*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 |