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).