Date of preparing: ………………………………….

Date of teaching: ………………………………….

**Period …**

**UNIT 4: FESTIVALS and FREE TIME**

**Lesson 1 - Part 2 (Page 31) - Grammar**

**I. OBJECTIVES**

By the end of the lesson, Ss will be able to…

**1. Knowledge**

- use adverbs of frequency to talk about how often we do things and how often things happen.

**2. Ability**

- improve speaking skills, listening skill, writing skills.

- improve the use of English.

**3. Quality**

**-** have positive attitude in English language learning so that they actively participate in all classroom activities.

- spend a suitable amount of time on studying and relaxing

**II. TEACHING AIDS AND LEARNING MATERIALS**

Lesson plan, PPT slides, student’s book, workbook, notebook, personal computer (if any), projector/TV, speakers, DCR & DHA on Eduhome, handouts…

**III. PROCEDURES**

**A. Warm up: (5’)**

**a) Objective:** to introduce the new lesson and set the scene for Ss to acquire new language; to get students' attention at the beginning of the class by means of enjoyable and short activities as well as to engage them in the steps that follow.

**b) Content:** rearranging words to make a meaningful sentence / Jumbled words

**c) Product:** Ss review some adverbs of frequency.

**d) Competence**: collaboration, critical thinking.

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s Activities** | **Students’ Activities** |
| - Give greetings  - Check attendance   * **Option 1: Game “JUMBLED WORD”**   - Have Ss rearrange letters to make a meaningful word  - Call Ss to give answers  - Check Ss’ answers, give feedback and lead to the new lesson  *1. walays 2. onftn 3. lyaerr*  *4. vener 5. mosmtites 6. lulusay*   * **Option 2: REARRANGING**   - Have Ss rearrange the words to make a meaningful English sentence  *1. usually / she / on / plays / guitar / weekends / the / the*  *2. sister / goes / my / shopping / never*  *3. always / swimming / we / Sundays / go / on*  *4. father / newspaper / my / morning / the / reads / a / in / usually*  *5. breakfast / I / for / milk / have / often*  - Have Ss read their answers  - Tell Ss about another grammar point they are going to study in the new lesson  Lead to the new lesson | -Greet T  - Take part in the game  - Give answers (write on the board)  **Answers keys**  *1. always 2. often 3. rarely*  *3. never 4. sometimes 5. usually*  - Work in pairs  **Answers keys**  *1. She usually plays the guitar on the weekends.*  *2. My sister never goes shopping.*  *3. We always go swimming on Sundays.*  *4. My father usually reads a newspaper in the morning.*  *5. I often have milk for breakfast.*  - Give answers  - Listen |

**B. New lesson (36’)**

* **Activities 1: Grammar: Adverbs of frequency (18’)**

**a) Objective:** Ss know how to use the adverbs of frequency.

**b) Content:**

**-** The usage ofthe adverbs of frequency.

**-** Filling in the blanks

**c) Products:** Ss can use the adverbs of frequency.in everyday communication.

**d) Competence**: Communication, collaboration, presentation, creativity.

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s Activities** | **Students’ Activities** |
| **a. Listen and repeat**  - Have Ss look at the picture  - Play audio (CD1 – Track 43) and have Ss listen and read the speech bubbles  - Play audio again and have Ss listen and repeat  **Grammar box**   * **Option 1:**   - Have Ss look at the grammar explanation  - Have Ss look at the box with the different forms    - Explain more about the usage of the adverbs of frequency, have Ss pay attention to the positions of these kinds of adverbs  *\*Usage: talk about how often we do things or how often things happen.*  - Remind Ss to use **always** and **usually** with a time phrase    - Have some Ss read the sentences aloud  - Ask Ss to give more examples using adverbs of frequency   * **Option 2:**   - Have Ss close books  - Give some model sentences, have Ss tell the positions of adverbs of frequency and time phrase  - Call Ss to give answers  - Then have Ss open the books and read the grammar box  - Have Ss give more examples of adverbs of frequency, encourage them to make sentences with their own ideas  - Give feedback and evaluation  **b.** **Fill in the blanks with the adverbs of frequency**   * **Option 1:**   - Demonstrate the activity, using the example  - Have Ss fill in the blanks with the adverbs of frequency  - Have Ss work in pairs to check each other’s work  - Have some Ss share their answers with the whole class  - Give feedback, correct Ss’ answers if necessary   * **Option 2:**   - Follow the same steps as option 1  - Give Ss an extra exercise, using another way to express the frequency of the activities.    - Have Ss work in pairs to do the exercise  - Call Ss to give answers  - Give feedback, correct Ss’ answers if necessary | - Look  - Listen, then read  - Listen and repeat  - Look and read  - Read  - Listen and take notes  - Read  **-** Give examples  - Close all books  - Look and answer  - Read  **-** Give examples  - Look and listen  - Work individually  - Work in pairs  - Read answers  **Answer keys**  *2. usually 3. never 4. always*  *5. often 6. rarely*  - Work in pairs  - Give answers  **Answer keys**  *1. always 2. frequently 3. never*  *4. sometimes 5. often* |

* **Activity 2: Practice - Writing and Speaking (18’)**

**a) Objective:** Ss can write sentences, using adverbs of frequency.

**b) Content:**  Looking at the table and writing answers

**c) Products:** Ss can apply the use of adverbs of frequency in everyday communication esp. in speaking and writing.

**d) Competence**: Collaboration, communication, creativity.

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s Activities** | **Students’ Activities** |
| **c. Look at the photo and write answers**   * **Option 1:**   - Demonstrate the activity, using the table  - Have Ss write the answers  - Have Ss work in pairs to check each other’s work  - Have some Ss share their answers with the whole class (Write on the board)  - Check, correct Ss’ answers   * **Option 2:**   - Follow the same steps as option 1  - Have Ss close all books and notebooks  - Give Ss extra exercise: Choose the best answer    **d. Ask your partner how often they do these activities**  - Have Ss do the task in pairs, then swap the roles  - Call Ss to demonstrate the activity in front of the class  - Give feedback and correct Ss’ pronunciation if necessary | - Look and listen  - Work individually  - Work in pairs  - Write answers  **Answer keys**  *1. Jack* ***rarely*** *goes shopping (on the weekends) (The time phrase may vary)*  *2. Bobby* ***always*** *does his homework (after school).*  *3. Sarah* ***sometimes*** *plays soccer.*  *4. Amanda* ***often*** *has barbecues.*  - Close books and notebooks  - Work in pairs  - Read the answers aloud  **Answer keys**  *1. B 2. C 3. A 4. B 5. B*  - Work in pairs  - Present |

**C. Consolidation (2’)**

**\* The adverbs of frequency**

*Position: after “be” or before the main verb*

*To talk about regular actions “always” and “usually” are used with a time phrase*

**D. Homework (2’)**

- Make 3 sentences, using adverbs of frequency.

- Do exercise in Workbook: Lesson 1 - Grammar (page 23).

- Prepare: Lesson 1 – Pronunciation and Speaking (page 32 – SB).