**Week20 UNIT 11: WHAT TIME IS IT?**

**Period 77 Lesson 3 (1,2,3)**

**I. Objectives.**

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

**1. Knowledge:**

- Pronounce the letter clusters ooin cook*,* book*,* noon*,* andschool*.*

- Listen and complete the sentences with cook*,* book*,* noon*,* andschool. Then say the completed sentences aloud.

- Say the chant:What time do you go to school?

- Sentence Patterns: Revision

- Vocabulary: Revision

**2. Skills:** Listening, writing and speaking.

**3. Attitudes/ Quality:**

-Save the time, in time.

- Confident in learning and practice situations

**4. Forming competence:**

- Communication and co-operation.

- Problem solving and creativity

**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.**

1.Teacher’s preparation: CDs player, stereo, book.

2.Student’s preparation: Students’ aids:books, notebooks, workbooks.

**IV. Procedures.**

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| **Content** | **Teacher’s activities** | **Students’ activities** |
| **A. Warm up**  (5’)  **B. New lesson**  (30’)  **C. Production**  (3’)  **D. Homework**  (2’) | - Get Ps to play the “Daily activities” game.  - Give some pictures about daily activities, get Ps to look at the pictures and choose the right words under the pictures.  Description: Description: 11  *Task 1. Listen and repeat.*  - Tell Ss that they are going to practice saying the sounds of the letters *oo* in the words *cook, book, noon* and *school* respectively.  - Put the phonics letters *oo*on the board and say them a few times.  - Call on some Ps to say the words and sentences.  *Task 2. Listen and write. Then say aloud.*  - Tell Ps that they are going to listen to the recording and write the words in the blanks of the sentences.  - Give the class a few second to read the sentences in silence and guess the words to fill in the blanks.  - Play the recording all the way through for Ss to listen.  - Play the second time and ask Ss to do the task.  - Have Ss check their answers in pairs, then ask some Ss to report their answer to the class.  - Gives the best answers.  Key:*1.book 2. School 3. Cook 4. noon*  *Task 3. Let’s chant.*  - Tell Ss that they are going to sing the chant *What time do you go to school?*  - Give a few seconds for Ss to sing the chant. Check comprehension.  - Say each line of the chant, then have Ss repeat it a few ties. Give a demonstration of chanting and clapping the rhythm.  - Divide class into two groups: one group chants the questions and the other chants the answers.  - Get groups of Ss to sit face to face and practice chanting and doing the actions. Go around and offer help, if necessary.  - Call two groups to the front of the class to chant and do the actions. The rest of the class claps along to the rhythm.  - Get Ps to work in pairs to sing the new chant by replacing some phrases: *go to school, seven o’clock, school*into *get up, six o’clock, get up……*  - Make a few questions to check pupils’ comprehension of the language.  - Asking Ps to focus on the structure once again.  - Retell the content of the lesson.  - Do exercises in the workbook. Learn by heart the new words and structures | - Play the game.  - Listen to T.  - Look at the board.  - Listen carefully.  - Read the sentences in silence and guess the words to fill in the blanks.  - Listen the recording.  - Listen the recording and do the task.  - Check their answers in pairs  - Some Ps report their answer to the class.  - Look at the chant and listen to the teacher.  - Sing the chant.  - Repeat each line of the chant.  - Work in 2 groups.  - Sit face to face and practice chanting and doing the actions.  - Chant and do the actions.  - Sing the new chant. |

**Week 20 UNIT 11: WHAT TIME IS IT?**

**Period 78 Lesson 3 (4,5,6)**

**I.Objectives.**

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

**1. Knowledge:**

- Read the paragraph and fill the gapped sentences.

- Read and complete the paragraph, using the pictures.

- Complete their daily routine chart, and tell the class about it.

**-** SentencePatterns**:** Revision

**-** Vocabulary: Revision

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

**3. Attitudes/ Quality:**

-Save the time

- Confident in learning and practice situations

**4. Forming competence:**

- Communication and co-operation.

- Problem solving and creativity

**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.**

1.Teacher’s preparation: CDs player, stereo, book.

2.Student’s preparation: Students’ aids:books, notebooks, workbooks.

**IV. Procedures.**

|  |  |  |
| --- | --- | --- |
| **Content** | **Teacher's activities** | **Students' activities** |
| **A. Warm up**  (5’)  **B. New lesson**  (30’)  **C. Production**  (3’)  **D. Homework**  (2’) | - Get sts to sing the chant *What time do you go to school* onpage 10 and do the actions.  *Task 1. Read and complete.*  - Tell Ps that they are going to read the text about Phong’s daily routines and complete the sentences.  - Give them to read the sentences.  - Tell them that they are going to have to fill in the blanks with the times that Phong does the activities.  - Have them read the text to find information they need to complete the task.  - Give Ss time to do the task independently. Monitor the activity and offer help when necessary.  - Let Ps trade their answers in pairs for the correction.  - Call on some pupils to report their answers.  - Comment and provide key:  Key:  *1. 7a.m/ seven*  *2. 5/ five (o’clock)*  *3. has dinner*  *4.goes to bed.*  \* Language note: Draw Ps’ attention to the third person singular forms of the verbs (e.g. *go -> goes, watch -> watches, have ->has, do ->does*).  *Task 2. Let’s write.*  - Tell them that they are going to write a short paragraph about Linda’s daily routines, using the picture cues.  - Have them work in pairs to discuss what words they are going to write. Focus Ps on what activities Linda does and the time she does these activities by looking at the clock. Remind them to write the verbs in the third person singular *(e.g. has breakfast, goes to school, watches TV, goes to bed).*  - Give Ps time to do the task independently.  - Go through the task with the whole class and let them do this individually.  - Let Ps trade their answers in pairs for the correction.  - Ask two Ps to write down their answers on the board and check.  - Check and correct mistakes.  Key: She has breakfast at six forty – five. She goes to school at seven. She watches TV at eight thirty. And she goes to bed at nine fifteen.  - Call on some Ss to read aloud the completed sentences.  *Task 3. Project.*  - Tell ss that they are going to do a project about their daily routines.  - Give each P a card. Have Ps copy the table from the book onto their cards.  - Give them time to write the information about themselves.  - Get Ps to swap their cards in pairs. They should look their partners’ cards and describe their daily routines.  - Call some Ps to the front of the class to tell the class about their partners.  Key: P’s own answers.  - Asking Ps to focus on the structure once again.  - Retell the content of the lesson.  - Do exercises in the workbook. Learn by heart the new words and structures | - Sing the chant and do the actions.  - Look at the text  - Read the sentences.  - Listen to T.  - Look at the task and discuss how to do this one.  - Do the task independently.  - Trade their answers in pairs for the correction.  - The rest of the class observe and give comments.  - Observe.  - Listen to the T.  - Work in pairs to discuss what words they are going to write.  - Do the task independently.  - Go through the task with the T.  - Trade their answers in pairs for the correction.  - Check and correct mistakes  - Read aloud the completed sentences.  - Listen carefully.  - Copy the table from the book onto their cards.  - Write the information about themselves.  - Swap their cards in pairs  - Report their answers.  - Comment and correct mistakes  - Listen and remember. |

**Week20 UNIT 12. WHAT DOES YOUR FATHER DO?**

**Period 79 Lesson 1(1,2)**

**I. Objectives.**

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

**1. Knowledge:**

- Ask and answer questions about someone's job.

- Sentence patterns: What does your\_\_\_\_\_\_ do? −  He's / She’s \_\_\_\_\_\_.

-Vocabulary**:**farmer, nurse, driver, factory

**2. Skills.**

- Listening and speaking.

**3. Attitudes/ Quality:**

- Live responsibly, Love family

- Confident in learning and practice situations

**4. Forming competence:**

- Self- study.

- Communication and co-operation.

**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.**

1. Teacher’s preparation: CDs player, stereo, book.

2. Student’s preparation: Students’ aids:books, notebooks, workbooks.

**IV. Procedures.**

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| --- | --- | --- |
| **Content** | **Teacher’s activities** | **Students’ activities** |
| **A. Warm up**  (5’)  **B. New lesson**  (30’)  **C. Production**  (3’)  **D. Homework**  (2’) | - Have pupils play the game: *Noughts and Crosses.*  - Lead into new lesson  *Task 1. Look, listen and repeat.*  - Ask pupils to look at the picture and answer the questions  *?Who are they?*  *? Where are they?*  *?What are they talking about?*  - Give the meaning of the new words: *farmer, nurse, driver, factory worker, student, job, interview;* then say them aloud for pupils to repeat.  - Play the recording for pupils to listen to the tape  - Play the recording again and ask them to repeat a few times.  - Ask pupils to practice in pairs.  - Go round and check pupils can repeat and understand the dialogue.  - Check some pairs. Ask other pupils to give comments.  - Give comments.  *Task 2. Point and say*  - Tell pupils that they are going to practise asking and answering questions about someone’s job, using:  \* Structure: *What does your ... do?*  *🡪He’s/She’s a + (name of job).*  - Ask pupils to write down the structure in their notebook.  - Point to the first picture and model the task with one pupil.  - Tell pupils to practice in pairs, using the structure.  - Call a few pairs to act out the dialogue in front of the class.  - Give feedback and correct mistakes of pronunciation.  *Task 3. Work in pairs. Ask your partners about the jobs of theirs family members.*  - Tell pupils that they are going to ask and answer questions about the jobs of their family members.  - Get pupils to work in pairs, one pupil asks *What does your father/mother/brother/sister do?*and the other looks at their wristwatch and answers *He’s/She’s a………….*  - Invite a few pairs to role-play in front of the class  - Give comments.  - Summary the lesson  - Tell pupils to read the part 1 again.  - Do exercises in workbook, learn by heart the new words and the structure. | - Play game  - Listen to the T's instruction.  -Look at the pictures and give the answers  - Listen and repeat  - Listen  - Listen and repeat  - Work in pairs.  - Practice in front of class.  - Give comments.  - Listen to the T's instruction.  - Write down.  - Work in pairs  - Act out in front of the class  - Listen to the T's instruction.  - Work in pairs.  - Role-play in front of the class  - Listen and remember  - Take note. |

**Week20 UNIT 12. WHAT DOES YOUR FATHER DO?**

**Period 80 Lesson 1(3,4,5)**

**I. Objectives.**

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

**1. Knowledge:**

- Ask and answer questions about someone's job.

- Listen and tick the correct boxes, using the pictures.

- Read and fill the gapped sentences, using the pictures.

- Sing the song My family.

**-** SentencePatterns: Revision

**-** Vocabulary: Revision

**2. Skills.**

- Listening, reading and speaking.

**3. Attitudes/ Quality:**

- Live responsibly, love family

- Confident in learning and practice situations

**4. Forming competence:**

- Self- study.

- Communication and co-operation.

**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.**

1. Teacher’s preparation: CDs player, stereo, book.

2. Student’s preparation: Students’ aids:books, notebooks, workbooks.

**IV. Procedures.**

|  |  |  |
| --- | --- | --- |
| **Content** | **Teacher’s activities** | **Students’ activities** |
| **A. Warm up**  (5’)  **B. New lesson**  (30’)  **C. Production**  (3’)  **D. Homework**  (2’) | - Greeting.  - Get Ps to sing the chant:  *What does your father do?*  *Task 1. Listen and tick.*  - Tell pupils that they are going to listen to about Nam’s family and their job and tick the correct pictures.  - Have Ps look at the pictures to identify the job.  - Have Ps say the times aloud. Check understanding.  - Play the recording all the way through for Ps to listen.  - Play the recording again for pupils to listen and tick the correct pictures. Tell them that they should focus on where each pupil was.  - Get pupils to swap their answers in pairs.  - Call on some Ps to write their answers on the board. The rest of the class observe and give comments.  - Play the recording again for pupils to listen and check their answers.  Key:  *Father: factory worker.*  *Mother: teacher.*  *Sister: nurse.*  *Task 2. Look and write.*  *-* Tell Ps that they are going to write about someone’s job with the picture cues.  - Give them a few seconds to look at the picture 1 and say aloud the word. Then have look at the other pictures and use the appropriate words to complete the sentences.  - Give Ps time to do the task independently. Go around and offer help, if necessary.  - Get Ps to compare their answers with their partners.  - Call some Ps to read out their answers. If there is enough time, call some pairs to role-play the dialogues.  Key: *1. family. 2. farmer. 3. is a nurse. 4. is a driver. 5.is a tailor. 6. is a student.*  *Task 3. Let’s sing.*  - Tell Ps that they are going to sing the song *My family*  - Have Ps read each line of the lyrics aloud. Do choral and individual repetition and check comprehension.  - Play the recording all the way through.  - Ask Ps to do choral and individual repetition of the song line by line.  - When Ps are familiar with the tune, ask two group of Ps to the front of the class. One group sings the questions and the other sings the answers.  - Have the class sing the song again and clap their hands to reinforce the activity.  - Give some pictures and practice asking and answering questions about job in a picture they like.   |  |  |  |  | | --- | --- | --- | --- | | 46 | 47 | 43 | 44 |   - Asking Ps to focus on the structure once again.  - Retell the content of the lesson.  - Do exercises in the workbook. Learn by heart the new words and structures | Greeting.  - Sing the chant and do the action  - Listen to the instruction.  - Look at the pictures and identify:*1 a factory worker, 2. a farmer, 3. a teacher, 4. a nurse.*  - Say the job aloud.  - Listen to the recording.  - Listen to the recording to listen and tick the correct pictures.  - Exchange their answers with their partners.  - Listen and check their answers.  - Look at the picture 1 and say aloud the word.  - Do the task individually.  - Work in pairs to compare their answers.  - Read out their answers.  - Correct their answers.  - Listen to the teacher.  - Read each line of the lyrics.  - Do choral and individual repetition  - Listen to the recording.  - Do choral and individual repetition of the song line by line.  - The rest of the class sing together and clap hands.  - Sing the song and clap hands.  - Practice in pairs. |