**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**

- Developcompetencies 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**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Brainstorming** | |
| - 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. | - 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**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **1. Adverbs of frequency** | |
| - T gets ss to list all the adverbs of frequency they can remember and the elicits the use of adverbs of adverbs of frequency from Ss.  - T confirms the answer and gets ss to take notes | https://lh5.googleusercontent.com/wEoLubbRI76zm445kEl8OpUFwA8wWjsOBA_wOTjCfJw6QGhcd-SyR7i3v63eRkj4G1UapMSSS48dWqzU8oS0jOcLbKy8rZjCwoWz76vaQ1uQKkr7kqnou-sd3yWlcQ8GqtBER5mhSj70q5r3EdsgeA |
| **2. Present simple for future events** | |
| - T asks ss to recall the forms and uses of the present simple.  - T introduces the use of the present simple for future actions. | https://lh6.googleusercontent.com/58wox0MqpVkeF1ji00a-Nr3HKnOgMhFbx5n_-ifjutxKSWm2ZosuGZPzj3ZnRr3T9Pxqa0hcX9auRNWO88rUvKh6efUWyw3mUWQzBLAV9LFiRLi_2mHnOp8nMa5h1EDQPCCUqJFIS9wlVj2_NkRf2g |

**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**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 1: Complete the sentences with the adverbs of frequency from the box.** (4 mins) | |
| - 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) | |
| - 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) | |
| - Write *scheduled future activity* and *unplanned future activity* on the board. Say two sentences: *The bus leaves at 11:00 and we have plenty of time*. and *Don’t move. I’ll answer the phone.* 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) | |
| - 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 us the present simple to talk about the future the events.

**d. Organisation**

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| **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) | |
| - 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. | ***https://lh6.googleusercontent.com/ha11CMtL3XDwxVrd9I7gY_-5b0sNwEDJC-hPuhdZYpGZ7QvGsb-Wizxtxssrii53g9vlkifOeFvDN1P2cph--3gUwq3Zl4gg88o9Ex_bkIGxMQr0tvDjy4r6VGtBKbw5AJxMWZqYj3La*** |

**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