*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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