*Week 4 Preparing date:2/10 2024*

*Period 16 Teaching date: 4/10/ 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:**

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| **Stages & Time** | **Teacher’s activities** | **Students’ activities** |
| **1.Warm- up: (5’)**  **2.Presentation: (8’)**  **3.Practice: (9’)**  **4. Production (10’)**  **5. Homework. (3’)** | *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)”.*  **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*  **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.  - 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):**

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