Date of preparing: ………………………………….

Date of teaching: ………………………………….

**Period …**

**UNIT 4: FESTIVALS and FREE TIME**

**Lesson 1 - Part 3 (Page 32) – Pronunciation and Speaking**

**I. OBJECTIVES**

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

**1. Knowledge**

- stress the adverbs for emphasis.

- ask and answer about the frequency of activities.

- find out their “spirit animal”.

**2. Ability**

- improve speaking skills.

**3. Quality**

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

- take part in useful activities in their free time.

**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:** revision of adverbs of frequency

**c) Product:** Ss get familiar with adverbs of frequency and use them in speaking.

**d) Competence**: collaboration, observation, memorizing, creativity.

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s Activities** | **Students’ Activities** |
| - Give greetings - Check attendance* **Option 1:**

- Show 5 sentences, have Ss choose any adverb of frequency to put in appropriate place in the sentences given*1. He gets up early**2. She is late for school.**3. Lan practices speaking English.**4. Thao is a hard-working student.**5. I watch movies on the weekends.*- Have Ss share their answers with the class- Give feedback 🡪 Lead to the new lesson* **Option 2: SONG: Adverbs of frequency**

- Let Ss listen to the song about “Adverbs of frequency”. Ss can sing together while the song is being played. (T doesn’t need to play all song)- Have Ss listen to the song and try to remember the adverbs of frequency they can hear- Have Ss give answers - Link from YouTube: <https://www.youtube.com/watch?v=WPTu1j6-B30>- Give feedback🡪 Lead to the new lesson. | -Greet T- Work in pairs**Suggested answers***1. He* ***sometimes*** *gets up early**2. She is* ***neve****r late for school.**3. Lan* ***often*** *practices speaking English.**4. Thao is* ***always*** *a hard-working student.**5. I* ***usually*** *watch movies on the weekends.***The answers may vary.**- Give answers- Listen- Listen- Listen and remember- Give answers- Listen |

**B. New lesson (36’)**

* **Activities 1: Pronunciation (10’)**

**a) Objective:** Ss know how to stress the adverbs for emphasis.

**b) Content:**

**-** recognizing the stress of the adverbs, listen and check, find mistakes.

- Practicing saying them.

**c) Products:** Ss can put stress on the adverbs for emphasis to improve their speaking skill.

**d) Competence**: communication, collaboration.

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s Activities** | **Students’ Activities** |
| **a + b. Listen to the sentences and focus on the stress of the adverbs**- Play the recording (CD1, track 45)- Ask Ss to listen and pay attention to the stress of the adverbs- Call Ss to make their comments on how the adverbs are stressed- Give feedback, explain the pronunciation feature: *In speaking, we often stress the adverbs for emphasis*- Play the recording again, have Ss listen and repeat with a focus on the pronunciation feature**c + d. Listen and cross out the one with the wrong stress, then read the sentences with the correct sentence stress to a partner**- Play the recording, have Ss listen and cross out the option that doesn’t use the correct stress- Call Ss to give answers- Play the recording again and check answers as a whole class- Then have Ss practice saying the sentences with a partner, using the correct stress, encourage Ss to make up their own sentences -using adverbs of frequency – and put stress on the adverbs- Call some pairs to read in front of the class.- Give feedback, correct Ss’ pronunciation if necessary | - Listen- Comment- Listen- Listen and cross out the wrong sentence stress- Listen- Work in pairs- Present |

* **Activity 2: Practice (12’)**

**a) Objective:** Ss can ask and answer about frequency.

**b) Content:**  asking and answering by using the pictures and model sentences.

**c) Products:** Ss can apply what they have learnt to producing the language in communication.

**d) Competence**: collaboration, communication, creativity, public speaking.

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s Activities** | **Students’ Activities** |
| **Ask and answer*** **Option 1:**

- Emphasize the structure used to ask about frequency: *How often do you …?*- Demonstrate the activity by asking and answering with a student- Have Ss work in pairs to ask and answer, using the pictures and the time phrase- Have some pairs demonstrate the activity in front of the class- Give feedback and evaluation* **Option 2**: (for class with better students)

- Follow the same steps as option 1- Then have Ss ask and answer about frequency, using their own ideas- Have some pairs demonstrate the activity in front of the class- Have another pair act out the conversation in front of the class without looking at the book- Give feedback and evaluation | - Listen, take notes- Listen- Work in pairs- Present**Suggested conversation***1. A: How often do you go swimming?* *B: I often go swimming on the weekends.**2. A: How often do you play video games?* *B: I sometimes play video games after school.**3. A: How often do you do yoga?* *B: I usually do yoga in the afternoons.**4. A: How often do you play tennis?* *B: I always play tennis on Saturdays.*- Work in pairs- Present- Present  |

* **Activity 3: Speaking – What’s your “Spirit Animal”? (14’)**

**a) Objective:** Ss can get used to the adverbs of frequency.

**b) Content:**  asking and answering questions to find out their “spirit animal”.

**c) Products:** Ss use what they have learnt to produce the language naturally and successfully.

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

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s Activities** | **Students’ Activities** |
| **a. You are doing a quiz about your free time activities to find out your “spirit animal”. Add three more activities and then ask your friend to complete the quiz.**- Demonstrate the activity by asking and answering the first question with a student- Have Ss work in pairs to ask, answer and add 3 more activities.- Have pairs take turns to ask the quiz questions and add up the points- Observe, give help if necessary**b. Turn to page 125, file 13 to find out what your partner’s “spirit animal” is. Share with the class.**- Have Ss turn to page 125, file 13 to find out what your partner’s “spirit animal” is- Have some Ss share their findings with the class- Give feedback and evaluation | - Observe and listen- Work in pairs**Suggested activities***4. do: aerobics, homework, …**5. play: badminton, chess, …**6. go: fishing, hiking, shopping, …*- Work in pairs- Present |

**C. Consolidation (2’)**

**\* Stress**: Stress on the adverbs for emphasis

**\* Asking about frequency**

How often do you…?

**D. Homework (2’)**

- Practice the Stress on the adverbs for emphasis.

- Review the structures used to ask and answer about frequency.

- Do exercises in WB: Writing, page 21.

- Prepare: Lesson 2 – New Words and Reading (page 33 – SB).