can recall the present simple.

d. Organization

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Look at the cartoon and answer the questions:**  1. What is the tense in the cartoon?  2. What do you remember about this tense?    - Ask Ss to look at the cartoon and answer the questions.  - Check Ss’ answers. | - Look at the cartoon and answer the questions.  ***Answer keys:***  *1. The Present simple*  *2. Ss’ own answer.* |

**B. Presentation: 10 minutes**

a. Objectives: to help Ss review the present simple and spelling rules.

b. Content: Language box.

c. Expected outcomes: Ss can understand the usage of the present simple and spelling rules.

d. Organization

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **PRESENT SIMMPLE:**  We use the **Present Simple** to talk about:  + habits and routines.  *They* ***walk*** *to school every day. (habit) He* ***leaves*** *home at 7:00.* (routine)  + general states and facts.  *He* ***speaks*** *English.* (general state)  *Water* ***boils*** *at 100°C.* (fact)  + timetables.  *The film* ***starts*** *at 6:00.*  ***Wh*-questions**  ***Wh-word*** + auxiliary verb + subject + main verb?  **When** does your English lesson start?  **NOTE: *Who/What*** + main verb + object? (to refer to the subject of the verb)  ***Who*** *works here?*  **Time adverbs and expressions:** *every day/ morning/ weekend*, *often*, *always*, *never*, *on Mondays*, *once/twice a week/month*, etc.  **SPELLING RULES:**  **3rd person singular**  • We form the third person singular (*he/ she/ it*) by adding ***–s*** to the end of most verbs.  *I play – she play****s***  • verbs ending in ***-s***, ***-sh***, ***-ch***, ***-x*** or ***-o***: add ***-es***  *I kiss – he kiss****es****,*  *I wash – he wash****es****,*  *I watch – he watch****es****,*  *I mix – he mix****es****,*  *I go – he go****es***  • verbs ending in a **consonant** + ***-y***: drop the ***-y*** and take ***-ies***  *I study – she stud****ies****,*  *I try – she tr****ies***  • verbs ending in a **vowel** + ***-y***: take ***-s***  *I play – she play****s***  **Pronunciation**  • **\s\** after unvoiced sounds  cooks \kUks\  • **\**z **\** after voiced sounds  reads \ri…dz\  • \ɪz\ after sounds like \s\, \∫\, \t∫\; \ dʒ \ or \z\  watches \wɒt∫ɪz\  - Elicit what tense the verb is in (Present Simple) and what the sentence expresses (a habit/routine).  - Ask Ss to study the table and the cartoon and then elicit how we form the Present Simple from Ss around the class. Use the examples provided in the table.  - Draw Ss’ attention to the ***Spelling Rules!*** box and explain how we form and pronounce the 3rd person singular.  - Elicit examples of the Present Simple in the cartoon dialogue *(do you go, I go, we play)* from Ss around the class. | - Read the theory box and listen to the teacher.  - Pay attention to the ***Spelling Rules! b***ox and explain how we form and pronounce the 3rd person singular.  - Listen and take notes. |

**C. Practice: 15 minutes**

a. Objectives: to help Ss practise the present simple and spelling rules.

b. Content: tasks 1, 2, 3.

c. Expected outcomes: Ss can understand how to use the present simple and spelling rules correctly in the context.

d. Organization:

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Task 1. Write the 3rd person singular then read them aloud.**  **1.** miss **2.** do  **3.** cry **4.** rain  **5.** wait **6.** ride  **7.** match **8.** buy  - Explain the task and give Ss time to complete it.  - Check Ss’ answers (using the IWB). | - Write the 3rd person singular then read them aloud.  ***Answer keys:***  **1.** misses **2.** does  **3.** cries **4.** rains  **5.** waits **6.** rides  **7.** matches **8.** buys |
| **Task 2. Put the verbs in brackets into the correct form of the *Present Simple*.**  **1** Mr Todd teaches **(teach)** maths.  **2** Eva \_\_\_\_\_\_\_\_ **(not/sing)** very well.  **3** When \_\_\_\_\_\_\_**(you/go)** to the shopping centre?  **4** \_\_\_\_\_\_\_**(your mum/work)** on Saturdays?  **5** I \_\_\_\_\_\_\_\_**(not/speak)** Spanish very well.  - Explain the task and give Ss time to complete it.  - Check their answers (using the IWB). | - Put the verbs in brackets into the correct form of the *Present Simple*.  ***Answer keys:***  2. doesn’t sing  3. do you go  *4.* Does your mum work  *5.* don’t speak |
| **Task 3. Put the verbs in brackets into the *Present Simple*. Then fill in each gap with** *do/does* **or** *don’t/doesn’t***.**  A: **1)** Does your brother play **(your brother/ play)** sports?  B: No, he **2)**\_\_\_\_\_. He usually **3) (go)** \_\_\_\_\_to the cinema at the weekend or **4)** \_\_\_\_\_ **(surf)** the Net. What **5)** \_\_\_\_\_ **(you/do)** at the weekend?  A: I watch TV series. **6)** \_\_\_\_\_ **(you/watch)** TV series?  B: No, I **7)** \_\_\_\_\_. I **8)** \_\_\_\_\_ **(find)** them boring! I **9)** \_\_\_\_\_ **(read)** books and magazines, though.  - Explain the task and give Ss time to complete it.  - Check their answers (using the IWB). | - Put the verbs in brackets into the *Present Simple.*  - Fill in each gap with *do/does* or *don’t/doesn’t*.  ***Answer keys:***  2. doesn’t 3. goes  4. surfs 5. do you do  6. Do you watch 7. don’t  8. find 9. read |

**D. Production: 10 minutes**

a. Objectives: to help Ss to use the target language.

b. Content: making sentences.

c. Expected outcomes: Ss can make sentences about their daily routines using the present simple.

d. Organization

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Make sentences about your daily routines**.  - Ask Ss to work in pairs to make sentences.  - Monitor the class and help Ss if necessary.  - Call some Ss to talk about their friend’s routines using the third person singular. | - Work in pairs to make sentences.  - Talk about their friend’s routines using the third person singular.  - Present their sentences. |

**E. Consolidation and homework assignments: 5 minutes**

**-** Grammar point: the present simple and spelling rules.

- Do the exercises in workbook on page 11.

- Complete the grammar note in TA7 Right On! Notebook page 5.

- Prepare the next lesson: Grammar 1b (page 17).

**5. Reflection**

a. What I liked most about this lesson today:

…………………………………………………………………………………………

b. What I learned from this lesson today:

…………………………………………………………………………………………

c. What I should improve for this lesson next time:

…………………………………………………………………………………………