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Experiments:

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Week: 01
Period: 03

Date of planning:/...../.....
Date of teaching:/...../.....

UNIT 1: MY NEW SCHOOL

Lesson 3: A Closer Look 2

I. Objectives:

By the end of this lesson, students can use the present simple and the present continuous.

II. Language Focus:

Structures:

- The present simple and present continuous tense.

III. Method: Communicative approach

IV. Teaching aids: Course book, CD player.

V. Procedures:

<i>Teacher's Activities</i>	<i>Ss' Activities</i>	<i>Content</i>	<i>Note</i>									
- Have Ss to play a game.	- Group work	<p>* <u>Warm-up:</u> <i>Nought and Crosse:</i></p> <table border="1"><tr><td><i>play</i></td><td><i>like</i></td><td><i>read</i></td></tr><tr><td><i>listen</i></td><td><i>do</i></td><td><i>visit</i></td></tr><tr><td><i>make</i></td><td><i>watch</i></td><td><i>cook</i></td></tr></table> <p><i>Ex: She often plays chess after school.</i></p>	<i>play</i>	<i>like</i>	<i>read</i>	<i>listen</i>	<i>do</i>	<i>visit</i>	<i>make</i>	<i>watch</i>	<i>cook</i>	
<i>play</i>	<i>like</i>	<i>read</i>										
<i>listen</i>	<i>do</i>	<i>visit</i>										
<i>make</i>	<i>watch</i>	<i>cook</i>										

<ul style="list-style-type: none"> - Ask Ss to give the rule and use of the present simple and the present continuous tense themselves. - Let them study the grammar box. - Give more examples if necessary. 	<ul style="list-style-type: none"> - Listen - Listen and repeat 	<p>* <u>Presentation:</u> 📖 Grammar <i>The present simple</i> Positive: I/ you/ we/ they + V (work, study) He/ she /it + V-s/ V-es. (works, studies)</p> <p>Negative: I/ you/ we/ they + don't / do not + V He/ she /it + doesn't/ does not + V</p> <p>Questions and short answer: Do I/ you/ we/ they + V? Yes, I/ you/ we/ they do. No, I/ you/ we/ they don't. Does He/ she /it + V? Yes, He/ she /it + does. No, He/ she /it + doesn't.</p>	
<ul style="list-style-type: none"> - Let Ss to do the task individually. - Correct their answers. <ul style="list-style-type: none"> - Allow Ss to write the sentences in their notebooks, referring to the interview. - Call 1 or 2 Ss to write on the board, check their answers sentence by sentence. <ul style="list-style-type: none"> - Ask Ss to take turns to ask questions and give answers. 	<ul style="list-style-type: none"> - Individual work <ul style="list-style-type: none"> - Pair-work <ul style="list-style-type: none"> - Pair-work 	<p>* <u>Practice:</u> 1. Write the correct form of the verbs. Key: 1. Has 2. Do you have 3. Love 4. Does Vy walk 5. Ride 6. Teaches 7. Doesn't play 8. Reads 8. Go 9. Do</p> <p>2. Correct the sentences according to the information in (1) above. Key: 1. Duy lives near here. 2. Duy likes/loves his new school. 3. Vy and Duy ride to school. 4. Mr Quang teaches Duy English. 5. At break time, Phong reads in the library.</p> <p>3. Make questions then interview your partner. Key: 1. Do you ride your bike to school?</p>	

<p>- Go around and correct their mistakes or give help when necessary.</p> <p>- Ask Ss to refer to the conversation in Getting started. Focus on the verbs used in the present continuous.</p> <p>- Ask Ss to listen and follow the conversation on page 6. (twice).</p> <p>- Ask Ss to underline the present continuous form.</p> <p>- Have Ss study the example first.</p> <p>- Ask Ss to give the correct form of the verbs.</p> <p>- Ask Ss to say why to use the tense in each sentence.</p> <p>- Ask Ss to choose the correct tense of the verbs.</p> <p>- Ask Ss to discuss any common errors and provide further practice if necessary.</p>	<p>- Individual work.</p> <p>- Group-work</p>	<p>2. <i>Do you read in the library at the break time?</i></p> <p>3. <i>Do you like your new school?</i></p> <p>4. <i>So your friends go to school with you?</i></p> <p>5. <i>So you do your homework after school?</i></p> <p>4. <i>Fill and underline the present continuous form.</i></p> <p>The present continuous:</p> <div style="background-color: #ffffcc; padding: 5px;"> <p>The present continuous</p> <p>Positive</p> <p>I am</p> <p>You / we / they are } + V-ing (studying)</p> <p>He / she / it is</p> <p>Negative</p> <p>I am</p> <p>You / we / they are } + not V-ing (not studying)</p> <p>He / she / it is</p> <p>Questions and short answers</p> <p>Am I</p> <p>Are you / we / they } + V-ing?</p> <p>Is he / she / it</p> <p>Yes, you / we / they are.</p> <p>No, you / we / they aren't.</p> <p>Yes, he / she / it is.</p> <p>No, he / she / it isn't.</p> </div> <p>5. <i>Complete the sentences with the correct form of the verbs.</i></p> <p>Key:</p> <ol style="list-style-type: none"> <i>Am not playing</i> <i>Are studying</i> <i>Aren't doing</i> <i>Am having</i> <i>Are riding</i> <p>6. <i>Choose the correct tense of the verbs.</i></p> <p>Key:</p> <ol style="list-style-type: none"> <i>Are having</i> <i>Wears</i> <i>Starts</i> <i>Is watching</i> <i>Are skipping</i>
<p>- Ask Ss to underline things that often happen or are fixed. Then underline things that are <u>happening now</u>.</p>	<p>- Group-work</p>	<p>* Production:</p> <p>7. <i>Read Vy's email to her friend.</i></p> <p>Key:</p>

<p>- Help Ss to compare Vy's first week with their individually. - Correct the mistakes</p>	<p>- Individual work</p>	<p>Hi Trang, How <u>are</u> you? This is the first week at my new school. Now, I'm <u>doing</u> my homework in the library. I have lots to do already!</p> <p>I <u>have</u> lots of friends and they <u>are</u> all nice to me. We <u>study</u> many subjects – maths, science, and English of course!</p> <p>I <u>have</u> a new uniform, but I <u>don't wear</u> it every day (only on Mondays and Saturdays). I have lessons in the morning. In the afternoon, I <u>read</u> books in the library or <u>do</u> sports in the playground. How is your new school? <u>Do</u> you <u>study</u> the same subjects as me? <u>Do</u> you <u>play</u> badminton with your friends?</p> <p>School <u>starts</u> again next Monday. <u>It's</u> late now so good night.</p> <p>Please write soon. Love, Vy</p> <p>Compare Vy's first week with yours. <i>Ex:</i></p> <ul style="list-style-type: none"> • <i>Both Vy and I are having an interesting first week.</i> • <i>I wear my uniform every day, but Vy wears her uniform only on Mondays and Saturday.</i> 	
		<p>*Homework: - Prepare next lesson (Communication)</p>	

Experiments:

Week: 02

Period: 04

Date of planning:/...../.....

Date of teaching:/...../.....

UNIT 1: MY NEW SCHOOL

Lesson 4: Communication

I. Objectives:

By the end of this lesson, students can use appropriate questions when making new friends at a new school.

II. Language Focus:

1. *Vocabulary:* pocket money, remember, share, help, classmate.

2. *Structures:* The present simple tense.

III. Method: Communicative approach

IV. Teaching aids: Course book, CD player, pieces of paper.

V. Procedures:

<i>Teacher's Activities</i>	<i>Ss' Activities</i>	<i>Content</i>	<i>Note</i>
<ul style="list-style-type: none"> - Have Ss guess the meaning of the vocabulary. - Tell Ss that this vocabulary will appear in the task that follow. - Ask Ss how they often make friends, what they often say when they first meet a new friends, what questions they often ask, etc. 	<ul style="list-style-type: none"> - Whole class - Answer 	<p>* <u>Presentation:</u> Guess the meaning of the vocabulary:</p> <ul style="list-style-type: none"> - <i>pocket money</i> - <i>remember</i> - <i>share</i> - <i>help</i> - <i>classmate</i> 	
<ul style="list-style-type: none"> - Ask Ss to read and tick the questions. - Allow Ss to discuss in groups. - Ask Ss why or why not they ticked this or that question. - Allow Ss some time to write questions on a piece of paper, share them with the class or group. - Ask Ss to give the qualities of a good friend in class (adjectives). They can give as many words as possible. 	<ul style="list-style-type: none"> - Group-work - Whole class - Group-work 	<p>* <u>Practice:</u></p> <p>1. <i>Game: Making friend.</i> <i>Read and tick the questions you think are suitable to ask a new friends at school.</i></p> <p>2. <i>There is a quiz for students in the new school newsletter. Read the questions.</i> Example:</p> <ul style="list-style-type: none"> - <i>Friendly</i> - <i>Generous</i> - <i>Helpful</i> - <i>Cheerful</i> - <i>Humorous</i> - <i>Kind</i> - <i>Reserved</i> - ... 	