**Week 3** *Date of preparing: 15/09/2023*

**Period 9** *Date of teaching: 18,19,20/09/2023*

**UNIT 2: I ALWAYS GET UP EARLY? HOW ABOUT YOU?**

 **Lesson 2: 1, 2, 3( P14)**

**I. Aims**

***-*** By the end of this lesson, ss can: Ask and answer questions about frequency, using *How often…? I everyday/ once/twice…a week/a month.*

**II. Language focus**

+ New words: once, twice, partner, project.

+ Structures: *How often…? I everyday/ once/twice…a week/a month.*

**III. Teaching aids**

- T: Student’s book ,pictures, recording **.**

- Ss : Student’s book

**IV. Procedures**

| **Teacher’s activities** | **Student’s activities** |
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| **A.Warm up.**- Spend a few minutes revising the previous lesson by having the class sing the song *This is the way we do things***B. New lesson.****1. Look, listen and repeat .** - Ss are going to read the story.- Ask Ss to look at the pictures and guess what the story is about. Check their comprehension by pointing at each picture to elict their answer to these questions: .*What’s his/her name ?**What’s he/she talking about?**What kind of information is Linda looking for ?**How often does she come to the library?*- Play the recording all the way through for Ss to listen and follow in their books- Play it again for them to repeat the lines in the bubblesthen point to each picture for them to say the words in each bubbles- Check their understanding of the story.**Note**: We say ***come to the library*** when we are in the library and say ***go to the library*** whenwe are away from the library**2.Point and say**\* Vocabulary: once: twice: partner: Project:- Ask Ss to look at the pictures to understand how the language is used in different contexts.- Ss are going to practise asking and answering questions about frequency using *How often…?* *I everyday/ once/twice…a week/a month.*- Have Ss look at the pictures. Teach them how to read the words and phrases under each picrure.- Ask them to pay attention to the pronunciation of the words - Point at each picture and ask the question *How often do you.. .?*for Ss to answer chorally, using the information under the picture.- Have Ss practise asking and asnwering in pairs using the prompts in the bubbles. Monitor the activity and offer help, if necessary.- Ask Ps to work in pairs: one ask the question and the other ask the answer the questions.- Call some pairs to practice in front of the class. Then give feedback.**3. Let’s talk**- Ss are going to practise further by asking and answering questions about someone’s daily routine and how often they do something, using *What do you do…? I usually ….*and *How often..….. I ….once/ twice…..a week/ a month*- Get Ss to work in pairs. Remind them to use the questions and answer in their books.- Set the time limit for them to practise. Monitor the activity and offer help, if necessary.- Invite a few pairs ask and answer. Give them feetback**\*Summary**- Ask Ss repeat the pattern and vocabulary.- Consolidate the content of the lesson.**C. Homework:** -Revise: ask and answer question *What do you do…? I always/ usually/ often…………* and *How often..….. I ….once/ twice…..a week/ a month* | - Ss sing the song.- Look at the picture and guess- Answer individually- Listen - Listen and repeat- Say about the content of each picture.- Ss listen and repeat.- Look at the pictures- Ps to practice- WC/ individual- Listen and read- T- WC, half- half- Pairwork- Some pairs to practice in front of the class- Ss to practise further- Pairwork- Some pairs to ask and answer- Ss repeat.- Ss copy down. |

***Evaluation :*** ..........................................................................................................................................................................................................................................................................................

**Week 3** *Date of preparing: 15/09/2023*

**Period 10** *Date of teaching: 18,19,20/09/2023*

**UNIT 2: I ALWAYS GET UP EARLY? HOW ABOUT YOU?**

 **Lesson 2: 4,5,6 ( P15)**

**I. Aims**

By the end of this lesson, ss can: Asking and answering questions about frequency, using *How often…? I everyday/ once/twice…a week /a month.*

**II. Language focus**

+ New words: like, quiet, crowded, pretty

+ Structures: What’s the………like?

 It’s…………………..

**III. Teaching aids**

- T: Student’s book ,pictures, recording **.**

- Ss : Student’s book

**IV. Procedures**

| **Teacher’s activities** | **Student’s activities** |
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| **A.Warm up.**- Spend a few minutes having the class sing The wheels on the bus. Then get them to play spelling bee with *lane, flat, tower, mountains, city* and *hometown*.**B. New lesson.****1. Look, listen and repeat .** - Ss are going to read the story- Ask Ss to look at the pictures and guess what the story is about. Check their comprehension by pointing at each picture to elicit their answers to these questions:*What’s his name ?**Who is he talking with ?**Where does he live?**What’s the village like.*- Play the recording all the way for Ss to listen and follow in their books- Play the recording for Ssto listen and repeat the lines in the bubble.- Finally, point to each picture for them to say the words in each bubble. - Call some Ss to practice in front of class and check their pronunciation.**2.Point and say**\* Vocabulary: like: quiet: crowded: pretty: busy: \* Model sentenses:- Ss are going to practise the questions and answers describing a place, using *What’s the……….. like?* *It’s ……………..*- Revise the adjectives *big, far, large* and *small* and teach the new ones quiet, crowded, pretty, busy- Ask Ss to look at the pictures to understand how the language is used in different contexts.- Tell the class they are going to practise asking and answering questions about one’s address, using *What’s your address?* *It’s ……………..*- Revise numbers 10 to 100 with the class.- Point at each picture and ask the question *What’s your adderss?*for Ss to answer chorally.- Have Ss practise asking and asnwering in pairs using the prompts in the bubbles. Monitor the activity and offer help, if necessary.- Call some pairs to practice in front of the class.- Correct Ss’ mistakes if**\*Summary**- Ask Ss repeat the pattern and vocabulary.- Consolidate the content of the lesson.**C. Homework:** - Learn and write new words and structures and do exercise on page. | - Pairwork, individually.- Read and guess- Answer - Listen and follow in their books- Listen and repeat- Say the words in each bubble. - Read aloud in chorus- Read the conversation - Listen and repeat- WC/ individual- Pairwork- Ask and answer aloud.- Pairwork- Ss practice in pairs- Ss repeat.- Ss copy down. |

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 **Week 3** *Date of preparing: 17/09/2023*

**Period 11** *Date of teaching: 20,21,22/09/2023*

**UNIT 2: I ALWAYS GET UP EARLY? HOW ABOUT YOU?**

**Lesson 2: 4,5,6 ( P15)**

**I. Aims**

By the end of this lesson, ss can: Asking and answering questions about frequency, using *How often…? I ... everyday/ once/twice…a week/a month.*

**II. Language focus**

+ New words: once, twice, partner, project, get dress.

+ Structures: *How often…? I everyday/ once/twice…a week/a month* .

**III. Teaching aids**

- T: Student’s book ,pictures, recording **.**

- Ss : Student’s book

**IV. Procedures**

| **Teacher’s activities** | **Student’s activities** |
| --- | --- |
| **A.Warm up.**- Spend a few minutes revising the previous lesson by having a few pairs of Ss ask and answer the questions *How often…? I everyday/ once/twice…a week/a month.***B. New lesson.****1. Listen and number .** - Ss are going to listen and number the pictures. Ask Ss look at the pictures and identify the characters and their activities. - Play the recording all the way through for them to listen. Play it again for Ss to check their answers.- Give them to compare their answers before checking as a class.- Play the recording a third time to confirm the answers.***Answerkey***a. 4 b. 1 c. 2 d. 3**5. Write about your daily routines.**- Ss are going to write about their daily routines. Have them read the questions and check their understanding.- Set the time limit for them to write the answers in their notebooks. Monitor the activity and offer help, if necessary.- Get them to swap and read each other’s answers before inviting one or two Ss to read their answers aloud and give feedback.***Answerkey***1. I usualy have lessons at school.2. I always do my homework and after that I play batminton.3. No, I don’t4. Four times a week.**3. Let’s play:** ***Do the crossword Puzzle***- Ss are going to look at the pictures and complete a crossword puzzle. Remind them how to do it: Ss should look at the pictures and complete the corresponding word, using the given letters as hints.- Get them to look at the crossword puzzle and the pictures. Start with picture 1 and ask them to think of the verb that describes it. Then tell them to check whether the spelling fits the letters/ boxes in the puzzle. Repeat the procedure for the rest of the pictures. The first Ss who completes the puzzle correctly is the winner.- Set a time limit for Ss to work independently. Monitor the activity.- Meanwhile, copy the crossword puzzle on the board and invite one or two Ss to complete it. Ask them to read out the words for the class to repeat. Ask the class to compare their answers to those on the board.- Have the class make sentences with the words and phrases from the puzzle.**\*Summary**- Ask Ss repeat the pattern and vocabulary.- Consolidate the content of the lesson.**C. Homework:** -Revise: Ask and answer questions about frequency, using *How often…? I everyday/ once/twice…a week/a month.*- learn by heart the words and structure. | - Pairwork, individually.- Listen- Identify the characters and their activities - Listen- Compare - Read the questions - Ss complete individual- Ss to swap and read aloud - Listen - Ss to look at the crossword puzzle and the pictures.- Ss to work independently.- Ss to make sentences- Ss repeat.- Ss coppy down. |

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**Week 3** *Date of preparing: 17/09/2023*

**Period 12** *Date of teaching: 20,21,22/09/2023*

**UNIT 2: I ALWAYS GET UP EARLY? HOW ABOUT YOU?**

**Lesson 3: 1, 2, 3 (P16)**

 **I. Aims**

By the end of this lesson, ss can: Pronounce two - syllable words with the stress on the first syllable: *’always, ’usually, ’often and ’sometimes.*

**II. Language focus**

+ New words: Review

+ Structures: Review

**III. Teaching aids**

- T: Student’s book ,pictures, recording **.**

- Ss : Student’s book

**IV. Procedures**

| **Teacher’s activities** | **Student’s activities** |
| --- | --- |
| **A.Warm up.**- Spend a few minutes revising the previous lesson by inviting a few Ss to read their answer in lesson 2, Activity 5.**B. New lesson.****1. Listen and repeat .** - Ss are going to practise saying two - syllable words with the stress on the first syllable: *’always,’usually, ’often and ’sometimes.*- Play the recording all the way through for Ss to listen and follow in their books first. Play it again for them to repeat all the words and sentences twice.*’always ’usually* *’often ’sometimes***2. Listen and circle *a* or *b*. Then say the sentences aloud:** - Ss are going to listen and circle a or b to complete the sentences- Give Ss a few seconds to read the sentences in silence before playing the recording for them to do the task.- Set the time limit for the class to do the task. Monitor the activity and offer help, if necessary.- Get them to compare their answers in pairs before checking as a class.- Ask Ss to read the completed sentences aloud.Answerkey:1.a 2.b. 3.a 4.b**3. Let’s chant:**- Ss are going to say the chant *what do you do in the morning?* Have Ss to read the chant and check their comprehension. - Play the recording all the way through for Ss to listen and follow in their books. Then play it again for them to repeat line by line. - Put the class into two groups to practise chanting: one chants the questions and the other chants the answers.- Have Ss to practise chanting and doing actions in groups.- Invite two groups to the front of the class to say the chant and do actions. The rest of the class claps along to the rhythm.**\*Summary**- Ask Ss repeat the pattern and vocabulary.- Consolidate the content of the lesson.**C. Homework:** Revise: Practise pronounce two - syllable words with the stress on the first syllable: *’always, ’usually, ’often and ’sometimes.*- learn by heart the words and structure. | - Pairwork, individually.- Listen and guess- Answer - Listen and follow in their books- Listen and repeat- Say the words in each bubble. - Read aloud in chorus- Read the conversation - Listen and repeat- Listen - Listen and repeat- T- WC, half- half- Two or three groups to say the chant and do actions- Ss repeat.- Ss copy down. |

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**Giáo viên thực hiện Tổ trưởng**

Trần Thị Ngọc Ánh Phan Thị Hảo

 **Chuyên môn**

Nguyễn Thị Giang