*Week 4 Preparing date:06/10/2014*

*Period 13 Teaching date: 07/10/2024;4a1*

08/10/2024;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:**

- 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.

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

- ***Skills***: speaking and listening

**2. Competences:**

- Oral Communication: speak about names, ask and answer the questions.

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

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

**3. Attitude/ Qualities:**

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

**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:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **1.Warm- up: (3’)**  *Game:* ***Which clocks says…..***  *\*****Aims:*** *to create a friendly and active atmosphere in the class to beginning the lesson.*  **\*Procedure:**  - 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)”.*  **2. Presentation (16’)**  **Activity 1. Vocabulary.**  ***\*Aims:*** *Ss will be able**to know the vocabulary in front of starting the new lesson.*  **\*Procedure:**  -T elicits the 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)*  - T models *(3 times).*  - T writes the words on the board.  - *Checking: Rub out and remember*  **Activity 2. Look, listen and repeat:**  ***\*Aims:*** *Ss 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.*  **\*Procedure:**  - Have pupils look at *Pictures a and b* and identify the characters in the pictures.      - 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.**  ***\*Aims:*** *Ss will be able**to correctly say the phrases and use What time do you ……? – I ……. at ………. to ask and answer questions about daily routines.*  **\*Procedure:**  **\* *Model sentences:***  - 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.  *A: What time do you get up?*  *B: I get up at six o’clock.*  **3.Practice: (7’)**  ***\*Drill pictures***  - Elicit and check comprehension the activities and the time from them.      - Run through all the pictures.  - Run through model sentences.  + Run through the questions.  + Run through the answers.  - Have Ss to practise:  + T asks the first – Ss answer (change role).  + Ss – Ss (change role).  - Ask Ss to work in pairs to ask and answer the question *What time do you….? I……at…*  - 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.  **4.Production: (7’)**  **Activity 4. Let’s talk.**  ***\*Aims:*** *Ss will be able 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.*  **\*Procedure:**  - Have pupils look at the picture and explain that *Nam and Lucy are asking and answering questions about Lucy’s daily routines*.    - T asks Ss look at the first speech bubble and ask *What time do you get up?*  - Get Ss to repeat the question and the answer several times in pairs.  - T models: Go around the classroom, pointing to Ss and asking *What time do you……?*  - Ask Ss ask and answer the question *What time do you …..? – I ……at ………..*  - Invite some groups to perform in front of the class.  - Give feedbacks  ***\*Consolidation***  ***\*Aims:*** *Ss will be able consolidate and wrap up the content of the lesson.*  **\*Procedure:**  - 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 review the vocabulary and model sentences.  - T praises some Ss who are hardworking / active/ good…. as well as encourage others to try more.  **5. Homework. (2’)**  **-** Learn the vocabulary and model sentences by heart  - Prepare the new lesson: *Unit 2, Lesson 2 (4,5,6).* | - Ss listen.  - Ss play the game  - Ss open their books  -Ss listen and answer  - - Ss listen and repeat  + Choral repetition *(3 times).*  + Individual repetition *(3 ss)*  - Ss take note  - Ss look, remember and write  -Look at the pictures and get to know the characters in the pictures.  *+ In picture a:* Minh asks*:*  *What time do you get up?* And Mary answers*:*  *I get up at six o’clock. And you?*  Minh answers*: At five forty five.*  *+*  *In pucture b*: Mary asks: *What time do you have breakfast?* And Minh answers: *At six fifteen.*  -Ss listen and repeat in chorus *(twice)*  -Ss work in pairs to practice  -Ss practice the dialogue  -Ss listen  -Ss look at the picture and answer.    -Ss listen  -Ss listen and repeat  -Ss repeat to the introduce and respond to greetings.  -Ss look at the picture and answer  *+ In picture a:*  *a girl is getting up; a clock shows 5:00 AM*  *+ In picture b:*  *a boy is having breakfast; a clock shows 6:15 AM*  *+ In picture c:*  *a pupil is going to school; a clock shows 1:15 PM*  *+ In picture d:*  *a boy is sleeping in bed; a clock shows 9:00 PM*  - Ss look, listen and repeat  - Ss practice in chorus  - Ss practice in chorus  -Ss work in pairs to practice  -Ss take turns pointing at the pictures, asking and answering the question in front of the class.  -Ss note  -Ss look at the picture and listen  -Ss look and answer  *+ I get up at five fifteen.*  *-*Ss repeat the question and answer  -Ss ask and answer  - Ss ask and answer the question  - Ss perform in front of the class.  -Ss answer the questions  - Ss listen  -Ss listen and clap their hands  -Ss listen and take note |

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

………………………………………………………………………………………….…..……………………………………………………………………………...………………………………………….…..……………………………………………………………………………….……………………………………………………………………...

*Week 4 Preparing date: 06/10/2024*

*Period 14 Teaching date: 07/10/2024; 4a1*

*09/10/2024 ;4a2*

**Unit 2: Time and daily routines**

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

**A. OBJECTIVES:**

By the end of the lesson, Ss 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?* with the correct pronunciation, rhythm, and melody.

- ***Vocabulary:*** Review

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

**2. Competences:**

- Critical Thinking: self-introduce

- 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.

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

- Diligence: complete learning tasks.

**B. 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.

**C. PROCEDURES:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **1.Warm- up: (5’)**  *Game:* ***Magic wheel***  *\*****Aims:*** *to create a friendly and active atmosphere in the class to beginning the lesson.*  **\*Procedure:**  - Press “Spin” to play.  - If pupils have the correct answer, they will get the points shown on the slide.  - The team having higher scores will be the winner at the end of the game.  - Say “Open your book page 19” and look at *“Unit 2, Lesson 2 (4,5,6)”.*  **2.Practice: (27’)**  **Activity 1. Listen and number:**  ***\*Aims:*** *Ss 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.*  **\*Procedure:**  - Elicit the activities and the time in the pictures  - Draw pupils’ attention to the boxes at the bottom right-hand corners of the pictures.      - T ask Ss to 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.  - Play the recording, sentence by sentence, for the class to listen and repeat in chorus.  *Key: 1. d 2. c 3. a 4. b*  **Activity 2.** **Look, complete and read.**  ***\*Aims:*** *Ss will be able**complete four gapped exchanges with the help of picture cues.*  **\*Procedure:**  - Get Ss to look at the pictures and identify the ages      - 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 sentence 2, 3, 4.  - Ask a few Ss to stand up and read the completed sentences aloud.  -T gives feedbacks.  *Key:*  *1. six o’clock 2. six thirty*  *3. What time; six forty-five*  *4. go to bed; go to bed; nine fifteen*  **Activity 3. Let’s sing.**  ***\*Aims:*** *Ss will be able to sing the song What time do you go to school? with the correct pronunciation, rhythm, and melody.*  **\*Procedure:**  - 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.  - 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  - 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.  ***\*Consolidation***  ***\*Aims:*** *Ss will be able consolidate and wrap up the content of the lesson.*  **\*Procedure:**  - 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.  **3. Homework. (3’)**  - Prepare the new lesson: *Unit 2, Lesson 3 (1,2,3).* | - Ss listen  -Ss play game  - Ss open their books  -Look at the pictures and say:  *+ Picture a: a girl getting up at 5:45 a.m.*  *+ Picture b: a boy having breakfast at 6:00 a.m.*  *+ Picture c: a girl going to school at 6:30 a.m.*  *+ Picture d: a girl is in bed at 9:15 p.m.*  -Ss guess the answers  - Ss listen to the tape and write number  - Ss listen again, write and swap books with their partners.  - Ss check their answers together  -Ss write the correct answers and check ss’ answers  -Ss listen and repeat.  -Ss look at the pictures and say:  *+ A boy is holding a birthday cake with number 7 in picture a*  *+ A girl is holding a birthday cake with number 8 in picture b*  *+A girl is holding a birthday cake with number 9 in picture b*  - Ss listen and answer  -Ss answer: *I get up at six o’clock*.  -Ss look, complete and read the completed sentence in chorus.  -Ss complete the sentence  -Ss read the sentence aloud  -Ss look and listen to the teacher  -Ss listen to the song  - Ss listen and repeat line by line without the action.  -Ss listen to melody of the song  - Ss listen and sing line by line.  - Ss sing and do actions.  - Ss work in groups (two groups) to sing.  -Ss perform in front of the class.  -Ss listen  -Ss listen to the teacher.  -Ss answer the questions  -Ss listen and clap their hands  -Ss listen and take note |

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

………………………………………………………………………………………….…..……………………………………………………………………………...………………………………………….…..…………………………………………………………

*Week 4 Preparing date: 06/10/2024*

*Period 15 Teaching date: 08/10/2024*

**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:**

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

- Sociability: Talk to each other, say good words to others.

**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 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:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **1.Warm- up: (5’)**  *Game:* ***Pass the ball***  *\*****Aims:*** *to create a friendly and active atmosphere in the class to beginning the lesson.*  **\*Procedure:**  - T gives Ss a ball.  - T asks Ss to listen to music and transfer a ball around the class.  - When the music stops, Ss who keep a ball have to answer the question using:  *What time do you …….*and *I ……..*  - T gives feedback.  - Say “Open your book page 20” and look at “*Unit 2, Lesson 3 (1,2,3)”.*  **2. Presentation (9’)**  **Activity 1. Listen and repeat:**  ***\*Aims:*** *Ss 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?*  **\*Procedure:**  - 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?*  - Have pupils look at the letter ***t, d,*** listen to the recording and repeat the letter until they feel confident.  - Have pupils point at the word get, listen to the recording and repeat the word until they feel confident.  - Get pupils to point at the sentence *What time do you get up?*, *What time do you go to bed?*  listen to the recording and repeat it several times.  - Invite a few pupils to stand up to listen to and repeat the sentence.  - Give pupils a time limit to practise pronouncing the letters, saying the words, and reading the sentences in pairs or groups.  **3.Practice: (19’)**  **Activity 2.** **Listen and circle.**  ***\*Aims:*** *Ss will be able**to identify the sounds of the letters* ***t*** *and* ***d*** *in sentences while listening.*  **\*Procedure:**  - Have pupils read the incomplete sentences.    - Explain that they must listen to the recording and circle the correct options to complete the sentences.  - Play the recording and have pupils listen and circle the correct options.  - Get pupils to swap books with a partner to check their answers before checking as a class.  - Invite a few pupils to stand up and read the completed sentences.  *Key: 1.c 2.a*  **Activity 3. Let’s chant**  ***\*Aims:*** *Ss will be able to say the chant with the correct rhythm and pronunciation.*  **\*Procedure:**  - 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.  + Ask Ss to attend to the sounds of the letters *t* and *d* and the words *get* and *bed.*  - 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  - Play the recording for Ss to chant and clap along.  - Ask Ss to practice chant and clap along in pairs or groups.  - Invite groups to the front of the classroom to perform the chant  -T gives feedback.  ***\*Consolidation***  ***\*Aims:*** *Ss will be able consolidate and wrap up the content of the lesson.*  **\*Procedure:**  - T asks ss to answer the following questions:  *+What are the core values of the lesson? (if the teacher can take from the lesson).*  - T review the vocabulary and model sentences.  - T praises some Ss who are hardworking / active/ good…. as well as encourage others to try more.  **4. Homework. (2’)**  **-** Practice the chant more.  - Draw and colour a paper birthday cake.  - Prepare the new lesson: *Unit 2, Lesson 3 (4,5,6).* | - Ss listen  -Ss listen the rules  - Ss play the game  - Ss open their books  - Ss recognize the differences about color of letter  - - Ss listen and repeat  - Ss listen, point and repeat  - Ss listen again and repeat  -Ss listen again and repeat  -Ss practice in pairs/ groups  -Ss listen and say:  *+ Number 1: I……..at six thirty.*  *+ Number 2:I …..at five forty-five.*  -Ss listen  - Ss listen to the tape and circle  - Ss listen again, circle and swap books with their partners.  -Ss read the sentences  - Ss look and listen.  -Ss listen to the chant  - Ss listen and repeat line by line without clap their hands  -Ss note the sounds, word  -Ss listen to melody of the song  - Ss listen and chant line by line.  - Ss chant and clap along.  - Ss work in groups (two groups) to chant  -Ss perform in front of the class.  -Ss listen  -Ss answer the questions  - Ss listen  -Ss listen and clap their hands  -Ss listen and take note |

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

………………………………………………………………………………………….…..……………………………………………………………………………...…………………………………………………………………………………………………………

*Week 4 Preparing date: 06/10/2024*

*Period 16 Teaching date: 10/10/2024*

**Unit 2: Time and daily routines**

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

**A. OBJECTIVES:**

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

**1. Knowledge:**

- 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

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

**2. Competences:**

- Critical Thinking: self-introduce

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

- Self-control and independent learning: perform presentation skill.

**3. Attitude/ Qualities:**

- Kindness: Help partners to complete learning tasks.

- Honesty: tell the truth about feelings and emotions.

- Diligence: complete learning tasks.

**B. TEACHING AIDS:**

- *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.

**C. PROCEDURES:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **1.Warm- up: (5’)**  *Game:* ***“Chant”***  *\*****Aims:*** *to review the vocabulary and structure about greet and respond to greetings.*  **\*Procedure:**  - Ask Ss chant and do the actions in Unit 2, Lesson 3 page 20 in groups.  - Give point for the groups and encourage them.  - Say “Open your book page 21” and look at *“Unit 2, Lesson 3 (4,5,6)”.*  **2.Practice: (8’)**  **Activity 1. Read and match:**  ***\*Aims:*** *Ss will be able**to* *read and match the activities in a paragraph with the clocks showing the corresponding time.*  **\*Procedure:**  - 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.  - Model Sentence 1 (*clock d).*  **-** Set a time limit for pupils to do the activity independently.  **-** Get pupils to swap books with a partner and check their answers before checking as a class.  **-** Invite some pupils to stand up to read the paragraph aloud.  -Tgives feedback.  *Key: 1. d 2. c 3. b 4. a*  **3.Production: (19’)**  **Activity 2.** **Let’s write**  ***\*Aims:*** *Ss will be able**to complete a paragraph about pupils’ daily routines* **\*Procedure:**  - Tell pupils what they are going to do.  - Ask pupils what the paragraph is about *(daily routines).*  **-** Set a time limit for pupils to complete the paragraph independently.  **-** Get pupils to swap books and check their answers in pairs or groups before checking as a class.  - T gives feedback.  .*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?*  **Activity 3. Project.**  ***\*Aims:*** *Ss will be able to draw pictures of their daily routines at home and present them to the class by using the target language.*  **\*Procedure:**  - Ask Ss to draw pictures of their daily routines at home as homework before learning Unit 2 -Lesson 3 (4,5,6)    - Explain that pupils have to show simple pictures of their daily routines (*getting up, having breakfast, etc.)*  - Invite a pupil to the front of the class to model the presentation.  - Put the key presentation language on the board (*ex: 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.  - Set a time limit for pupils to work in groups.  - Invite a few pupils to the front of the class to present the project.  ***\*Consolidation***  ***\*Aims:*** *Ss will be able consolidate and wrap up the content of the lesson.*  **\*Procedure:**  - 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.  **4. Homework. (3’)**  - Prepare the new lesson: *Unit 3, Lesson 1 (1,2,3).* | - Ss listen and chant  - Ss open their books  - Ss look at the pictures and answer  -Ss read and match  -Ss listen  -Ss do the activity and match  -Ss swap books and check their answer  -Ss read the paragraph aloud.  -Ss listen  -Ss listen to the teacher  -Ss listen and answer  -Ss complete the paragraph  -Ss swap books and check their answers  -Ss listen  - Ss draw pictures of their daily routines at home.  -Ss listen to the teacher  -Ss pay attention  -Ss repeat the key presentation  -Ss work in groups  -Ss present the project  -Ss answer the questions  -Ss listen and clap their hands  -Ss listen and take note |

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

………………………………………………………………………………………….…..……………………………………………………………………………...…………

Week 5 Preparing date: 06/10/2024

Period 17 Teaching date: 10/10/2024

**Unit 3: My week**

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

**A. OBJECTIVES:**

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

**1. Knowledge:**

- understand and correctly repeat the sentences in two communicative contexts (pictures) in which pupils ask and answer questions about the days of the week.

- correctly say the words and use *What day is it today? – It’s ……….* to ask and answer questions about the days of the week.

- enhance the correct use of *What day is it today? – It’s ……..* to ask and answer questions about the days of the week in a freer context.

- ***Vocabulary:*** Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, today.

- ***Skills***: speaking and listening

**2. Competences:**

- Critical Thinking: self-introduce

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

- Sociability: Talk to each other, say good words to others.

**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 43, 44, 45, audio Tracks 26, 27, website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Pupil’s book Page 22, notebooks, workbooks, school things.

**C. PROCEDURES:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **1.Warm- up: (3’)**  *Sing:* ***What day is it today?***  *\*****Aims:*** *to create a friendly and active atmosphere in the class to beginning the lesson.*  **\*Procedure:**  - Show the song on the screen.  <https://www.youtube.com/watch?v=ij0iWJB2uMo>  - Ask pupils to listen, sing and dance the song.  - Say “Open your book page 22” and look at “*Unit 3, Lesson 1 (1,2,3)”.*  **2. Presentation (16’)**  **Activity 1. Vocabulary.**  ***\*Aims:*** *Ss will be able**to know the vocabulary in the new lesson.*  **\*Procedure:**  -T elicits the new words  *+ Monday : thứ 2 (situation)*  *+ Tuesday : thứ 3 (situation)*  *+ Wednesday :thứ 4 (situation)*  *+ Thursday : thứ 5 (translation)*  *+ Friday : thứ 6 (translation)*  *+ Saturday : thứ 7 (situation)*  *+ Sunday : chủ nhật (situation)*  *+ today : hôm nay (translation)*  - T models *(3 times).*  - T writes the words on the board.  - *Checking: Matching*  **Activity 2. Look, listen and repeat:**  ***\*Aims:*** *Ss will be able**to* *understand and correctly repeat the sentences in two communicative contexts (pictures) in which pupils ask and answer questions about the days of the week.*  **\*Procedure:**  - Have Ss look at *Pictures a and b* and identify the characters in the pictures.      - 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.**  ***\*Aims:*** *Ss will be able**to correctly say the words and use What day is it today? – It’s …….. to ask and answer questions about the days of the week.*  **\*Procedure:**  **\* *Model sentences:***  - T asks Ss look at *picture a*, *b* 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.  *A: What day is it today?*  *B: It’s Monday.*  **3.Practice: (7’)**  ***\*Drill pictures***  - Elicit and check comprehension the name of each character.      - Run through all the pictures.  - Run through model sentences.  - Have Ss to practise:  + T says the first picture  + Ss says the second picture  + Group A says the third picture  + Group B say the last picture.  - 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.  **4.Production: (7’)**  **Activity 4. Let’s talk.**  ***\*Aims:*** *Ss will be able to enhance the correct use of What day is it today? – It’s …….. to ask and answer questions about the days of the week in a freer context.*  **\*Procedure:**  - 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?*    - T fills the gaps and writes the sentences on the board.  - T models  - T asks Ss to greet and introduce someone. (groups of four)  - Invite some groups to perform.  - Give feedbacks  ***\*Consolidation***  ***\*Aims:*** *Ss will be able consolidate and wrap up the content of the lesson.*  **\*Procedure:**  - 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 review the vocabulary and model sentences.  - T praises some Ss who are hardworking / active/ good…. as well as encourage others to try more.  **5. Homework. (2’)**  **-** Learn the vocabulary and model sentences by heart  - Prepare the new lesson: *Unit 3, Lesson 1 (4,5,6).* | - Ss sing and dance the song  - Ss open their books  -Ss listen and answer  - - Ss listen and repeat  + Choral repetition *(3 times).*  + Individual repetition *(3 ss)*  - Ss take note  - Ss look, remember and match  -Look at the pictures and get to know the characters in the pictures.  *+ In picture a:* Ms Hoa says: *Hi, class. What day is it today?* And Mr Long says: *It’s Monday.*  *+ In picture b:* Mai says: *That’s Mr Long.* And Bill says: *Hello, Mr Long.*  -Ss listen and repeat in chorus *(twice)*  -Ss work in pairs to practice  -Ss practice the dialogue  -Ss listen  -Ss look at the picture and answer.    -Ss listen  -Ss listen and repeat  -Ss repeat to the introduce someone.  - Ss look, listen and answer  *+Picture a: Monday*  *+ Picture b: Tuesday*  *+ Picture c: Wednesday*  *+ Picture d: Thursday*  -Ss listen and repeat  -Ss practice in chorus  -Ss practice  -Ss work in pairs to practice  -Ss point and say  -Ss listen.  -Ss listen  -Ss look at the picture and answer  *+*  *a boy asks a girl about the days of the week: Tuesday, Wednesday, Thursday, Friday (illustrated by calendars).*  -Ss note  - Ss say the completed sentences.  -Ss pay attention  -Ss work in groups  -Ss perform in front of the class.  -Ss answer the questions  - Ss listen  -Ss listen and clap their hands  -Ss listen and take note |

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