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

*Period 27                                       Teaching date: October 22nd, 2024*

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

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

**A. OBJECTIVES:**

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

**1. Knowledge:**

- correctly pronounce the two-syllable words ꞌ*always* and ꞌ*sometimes* with the stress on the first syllable, in isolation and in the sentences *I ꞌalways listen to music.* and *She ꞌsometimes plays the violin.*

- identify the stress on some two-syllable words and circle the word with a different stress pattern from the other two words

- 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:**

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

**B. TEACHING AIDS:**

- *Teacher:* Teacher’s guide Pages 71, 72, 73; audio Tracks 42, 43, 44; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Students’ book Page 32, notebooks, workbooks, school things.

**C. PROCEDURES:**

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| **Stages/**  **Time** | **Teacher’s activities** | **Students’ activities** |
| **1.Warm- up and review: (5’)**    **2. Presentation (9’)**    **3.Practice: (17’)**    **3. Fun corner and wrap- up (4’)** | ***Chatting***  *\*****Aims:*** *to* *revise the words about someone’s appearance and personality*  **\*Procedure:**  - Place different pictures of free time activities on the board.  - Have Ss say the words related to the pictures.  - Tell Ss they are going to ask and answer the question *about someone’s free-time activities* in a freer context.  - Invite pairs of volunteers to the board. One asks the question, another one answers the question and points to the suitable picture.  - Continue until practicing all the vocabulary set. Praise Ss if they perform well.  - Say “Open your book page 32” and look at “*Unit 4, Lesson 3 (1,2,3)”.*  **Activity 1.   Listen and repeat:**  ***\*Aims:*** *Ss will be able**correctly pronounce the two-syllable words ꞌalways and ꞌsometimes with the stress on the first syllable, in isolation and in the sentences I ꞌalways listen to music. and She ꞌsometimes plays the violin.*  **\*Procedure:**  -  Have Ss point at the words *ꞌalways and ꞌsometimes with the stress on the first syllable, in isolation and in the sentences I ꞌalways listen to music. and She ꞌsometimes plays the violin.*  -   Play the recording for Ss to listen and repeat in chorus and individually until they feel confident.  -  Let Ss work in pairs or groups, saying the words and reading the sentences.  - T invites some Ss to practice.  **Activity 2.**   **Circle, listen and check.**  ***\*Aims:*** *Ss will be able to identify the stress on some two-syllable words and circle the word with a different stress pattern from the other two words.*  **\*Procedure:**  -  Tell Ss circle the word having a different stress from each line. Then listen to the recording to check their answers.  - Set a time for Ss to do the task.  - Play the recording, once or twice, for Ss to listen and check their answers.  - Get Ss to swap books with a partner and check their answers before checking as a class.  - Play the recording again for Ss to double-check their answers.  - Invite a few Ss to read aloud all the words in the words.  *Key: 1. c    2. b   3. b*  **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 attend to two-syllable words with the stress on the first syllable in the chant, *always* and *sometimes.*  -  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  **Game:**   **Jump**  - Flash cards (*football, table tennis, Japan, England, dolphin, giraffe*)  - Tell Ss they are going to play the game *Jump*. If the word is the same as the flash card, Ss jump. If it isn’t, they keep still. Ask them to say the word on the flash card.  - Ask Ss to stand at their desks.  - Hold up a flash card from the vocabulary set and say a word.  - Raise all the flash cards for Ss to say the words. | - Follow the T’s instructions.    -Ss pay attention and say  *Ex:*  *A: What do you like doing in your free time?*  *B: I like playing badinton.*  - Ss open their books    - - Ss point and pay attention    - Ss listen to the recording again and repeat.  -Ss work in pairs and practice  -Ss say the words and sentences    - Ss pay and listen to the teacher’s explanation.  - Ss do the task  - Ss listen to the recording to check their answers (individual)  - Ss swap books with a partner and check the answers  - Ss listen to the recording again and check their answers again.  - Ss stand up and read aloud the words.    - Ss look and listen.    - 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    -Ss read the words |