**WEEK 04**

**GRADE 4***(Khối 4)*

**Period 1** *(Tiết 1)*

**UNIT 2: TIME AND DAILY ROUTINES**

**Lesson 2(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 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.

- Listening, Reading, Speaking 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

**3. Attributes**

- Be confident in communicating with friends/ teachers.

- Love people and be polite when communicating

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

**II. MATERIALS**

- Teacher: Teaching plan, English 4, pictures, board, Laptop, TV, Website *hoclieu.vn*

CD rom….

- Pupils: Pupil’s book, workbook, notebook, school things………...

**III. PROCEDURES**

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| **Procedure** | **Teacher’s and pupils’ activities** | | **Interaction** | | **Note** |
| **A. Warm-up and review:**  5 minutes | | | | | |
|  | Greet the class.  **Option 1:**  Sing the song *What time is it?*  Link: <https://www.youtube.com/watch?v=0Yq_rztquuU>  **Option 2:** **Game: Which clock says ...?**  Spend a few minutes revising the previous lesson by having the class play the game *Which clock says ...?* Option 3: Game: What’s missing?- Divide the class into 2 teams. - Have pupils look at the screen with numbers from 1 to 10. Then hide 1 number each time and have the teams raise their hands to answer. Give points for each correct answer. | Whole class/ Individual work/ Group 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 answering questions about the characters’ daily routines. | | | |  |
| b. Input | – Context a:  Minh: *What time do you get up?*  Mary: *I get up at six o’clock. And you?*  Minh: *At five forty-five.*  – Context b:  Mary: *What time do you have breakfast?*  Minh: *At six fifteen.* | | | |  |
| c. Outcome | Pupils can understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about the characters’ daily routines. | | | |  |
| d. Procedure | **Step 1:** Ask pupils to look at Pictures a and b and identify the time 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 the front of the class to listen to and repeat the sentences in the recording.  **Step 5:** Draw pupils’ attention to the exchanges *What time* *do you get up? – I get up at six o’clock.* and *What time do you have breakfast? – At six fifteen.* Tell pupils that these are questions and answers about daily routines. | | | Whole class/ Individual work    Pair work  Whole class |  |
| 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 do you \_\_\_\_\_? – I \_\_\_\_\_* *at \_\_\_\_\_.* to ask and answer questions about daily routines. | | | |  |
| b. Input | – Picture cues:  a. a girl is getting up; a clock shows 5:00 AM  b. a boy is having breakfast; a clock shows 6:15 AM | | | |  |
|  | c. a pupil is going to school; a clock shows 1:15 PM  d. a boy is sleeping in bed; a clock shows 9:00 PM  – Speech bubbles: What time do you \_\_\_\_\_? – I \_\_\_\_\_ at \_\_\_\_\_. | | | |  |
| c. Outcome | Pupils can correctly say the phrases and use *What time do you \_ \_\_\_\_? -* I *\_\_\_\_\_\_\_ at\_\_\_\_\_\_\_\_.* to ask and answer questions about daily routines. | | | |  |
| d. Procedure | **Step 1:** Have pupils look at the pictures and elicit the activities and the time from them.  **Step 2:** Have pupils point at Picture a, listen to the recording, and repeat the phrase (*get up*). Repeat the same procedure with the other three pictures. Have the class repeat the phrases a few times.  **Step 3:** Point at the first bubble and have pupils listen and repeat after the recording (*What time do you get up?*). Point at Picture a and have pupils listen and repeat after the recording (I get up at five o’clock.). Repeat the same procedure with the other three pictures. **Step 4:** Set a time limit for pupils to work in pairs, point at the pictures, and practice asking and answering the question *What time do you \_\_\_\_\_? – I \_\_\_\_\_ at \_\_\_\_\_.*  **Step 5:** Invite a few pairs to the front of the class to take turns pointing at the pictures, asking and answering the question *What time do you………? – I \_\_\_\_\_ at \_\_\_\_\_.* | | | Whole class/ Individual work  Pair work |  |
| e. Assessment | - Performance products: Student's talks and interaction  - Assessment tools: Observation; Questions & answers | | | |  |
| **PRACTICE**  **Activity 3. Let’s talk.** 8 minutes | | | | | |
| a. Goal | To enhance the correct use of *What time do you \_\_\_\_\_? – I \_\_\_\_\_ at \_\_\_\_\_.* to ask and answer questions about pupils’ daily routines in a freer context. | | | |  |
| b. Input | - Picture cue: Nam and Lucy ask and answer questions about Lucy’s daily routines.  - Speech bubbles: *What time do you \_\_\_\_? – \_\_\_\_\_\_\_\_\_.* | | | |  |
| c. Outcome | Pupils can enhance the correct use of *What time do you \_\_\_\_\_? – I \_\_\_\_\_ at \_\_\_\_\_.* to ask and answer questions about their daily routines in a freer context. | | | |  |
| d. Procedure | **Step 1:** Have pupils look at the picture and explain that Nam and Lucy are asking and answering questions about Lucy’s daily routines. Get pupils to look at the first speech bubble and point at the picture of Lucy getting up to complete the question *What time do you get up?* Ask them to repeat the question. Then point at the answer bubble and say *I get up at five o’clock.* for pupils to repeat. Let pupils listen to and repeat the question and the answer a few times individually and in chorus.  **Step 2:** Set a time limit for pairs of pupils to practise asking and answering the question *What time do you ……? – I………… at \_\_\_\_\_.*  **Step 3:** Go around the classroom to offer help where necessary.  **Step 4:** Invite some pairs of pupils to the front of the class to take turns asking and answering questions about their daily routines. | | | Whole class/ Individual work  Pair work  Pair work/ Whole class |  |
| e. Assessment | - Performance products: Student’s interaction and performance  - Assessment tools: Observation; Questions & answers | | | |  |
| **Fun corner and wrap-up:** 5 minutes | | | | | |
|  | **Option 1: Game: Magic wheel (ppt)**  Press *Spin* to play. If pupils have the correct answer, they will be added the same number that shows on the slide. The team with the most scores will be the winner at the end of the game.  **Option 2: Game: Pass the ball**  - Divide the class into 3 teams.  - Each team has 1 sticky ball.  - Play the music. Have pupils in each team take turns to pass the ball. When the music ends, 3 students who are keeping the balls will stand up and say the time, using the sentence model. | | | Group  work |  |
|  | **Option 3: Game: Whack the watermelon**  - Prepare a set of flashcards of clocks.  - Divide the class into 3 teams.  - The teams take turns to send 2 pupils to go to the board and choose a flashcard to ask and answer about time, using the model sentences and the number in the card.  - If they give the correct answers, they can whack a watermelon to get points for their teams.  - The team with more points is the winner.  **Option 4:**  Ask students to answer the following question:  *What have you learned 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 \_\_\_\_\_?* | | |  |  |
|  | *I\_\_\_\_\_at\_\_\_\_\_\_\_.* to ask and answer about someone’s daily routines.) | | |  |  |
| **C. Homework (2’)** | **-** Learn the vocabulary and model sentences by heart  - Prepare the new lesson: *Unit 2, Lesson 2 (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, understand some words and can practice model sentence in the lesson.

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

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**Period 2** *(Tiết 2)*

**UNIT 2: TIME AND DAILY ROUTINES**

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

**I. OBJECTIVES**

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

**1. Knowledge and skills**

- 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.

- Listening, Reading, Speaking and Writing well.

**2. Competences**

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

- Self-study (can perform individual tasks and solve problems by themselves.)

- 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

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

**II. MATERIALS**

- Teacher: Teaching plan, English 4, pictures, board, Laptop, TV, website hoclieu.vn CD rom….

- Pupils: Pupil’s book, workbook, notebook, school things………...

**III. PROCEDURES**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Procedure** | **Teacher’s and pupils’ activities** | | **Interaction** | **Note** |
| **A. Warm-up and review:**  5 minutes | | | | |
|  | - Greet the class. Option 1: Game: Slap the board (ppt) Use the vocabulary from the previous lesson. Have students stand in 2-3 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 2:**  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 \_\_\_\_.* | | Group work  Pair work |  |
| **B. NEW LESSON**  ***PRACTICE***  **Activity 4. Listen and number.**  5 minutes | | | | |
| a. Goal | To listen to and understand four communicative contexts in which pupils ask and answer questions about daily routines and number the correct pictures. | | |  |
| b. Input | Picture cues:  a. a girl getting up at 5:45 a.m.  b. a boy having breakfast at 6:00 a.m.  c. a girl going to school at 6:30 a.m.  d. a girl is in bed at 9:15 p.m. | | |  |
| c. Outcome | Pupils can listen to and understand four communicative contexts in which pupils ask and answer questions about daily routines and number the correct pictures.  **Key:** 1. d 2. c 3. a 4. b | | |  |
| d. Procedure | **Step 1:** Have pupils look at the pictures. Elicit the activities and the time in the pictures. Draw pupils’ attention to the boxes at the bottom right-hand corners of the pictures.  **Step 2:** Play the recording of the first dialogue. Tell pupils that they will need to pay attention to the activity and time (e.g. *go to bed, 9:15*) and look for the right picture.  **Step 3:** Play the recording of the other dialogues and get pupils to number the pictures. Set a time limit for pupils to swap books with a partner and check the answers before checking as a class. Correct the answers where necessary.  **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 work  Whole class/ Pair work | |  |
| e. Assessment | - Performance products: Student’s answers  - Assessment tools: Observation; Questions & Answers | | |  |
| **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 with four gapped exchanges to complete | | |  |
| c. Outcome | Pupils can complete four gapped exchanges with the help of picture cues.  **Key:** 1. six o’clock 2. six thirty  3. What time; six forty-five  4. go to bed; go to bed; nine fifteen | | |  |
| d. Procedure | **Step 1:** Get pupils to look at Picture 1. Have them identify the time (*6:00 AM*) in the picture. Elicit the missing words in the answer (six o’clock). Complete the answer.  **Step 2:** Repeat the same procedure with Picture 2 (*six thirty*).  **Step 3:** Get pupils to look at Picture 3. Elicit the missing words in the question and answer from pupils (*What time;* *six forty-five*). Then have them complete the gaps (*What time do you go to school? – I go to school at six forty-five.*). Repeat the same procedure with Picture 4 (*go to bed; go to bed; nine fifteen*).  **Step 4:** Set a time limit for pupils to complete the exchanges individually, then invite a few pairs to take turns reading the completed exchanges. | Whole class/ Individualwork  Individual work    Pair work | |  |
| e. Assessment | - Performance products: Student’s answers  - Assessment tools: Observation; Questions & Answers | | |  |
| **PRACTICE**  **Activity 6. Let’s sing.** 8 minutes | | | | |
| a. Goal | To sing the song *What time do you go to school?* with the correct pronunciation, rhythm, and melody. | | |  |
| b. Input | The lyrics and the recording of the song *What time do you go to school?* | | |  |
| c. Outcome | Pupils can sing the song *What time do you go to school?* with the correct pronunciation, rhythm and melody. | | |  |
| d. Procedure | **Step 1:** Have pupils read the lyrics to familiarize themselves with the questions and answers. Check comprehension and give feedback.  **Step 2:** Have pupils listen to the whole song, drawing their attention to the pronunciation, rhythm, and melody. Encourage them to point at the pictures to reinforce their understanding.  **Step 3:** Play the recording of the song again, once or twice, for pupils to listen and repeat line by line and do related actions, e.g. using a finger to trace the words or clapping hands.  **Step 4:** When pupils feel confident and are familiar with the tune and melody, ask them to sing the whole song while doing actions or clapping hands.  **Step 5:** Invite a few groups to the front of the class to sing the song and do the actions. The class may sing along to reinforce the activity. | Whole class/ Individual work  Group work | |  |
| e. Assessment | - Performance products: Student’s interaction and performance | | |  |
| **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: Pass the ball**  - Divide the class into 3 teams.  - Each team has 1 sticky ball.  - Play the music, students in each team take turns to pass the ball. After the music ends, 3 students holding the ball will stand up and say the name, using the sentence model.  **Option 3: 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 them to make a complete sentence, then read it aloud. The group who makes it first will be the winner. | Whole class/ Individual work  Group work  Group work | |  |
| **C. Homework. (2’)** | Ask and answer about the pictures on page 19.  - Prepare the new lesson: *Unit 2, Lesson 3 (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, understand some words and can do Exs in the lesson.

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

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**Period 3***(Tiết 3)*

**UNIT 2: TIME AND DAILY ROUTINES**

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

**I. OBJECTIVES**

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

**1. Knowledge and skills**

- 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.

- Listening, Reading, Speaking and Writing well.

**2. Competences**

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

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

- Self-control & independent learning: perform learning task, solve problems

**3.** **Attributes**

- Be confident in communicating with friends/ teachers.

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

- Love people and be polite when communicating

**II. MATERIALS**

- Teacher: Teaching plan, English 4, pictures, board, Laptop, TV, website hoclieu.vn CD rom….

- Pupils: Pupil’s book, workbook, notebook, school things………...

**III. PROCEDURES**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Procedure** | **Teacher’s and pupils’ activities** | | **Interaction** | | **Note** |
| **A. Warm-up and review:**  5 minutes | | | | | |
|  | - Greet the class. Encourage pupils to respond to your greeting.  **Option 1:**  - Spend a few minutes revising the previous lesson by inviting two groups of three to the front of the class to take turns singing the song *What time do you go to school?*  - Ask pupils to open their books at page 20 and look at *Unit 2, Lesson 3, Activity 1.*  **Option 2: Game: Pass the ball**  - Divide the class into 3 teams.  - Each team has 1 sticky ball.  - Play the music, students in each team take turns to pass the ball. After the music ends, 3 students holding the ball will stand up and say the name, using the sentence model.  **Option 3:** **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 them to make a complete sentence, then read it aloud. The group who makes it first will be the winner. | Whole class/ Individual work  Group work | | |  |
| **B. NEW LESSON**  **KNOWLEDGE CONSTRUCTION**  **Activity 1. Listen and repeat.**  5 minutes | | | | | |
| a. Goal | 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?* | | | |  |
| b. Input | – The letter *t*, the word *get* and the question *What time do you get up?*  – The letter *d*, the word *bed* and the question *What time do you go to bed?* | | | |  |
| c. Outcome | Pupils can 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?* with the correct pronunciation and intonation. | | | |  |
| d. Procedure | **Step 1:** Have pupils look at the letter *t*, listen to the recording and repeat the letter until they feel confident. Correct the pronunciation where necessary.  **Step 2:** Have pupils point at the word *get,* listen to the recording and repeat the word until they feel confident. Monitor the activity and offer help where necessary.  **Step 3:** Get pupils to point at the sentence *What time do you get up?*, listen to the recording and repeat it several times. Then invite a few pupils to stand up to listen to and repeat the sentence.  **Step 4:** Repeat Steps 1 to 3 for the letter *d*. Go around the classroom and correct the pronunciation where necessary.  **Step 5:** Give pupils a time limit to practise pronouncing the letters, saying the words, and reading the sentences in pairs or groups. | | | Whole class/  Individual work |  |
| e. Assessment | - Performance products: Student’s answers  - Assessment tools: Observation; Questions & Answers | | | |  |
| **PRACTICE**  **Activity 2. Listen and circle.**  10 minutes | | | | | |
| a. Goal | To identify the sounds of the letters *t* and *d* in sentences while listening. | | | |  |
| b. Input | Two gapped sentences with three answer options  ***Audio script:***  *1. I read a book at six thirty.*  *2. I go out at five forty-five.* | | | |  |
| c. Outcome | Pupils can identify the sounds of the letters *t* and *d* in sentences while listening.  **Key:** 1. c 2. a | | | |  |
| d. Procedure | **Step 1:** Have pupils read the incomplete sentences. Explain that they must listen to the recording and circle the correct options to complete the sentences. Check comprehension.  **Step 2:** Play the recording and have pupils listen and circle the correct options. Then get pupils to swap books with a partner to check their answers before checking as a class. Correct the answers where necessary.  **Step 3:** Invite a few pupils to stand up and read the completed sentences. Remind the class how to stress the target sentences. | | | Whole class/ Individual work  Pair work  Whole class/ Individual work |  |
| e. Assessment | - Performance products: Student's talks and interaction  - Assessment tools: Observation; Answer keys | | | |  |
| **PRACTICE**  **Activity 3. Let’s chant.** 8 minutes | | | | | |
| a. Goal | To say the chant with the correct rhythm and pronunciation. | | | |  |
| b. Input | The lyrics and the recording of the chant | | | |  |
| c. Outcome | Pupils can say the chant with the correct rhythm and pronunciation. | | | |  |
| d. Procedure | **Step 1:** Have pupils scan the chant, and elicit the words ending with *t* and *d* in the lines (*get, bed*). Check pupils’ comprehension of the chant.  **Step 2:** Play the recording. Get pupils to listen to and repeat the first verse, line by line. Show them how to chant and clap hands.  **Step 3:** Play the recording of the first verse again for pupils to do choral and individual repetition.  **Step 4:** Repeat Steps 2 and 3 for the second verse of the chant. Go around the classroom and offer help where necessary.  **Extension:** If there is enough time, divide the class into two groups to take turns chanting and clapping hands. Each of the groups should sing one verse of the chant. Then invite some groups to the front of the class to chant and clap. | | | Whole class/ Individual work    Group 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: Spin and say (ppt)**  Click the needle to start and then again to stop the wheel. Then say aloud the words to practise the target sounds. (Teachers can divide class into 2 - 3 groups and let them take turns to spin the wheel (add star for correct answers).  **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 them to make a complete sentence, then read it aloud.  - The group that makes it first will be the winner.  **Option 3: Game: Tug of war**  - Divide the class into 2 teams.  - Pupils will choose *t* or *d* to fill in the blanks. For each correct answer, pupils will get 5 stars for their teams. | | | Group work  Whole class |  |
|  | **Option 4:**  Ask students to answer the following question:  *What have you learned from the lesson today?*  (- Correctly pronounce the sound of the letters t and d in isolation, in the words *get* and *bed* and in the correct questions *What time do you get up?* and *What time do you go to bed?*  - Identify the specific information by listening to 2 sentences to identify the target word.) | | |  |  |
| **C. Homework. (2’)** | - Practice the chant more.  - Draw and colour a paper birthday cake.  - Prepare the new lesson: Unit 2, Lesson 3 (4,5,6). | | |  |  |

**\*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 the lesson.

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

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**Period 4** *(Tiết 4)*

**UNIT 2: TIME AND DAILY ROUTINES**

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

**I. OBJECTIVES**

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

**1. Knowledge and skills**

- 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.

- Listening, speaking, reading and writing well.

**2. Competences**

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

- Self-control & independent learning: perform presentation skill

**3. Attributes**

- Be confident in communicating with friends/ teachers.

- Love people and be polite when communicating

- Kindness: Help partners to complete learning tasks; Honesty: tell the truth about feelings and emotions; Diligence: complete learning tasks.

**II. MATERIALS**

- Teacher: Teaching plan, English 4, pictures, board, Laptop, TV, website hoclieu.vn CD rom….

- Pupils: Pupil’s book, workbook, notebook, school things………...

**III. PROCEDURES**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Procedure** | **Teacher’s and pupils’ activities** | **Interaction** | | **Note** |
| **A. Warm-up and review:**  5 minutes | | | | |
|  | - Greet the class. Encourage pupils to respond to your greeting.  **Option 1:**  - Spend a few minutes revising the previous lesson by inviting two groups of three to the front of the class to take turns saying the two verses of the chant.  **Option 2:** **Racing game**  - Divide the class into 2 teams standing in lines.  - Have a pupil in the front row choose a number. The pupil MUST give the answer before the time’s up. If they answer correctly, they will get stars. If their answer is wrong or given after the time meter goes off, they will have to go to the back of the line.  - How to use a time meter: After clicking a number, simply click on the time meter to start it.  - Click the STAR at the corner to turn back to the Select Menu.  - Give points to the pupils (corresponding to the stars on the pictures). | Whole class/ Individual work  Group work | |  |
| **B. NEW LESSON**  ***PRACTICE***  **Activity 4. Read and match.**  5 minutes | | | | |
| a. Goal | To read and match the activities in a paragraph with the clocks showing the corresponding time. | | |  |
| b. Input | The paragraph, the sentences referring to activities in the text and the clocks showing the corresponding time | | |  |
| c. Outcome | Pupils can read and match the activities in a paragraph with the clocks showing the corresponding time.  Key: 1. d 2. c 3. b 4. a | | |  |
| d. Procedure | **Step 1:** Have pupils read the paragraph, the sentences, and the time on the clocks. Tell them to scan the paragraph for the appropriate time for the activities. Model Sentence 1 (clock d).  **Step 2:** Set a time limit for pupils to do the activity independently. Go around the classroom and offer help where necessary.  **Step 3:** Get pupils to swap books with a partner and check their answers before checking as a class.  **Step 4:** Invite some pupils to stand up to read the paragraph aloud. | | Whole class /Individual work  Pair work  Whole class  /Individual work |  |
| e. Assessment | - Performance products: Student’s answers  - Assessment tools: Observation; Questions & Answers, Keys | | |  |
| **PRODUCTION**  **Activity 5. Let’s write.**  10 minutes | | | | |
| a. Goal | To complete a paragraph about pupils’ daily routines. | | |  |
| b. Input | An incomplete paragraph with four gaps to fill in | | |  |
| c. Outcome | Pupils can complete a paragraph about their daily routines.  **Suggested answer:** I get up at six o’clock. I have breakfast at seven o’clock. I go to school at seven fifteen. What about you? What time do you go to school? | | |  |
| d. Procedure | **Step 1:** Tell pupils what they are going to do. Then get them to read the incomplete paragraph. Ask them what the paragraph is about (daily routines). Remind them to pay attention to the contexts of the sentences before completing them with the appropriate information.  **Step 2:** Set a time limit for pupils to complete the paragraph independently. Go around the classroom and offer help where necessary.  **Step 3:** Get pupils to swap books and check their answers in pairs or groups before checking as a class. | | Whole class/ Individual work  Pair work |  |
| e. Assessment | - Performance products: Student's talks and interaction  - Assessment tools: Observation; Answer keys | | |  |
| **PRODUCTION**  **Activity 6. Project** 8 minutes | | | | |
| a. Goal | To draw pictures of their daily routines at home and present them to the class by using the target language. | | |  |
| b. Input | A picture showing Ben presenting some pictures about his daily routine to his classmates | | |  |
| c. Outcome | Pupils can draw pictures of their daily routines at home and present them to the class by using the target language. | | |  |
| d. Procedure | **Step 1:** Explain that pupils have to show simple pictures of their daily routines (*getting up, having breakfast, etc*.) which they have prepared at home as homework. They will tell the class about their daily routines in the pictures.  **Step 2:** Invite a pupil to the front of the class to model the presentation. Help him / her stick pictures of his / her daily routine on the board. Observe and offer help with the presentation language where necessary. Put the key presentation language on the board (*e.g. I get up at six fifteen.*). Have pupils repeat the key presentation language a few times to make them feel confident when they present their daily routines before an audience.  **Step 3:** Set a time limit for pupils to work in groups. Each pupil shows his / her pictures to the group and describes his / her daily routine.  **Step 4:** Invite a few pupils to the front of the class to present the project. Encourage the class to cheer to praise the good presenters. | | Whole class/ Individual work  Group work    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: Game: Angry bird (ppt)**  Pupils choose the correct answer and have the score for their team.  **Option 2: Game: Sentence line-up**  Put pupils into two teams, A and B, and have them sit on chairs facing the rest of the class. Give each team a set of word cards that together form a sentence (each team’s set should be different to the other’s). Read a sentence, | | Group work |  |
|  | e.g. “This is Lan.” If team A has the word cards containing *this, is, Lan* and the full stop, they should stand up and move quickly into a line to show the sentence in the correct order.  Team B should remain seated. If they stand up when T says team A’s sentence, they will lose the game, and vice versa.  **Option 3: 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 them to make a complete sentence, then read it aloud.  The group that makes it first will be the winner. | | Whole class |  |
| **C. Homework. (2’)** | - Prepare the new lesson: *Unit 3, 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, understand some words and can do Exs in the lesson.

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

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*Sao Đỏ, ngày ……. tháng 09 năm 2024*

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