*Week 4 Period 15*

**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):**

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*Week 4*

 *Period 16*

**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):**

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