

Week:**Date of planning:****Period:****Date of teaching:**

UNIT 8: SHOPPING
Lesson 3: A closer look 2

I. OBJECTIVES

By the end of this lesson, Ss will be able to:

1. Knowledge

- Revise and use some adverbs of frequency
- Identify how to use the present simple for future actions.
- Understand the difference in the use of present simple and future simple when talking about future activities.

2. Competences

- Develop competencies of communication, cooperation, and self-management.
- Be collaborative and supportive in pair work and teamwork
- Actively join in class activities

3. Personal qualities

- Be encouraged to know more about making plans, timetables, and schedules
- Develop self-study skills

II. MATERIALS

- Grade 8 textbook, Unit 8, A closer look 2.
- Computer connected to the Internet.
- Projector / TV
- *hoclieu.vn*

III. PROCEDURES**1. WARM-UP (5 mins)****a. Objectives:**

- To create an active atmosphere in the class before the lesson;

b. Content:

- Brainstorming

c. Expected outcomes:

- Having a chance to speak English and focus on the topic of the lesson.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES		CONTENTS
Brainstorming		
<ul style="list-style-type: none"> - Ss work in two teams. - Give Ss 2 minutes to write as many adverbs of frequency as possible. - The team with the most correct sentences wins. - T leads in the lesson A CLOSER LOOK 2 on page 85. 		<ul style="list-style-type: none"> - always - usually - often -sometimes -rarely -never

2. ACTIVITY 1: PRESENTATION (7 mins)**a. Objectives:**

- To review ss' knowledge of adverbs of frequency
- To revise ss' knowledge of the simple sentences

b. Content:

- Review some adverbs of frequency and their use.
- Revise simple sentences

c. Expected outcomes:

- Recall the main adverbs of frequency and their use.
- Recall the form of the simple sentences
- Know the use of the present simple for future actions.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
1. Adverbs of frequency	
<ul style="list-style-type: none"> - T gets ss to list all the adverbs of frequency they can remember and the elicits the use of adverbs of frequency from Ss. - T confirms the answer and gets ss to take notes 	
2. Present simple for future events	
<ul style="list-style-type: none"> - T asks ss to recall the forms and uses of the present simple. - T introduces the use of the present simple for future actions. 	<p>PRESENTATION SIMPLE PRESENT FOR FUTURE EVENTS</p> <div> <div> <p>CẤU TRÚC THÌ HIỆN TẠI ĐƠN</p> <p>(+) S + V(S,es)</p> <p>(-) S + don't/doesn't + V</p> <p>(?) Do/does + S + V?</p> </div> <div> <p>USES</p> <ul style="list-style-type: none"> - Facts - Habitual actions - Future events </div> </div>

3. ACTIVITY 2: PRACTICE (24 mins)

a. Objectives:

- to revise and use some adverbs of frequency.
- to apply the use of present simple for future actions.
- to understand the difference in the use of present simple and future simple when talking about future activities.

b. Content:

- Task 1: Complete the sentences with the adverbs of frequency from the box.
- Task 2: Read the schedule of the field trip for the grade 8 students tomorrow and underline the verbs in the sentences. Then answer the questions.
- Task 3: Write A next to a sentence if it refers to a timetable, schedule, or plan, and B if it is an unplanned future action.
- Task 4: Choose the correct answer to complete each sentence.

c. Expected outcomes:

- Recall the main adverbs of frequency and their use.
- Recall the form and use of the simple sentences
- Can use the present simple for future actions.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
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Task 1: Complete the sentences with the adverbs of frequency from the box. (4 mins)	
<ul style="list-style-type: none"> - Ask Ss to do the activity individually. - Have Ss read the sentences and decide which adverb in the box best describes the frequency of the action. - Call on some Ss to read aloud their answers. - Check the answers as a class. Explain if needed. 	Answer key: 1. always 2. rarely 3. never 4. often 5. sometimes
Task 2: Read the schedule of the field trip for the grade 8 students tomorrow and underline the verbs in the sentences. Then answer the questions. (5 mins)	
<ul style="list-style-type: none"> - Have Ss do this activity individually or in pairs. - Ask them to read the schedule and underline the verb in each sentence. - Allow them some time to answer the questions. - Call on some Ss to give their answers. - Confirm the correct answers as a class. - Have Ss read the Remember! box. Explain if needed. 	Answer key: Verbs: leaves, arrive, watch, starts, return 1. The present simple. 2. Future activities. (Refer to the word “tomorrow” in the task instructions.)
Task 3: Write A next to a sentence if it refers to a timetable, schedule, or plan, and B if it is an unplanned future action. (6 mins)	
<ul style="list-style-type: none"> - Write <i>scheduled future activity</i> and <i>unplanned future activity</i> on the board. Say two sentences: <i>The bus leaves at 11:00 and we have plenty of time.</i> and <i>Don't move. I'll answer the phone.</i> Ask Ss which sentence is a scheduled future activity and which one is an unplanned future activity. Then write them underneath their correct categories. - Ask Ss to work individually or in pairs. - Call on 2 - 3 Ss to read aloud their answers. - Confirm the correct answers as a class. Explain if needed. 	Answer key: 1. B 2. A 3. A 4. A 5. B
Task 4: Choose the correct answer to complete each sentence. (5 mins)	
<ul style="list-style-type: none"> - Have Ss do this activity individually. - Ask Ss to read each sentence carefully and decide which option best completes the sentence. - Call on some Ss to read out their answers. - Confirm the correct answers as a class. 	Answer key: 1. opens 2. will make 3. won't buy 4. is 5. Does

4. ACTIVITY 3: PRODUCTION (5 mins)

a. Objectives:

- To provide Ss with a real-life practice to use the present simple to talk about events.

b. Content:

- Task 5: Work in pairs. Ask and answer to check planned events for the community fair next month.

c. Expected outcomes:

- Ss can use the present simple to talk about the future events.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS										
Task 5: Work in pairs. Ask and answer to check planned events for the community fair next month. (5 mins)											
<ul style="list-style-type: none"> - Have Ss work in pairs. - Ask Ss to read the example so that they know what they have to do. - Allow Ss some time to read the schedule and ask and answer about the time of different events. - Call on some pairs to say aloud their questions and answers. Ask the whole class to follow and correct if they make a mistake. 	<div style="border: 1px solid #00a0c0; padding: 10px; border-radius: 10px; background-color: #e6f2ff;"> <div style="background-color: #00a0c0; color: white; padding: 5px; text-align: center; border-radius: 10px 10px 0 0;"> Community Fair 1 April </div> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #92d050;"> <th>Date</th><th>Events</th></tr> </thead> <tbody> <tr style="background-color: #e6f2ff;"> <td>1 March</td><td>Preparing for the fair</td></tr> <tr style="background-color: #e6f2ff;"> <td>3 March</td><td>Calling for volunteers</td></tr> <tr style="background-color: #e6f2ff;"> <td>1 April</td><td> - 8:30: Opening - 11:00: Holding food competition </td></tr> <tr style="background-color: #e6f2ff;"> <td>2 April</td><td>Cleaning up by volunteers</td></tr> </tbody> </table> </div>	Date	Events	1 March	Preparing for the fair	3 March	Calling for volunteers	1 April	- 8:30: Opening - 11:00: Holding food competition	2 April	Cleaning up by volunteers
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5. CONSOLIDATION (4 mins)

a. Wrap-up

- Ask Ss to summarise what they have learnt in the lesson.
- Have them say out loud the adverbs of frequency they learned in the lesson.
- Have them retell the form and uses of the present simple

b. Homework

- Learn the use of adverbs of frequency by heart.
- Make 5 sentences of the simple present for future meaning
- Do Exercise in the Workbook

