Week: 3

Class: 4A1, 4A2

**Unit 2: Time and daily routines**

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

**A. OBJECTIVES:**

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

**1. Knowledge:**

- use the words *get up, have breakfast, go to school, go to bed, do homework.*

in relation to the topic “daily routines”.

- use *What time do you ……..? - I …….at …………* to ask and answer about someone’s daily routines.

- listen to and demonstrate understanding of simple communicative contexts

in relation to the topic “daily routines”.

- **Vocabulary:** *get up, have breakfast, go to school, go to bed, do homework.*

- **Skills**: speaking and listening

**2. Competences:**

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

learning tasks

- Self-control and independent learning: perform listening tasks

**3. Attitude/ Qualities:**

- Kindness: Help partners to complete learning tasks.

- Honesty: tell the truth about feelings and emotions

**B. TEACHING AIDS:**

- *Teacher:* Teacher’s guide Pages 34, 35, 36, 37, audio Tracks 19,20, website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Pupil’s book Page 18, notebooks, workbooks, school things.

**C. PROCEDURES:**

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| **Teacher’s and students’ activities** | **Content** |
| **Activity 1. Warm- up:**  - **1.Warm- up: (3’)**  *Game:* ***Which clocks says…..***  - Spend a few minutes revising the previous lesson by having the class play the game *Which clock says ...?*  - Say “Open your book page 18” and look at “*Unit 2, Lesson 2 (1,2,3)”.*  - Ss open their books  **Activity 2. Look, listen and repeat:**  - Have Ss look at Pictures a and b and identify the characters in the pictures.  + Who is he/ she?  + Where is he/ she?  - Play the audio twice (sentence by sentence). Correct their pronunciation where necessary.  - Have Ss to practice the dialogue  - T invites a few pairs to the front of the class to practice.  - T checks pronunciation for ss.  **Activity 3. Listen, point and say.**  -T elicits the new words:  - T models (3 times).  - T writes the words on the board.  - Checking: Rub out and remember  - T asks Ss look at picture a and helps Ss know the structure from the dialogue.  - T introduces new structure for Ss.  - T explains, models and gives meaning.  - Have Ss repeat the model sentences.  - Elicit and check comprehension the name of each character and countries.  - Run through all the pictures.  - Run through model sentences.  - Have Ss to practise:  + T asks the first picture, Ss answer  + Ss asks the second picture, T answers  + Group A asks the third picture, group B  answers  + Group B asks the last picture, group A  - Ask Ss to work in pairs.  - T controls and corrects.  - Invite a few pairs to come to the front of the classroom, point at the relevant character in each picture, and act out his/her role.  - Encourage Ss to practise speaking English.  - T gives feedbacks.  **Activity 4. Let’s talk.**  - T asks ss to guess each character and what the children say.  + What can you see in the picture?  +Who are they?  +Where are they?  +What are they saying?  - Elicit the answer in the speech bubble and write it on the board. Get pupils to say the completed sentences.  - Put pupils into pairs to practise the exchanges.  - Invite a few pairs to point at the pictures and ask and answer questions about  *What time do you……?*  - Give feedbacks  **Activity 5. Consolidation**  - T review the vocabulary and model sentences.  - T praises some Ss who are hardworking / active/ good…. as well as encourage others to try more.  **Homework.**  **-** Learn the number by heart  - Prepare the new lesson: Unit 2: Lesson 2 (4,5,6). | Game:  ***Which clocks says…..***  **1. Look, listen and repeat:**      **2. Listen, point and say.**  **\* New words**  *+ get up: thức dậy (situation)*  *+ have breakfast : ăn sáng (situation)*  *+ go to school: đi học (picture)*  *+ go to bed : đi ngủ (picture)*  *+ do homework:làm bài tập về nhà (picture)*  *+wash face: rửa mặt (mime)*  *+ clean teeth : đánh răng (mime)*  **\* Model sentences:**  *A: What time do you get up?*  *B: I get up at six o’clock.*      **3. Let’s talk.**    + What can you see in the picture?  +Who are they?  +Where are they?  +What are they saying? |

**D. ADJUSTMENTS (if necessary):**

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Class: 4A1, 4A2

**Unit 2: Time and daily routines**

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

**I. Objective**

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

**1. Knowledge:**

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?*

- Vocabulary: Review

**2. Skills:** speaking, listening, reading and writing.

**3. Competences:**

- Critical Thinking: self-introduce

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

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

**4. Attitude/ Qualities:**

- Kindness: Help partners to complete learning tasks.

- Honesty: 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

- Diligence: complete learning tasks.

**II. Methods:** Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

**III. Teaching aids**

- *Teacher:* Teacher’s guide Pages 37,38,39; audio Tracks 21, 22; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Pupil’s book Page 19, notebooks, workbooks, school things.

**IV. Procedures**

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| **Teacher’s and students’ activities** | **Content** |
| **Activity 1. Warm- up:**  **-** Asks Ss to review from, using  *What time do you …..? – I ……at ………..*  - Say “Open your book page 19” and look at *“Unit 2, Lesson 2 (4,5,6)”.*  - Ss open their books  **Activity 2. Listen and number:**  - Elicit the names of the characters in the pictures. Point at the pictures respectively to explain the context.  +Who is he/ she?  +Where is he/ she from?  - Look at the pictures and say.  - T ask Ss to guess the answers.  - Ss guess the answers  - T writes Ss’ guessing on the board.  - Listen to the tape:  + Play the recording  + Play the recording again and get Ss to swap books with their partners.  + Play the recording again to check answers together as a class.  + Write the answers on the board for Ss to correct their answers. Then checks Ss’ guessing.  - Invite one pupil to read aloud sentences 1 and 2 and a pair of pupils to act out Exchanges 3 and 4 in front of the class.  **Activity 3.** **Look, complete and read.**  - Get Ss to look at the pictures and identify the characters  - Have Ss look at the four incomplete sentences and elicits the missing words in the sentences.  - T models with sentence 1  + Ask Ss what is missing in the sentence.  + Have Ss look at the picture and complete the gap, then read the completed sentence in chorus.  -Have Ss work in groups and complete the sentences 2,3 and 4.  - Ask a few Ss to stand up and read the completed sentences aloud.  -T gives feedbacks.  **Activity 4. Let’s sing.**  Introduce the title and lyrics of the song: “*What time do you go to school?*” song.  - Play the recording for Ss to listen to the whole song.  + Have them repeat the title and lyrics line by line.  + Tell Ss to point at the relevant character while singing his or her name.  - Play the recording all the way through for Ss to listen to pronunciation and melody of the song.  - Play the recording line by line for Ss to listen, repeat and point at the relevant character.  - Play the recording for Ss to sing and do actions.  - Ask Ss to practice singing and doing actions in pairs or groups.  - Invite groups to the front of the classroom to perform the song  -T gives feedback.  **Activity 5: Consolidation**  - T asks ss to answer the following questions:  + What have you learnt from the lesson today?  - T praises some Ss who are hardworking / active/ good…. as well as encourage others to try more.  **Homework.**  **-** Learn the song by heart  - Prepare the new lesson: Unit 2, Lesson 3 (1,2,3). | **4. Listen and number**  *Key: 1. d 2. c 3. a 4. b*  **5. Look, complete and read**  *Key:*  *1. six o’clock*  *2. six thirty*  *3. What time; six forty-five*  *4. go to bed; go to bed; nine fifteen*  **6. Let’s sing.** |

**V. Adjustments (if necessary):**

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Class: 4A1, 4A2

**Unit 2: Time and daily routines**

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

**A. OBJECTIVES:**

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

**1. Knowledge:**

- 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.

- ***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 & independent learning: perform listening tasks.

**3. Attitude/ Qualities:**

- Kindness: Help partners to complete learning tasks.

- Honesty: 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.

**B. TEACHING AIDS:**

- *Teacher:* Teacher’s guide Pages 39, 40; audio Tracks 23, 24, 25; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Pupil’s book Page 20, notebooks, workbooks, school things.

**C. PROCEDURES:**

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| --- | --- |
| **Teacher’s and students’ activities** | **Contents** |
| **1.Warm- up: (5’)**  *Game:* ***Pass the ball***  - T gives Ss a ball.  - T asks Ss to listen to music and transfer a ball around the class.  - Ss listen  - When the music stops, Ss who keep a ball have to answer the question using:  *What time do you …….*and *I ……..*  -Ss listen the rules  - Ss play the game  - T gives feedback.  - Say “Open your book page 20” and look at “*Unit 2, Lesson 3 (1,2,3)”.*  **2. New lesson (30’)**  **Activity 1. Listen and repeat:**  - T gives instruction to the letter ***t*** and ***d,*** the word ***get and bed*** *, and the sentences What time do you get up? and What time do you go to bed?*  - Play the recording for the letter letter ***t*** and ***d,***  - Encourage Ss to point at the letter/ word/ sentence while listening.  - Play the recording again and encourage Ss to listen and repeat in chorus and individually until they feel confident. Correct their pronunciation if necessary.  - 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  - Have pupils work in pairs or groups to do this several times until Ss feel confident.  - T calls some Ss to practice.  - T gives feedbacks.  **Activity 2.** **Listen and circle.**  - Tell pupils the goal of the activity. Explain that they have to listen to the recording and circle the correct options. Check comprehension.  - Get pupils to read the gapped sentences and guess which option can be chosen to fill in the gaps  - 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  - Write the answers on the board for Ss to correct their answers. Then checks Ss’ guessing.  - Play the recording, sentence by sentence, for the class to listen and repeat in chorus.  - Invite one or two Ss to stand up and read the completed sentences.  **Activity 3. Let’s chant**  - 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.*.*  - 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  - Ss listen and repeat line by line without clap their hands  -Ss note the sounds, words  - Play the recording for Ss to chant and clap along.  - Ss chant and clap along.  - Ask Ss to practice chant and clap along in pairs or groups.  - Ss work in groups (two groups) to chant  - Invite groups to the front of the classroom to perform the chant  -Ss perform in front of the class.  -T gives feedback.  **4. Homework. (5’)**  **-** Practice the chant more.  - Prepare the new lesson: *Unit 2, Lesson 3 (4,5,6).* | Play game :  ***Slap the board***  **1. Listen and repeat**  ***t***-  ***get***  *What time do you get up?*  ***d- bed*** *What time do you go to bed?*  **2. Listen and circle.**  *Key: 1.c 2.a*  **3. Let’s chant** |

**D. ADJUSTMENTS (if necessary):**

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Class: 4A1, 4A2

**Unit 2: Time and daily routines**

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

**I. Objectives:**

By the end of the lesson, pupils 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.

- ***Vocabulary:*** Review

**2. Skills.**

- Listening, reading, speaking and writing

**3. Attitude/ Quality:**

Kindness: help partners to complete learning tasks

Diligence: complete learning tasks

Honesty: tell the truth about feelings and emotions

Responsibility: appreciate kindness

Leadership: collaborate with teachers to enhance language skills

**4. Forming competence:**

Critical thinking: self-introducing

Communication and collaboration: work in pairs or groups

**II. Methods:**

- Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

**III. Preparation.**

- *Teacher:* Teacher’s guide Pages 41,42; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Pupil’s book Page 21, notebooks, workbooks, school things **IV. Procedures.**

|  |  |
| --- | --- |
| **Teacher’s and student’s activities** | **Contents** |
| **Activity 1. Warm-up and review.(5’)**  *Game:* ***“Chant”***  - Ask Ss chant and do the actions in Unit 2, Lesson 3 page 20 in groups.  - Ss listen and chant  - Give point for the groups and encourage them.  - Say “Open your book page 21” and look at *“Unit 2, Lesson 3 (4,5,6)”.*  - Ss open their books  **Activity 2. Read and match (10’)**  - Show the pictures and ask Ss some questions:  *+ What’s this?*  *+ What time is it?*  - Have pupils read the paragraph, the sentences, and the time on the clocks.  - Ss read and match  - Model Sentence 1 (*clock d).*  - Ss listen  **-** Set a time limit for pupils to do the activity independently.  -Ss do the activity and match  **-** Get pupils to swap books with a partner and check their answers before checking as a class.  -Ss swap books and check their answer  **-** Invite some pupils to stand up to read the paragraph aloud.  -Ss read the paragraph aloud.  -Tgives feedback.  **Activity 3. Let’s write.(12’)**  - Tell and explain the class the goal of the activity.  Ss listen to the teacher  - Ask pupils what the paragraph is about *(daily routines).*  -Ss listen and answer  **-** Set a time limit for pupils to complete the paragraph independently.  Ss complete the paragraph  **-** Get pupils to swap books and check their answers in pairs or groups before checking as a class.  -Ss swap books and check their answers  - T gives feedback.  **Activity 4. Project (10’)**  Explain that pupils have to show simple pictures of their daily routines (*getting up, having breakfast, etc.)*  Ss listen to the teacher  - Invite a pupil to the front of the class to model the presentation.  -Ss pay attention  - Put the key presentation language on the board (*ex: I get up at six fifteen.).*  -Ss pay attention  *-* Have pupils repeat the key presentation language a few times to make them feel confident when they present their daily routines before an audience.  - Set a time limit for pupils to work in groups.  Ss work in groups  - Invite a few pupils to the front of the class to present the project.  Ss present the project  **Activity 5: Consolidation(2’)**  - T asks ss to answer the following questions:  *+ What have you learnt from the lesson today?*  *+What are the core values of the lesson? (if the teacher can take from the lesson).*  - T praises some Ss who are hardworking / active/ good…. as well as encourage others to try more.  **6. Homework. (1’)**  **-** Read again the text.  - Prepare the new lesson: *Unit 3, Lesson 1 (1,2,3).* | **4 Read and match**  *Key: 1. d 2. c 3. b 4. a*  **5. Let’s write.**  *Key: Pupil’s answer*  *Ex: 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?*  **6: Project**    *Ex: I get up at six fifteen* |

**D. ADJUSTMENTS (if necessary):**

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