*Week 20 Preparing date: ………….…..*

*Period 77 Teaching date: ……………….*

**Unit 11: Family time**

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

**A. OBJECTIVES:**

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

**1. Knowledge:**

- stress the correct words in Wh-questions in the questions *'When did they 'go to 'London?* and *'What did they 'do in 'Finland?*

- identify and underline the missing stressed word in four questions, and to say the questions with the correct stress while listening

- say the chant with the correct pronunciation, word stress and rhythm.

- ***Vocabulary:*** Review

- ***Skills***: speaking, listening, reading and writing.

**2. Competences:**

- Communication and collaboration: work in pairs and groups to complete the learning tasks.

- Self-control and independent learning: perform pronunciation and listening tasks.

**3. Attitude/ Qualities:**

- Show their love and interest in outdoor activities.

- Raise their awareness of doing outdoor activities carefully.

**B. TEACHING AIDS:**

- *Teacher:* Teacher’s guide Pages 188, 189, 190; audio Tracks 8, 9, 10; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Students’ book Page 10, notebooks, workbooks, school things.

**C. PROCEDURES:**

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| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **1.Warm- up and review: (5’)**  *Game:*  ***Pass the balls***  *\*****Aims:*** *to revise the learnt words and structures.*  **\*Procedure:**  - Give two different coloured balls to two ss, a red ball (ask the question) and a yellow ball (answer the question).  - Ask ss to listen to music and pass the balls.  - Stop music suddenly.  - The teacher raises a picture. Have the student with a red ball make a question. Have the student with a yellow ball answer the question.  - Praise ss if they do the activity well.  - Say “Open your book page 10” and look at “*Unit 11, Lesson 3 (1,2,3)”.*  **2. Presentation (9’)**  **Activity 1. Listen and repeat:**  ***\*Aims:*** *Ss will be able**to stress the correct words in Wh-questions in the questions 'When did they 'go to 'London? and 'What did they 'do in 'Finland?* **\*Procedure:**  - T gives instruction the sentences *'When did they 'go to 'London? and 'What did they 'do in 'Finland?*  - Play the recording and encourage Ss to point to the word and sentence while listening  - Play the recording again and encourage Ss to listen and repeat.  - Have Ss work in pairs or groups to do this several times until Ss feel confident.  - T invites some Ss to practice.  **3.Practice: (17’)**  **Activity 2.** **Listen and underline one more stressed word. Then repeat**  ***\*Aims:*** *Ss will be able**to* *identify and underline the missing stressed word in four questions, and to say the questions with the correct stress while listening.*  **\*Procedure:**  - Tell ss the goal of the activity and explain that they have to listen to the recording and underline one more stressed word.  - Play the recording all the way through for ss to listen to the questions.  - Play the recording again for ss to underline one more stressed word of the questions.  - Tell ss to swap books with a partner, then check the answers together as a class.  - Have ss discuss with ss if they can spot a pattern to what words are stressed in Wh-questions (the wh-question word, the main verb and the place).  - Play the recording again for ss to double-check their answers.  - Invite one or two ss to stand up and repeat the correct answers.  *Key: 1. Sydney 2. Paris*  *3. When 4. do*  **Activity 3. Let’s chant**  ***\*Aims:*** *Ss will be able to say the chant with the correct pronunciation, word stress and rhythm*  **\*Procedure:**  - Introduce the title and lyrics of the chant.    - Play the recording for Ss to listen to the whole chant.  + Have them repeat the title and lyrics line by line.  + Ask Ss to atten the word stress in the Wh-questions  - Play the recording all the way through for Ss to listen to pronunciation and melody.  - Play the recording line by line for Ss to listen and repeat  - Play the recording for Ss to chant and clap along.  - Ask Ss to practice chant and clap along in pairs or groups.  - Invite groups to the front of the classroom to perform the chant  **3. Fun corner and wrap- up (4’)**  **Game:**  **Whisper**  - Tell ss how the game is played. Give an example.  - Divide the class into two groups.  - Have ss from each group stand or sit in a row.  - Whisper a sentence to the first student in each row.  - Have the first student whisper the sentence to the second student  - Have groups continue whispering the sentence until it reaches the last student.  - The last student in the row has to say out the correct sentence.  - Give the first group saying the sentence correctly one point.  - The group with more points wins. Praise the winner. | - Ss listen  -Ss listen the rules  - Ss play the game  *Ex:*  *A: What did your family do in Sydney?*  *B: We saw some interesting places.*  - Ss open their books  - - Ss pay attention  - Ss listen and point  - Ss listen again and repeat  -Ss work in pairs and practice  -Ss say the language in front of the class  - Ss listen to the teacher’s explanation.  - Ss listen to the questions  - Ss listen again and underline one more stressed word of the questions.  - Ss swap books and check the answers as a class.  -Ss listen to the teacher’s instruction.  - Ss listen to the recording again to double-check their answers.  - Ss stand up and repeat the correct answers.  - Ss listen to the chant  - Ss listen and repeat line by line without clap their hands  - Ss note the rhythm and pronunciation.  -Ss listen to melody of the chant  - Ss listen and chant line by line.  - Ss chant and clap along.  - Ss work in groups (two groups) to chant  -Ss perform in front of the class.  -Ss listen  -Ss play the game  Ex:  *Round 1. 'When did you 'go to 'Sydney?/ 'What did he 'do in 'Paris?*  *Round 2. 'When did she 'go to 'England?/ 'What did they 'do in 'Thailand?*  -Ss praise the winner |

**D. ADJUSTMENTS (if necessary):**

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