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| **School: ………………………………………..** | **Date:……………………………………..** |
| **Class: …………………………….....................** | **Period: 11** |

**UNIT 1: MY WORLD**

**Grammar 1e (Page 20)**

**1. Objectives**

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

**1.1. Language knowledge/ skills**

- learn and use new grammar point: the Present Continuous.

- learn and practise spelling rules: ing- ending.

- practise doing grammar exercises.

- talk about their fixed future arrangements for their weekend.

**1.2. Competences**

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

**1.3. Attributes**

- build their motivation for study.

- develop their patriotism, kindness, honesty and accountability.

**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 Evidence**

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| **Performance Tasks** | **Performance Products** | **Assessment Tools** |
| - Look at the cartoon and answer the questions.  - Write the verbs in the *-ing* form.  **-** Complete the gaps with the Present Continuous form of the verbs in brackets.  - Put the verbs in brackets into the *Present Continuous*.  - Talk about their fixed future arrangements for their weekend. | **-** Ss’ answers.  - Ss’ answers.  - Ss’ answers.  - Ss’ answers.  - Ss’ own sentences/ presentation. | - Observation.  - Observation.  - Observation.  - Observation.  - Observation. |

**4. Procedures**

**A. Warm up: 5 minutes**

a. Objectives: to help Ss brainstorm the topic and introduce the Present Continuous.

b. Content: Cartoon.

c. Expected outcomes: Ss can think about the topic and have some general ideas about the Present Continuous.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Look at the cartoon and answer the questions.**  1. What tense do they use in the dialogue?  2. Do they use it for actions happening, temporary situations or fixed future arrangements?    - Ask Ss to look at the cartoon and answer the questions.  - Ask Ss to work in pair to complete the task.  - Check Ss’ answers. | - Look at the cartoon and answer the questions.  - Work in pair to complete the task.  ***Answer keys:***  *1. They use the Present Continuous.*  *2. They use it for fixed future arrangements.* |

**B. Presentation: 10 minutes**

a. Objectives: to present *the Present Continuous and Spelling Rules of ing-ending.*

b. Content: Language box and Note! box.

c. Expected outcomes: Ss can remember and understand *the Present Continuous and Spelling Rules of ing-ending.*

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| **Teacher’s activities** | **Students’ activities** |
| **PRESENT CONTINUOUS:**  We use the **Present Continuous** to talk about:  • actions happening now/around the time of speaking.  *He****’s studying*** *now. They* ***are living*** *with me these days.*  • temporary situations.  *He* ***is working*** *at a café for the summer.*  • fixed future arrangements.  *We****’re travelling*** *to London tomorrow.*  ***Wh*-questions**  ***Wh-word*** + auxiliary verb + subject + main verb?  ***What*** *are you doing now?*  **NOTE: *Who/What*** + auxiliary verb + main verb + object? (to refer to the subject of the verb)  ***Who*** *is cooking lunch?*  **Time adverbs and expressions:** *now*, *at the moment*, *at present*, *tonight*, *these days*, etc.  - Say, then write on the board: *I am teaching a lesson now*. Elicit what tense the verb is in (Present Continuous) and what the sentence expresses (an action happening now).  - Go through the theory with Ss, using the IWB.  - Explain how to use *the Present Continuous.*  **SPELLING RULES:**  ***-ing* ending**  • most verbs: + ***-ing***  talk ➝ talk**ing**  • verbs ending in consonant + ***-e***: ***-e*** + ***-ing***  come ➝ com**ing**  • verbs ending in consonant + vowel + ***-l***: double the final ***-l + -ing***  travel ➝ travel**ling**  • verbs ending in ***-ie***: drop ***-ie*** and add ***-y*** + ***-ing***  lie ➝ l**ying**  • verbs ending in a stressed vowel between two consonants: double the last consonant + ***-ing***  run ➝ ru**nning**  - Ask Ss to read the table/theory box, the ***Spelling Rules!*** box and the cartoon. Then elicit how we form the Present Continuous from Ss around the class. Examples in dialogue: *Are you taking, No, I’m not, is driving.*  - Go through the theory with Ss, using the IWB.  - Explain how to add -ing into a verb. | - Read the theory in the language boxes and listen to teacher’s explanation.  - Take notes.  - Read the theory in the language boxes and listen to teacher’s explanation.  - Take notes. |

**C. Practice: 15 minutes**

a. Objectives: to help Ss practise *the Present Continuous and Spelling Rules of ing-ending.*

b. Content: tasks 1, 2, 3.

c. Expected outcomes: Ss can remember and understand how to use *the Present Continuous and Spelling Rules of ing-ending.*

d. Organization:

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| **Teacher’s activities** | **Students’ activities** |
| **Task 1**: **Write the verbs in the *-ing* form.**  - Explain the task and give Ss time to complete it.  - Check Ss’ answers (using the IWB). | - Write the verbs in the *-ing* form.  ***Answer keys:***  **1** play- playing **2** sing- singing  **3** shop- shopping **4** sleep- sleeping  **5** walk- walking **6** take- taking  **7** swim- swimming **8** run- running  **9** dance- dancing **10** read- reading  **11** stop- stopping **12** cycle- cycling |
| **Task 2: Complete the gaps with the Present Continuous form of the verbs in brackets.**  **1** They are coming **(come)** with us tonight.  **2** I \_\_\_\_\_\_ **(meet)** George for lunch tomorrow.  **3** What \_\_\_\_\_\_ **(you/listen to)**?  **4** Jenny \_\_\_\_\_\_ **(not/cook)** at the moment.  **5** \_\_\_\_\_\_ **(you/leave)** for school now?  - Explain the task and give Ss time to complete it.  - Check Ss’ answers (using the IWB). | **-** Complete the gaps with the Present Continuous form of the verbs in brackets.  ***Answer keys:***  **1** They are coming **(come)** with us tonight.  **2** I ’m/am meeting **(meet)** George for lunch tomorrow.  **3** What are you listening to **(you/listen to)**?  **4** Jenny isn’t/is not cooking **(not/cook)** at the moment.  **5** Are you leaving **(you/leave)** for school now? |
| **Task 3. Put the verbs in brackets into the *Present Continuous*.**  - Explain the task and give Ss time to complete it.  - Check Ss’ answers (using the IWB). | - Put the verbs in brackets into the *Present Continuous*.  ***Answer keys:***  **2)** are drinking **3)** is shining  **4)** isn’t working **5)** is helping  **6)** are making **7)** are you doing  **8)** are enjoying **9)** Is it raining |

**D. Production: 10 minutes**

a. Objectives: to help Ss to use the target language and information in the real situation.

b. Content: fixed future arrangements.

c. Expected outcomes: Ss can talk about their fixed future arrangements by using the Present Continuous.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **What are you doing this weekend? Tell the class.**  - Ask Ss to work in groups of four students and tell their friends about their fixed future arrangements for their weekend.  - Monitor the class and help Ss when necessary.  - Call some Ss to present their arrangements. | - Work in groups of four and tell their friends about their fixed future arrangements for their weekend.  - Present their arrangements in front of the class. |

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

**-** Grammar points: the Present Continuous.

- Spelling rules: ing- ending.

- Do the exercises in workbook on page 14.

- Complete the grammar note in TA7 Right On! Notebook page 7.

- Prepare the next lesson: Grammar 1e (page 21).

**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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