*Week 7                                            Preparing date: October 19th, 2024*

*Period 25                                       Teaching date: October 21st, 2024*

**UNIT 4. OUR FREE-TIME ACTIVITIES**

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

**A. OBJECTIVES:**

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

**1. Knowledge:**

- understand and correctly repeat the sentences in two communicative contexts in which characters ask and answer questions about what someone does at the weekend;

- correctly say the words and use *What do you do at the weekend? – I \_\_\_\_.* to ask and answer questions about what someone does at the weekend

- use *What do you do at the weekend? – I \_\_\_\_\_\_.* in a freer context

- ***Vocabulary:*** always, usually, often, sometimes, rarely, never

- ***Structures***:

*A: What do you do at the weekend?*

*B: I usually listen to music.*

- ***Skills***: speaking and listening

**2. Competences:**

- Critical thinking and creativity: learn how to ask and answer questions about personal information correctly and fluently.

- Self-control and independent learning: perform speaking tasks.

**3. Attitude/ Qualities:**

- Explore new interests and develop a healthier and balanced lifestyle, then improve general well-being.

**B. TEACHING AIDS:**

- *Teacher:* Teacher’s guide Pages 66, 67, 68, audio Tracks 38, 39; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Students’ book Page 30, notebooks, workbooks, school things.

**C. PROCEDURES:**

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| **Stages/**  **Time** | **Teacher’s activities** | **Students’ activities** |
| **1.Warm- up and review: (3’)**    **2. Presentation (15’)**    **3.Practice: (7’)**    **4. Production: (6’)**    **5. Fun corner and wrap- up (4’)** | ***Game: Slap the board***  *\*****Aims:*** *to revise the vocabulary about different activities.*  **\*Procedure:**  - Prepare some flashcards about different activities and stick on the board  *(play football, listen to music, read books, watch TV, clean the floor…)*   - Divide class into 2 groups: Tom and Jerry.  - How to play:  + Each group chooses five Ss to play.  + Class will read aloud.  + Look at the picture, listen and slap the picture you heard.  + Who faster will get 1 mark.  + Which group with higher mark is the winner.  - Say “Open your book page 30” and look at “*Unit 4, Lesson 2 (1,2,3)”.*  **Activity 1.  Vocabulary.**  ***\*Aims:*** *Ss will be able**to know the vocabulary in the new lesson.*  **\*Procedure:**  -T elicits the new words  *+ always  : luôn luôn    (explain)*  *+ usually: thường thường (explain)*  *+ often  : hay, thường   (explain)*  *+ sometimes : thỉnh thoảng    (explain)*  - T models *(3 times).*       - T writes the words on the board.  - *Checking: Matching*  **Activity 2.   Look, listen and repeat:**  ***\*Aims:*** *Ss will be able**to* *understand and correctly repeat the sentences in two communicative contexts in which characters ask and answer questions about what someone does at the weekend.*  **\*Procedure:**  - Have Ss look at *Pictures a and b* and identify the characters and their activities. *+ Who is he/ she?*  *+ Where is he/ she?*  *+ What is he/ she doing in the picture?*    - Play the audio twice (sentence by sentence). Correct their pronunciation where necessary.  - Have Ss to practice the dialogue  - T invites a few pairs to the front of the class to practice.  - T checks pronunciation for ss.  **Activity 3**   **Listen, point and say.**  ***\*Aims:*** *Ss will be able**to* *correctly say the words and use What do you do at the weekend? – I \_\_\_\_. to ask and answer questions about what they do at the weekend.*  **\*Procedure:**  **\* *Structures:***  - T asks Ss look at *picture a and b* in activity 1 and helps Ss know the structure from the dialogue.  - T introduces new structures for Ss.  - T explains, models and gives meaning.  - Have Ss repeat the structures    ***\*Drill pictures***  -  Have Ss look at the pictures and identify the characters and their activities.       -  Have Ss point at pictures, listen and run through all the pictures.  -  Have Ss point at the bubbles, listen and run through model sentences.  - Have Ss to practise:  + T asks the first picture, Ss answer  + Ss asks the second picture, T answers  + Group A asks the third picture, group B  answers  + Group B asks the last picture, group A  - Ask Ss to work in pairs to practise asking and answering the *What do you do at the weekend? - I \_\_\_\_\_.*  - T controls and corrects.  -  Invite a few pairs to point at the pictures and say the questions and answers in front of the class.  **Activity 4.    Let’s talk.**  ***\*Aims:*** *Ss will be able to* *correctly use What do you do at the weekend? –\_\_\_\_\_. to ask and answer questions about what they do at the weekend in a freer context.*  **\*Procedure:**  -   Ask Ss to look at the pictures and elicit the context    -  Point at the ﬁrst building and elicit the question in the ﬁrst speech bubbl *What do you like doing in your free time? and What do you do at the weekend?* and the answer in the second speech bubble *I like………*  and *I……….* as an example.  - Give Ss time to work in pairs and take turns pointing at each picture to ask and answer using *What do you like doing in your free time? - ………..*  - Invite a few pairs to come to the front of the classroom and act out the exchanges.  Game:     **Lucky number**  - Explain that Ss will play this game in three teams.  + There are six numbers, they have to choose the number and answer the *free-time activity* behind the number.  + If the answer is correct, their team can get the point. The number of candies behind the picture will be the points they get.  - Ask Ss to read all the words again. | -Ss listen and pay attention    - Ss listen to the teacher  -Ss play the game  *.*  -Ss continute playing the game    - Ss listen and open their books    -Ss listen and answer    - - Ss listen and repeat  + Choral repetition *(3 times).*  + Individual repetition *(3 ss)*  - Ss take note  - Ss look and match    -Look at the pictures and say.  + In picture a:  Bill:   *What do you do at the weekend?*  Mai:   *I usually listen to music*  + In picture b:  Mai:    *How about you, Bill? What do you do at the weekend?*  Bill:     *I often play table tennis.*  -Ss listen and repeat in chorus *(twice)*  -Ss work in pairs to practice  -Ss come to the front of the classroom to practice.  -Ss listen    - Ss look at the picture and answer.    -Ss listen  -Ss listen and repeat  -Ss repeat to the structures    - Ss look, listen and repeat  *+Picture a:*  *a boy reading a story and the words always / read stories underneath*  *+ Picture b:*  *a girl watering the flowers and the words usually / water the flowers underneath*  *+ Picture c:*  *a girl riding her bike in the park and the words often / ride my bike underneath*  *+ Picture d:  a boy surfing the Internet and the words sometimes / surf the Internet underneath*  -Ss point at pictures, listen and repeat  -Ss point at the bubbles, listen and repeat  -Ss practice in chorus  -Ss practice in chorus    -Ss work in pairs to practise asking and answering the question  - Pairs of Ss point at the pictures and say in front of the class    -Ss look at the picture and say    - Ss look at the first building and elicit the missing words in speech bubbles and say the completed sentences.    - Ss role-play to practise asking and answering questions    - Ss practise asking and answering questions in front of the class.    -Ss listen to the teacher    -Ss play the game  -Ss read all the words again. |