**WEEK 03**

**GRADE 4***(Khối 4)*

**Period 1** *(Tiết 1)*

**UNIT 1: MY FRIENDS**

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

**I OBJECTIVES**

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

**1. Knowledge and skills**

 - Correctly pronounce the sounds of the letters **a** and **ia** in isolation, in the words *America* and *Australia*, and in the sentences *I’m from America*. and *She’s from Australia.* with the correct pronunciation and intonation.

- Identify the target words *America* and *Australia*while listening;

- Say the chant with the correct pronunciation and rhythm.

- Speaking and listening well.

**2. Competences**

- Communication and collaboration: work in pairs and groups to complete the learning tasks

- Self-control & independent learning: perform listening tasks

**3. Attributes**

- Be confident in communicating with friends/ teachers.

- Love people and be polite when communicating

- Show pride in where they come from and great respect for where someone comes from by using appropriate gestures and intonation when asking and answering about nationality.

**II. MATERIALS**

- Student’s book: Page 14; Audio tracks 13, 14, 15; Teacher’s guide: Pages 26, 27, 28; Website *hoclieu.vn*; Flashcards/ pictures and posters (Unit 1); Computer, projector, …

**III. PROCEDURES**

|  |  |  |  |
| --- | --- | --- | --- |
| **Procedure** | **Teacher’s and pupils’ activities** | **Interaction** | **Note** |
| **A. Warm-up and review:**  5 minutes |
|  | - Greet the class.**Option 1: Sing a song**- Invite one or two groups of pupils to come to the front of the class and sing the song *Where are you from* in Activity 6, Lesson 1.- Ask pupils to open their books at page 14 and look at Unit *1, Lesson 3.* Tell them what they will learn in this lesson.**Option 2: Hangman game (Review country names)**- Divide the class into teams.- Set up the game by drawing a gallow and an underline for each letter in the unknown word. As letters in the word are guessed, write them above the corresponding line. If pupils guess a letter which is not in the wỏd, draw a picture of a person on the gallow – one part for each incorrect letter guess. Most frequently, the person is drawn in 6 parts (for 6 letter guesses) in the order: head, body, left leg, right leg, left arm, right arm. If too many letters which do not appear in the word are guessed, the player is hanged (and loses). | Group workGroup work |  |
| **B. NEW LESSON*****KNOWLEDGE CONSTRUCTION*****Activity 1. Listen and repeat.**  5 minutes |
| a. Goal | To correctly pronounce the sounds of the letters **a** and **ia** in isolation, in the words *America* and *Australia*, and in the sentences *I’m from America*. and *She’s from Australia.* with the correct pronunciation and intonation. |  |
| b. Input | – The letter ***a***, the word *America* and the sentence *I’m from America.*– The letters ***ia***, the word *Australia* and the sentence *She’s from Australia.* |  |
| c. Outcome | Pupils can correctly repeat the sounds of the letters ***a*** and ***ia*** in isolation, in the words *America* and *Australia,* and in the sentences *I’m from America.* and *She’s from Australia.* with the correct pronunciation and intonation |  |
| d. Procedure | **Step 1:** Have pupils point at the letter ***a****,* the word *America* and the sentence *I’m from America.* Play the recording for them to listen and repeat in chorus and individually until they feel confident. Correct their pronunciation if necessary.**Step 2:** Invite a few pupils to listen to and repeat the sound*,* the word and the sentence in front of the class. Praise them when their pronunciation is good.**Step 3:** Repeat **Steps 1** and **2** for the letters, the word and the sentence in the second line. Go around the classroom and correct their pronunciation if necessary.**Step4:** Have pupils work in pairs or groups, pronounce the sounds, say the words and read the sentences until they feel confident. | Whole class/ Individual workIndividual workWhole class/ Individual workPair work/ Group work |  |
| e. Assessment | - Performance products: Student’s pronunciation- Assessment tools: Observation; Questions & Answers |  |
| **PRACTICE****Activity 2. Listen and circle.**  10 minutes |
| a. Goal | To identify the target words *America* and *Australia*while listening. |  |
| b. Input | Two gapped sentences, each with three answer options**Audio script:***1. I’m from America.**2. He’s from Australia.* |  |
| c. Outcome | Pupils can identify the target words *America* and *Australia* while listening. |  |
| d. Procedure | **Step 1:** Tell pupils the goal of the activity. Explain that they have to listen to the recording and circle the correct options. Check comprehension.**Step 2:** Get pupils to read the gapped sentences and guess which option can be chosen to fill in the gaps**Step 3:** Play the recording, once or twice, for pupils to listen and circle the correct options. Get pupils to swap books with a partner and check their answers before checking as a class. Play the recording again for pupils to double-check their answers.**Step 4:** Invite a few pupils to read aloud the completed sentences in front of the class. Go around the classroom and correct their pronunciation where necessary. | Whole class/ Individual workPair workWhole class/ Pair work |  |
| e. Assessment | - Performance products: Student's talks and interaction- Assessment tools: Observation; Answer keys Key: 1. a 2. b  |  |
| **PRACTICE****Activity 3. Let’s chant.** 8 minutes |
| a. Goal | To say the chant with the correct pronunciation and rhythm. |  |
| b. Input | The lyrics and recording of the chant. |  |
| c. Outcome | Pupils can say the chant with the correct pronunciation and rhythm. |  |
| d. Procedure | **Step 1:** Have pupils read the first verse of the chant and draw their attention to the sound of the letter *a* in the word *America* and in the sentences *Mary’s from America.* And *She’s from America.* Check comprehension.**Step 2:** Play the recording of the first verse for pupils to listen. Play the recording again, linen by line, for pupils to listen and repeat. Draw their attention to the rhythm and pronunciation. Encourage them to clap while chanting.**Step 3:** Repeat **Steps 1** and **2** for the second verse of the chant. Draw pupils’ attention to the sound of the letters *ia* in the word *Australia* and in the sentences *Ben’s from Australia.* and *He’s from Australia.***Step 4:** Play the recording all the way through for pupils to chant and clap along. | Whole class/ Individual work |  |
| e. Assessment | - Performance products: Student’s interaction and performance- Assessment tools: Observation; Questions & answers |  |
| **Fun corner and wrap-up:** 5 minutes |
|  | **Option 1 (Extension): Listen and choose**- Introduce 4 new words: *Canada, China, India, Cambodia.*- Play the audio and the pupils choose the letters *a* or *ia* according to the sound that they hear.**Option 2: Slap the board**- Introduce 4 new words: *Canada, China, India, Cambodia.*- Divide pupils into 2 or 3 teams. - Each team sends one representative to the board. The teacher draws two boxes and writes *a* and *ia* in each box.- Students read a country name and the representatives slap the box containing letters *a* or *ia* according to the sound that they hear.- The first pupil to touch the box gets one point. | Whole class/ IndividualworkGroup work |  |
| **C. Homework (2’)** | **-** Practice the chant more. - Prepare the new lesson: *Unit 1, Lesson 3 (4,5,6).* | - Ss listen & take note |  |

**\*Supplement *(Bổ sung)***

- Ss can listen to some keywords in the recording and read for specific information

- Most Ss can pronounce the words correctly.

- Class: ……………..

+ Ss (HSKT) can take part in some class activities (tham gia các hoạt động của lớp)

+ Ss (HSKT) can listen and understand some words in Unit 1- Lesson 3 (1,2,3 )

**IV. Điều chỉnh sau tiết dạy** (nếu có)

...........................................................................................................................................................................................................................................................................................

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

**Period 2** *(Tiết 2)*

**UNIT 1: MY FRIENDS**

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

**I OBJECTIVES**

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

**1. Knowledge and skills**

- Read and show understanding of the sentences by deciding if the statements are true or false;

- Complete a gapped text about themselves and their friends;

- Make pupil cards at home and present them to the class by using the target language.

- Listening, reading and writing well.

**2. Competences**

- Communication and collaboration: work in pairs and groups to complete the learning tasks.

- Self-control & independent learning: perform listening tasks.

- Critical Thinking: self-introduce

- Co-operation: ready to help friends in pair work/ group work.

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

**3. Attributes**

- Kindness: Help partners to complete learning tasks.

- Honesty: tell the truth about feelings and emotions.

- Diligence: complete learning tasks.

- Be confident in communicating with friends/ teachers.

- Love people and be polite when communicating

**II. MATERIALS**

- Student’s book: Page 15; Teacher’s guide: Pages 28, 29; Website *hoclieu.vn*; Flashcards/ pictures and posters (Unit 1); Computer, projector, …

**III. PROCEDURES**

|  |  |  |  |
| --- | --- | --- | --- |
| **Procedure** | **Teacher’s and pupils’ activities** | **Interaction** | **Note** |
| **A. Warm-up and review:**  5 minutes |
|  | Greet the class.**Option 1:** - Greet the class, then invite one or two groups of pupils to the front of the class to say the chant in *Lesson 3, Activity 3*. The rest of the class may chant and clap along.- Ask pupils to work in pairs, ask and answer the questions *Where … from? - … from …***Option 2: Backward spelling**- T divides the class into teams. - Each team takes turns to have a pupil stand in front of the board.- The rest pupils spell the word written by the teacher on the board backwards.- The team that guesses the word first gets 1 point. The team with the most points is the winner. Ex: N-A-P-A-J JAPAN M-A-N-T-E-I-V VIETNAM E-R-O-P-A-G-N-I-S SINGAPORE  | Whole class/ Individual workGroup work |  |
| **B. NEW LESSON****PRACTICE**Activity 4. Read and tick True or False. 5 minutes |
| a. Goal | To read and show understanding the sentences by deciding if the statements are true or false. |  |
| b. Input | - A short text about Minh and his two new friends Tony and Laura - Four sentences with True and False boxes under the text |  |
| c. Outcome |  Pupils can read and show understanding of the sentences by deciding if the statements are true or false. Key: 1. True 2. True 3. False 4. False |  |
| d. Procedure | **Step 1:** Tell pupils the goal of the activity and explain that they should read the sentences and tick True or False. Check comprehension.**Step 2:** Do Sentence 1 as an example. First, have pupils read the sentence and identify Minh’s age. Then have them read the text and find the correct information to tick the appropriate box.**Step 3:** Set a time limit for pupils to do the task independently. Go around the classroom and offer help if necessary.**Step 4:** Get pupils to swap their books with a partner and check their answers before checking as a class. Correct the answers where necessary. **Extension:** Invite one or two pupils to read the text and the sentences in front of the class. You may ask pupils to correct the false sentences if necessary. | Whole class/ Individual workPair work |  |
| e. Assessment | - Performance products: Pupil’s answers- Assessment tools: Observation; Questions & Answers, Peer correction |  |
| **PRODUCTION****Activity 5. Let’s write**. 8 minutes |
| a. Goal | To complete a gapped text about themselves and their friends. |  |
| b. Input | A short, gapped text |  |
| c. Outcome | Pupils can complete a gapped text about themselves and their friends. |  |
| d. Procedure | **Step 1:** Tell the class the goal of the activity and explain that they should read the gapped text and fill in the gaps with their own information. Explain that the gaps in the text focus on their names and age(s), their friends’ names and where they are from. Check comprehension. **Step 2:** Have pupils do the first gapped sentence together as an example. Ask them to read the sentence and elicit the names. Then have them write their names in the gap.**Step 3:** Give pupils time to complete the text independently. Go around the classroom and offer help if necessary.**Step 4:** Get pupils to swap their books with a partner and check their answers before checking as a class. **Extension:** Invite one or two pupils to read their completed texts in front of the class. | Whole class/ Individual workIndividual workPair workIndividual work |  |
| e. Assessment | - Performance products: Pupil's answer- Assessment tools: Observation; Answer keys  |  |
| **Games:** 5 minutes |
|  | **Option 1: Game Find the treasure**- The teacher divides the class into 2 teams (boys and girls).- Each team takes turns to choose the flag and answer the question.- The team that has more points is the winner.**Option 2: Hot potato**The teacher prepares a small ball and some cards with a name, a number (age) and a country on them. The teacher plays the music and pupils start to pass the ball. The pupil who holds the ball when the music stops picks a card and makes sentences: *… is … years old. She is from …* **Linda/ 8 / Britain** **Linda** is **eight** years old. She is from **Britain**. |  |
| **PRODUCTION****Activity 6. Project 10 minutes** |
| a. Goal | To make pupil cards at home and present them to the class by using the target language |  |
| b. Input | The pupil cards of two pupils in Unit 1. The cards contain the pupils’ names, ages, and where they are from |  |
| c. Outcome | Pupils can make pupil cards at home and present them to the class by using the target language. |  |
| d. Procedure | **Step 1:** Tell pupils the goal of the activity. Explain that they have to show the two pupil cards that they have prepared at home and present them to the class. **Step 2:** Have pupils work in groups of five. Each pupil shows his / her pupil cards and tells the group about them, e.g. *This is Alice. She’s nine years old. She’s from Britain. And this is Bob. He’s ten years old. He’s from Australia.* Go around the classroom and offer help if necessary. **Step 3:** Invite a few pupils to show their cards and tell the class about them, e.g. *Hi. My name’s Lan. I’m from Viet Nam.* *This is Alice. She’s nine years old. She’s from Britain. And this is Bob. He’s ten years old. He’s from Australia.* | Group work/ Pair workPair workGroup work/ Pair work |  |
| e. Assessment | - Performance products: Student’s interaction and performance- Assessment tools: Observation  |  |
| **C. Homework (2’)** | **-** Read again the text. - Prepare the new lesson: *Unit 2, Lesson 1 (1,2,3).* | Ss listen, take note |  |

**\*Supplement *(Bổ sung)***

- Ss can listen to some keywords in the recording and read for specific information

- Most Ss can pronounce the words correctly.

- Class:……………

+ Ss (HSKT) can take part in some class activities (tham gia các hoạt động của lớp)

+ Ss (HSKT) can listen and understand some words in Unit 1- Lesson 3 (4,5,6)

**IV. Điều chỉnh sau tiết dạy** (nếu có)

............................................................................................................................................................................................................................................................................................

..............................................................................................................................................

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Period 3***(Tiết 3)*

**UNIT 2: TIME AND DAILY ROUTINES**

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

**I OBJECTIVES**

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

**1. Knowledge and skills**

- Understand and correctly repeat the sentences in two communicative contexts focusing on asking and telling the time.

- Correctly say the phrases and use *What time is it? – It’s \_\_\_\_\_.* to ask and tell the time.

- Enhance the correct use of *What time is it? – \_\_\_\_\_.* to ask and tell the time in a freer context.

- Speaking and listening well.

**2. Competences**

- Communication and collaboration: Work in pairs and groups to complete the learning tasks

-  Self-control & independent learning: perform learning tasks

**3. Attributes**

- Be confident in communicating with friends/ teachers.

- Love people and be polite when communicating

- Honesty: tell the truth about feelings and emotions

- Diligence: Complete learning tasks

- Show their responsibility by noticing the time and following the timetable on time.

**II. MATERIALS**

- Student’s book: Page 16; Audio tracks 16, 17; Teacher’s guide: Pages 30, 31, 32; Website *hoclieu.vn*; Flashcards/ pictures and posters (Unit 2); Computer, projector, ..

**III. PROCEDURES**

|  |  |  |  |
| --- | --- | --- | --- |
| **Procedure** | **Teacher’s and pupils’ activities** | **Interaction** | **Note** |
| **A. Warm-up and review:**  5 minutes |
|  | **Option 1:**Sing the song *What time is it?*Link: <https://www.youtube.com/watch?v=0Yq_rztquuU> **Option 2: Game: Slap the board**- Divide class into 3 teams, invite 1 member from each team for each turn.- Say the numbers for the pupils to slap and say aloud.- Give points to the pupils with the correct choice and encourage them.**Option 3:** Sing a song from youtube (<https://www.youtube.com/watch?v=tVlcKp3bWH8>)- Ask pupils to sing a song. - Give points to the pupils and encourage them. | Whole class/ Individual workGroup workWhole class/ Individual work |  |
| **B. NEW LESSON*****EXPLORATION*****Activity 1. Look, listen and repeat.**  5 minutes |
| a. Goal | To understand and correctly repeat the sentences in two communicative contexts focusing on asking and telling the time. |  |
| b. Input | - Context a:Ms Hoa: *What time is it?*Class: *It’s eight thirty.*Ms Hoa: *Let’s have a break.*– Context b:Bill: *What time is it?*Linh: *It’s three fifteen. Let’s go into the classroom.* |  |
| c. Outcome | Pupils can understand and correctly repeat the sentences in two communicative contexts focusing on asking and telling the time. |  |
| d. Procedure | **Step 1:** Ask pupils to look at Pictures a and b and identify the characters and the time shown on the clocks in the pictures.**Step 2:** Ask pupils to look at Picture a. Play the recording for them to listen.**Step 3:** Play the recording again, sentence by sentence, for pupils to listen and repeat individually and in chorus. Correct their pronunciation where necessary. Repeat the same procedure with Picture b.**Step 4:** Invite a few pairs to stand up to listen to and repeat the sentences in the recording.**Step 5:** Draw pupils’ attention to the contextual pictures. Tell pupils that the question *What time is it?* and the answer *It’s eight thirty.* And it’s *three fifteen.* are used to ask and tell the time. | Whole class/ Individual workPair work |  |
| e. Assessment | - Performance products: Student’s answers- Assessment tools: Observation; Questions & answers |  |
| **KNOWLEDGE CONSTRUCTION****Activity 2. Listen, point and say.**  10 minutes |
| a. Goal | To correctly say the phrases and use *What time is it? – It’s \_\_\_\_\_.* to ask and tell the time. |  |
| b. Input | – Picture cues:a. a clock showing 6:00 AM b. a clock showing 6:15 AMc. a clock showing 6:30 PM d. a clock showing 6:45 PM– Speech bubbles: *What time is it? – It’s \_\_\_\_\_.****Audio script:****a. six o’clock b. six fifteen c. six thirty d. six forty-five**a. A: What time is it?* *B: It’s six o’clock.**b. A: What time is it?* *B: It’s six fifteen.**c. A: What time is it?* *B: It’s six thirty.**d. A: What time is it?* *B: It’s six forty-five.* |  |
| c. Outcome | Pupils can correctly say the phrases and use *What time is it? – It’s \_\_\_\_\_.* to ask and tell the time. |  |
| d. Procedure | **Step 1:** Have pupils look at the pictures. Elicit the time on the clocks. Spend a few minutes explaining how to tell the time. Give the meaning of a.m. and p.m., and when to say *o’clock* in telling the time.**Note:** a.m. is used to tell the time in the morning, from 00:00 to 12:00; p.m. is used to tell the time in the afternoon and evening (afternoon is from 12:00:01 to 17:00 or 18:00, and evening is from 17:00 or 18:00 to 23:59:59).**Step 2:** Have pupils point at Picture a (6:00 AM), listen to the recording and repeat. Repeat the same procedure with Pictures b, c and d. Have the class point at the pictures and repeat the time a few times.**Step 3:** Point at the first bubble and have pupils listen to and repeat after the recording (*What time is it?*). Point at Picture a and have pupils listen to and repeat after the recording *(It’s six o’clock.*). Repeat the same procedure with Pictures b, c and d.**Step 4:** Set a time limit for pupils to work in pairs to practice asking and answering the question *What time is it? – It’s \_\_\_\_\_.***Step 5:** Invite a few pairs to the front of the class to take turns pointing at the pictures and saying the questions and answers. | Whole class/ Individual workPair work |  |
| e. Assessment | - Performance products: Student's talks and interaction- Assessment tools: Observation; Answer keys  |  |
| **PRACTICE****Activity 3. Let’s talk.** 8 minutes |
| a. Goal | To enhance the correct use of *What time is it? – \_\_\_\_\_.* to ask and tell the time in a freer context. |  |
| b. Input | – Picture cue: Two pupils ask and tell the time shown on different clocks: 7:00 AM, 8:15 AM, 2:30 PM and 4:45 PM.– Speech bubbles: *What time is it? – \_\_\_\_\_.* |  |
| c. Outcome | Pupils can enhance the correct use of *What time is it? – \_\_\_\_\_.* to ask and tell the time in a freer context. |  |
| d. Procedure | **Step 1:** Draw pupils’ attention to the two speech bubbles. Read the question aloud and ask pupils to repeat it. Ask them to look at the second bubble and identify what the answer should be. Elicit the answer: *It's seven o’clock.* Get pupils to repeat the questions and answers several times.**Step 2:** Set a time limit for pupils to work in pairs, point at the different clocks in the picture, ask and tell the time using *What time is it? – \_\_\_\_\_.* Go around the classroom to observe and offer help where necessary.**Step 3:** Invite some pairs to ask and tell the time in front of the class. | Whole class/ Individual workWhole class/ Pair work |  |
| e. Assessment | - Performance products: Student’s interaction and performance- Assessment tools: Observation; Questions & answers |  |
| **Fun corner and wrap-up:** 5 minutes |
|  | **Option 1: Game: Dartboard (ppt)**Pupils answer the correct answers with the score, if not the arrow will fall down (They cannot get the score for that question).**Option 2: Game: Sentence Puzzle**Divide the class into groups of four. Give each group a sentence that is broken/ cut into pieces. Ask the pupils to arrange them to make a complete sentence, then read it aloud.**Option 3:**Ask students to answer the following questions: *What have you learned from the lesson today?*(- Use the words *at, fifteen, forty-five, o’clock, and thirty* in relation to the topic of *Time and daily routines* to talk about the time.- Use sentence pattern *What time is it? – It’s \_\_\_\_\_.* to ask and tell the time.)***\* Preparation for the project:*** Tell pupils about the project on page 21. Ask them to prepare for it at home by drawing some pictures in relation to their daily routines. Remind pupils to bring their pictures to the class at Project time in Lesson 3. | Group work Whole class |  |
| **C.****Homework (2’)** | **-** Learn the vocabulary and model sentences by heart - Prepare the new lesson: *Unit 2, Lesson 1 (4,5,6).* | Ss listen, take note |  |

**\*Supplement *(Bổ sung)***

- Ss can listen to some keywords in the recording and read for specific information

- Most Ss can pronounce the words correctly.

- Class: ………………………….

+ Ss (HSKT) can take part in some class activities (tham gia các hoạt động của lớp)

+ Ss (HSKT) can listen and understand some words in Unit 2- Lesson 1(1,2,3 )

**IV. Điều chỉnh sau tiết dạy** (nếu có)

............................................................................................................................................................................................................................................................................................

..............................................................................................................................................

……………………………………………………………………………………………..

***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

**Period 4** *(Tiết 4)*

**UNIT 2: TIME AND DAILY ROUTINES**

**Lesson 1 (4,5,6)**

**I OBJECTIVES**

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

**1. Knowledge and skills**

- Listen to and understand two communicative contexts in which two pupils play a game asking and telling the time and tick the correct pictures.

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

- Review telling the time by playing the game *Which clock says ...?*

- Listening, speaking and reading well.

**2. Competences**

- Communication and collaboration: work in pairs and groups to complete the learning tasks

- Self-control & independent learning: perform learning tasks

- Honesty: tell the truth about feelings and emotions.

**3. Attributes**

- Be confident in communicating with friends/ teachers.

- Love people and be polite when communicating

- Honesty: tell the truth about feelings and emotions.

- Responsibility: appreciate kindness

**II. MATERIALS**

- Communication and collaboration: work in pairs and groups to complete the learning tasks

- Self-control & independent learning: perform learning tasks

- Honesty: tell the truth about feelings and emotions.

- Student’s book: Page 17; Audio track 18; Teacher’s guide: Pages 32, 33, 34; Website *hoclieu.vn*; Flashcards/ pictures (Unit 2); Computer, projector, …

**III. PROCEDURES**

|  |  |  |  |
| --- | --- | --- | --- |
| **Procedure** | **Teacher’s and pupils’ activities** | **Interaction** | **Note** |
| **A. Warm-up and review:**  5 minutes |
|  | **Option 1:** Sing the song *What time is it?*Link: <https://www.youtube.com/watch?v=0Yq_rztquuU>Option 2: Game: Slap the board (ppt)Use the vocabulary from the previous lesson. Have students stand in 2 rows of 5 or more pupils and take turns to slap the board. Give the points to the team with the faster and correct answers. **Option 3:** **Game: Who’s faster?**- Divide the class into 2 teams. - Have children look at the pictures on the screen and shout out the numbers which are hidden. - Give points to the team with the faster and correct answers. | Whole class/ Individual workGroup work |  |
| **B. NEW LESSON*****PRACTICE*****Activity 4. Listen and tick.**  5 minutes |
| a. Goal | To listen to and understand two communicative contexts in which two pupils play a game asking and telling the time and tick the correct pictures. |  |
| b. Input | Picture cues:1a. a clock showing 9:00 AM 1b. a clock showing 9:15 AM2a. a clock showing 4:00 PM 2b. a clock showing 4:30 PM***Audio script:****1. A: Let’s play a game.* *B: OK!* *A: Look. What time is it?* *B: It’s nine fifteen.* *A: Very good!**2. A: Now what time is it?* *B: It’s four o’clock.* *A: No it isn’t. It’s four thirty.* |  |
| c. Outcome | Pupils can listen to and understand two communicative contexts in which two pupils play a game asking and telling the time and tick the correct pictures.Key: 1. b 2. b |  |
| d. Procedure | **Step 1:** Draw pupils’ attention to the pictures and ask them to identify the time on the clocks.**Step 2:** Play the recording of the first dialogue for pupils to listen and tick the correct picture. Play the recording again for pupils to listen and check their answers. Praise pupils if they have the correct answer (Picture 1b).**Step 3:** Repeat Step 2 with the second dialogue.**Step 4:** Set a time limit for pupils to swap books with a partner to check their answers in pairs before checking as a class.**Extension:** If time allows, play the recording, sentence by sentence, for the class to listen and repeat individually and in chorus. Correct their pronunciation where necessary. | Whole class/ Individual workPair workWhole class/ Individual work |  |
| e. Assessment | - Performance products: Student’s answers- Assessment tools: Observation; Questions & Answers, Peer correction |  |
| **PRACTICE****Activity 5. Look, complete and read. 10 minutes** |
| a. Goal | To complete four gapped exchanges with the help of picture cues. |  |
| b. Input | Four picture cues and four gapped exchanges to complete |  |
| c. Outcome | Pupils can complete four gapped exchanges with the help of picture cues.**Key:** 1. ten 2. is it 3. What time; thirty 4. What time; four forty-five |  |
| d. Procedure | **Step 1:** Ask pupils to look at the pictures and identify the time on the four clocks.**Step 2:** Ask pupils to look at each gapped exchange. Draw their attention to the missing words and time. Remind them to complete the answers using words, not numbers.**Step 3:** Have pupils look at Picture 1. Ask them what is missing in the answer (*ten*). Then have them complete the gap (*It’s ten o’clock.*). Repeat the same procedure with Pictures 2, 3 and 4.**Step 4:** Set a time limit for pupils to complete the gapped exchanges individually, then invite a few pairs to stand up to ask and tell the time on the clock faces. | Whole class/ Individual workIndividual workIndividual work/ Pair work |  |
| e. Assessment | - Performance products: Student's talks and interaction- Assessment tools: Observation; Answer keys  |  |
| **PRACTICE****Activity 6. Let’s play. 8 minutes** |
| a. Goal | To review telling the time by playing the game *Which clock says ...?* |  |
| b. Input | A picture shows two pupils playing the game. Minh says *It’s five fifteen.* Mary finds the clock showing the time, points at it and says *It’s clock F!* |  |
| c. Outcome | Pupils can review telling the time by playing the game *Which clock says ...?* |  |
| d. Procedure | **Step 1:** Tell pupils that they are going to play a game that involves finding and saying which clock shows the time told by another player.**Step 2:** Invite two volunteers to stand in front of the board. Tell them to decide who is the time teller and who is the clock finder.**Step 3:** The time teller will tell a certain time, for example 5:15, for the other player to find the clock which shows the correct time by saying its letter. If it is correct, the correct finder will get one point. Every player has eight tries. After the first round, the time teller will become the clock finder. All the clocks on the board are kept for later use. When the game is over, the player who has the most points is the winner. Encourage the class to cheer whenever a player gets a point. | Group work/ Pair workPair workGroup work/ Pair work |  |
| e. Assessment | - Performance products: Student’s interaction and performance- Assessment tools: Observation; Questions & answers |  |
| **Fun corner and wrap-up:** 5 minutes |
|  | **Option 1: Rearrange the words (ppt)**Pupils take turns to rearrange the words into a complete sentence.**Option 2: Game: Sentence Puzzle**Divide the class into groups of four. Give each group a sentence that is broken/ cut into pieces. Ask them to arrange for them to make a complete sentence, then read it aloud.The group who makes it first will be the winner.**Option 3: Game: Spin the Wheel**- Divide the class into teams.The teacher calls pupils from each team to answer the question *What time is it?* - Pupils/ teachers click the “spin” button to get points. |  Group work  |  |
| **C.****Homework (2’)** | **-** Ask and answer about the pictures in part 5.- Prepare the new lesson: *Unit 2, Lesson 2 (1,2,3)* | Ss listen,take note |  |

**\*Supplement *(Bổ sung)***

- Ss can listen to some keywords in the recording and read for specific information

- Most Ss can pronounce the words correctly.

- Class:…………………………

+ Ss (HSKT) can take part in some class activities (tham gia các hoạt động của lớp)

+ Ss (HSKT) can listen and understand some words in Unit 2- Lesson 1(4,5,6)

**IV. Điều chỉnh sau tiết dạy** (nếu có)

............................................................................................................................................................................................................................................................................................

***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

 *Sao Đỏ, ngày ……. tháng 09 năm 2024*

|  |  |  |
| --- | --- | --- |
| **NGƯỜI LẬP** **Nguyễn Thị Thu Hòa** | **NGƯỜI KIỂM TRA** |  **BAN LÃNH ĐẠO**  |