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| **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:**

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| **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

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| **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

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| **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 soundscooks \kUks\• **\**z **\** after voiced soundsreads \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:

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| **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 sing3. 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. goes4. surfs 5. do you do6. Do you watch 7. don’t8. 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

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| **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:

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b. What I learned from this lesson today:

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

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