**Week: 3UNIT 2: I ALWAYS GET UP EARLY.****Planning Day:20/9/2016**

**HOW ABOUT YOU? Teaching Day:21/9/2016**

**Period:10**  **Lesson 2- Part 1,2,3/p14**

**I.Aim:** At the end of the period, Pupils will be able to ask and answer question about frequency.

**II.Language focus:**

1. **Vocabulary**: surf the internet,information,once, twice, partner, project.
2. **Sentences pattern***:* ***How often do you study with a partner?***

***I study with a partner very day.***

**III.Resources:** Posters, flashcards, puppets, CD player.

**IV.Procedure:**

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| **Stages** | **Steps of Activities** | **Work**  **arrangement** |
| Warm-up : | -Ps sing the song./p13 | Whole class |
| **Part 1: Look,listen and repeat**  Pre- task : | - Introducing the topic :Getting up early.  - Teaching vocab:(stress/pronunciation/meaning)  +*surf the internet: vào mạng (picture)*  *+information*:/*inf*ə*’meiʃn/ thông tin(situation)*  +*once*/wʌns/ = one time*:một lần (synonym)*  *+twice*/twaɪs/=two times*: hai lần (synonym)*  *+partner*/ˈpɑːt.nər/*: bạn (picture)*  *+project*/ˈprɒdʒ.ekt/*: dự án(translation)*  *-*Checking vocab: ROR  -Setting the scene: ask Ps to identify the new characters in the pictures and introduce the situation (Nam and Linda are talking their frequence.)  - Playing the CD twice and asking Ps to repeat the dialogue sentence by sentence.  -Having Ps practise the dialogue in pairs, then invite some volunteers to play the roles in front of the class (Correct the pronunciation errors when necessary).  - Making some questions to check Ps comprehension of the language  -Setting the task **:**  Modeling the structure :  ***A:How often do you study with a partner?***  ***B:I study with a partner every day.***  *-* Check form/ usage/ meaning.  *-*Ask Ps repeat a few times. | Whole class  Groupwork  Individually  Whole class  Whole class  Pair work  Individually  Pair work  Whole class |
| **Part 2 : Point and say**  Task cycle : | - Having Ps look at the pictures in part 2 and identify the characters in each picture.  - Have Ps read the word under the picture.  - Model the task with the whole class as an example:  ***A:*** How often do you go to the library?  ***B:****I go to the library* once a week .  \*Technique : T-Ps; Ps-T; P1-P2  - Doing the task:  +Have Ps practice in pairs to ask and answer each other using the picture as a cue.  + Monitor and offer help when necessary.  - Planning report:  + Inviting some Ps to demonstrate in front of the class.  + The rest of class listen and comment | Whole class  Whole class  Whole class  Open pair  Close pair  Pair work  Pair work |
| **Part 3: Let’s talk** | -Having Ps look at the pictures on page 14, identify the characters  - Ask Ps get what the children say  -Reminding the structures of asking, answering about the frequency.  *A: What do you do in the evening?*  *B: I sometimes watch cartoon film.*  *A: How often do you go to the cinema?*  *B: I go to the cinema once a month.*  *-* Do example with one Ps  - Ask Ps work in Pair.  - Call on some pairs to perform at the front of the class.  - The rest of class listen and comment.  - Make a few questions to check pupils’ comprehension of the language.  - Ask the whole class repeat all the sentences in chorus to reinforce their pronunciation. | Whole class  Whole class  Individually  Pair work  Pair work  Individually  Whole class |
| Language focus: | - Asking Ps to focus on the structures once again.  - Having Ps copy the structures in their notebooks | Whole class |
| Follow-up: | - Giving Ps the game : “Slap on the board” | Whole class |
| Home link: | -Asking Ps to prepare Unit 2- Lesson 2/ Part 4,5,6  -Asking Ps to learn the new words and structures by heart at home  - Asking do exercise E/p10 in WB. | Individually  Individually |
| Comments | ……………………………………………………………………………………………………… | Teacher(s) |

