**WEEK 4** *Date of preparing: 23/9/2023*

*Date of teaching: 25/9 – 29/9/2023*

**UNIT 2: TIME AND DAILY ROUTINES**

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

**I. DESIRED OBJECTIVES**

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

- Understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about the characters’ daily routines.

- Correctly say the phrases and use *What time do you \_\_\_\_\_? – I \_\_\_\_\_ at \_\_\_\_\_.* to ask and answer questions about daily routines.

- Enhance the correct use of *What time do you \_\_\_\_\_? - I \_\_\_\_\_ at \_\_\_\_\_\_.* to ask and answer about someone’s daily routines.

**II. RESOURCES AND MATERIALS:**

- Pupil’s book

- Flashcards/pictures and posters

- Computer, projector

- Website hoclieu.vn

**III. LEARNING EXPERIENCES/ LEARNING PLAN**

**1. Warm up:**

Sing the song What time is it? Link:

<https://www.youtube.com/watch?v=0Yq_rztquuU>

**2. Discover to build up the structure**

**Activity 1: Look, listen and repeat**

- Ss discover the picture and listen to the conversation to identify the context

T supports:

+ Ask ss to identify the character, place appear in pictures

*+* Introduce the new words

- SS look at their books, listen all the way through

- Ss listen and repeat then gess meaning.

- Ss work in pairs, practise reading

- Ss act out the dialoge in front of the class, others comment

- Find out the new structure in conversation

**Activity 2: Listen, point and say**

- Identify and correctly say the vocabularies about someone’s age then listen and repeat the phrases, the dialogue axactly.

T supports:

+ Introduce the picture for ss to identify the new word

+ Explain theirs meaning, pronunciation, stress.

- Ss practice saying the new words in pairs

- Some ss say aloud in front of the class

- Ss play game to check remembering and pronunciation of vocabulary.

\*\*

- SS work in pairs to practice asking and answering base on model sentence.

T supports SS:

+ Introduces and explains the using of phrases

+ Models with whole class

- SS drill the structure in 5 minutes in pairs

- Some pairs to perform the task in front of the class.

**Activity 3: Let’s talk** (observation - take notes)

- Ss apply the target language in freer/ real contexts

- T supports:

+ Make a model with a student. (should use personal information to practice)

+ Let time for Ps work, goes around and offer help when necessary.

- Some pairs talk in front of the class. Then, other give comments.

\*Assessment: Ss pronunciation (stress, sounds, intonation or voice) and can develop their ideas in the situation.

**3. Wrap – up.**

Game: Pass the ball

**IV. REGULATION:** (Optional)

………………………………………………………………………………………………………………………………………………………………………………

**UNIT 2: TIME AND DAILY ROUTINES**

**Lesson 2 (4, 5, 6)**

**I. DESIRED OBJECTIVES**

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

- listen to and understand four communicative contexts in which pupils ask and answer questions about daily routines and number the correct pictures.

- complete four gapped exchanges with the help of picture cues.

- sing the song What time do you go to school? with the correct pronunciation, rhythm, and melody.

**II. RESOURCES AND MATERIALS:**

- Pupil’s book

- Flashcards/pictures and posters

- Computer, projector

- Website hoclieu.vn

**III. LEARNING EXPERIENCES/ LEARNING PLAN**

**1. Warm up:**

Spend a few minutes revising the previous lesson by inviting a few pairs to the front of the class to take turns asking and answering questions about their daily routines with What time do you \_\_\_\_? – I \_\_\_\_ at \_\_\_\_.

**2. Discover to practice the structure**

**Activity 4: Listen and number**

- SS listen to and understand four communicative contexts in which pupils ask and answer questions about daily routines and number the correct pictures.

- T guides:

+ Ask pupils to look at the pictures and identify the appearances.

+ Play the recording twice for pupils to listen and number.

- Ss listen to the recording twice and number the correct answers individually

- Some students share their answers in front of the class

- SS listen again to check their answers

- T assesses SS’ answers

**Extension:** If time allows, play the recording, sentence by sentence, for the class to listen and repeat in chorus. Correct their pronunciation where necessary

*\* Key: 1. d 2. c 3. a 4. b*

**Activity 5: Look, complete and read.**

- Ss complete the incompleted sentences and read them aloud with the help of the picture cues.

- Ss pay attention to Pictures to identify the context and appearances of each

T supports:

+ Have pupils look at the four incomplete sentences. Draw their attention to the missing words in the sentences.

+ Model with sentence 1.

- Ss complete the sentences individually

- A few pupils write their answer on the board, others give feedback.

- Ss practice reading sentences in pair

- Some ss read aloud before class

*Key: 1. six o’clock 2. six thirty 3. What time; six forty-five 4. go to bed; go to bed; nine fifteen*

**Activity 6: Let’s sing**

- Ss sing the song What time do you go to school? with the correct pronunciation, rhythm, and melody.

T supports:

+ Play the recording all the way through for pupilsto get familiarized with the pronunciation, the stress, the rhythm and the intonation of the song.

+ Play the recording again, pausing after each line for pupils to repeat (introduce new words)

+ Play the recording once more for pupils to repeat the whole song.

- Ss practice in groups.

- Some groups sing the song in front of the class. The rest clap their hands at rhythms

**3. Wrap – up.**

Ask students to answer the following question: What have you learnt from the lesson today? (- Use the phrases get up, go to bed, go to school and have breakfast in relation to the topic Time and daily routines to talk about the daily routines. - Use sentence patterns What time do you \_\_\_\_\_? Group work I\_\_\_\_\_at\_\_\_\_\_\_\_. to ask and answer about someone’s daily routines.)

**IV. REGULATION:** (Optional)

………………………………………………………………………………………………………………………………………………………………………………

**UNIT 2: OUR NAMES**

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

**I. DESIRED OBJECTIVES**

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

- correctly repeat the sounds of the letters t and d in isolation, in the words get and bed, and in the questions What time do you get up? and What time do you go to bed?

- identify the sounds of the letters t and d in sentences while listening.

- say the chant with the correct rhythm and pronunciation.

**II. RESOURCES AND MATERIALS:**

- Pupil’s book

- Flashcards/pictures and posters

- Computer, projector

- Website sachmem.vn

**III. LEARNING EXPERIENCES/ LEARNING PLAN**

**1. Warm up:**

Game: Sentence Puzzle

**2. Discover to build up the structure**

**Activity 1: Listen and repeat**

- Ss practise saying the soud of the letters t and n in the word and questions respectively.

T supports:

+ Focus ss on the letters and the words

+ Play the recording for ss to identify the sound

- Ss do choral and individual repetition of the sounds words and sentences.

- Ss practice pronoucing in pairs

- Ss say the letters, the words and the sentences in front of the class.

\* Assessement: Check and correct the pronunciation, if necessary

**Activity 2: Listen and circle**

- Ss listen to the recording and circle the correct option to complete the sentences.

T supports:

+ Give instruction for ss to understand how to do the task

+ Do one example

+ Check understanding the sentences

**+** Play the recording for Question 2 for pupils to do the task.

- Ss listen and do the task individually

**-** Some students share their answers in front of the class (Provide explanation(s) when necessary).

- SS listen again to check the answers

*Key: 1. c 2. a*

**Activity 3: Let**’**s chant**

*-* Ss say the chant

T supports:

+ Play the recording all the way through for pupils to listen and follow in their books.

+ Play the recording again, pausing after each line for pupils to repeat.

+ Play the recording once more for pupils to repeat the whole chant, show pupils how to chant.

- Ss work in pairs to practice chanting.

- Some pairs say the chant in front of the class

- Whole class say the chant and clap along to the rhythm of the chant.

**3. Wrap – up.**

Play game from T’s presentation

**IV. REGULATION:** (Optional)

………………………………………………………………………………………………………………………………………………………………………………

**UNIT 2: TIME AND DAILY ROUTINES**

**Lesson 3 (4, 5, 6)**

**I. DESIRED OBJECTIVES**

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

- read and match the activities in a paragraph with the clocks showing the corresponding time.

- complete a paragraph about pupils’ daily routines.

- draw pictures of their daily routines at home and present them to the class by using the target language.

**II. RESOURCES AND MATERIALS:**

- Pupil’s book

- Flashcards/pictures and posters

- Computer, projector

- Website hoclieu.vn

**III. LEARNING EXPERIENCES/ LEARNING PLAN**

**1. Warm up:**

Play game from T’s presentation

**2. Discover to practice the structure**

**Activity 4: Read and match**

- Ss read the dialoge column, then match with appropriate picture

T supports:

+ Give instruction how to do the task

+ Ask ss to look at the picture to identify the characters and context

+ Do the first dialoge for example

- Ss do the task in pairs

- Some ss share their answer in front of the class

- Others give comments.

*Key: 1. d 2. c 3. b 4. a*

**Activity 5: Let’s write**

- Ss read the questions and write the answer using their own informations.

T guides:

+ Give meaning explaination if neccessary

+ Use the real ss’ information to write

+ Do a model sentence for ss

- Ss write their own answer on notebook

- Trade the answer with their partner

- Some ss write on the board, other ss and T give comments.

\* *Extension:* Use mindmap to create a completely talk for ss to practise speaking about themselve.

**Activity 6: Project**

**-** Ss draw pictures of their daily routines at home and present them to the class by using the target language.

T guides:

**+** Have pupils take out the pieces of paper on which their names and ages are written.

**+** Ask pupils to work in groups.

- Each pupil show his/ her birthday cake and say about his/ her name and age.

- Class vote for the best performance

**3. Wrap – up.**

- Ask students to answer the following questions:

+ What have you learnt from the lesson today?

+ What’re the core values of the lesson?

- Reminds pupils to to do exercises in workbook at home

**IV. REGULATION:** (Optional)

………………………………………………………………………………………………………………………………………………………………………………

*Xuân Hóa, ngày ... tháng 9 năm 2023*

**Chuyên môn ký duyệt**

**P. Hiệu trưởng**

**Cao Văn Thơm**