Date of preparing: ………………………………….

Date of teaching: ………………………………….

**Period …**

**UNIT 4: FESTIVALS and FREE TIME**

**Lesson 1 - Part 1 (Page 30) - Vocabulary and Listening**

**I. OBJECTIVES**

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

**1. Knowledge**

- talk about how often you do activities in your free time.

- use adverbs of frequency.

**2. Ability**

- improve Listening and Speaking skills.

**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.

**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:** introducing adverbs of frequency by carrying out a survey or chatting

**c) Product:** Ss have general ideas about adverbs of frequency

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

**e) Organization of the activity:**

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

- Give out handouts- Have Ss read the questions and answer each question by putting a tick/ticks in the boxes under the day of the week- Collect some Ss’ paper- Make comments on Ss’ answers*Example: Minh plays video games on Thursday, Saturday and Sunday. (3 days a week)So, the teacher says: Minh sometimes plays video games*.- With this activity, T can introduce some adverbs of frequency that Ss are going to study in this lesson.- Lead to the new lesson.* **Option 2: Chatting**

- Ask Ss some questions: *How often do you see a movie on the internet?* *How often do you play football?* *How often do you help your parents with the housework?* *How often …?*- Have Ss answer- Give feedback and lead to the new lesson: the way to express how often something happens | -Greet T- Answer the questions- Listen- Listen and give answers- Listen |

**B. New lesson (35’)**

* **Activities 1: Vocabulary (20’)**

**a) Objective:** Ss know words to describe how often something happens.

**b) Content:**

**-** Vocabulary (adverbs of frequency)

**-** Writing

**c) Products:** Ss know how to pronounce the new words correctly and use them in appropriate situations.

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

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s Activities** | **Students’ Activities** |
| **a. Fill in the blanks. Listen and repeat**- Demonstrate the activity, using the example- Have Ss fill in the blanks with the adverbs of frequency- Divide class into pairs and have them check their answers with their partners- Check answers as a whole class- Play audio (CD1 – Track 41). Have Ss listen and repeat- Correct Ss’ pronunciation**b. Write an activity under each adverb. Take turns to use them in a sentence.*** **Option 1:**

- Ask Ss to work in pairs to write an activity under each adverb- Have Ss take turns to make sentences using the adverbs and the activities- Call some Ss to read their sentences aloud- From Ss’ sentences, have them read again and make comments on the position of the adverbs of frequency- Explain more about the position of the adverbs of frequency:* *in front of normal verb.*
* *between an auxiliary verb and the main verb.*
* *after the verb “to be”.*
* *“sometimes” can also be put at the beginning of a sentence.*

- Have Ss give examples (make sentences) for each position* **Option 2:**

- Give some examples:1. She is **never** late for class.2. I **often** help my mom with housework.3. Does he **sometimes** play the piano?- Have Ss pay attention to the position of the adverbs of frequency- Elicit the position of the adverbs of frequency:* *in front of normal verb.*
* *between an auxiliary verb and the main verb.*
* *after the verb “to be”.*

- Ask Ss to write an activity under each adverb- Have Ss take turns to make sentences using the adverbs and the activities- Call some Ss to write answers on the board | - Look and listen- Work individually- Work in pairs- Listen and repeat**Answer keys***1. never 2. rarely* *3. sometimes 4. often* *5. usually 6. always*- Work in pairs- Read- Comment- Listen and take notes- Give examples- Listen- Listen and take notes- Work individually- Write |

* **Activity 2: Listening (15’)**

**a) Objective:** Ss can make questions or answer the questions to develop a conversation, and they can aslo finish the listening task in the textbook.

**b) Content:**  Listening to 2 students talking about free time activities

**c) Products:** Ss can apply the useful language in listening for main ideas and for details.

**d) Competence**: Collaboration, communication, analytical and synthesizing skills.

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s Activities** | **Students’ Activities** |
| **a. Listen to Lisa and Max talking about free time activity. Does Max like reading?**- Have Ss look at the question and the pictures - Play the audio once (CD 1 – Track 42)- Have Ss listen and answer the question by circling “Yes” or “No” - Play the audio again and check answers as a whole class**b. Now, listen and fill in the blanks*** **Option 1:**

- Have Ss read the sentences - Play the audio (CD1 – Track 42). Have Ss listen and fill in the blanks- Check answers as a whole class* **Option 2:**

- Give handouts with more sentences for Ss to listen and fill in the blanks *1. Lisa \_\_\_\_\_\_\_\_ goes to the bookstore on Fridays.* *2. Max \_\_\_\_\_\_\_\_ go to the bookstore.* *3. Max \_\_\_\_\_\_\_\_ play video games after school.* *4. Max \_\_\_\_\_\_\_\_ plays soccer on the weekends.* *5. Lisa \_\_\_\_\_\_\_\_ rides her bike on Saturdays.*- Have Ss read the sentences - Play the audio (CD1 – Track 42) and have Ss listen and fill in the blanks- Play one more time for Ss if they can’t find all answers- Have Ss give answers- Check answers as a whole class- Give feedback and evaluation | - Look at the pictures and question- Listen and circle- Check answers **Answer key:** *No*- Look and read - Listen and fill in the blanks- Check answers **Answer keys** *1. always* *2. usually* *3. often* *4. sometimes*- Read- Listen and fill in the blanks- Give answers**Answer keys** *1. always* *2. never* *3. usually* *4. often* *5. sometimes* |

**C. Consolidation (3’)**

**\* Adverbs of frequency**: Always, usually, often, sometimes, rarely, never

Position:

* *In front of normal verb*
* *Between an auxiliary verb and the main verb*
* *After the verb “to be”*

**D. Homework (2’)**

- Learn by heart the adverbs of frequency and their positions.

- Make sentences with at least 3 adverbs of frequency.

- Do exercises in Workbook: Lesson 1 - New words (page 20).

- Prepare: Lesson 1 – Grammar (page 31 – SB).