

Week: 06
Period: 17

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

UNIT 3: MY FRIENDS
Lesson 3: A Closer Look 2

I. Objectives:

By the end of this lesson, students can use the present continuous to talk about future plans and arrangements.

II. Language Focus:

1. *Vocabulary:* the lexical items related to the topic “My friends”.
2. *Structures:* Verbs be and have for descriptions.
The Present continuous for future.

III. Method: Communicative approach

IV. Teaching aids: Course book, CD player, pictures.

V. Procedures:

| <i>Teacher's Activities</i> | <i>Ss' Activities</i> | <i>Content</i> | <i>Note</i> |
|--|---|---|-------------|
| <ul style="list-style-type: none">- Organizing- Have ss play alphabet games- T calls each letter of the alphabet- Ask Ss to try to recall a verb beginning with each letter | <ul style="list-style-type: none">- T-Whole class | <p>* <u>Warm-up:</u> Alphabet game Eg: A- act, ask B- buy, bring</p> | |

| <p>- Play the recording and ask Ss to listen and follow the conversation on the page. Play the recording again and ask Ss to circle all the verbs.</p> <p>- Use grammar box to describe actions happening now, and some describe plans for the future. Point out contextual clues, such as use of adverbs of time.</p> <p>- Ask Ss to fill in the table with sentences from the conversation.</p> <p>- Ask them to feedback with reasons for their choices.</p> | <p>- Individual work</p> <p>- Pair-work</p> | <p>* <u>Presentation:</u> 📖 Grammar The Present continuous for future. <i>1. Listen again to part of the conversation.</i></p> <div data-bbox="873 430 1404 787" style="border: 1px solid black; padding: 5px; background-color: #fff9c4;"> <p>The present continuous for future Be + V-ing We can use the present continuous to talk about future plans.</p> <p>I'm not coming tonight. I'm busy. Tomorrow, I'm playing football with my team. This evening, they're watching a film.</p> </div> <p><i>2. Now, underline the present continuous in the conversation. Write them in the table.</i></p> <table border="1" data-bbox="873 913 1404 1121"> <thead> <tr> <th data-bbox="873 913 1136 955">Actions now</th> <th data-bbox="1136 913 1404 955">Plans for future</th> </tr> </thead> <tbody> <tr> <td data-bbox="873 955 1136 1121">They're coming over.</td> <td data-bbox="1136 955 1404 1121">Example: This evening, we are working on our school project.</td> </tr> </tbody> </table> | Actions now | Plans for future | They're coming over. | Example: This evening, we are working on our school project. |
|---|--|---|--------------------|-------------------------|----------------------|--|
| Actions now | Plans for future | | | | | |
| They're coming over. | Example: This evening, we are working on our school project. | | | | | |
| <p>- Ask Ss to complete the sentences individually. Remind them to pay attention to the "be" verb and to the spelling of verbs ending. Discuss any difficulties before Ss attempt 4.</p> <p>- Ask Ss to write N for actions happening now, and F for future plans.</p> | <p>- Individual work</p> <p>- Individual work</p> | <p>* <u>Practice:</u> <i>3. Write sentences about Mai's plans for next week. use the present continuous for future.</i> <u>Example:</u> She's finishing her homework. (finish) Key: 1. is talking 2. isn't going 3. is visiting 4. is having <i>4. Sort them out! Write N for Now and F for future.</i> <u>Key:</u> 1. N 2. F 3. N 4. F 5. F 6. N</p> | | | | |
| <p>- Have Ss prepare for activity by first writing the days Monday to Sunday, and writing activities next to each</p> | <p>- T-Whole class</p> | <p>* <u>Production:</u> <i>5. Game: Would you like to come to my party?</i></p> | | | | |

| <p>– they should add the three activities listed in 5: organizing a party, working on a project, going swimming. They should leave some days free to arrange new plans.</p> <ul style="list-style-type: none">- Practice the model conversation with the class. <p>Then ask Ss to mingle and make arrangements with their classmates. Afterward feedback by asking Ss to tell the class about their plans.</p> | | <p>Choose the day of the week that you plan to :</p> <ul style="list-style-type: none">- Have a party.- Prepare for the class project.- Go swimming. <p>Example:</p> <table border="1" data-bbox="873 548 1424 661"><thead><tr><th colspan="7"><i>Nhung's week</i></th></tr><tr><th>Mon</th><th>Tue</th><th>Web</th><th>Thu</th><th>Fri</th><th>Sat</th><th>Sun</th></tr></thead><tbody><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></tbody></table> | <i>Nhung's week</i> | | | | | | | Mon | Tue | Web | Thu | Fri | Sat | Sun | | | | | | | | |
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| <i>Nhung's week</i> | | | | | | | | | | | | | | | | | | | | | | | | |
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| | | <p><u>*Homework:</u></p> <ul style="list-style-type: none">- Practice more by using The present continuous for future.- Prepare next lesson <p>(Communication)</p> | | | | | | | | | | | | | | | | | | | | | | |

Experiments:

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Week: 06
Period: 18

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

UNIT 3: MY FRIENDS

Lesson 4: Communication

I. Objectives:

By the end of this lesson, students can read for specific and general information in texts.

II. Language Focus:

1. *Vocabulary*: the lexical items related to the topic “My friends”.
2. *Structures*: Verbs be and have for descriptions.
The Present continuous for future.

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 look at extra vocabulary. | - Whole class | <p>* <u>Presentation</u>:</p> <p>Extra vocabulary:</p> <ul style="list-style-type: none"> ○ Choir ○ Firework competition ○ Greyhound racing ○ Field trip ○ Temple ○ Volunteer ○ Independent ○ Curious ○ Freedom-loving ○ Responsible ○ Reliable | |
| <p>- Show the picture of the five friends in the magazine. Discuss the friends with class: where they are come from, what their name might be, what might they like to do, etc.</p> <p>- Can bring a map or a global to show where they are from.</p> <p>- Tell the class they will be introduced to some new verbs.</p> | <p>- Pair-work</p> <p>- T-Whole class</p> | <p>* <u>Practice</u>:</p> <p>1. Read the passage form 4Teen magazine.</p> <p>2. Find the star sign of each friend to find out about their personality.</p> | |

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|--|--|---|--|
| <ul style="list-style-type: none">- Ask Ss to the star signs of the five friends in 4Teen magazine.- Ask Ss to look at the adjectives of personalities in the star sign and compare them with what they read about the five friends in 1.- Have Ss review the star sign description for their own signs. Ask Ss to tick adjectives they agree with.- Allow them to share their thoughts with a partner. | <ul style="list-style-type: none">- Individual work- Pair -work | <p><i>Do you think the description is correct?</i></p> <p><i>3. Look at the star sign. Do you agree with the description?</i></p> | |
| <ul style="list-style-type: none">- Have Ss play a line-up game.- Ask Ss to arrange themselves in order of birthdays. Support them by reviewing months and dates and giving a question and answer they can use: When's your birthday? | <ul style="list-style-type: none">- Whole class | <p>* Production:</p> <p><i>4. Think about your friends' personalities. What star signs do you think they are? Find out if you are correct!</i></p> <p>Play a line-up game</p> | |
| | | <p>* Homework:</p> <ul style="list-style-type: none">- Write a paragraph to describe your friend in your notebook.- Prepare the next lesson : <p>(Skill 1)</p> | |

Experiments:

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