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).