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| Date of preparing:  |  Week: 20- Period: 75+76 |

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

**Lesson 3 : 1- 2- 4-5**

**I. AIMS**

1. Knowledge

- By the end of this lesson, Sswill be able to practice 1 sounds / oo / and practice listening, writing, reading skills.

- Sentence patterns: revision

- Vocabulary:revision

2. Skills: Listening-reading-speaking-writing.

3. Attitude: Educate Sts to love their lesson.

**II. TEACHING AIDS**

Book, pictures, recording

**III. TEACHING METHODS**

- Model-Talk-Practice, individual work, pair work,group work

**IV. PROCEDURE**

1. Class organization: (1’)

- Greeting: Good morning/ Good afternoon. How are you?

- Checking for the students’ attendence

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| Class | Date of teaching | Absent students |
| 4A |  |  |
| 4B |  |  |
| 4C |  |  |

2. Warm up:(3’)

- Ask Ss sing a song " what time is it?"

***\**** Conversersation lines

- Ss make two lines asking and anwering about the address.

S1: What time do you get up?

S2: I get up at six o’clock.

3. New lesson:(30’)

|  |  |
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| Teacher’s and students’ activities | Content |
| **\* Activity 1: Listen and repeat. (5’)**-T asksSs to read the title-Ss read- T: What does it mean? - Ss: Nghevànhắclại- T asksss to listen the tape - Ss listen and repeat to the tape - T models*oo*- Ssrepeat inchrorus , invidualy (4ss)- T gives the word cook- Ss repeat inchrorus , invidualy (4ss)- T gives the sentence*My mother cooks at six o’clock.*- Ss repeat chrorus ,invidually- T gives the word book- Ssrepeat inchrorus , invidualy (4ss)- T gives the sentence *Your book is on the table.*- Ss repeat chrorus ,invidually- T gives the word noon- Ss repeat inchrorus , invidualy (4ss)- T gives the sentence *I play football at noon.*- Ss repeat chrorus ,invidually- T gives the word school- Ss repeat inchrorus , invidualy (4ss)- T gives the sentence *They have lunch at school.*- Ss repeat chrorus ,invidually- T asksss to find the word that they have learned with *oo*- Ssanwer- T asksss to read all two times ***\* Board Race***- T devidesSs in to 2 teams (Blue – White)- T explains how to play this game.- T lets 2 teams play together.- T monitors and praise the winner. | **1. Listen and repeat.** |
| **\* Activity 2: Listen and write. Then say aloud (10’)**a. Pre-listening-T asksSs to read the title-Ss read- T: what does it mean? - Ss: nghevàviết- T : How many sentences- Ss: four- T lets SS run through- T asks Ss to tell the taskb. While- listening- Ask Ss to open the books on page 10- Ask ss to listen1st time- Ss listen- Ask ss to listen2nd time- Ss listen- Ask ss to tell the answers- Ask Ss to compare with their partners- Ask ss to listen the 3rd time ( Listen and check)c. Post-listenning**Chinese whisper**- T devidesSs in to 2 groups - Ssmake a line and one of them take one sentence - T reads aloud- Ss stick it on board and read aloud - T minitors and gives feedback | **2. Listen and write. Then say aloud**  1.book 2.school 3.cook 4.noon |
| **\* Activity 3: Read and complete. (10’)**a. Pre- reading- Ask Ss to read the two students’s card and answer 4 questions into notebooks.- Ask Ss to open their book on page 11.b. While- readingTell Ss that they are going to complete the bubbles, using the expressions in the yellow boxes.- Help Ss to identify each part of the day it is in each picture.- Ask Ss to complete the bubbles individually and then exchange their answers with their partners.- Call on some Ss to report their answers.- Announce the answersnto the class.- Have Ps play the game***\* Board Race***- T devidesSs in to 2 teams (Blue – White)- T explains how to play this game.- T lets 2 teams play together.- T monitors and praise the winner. | **4. Read and answer***Key.*1. 7a.m./seven2. 5/ five o’clock3. has dinner4. goes to bed |
| **\* Activity 4: Let’ write.(8’)**a. Pre- writing- Ask Ss to open their book on page 11.- Set the scene: How many pictures are there? Who’s this?What time is it? What is she doing?- T tellsSs that they are going to complete the bubbles, using the pictures write the words in the blank.b. While- writing- Ask Ss to complete the bubbles individually and then exchange their answers with their partners.- Ss do the task.- Call on some Ss to report their answers.- Announce the answers into the class.c. Post writting- Have Ps play the game: Pick up the sentences.4. Consolidation (2’) What’s the content of the lesson? | **5.Let’ write.****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. |

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| Date of preparing:  |  Week: 20- Period: 77+78 |

**UNIT 12: WHAT DOES YOUR FATHER DO?**

**Lesson 1 : 1- 2-3-4**

**I. AIMS**

1. Knowledge

- By the end of this lesson, Sswill be able to asking and answering question about someone's job.

- Sentence patterns: What does your father do? - He/ She/is a teacher.

- Vocabulary:student, worker, famer, nurse, driver, member.

2. Skills:Listening-reading-speaking-writing.

3. Attitude: Educate Sts to love their lesson. Work hard

**II. TEACHING AIDS**

Book, pictures, recording

**III. TEACHING METHODS**

- Model-Talk-Practice, individual work, pair work,group work

**IV. PROCEDURE**

1. Class organization:(1’)

- Greeting: Good morning/ Good afternoon. How are you?

- Checking for the students’ attendence

|  |  |  |
| --- | --- | --- |
| Class | Date of teaching | Absent students |
| 4A |  |  |
| 4B |  |  |
| 4C |  |  |

2. Warm up (3’)

***\**** Slap the board: ( using the words: father, mother, teacher, brother, sister)

- T devidesSsinto 2 teams.

- T explains how to play this game

- T lets 2 teams play together

*-* T monitors and praise the winner

3. New lesson(30’)

|  |  |
| --- | --- |
| Teacher’s and students’ activities | Content |
| **Activity 1: Look, listen and repeat. (5’)**-T ask Ss to look at the pictures How many pictures are there? - fourHow many people are there? (Miss Hien, Mai, Nam and class)What is they doing? (They’re talking about job)- T asks Ss to open their books to page 12- Ss open their books to page 12- T opens the cassette.- Ss listen and point- T opens the cassette again.- Ss listen and read in chorus( 2 times)- T - Ss role play.T-Ss, Ss- T, half- half, open pairs- T checks Ss’s understanding about the dialogueT: Where areNam and Mai? - Ss: They are in the classroom.T: What’s Nam talking?Nam interview Mai about the job | **1. Look, listen and repeat**.  |
|  **Activity 2:Point and say(10’)**a. Vocabulary-T introduce some words by eliciting- Teach the new words factory worker: côngnhânnhàmáyfamer: nôngdânnurse: y tádriver: láixemember: thànhviên- T models-Ss listen and repeat (chorally thenindividually). -T writes down on the board-Ss copy.- T: Vocabulary checking: Slap the boardb. Model sentences- T introduce stucture- Set the sence: T asks to look at their book on page 12 .- T: when Nam wants to know about what does your sister do? How does Nam ask?- Ss:What does your father do?- T: How does Mai say ?- Ss: He’s a teacher.- T models- Ss repeat chorally then individually.- T wirtes down on the board- T checks: form, use, intonationc. Practice\***Picture cues**- T lets Ss run through the pictures- T: How many pictures are there? -Ss: answer - T: What are they doing- T models - Ss repeat chorally- T-Ss, Ss- T, half-half, open pairs, close pairs | **2. Point and say**.a. Vocabularyfactory worker: côngnhânnhàmáyfamer: nôngdânnurse: y tádriver: láixemember: thànhviênb. Model sentencesWhat does your father do?He’s a teacher. |
| **\* Activity 3: Listen and tick. (8’)**a. Pre-listening- Set the scence:Who’s this? How many people are there in his family? What does she do? What does he do? - Ss answer the T’s questions.b. While-listening- T plays the recording for Ss to listen 1st time- T plays the recording again for Ss to listen and complete the correct answer.- Asks Ss to exchange their answer with partners before reporting them to the class.- T asks Ss to read out the answers .- T plays the recording again for Ss to check their answer.c. Post listening\* Chinese whisper- T devidesSs in to 2 groups - Ss make aline and one of them take one sentence - T reads aloud- Ss stick it on board and read aloud - T minitors and gives feedback | **3. Listen and tick**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Nam | worker | famer | teacher | Nurse |
| Father |  |  |  |  |
| Mother |  |  |  |  |
| Brother |  |  |  |  |
| Sister |  |  |  |  |

 |
| **\* Activity 4: Look and write (5’)**a. Pre- writing- Set the scene: How many pictures are there?Are they completed ? What doe he do? What does she do?- T asks ss to read the the words**-** Asks Ss to look at the Activity 5 p7 and completeb. While- writing- T asks pupils to do the task independently.- Ss do the task. - Ask pupils to swap their answers. - If there is enough time, invite some pairs to act out the dialogues.- T gives feedback.c. Post writing- Get Ss to play the game: \* Step away Lines- T asks Ss to step into 2 lines and practice the dialogue.S1: What does your father do?S2:He’s a worker- T monitors and corects their mistake. 4. Consolidation (2’)? What’s the content of the lesson? | **4. Look and write** Key.1.family2. famer3. is a nurse4. is a driver5.is a factory worker6.a pupil |
|  Date of preparing: Week 21-Period 79+80  |

**UNIT 12: WHAT DOES YOUR FATHER DO?**

**Lesson 2: 1-2-3-4-5**

**I. AIMS**

1. Knowledge: By the end of this lesson, Sswill be to asking and answering question about places to work.

- Sentence patterns: Where does he/ She work ? He/ She work in .............

- Vocabulary:job, docter, factory, office, hospital, clerk, field.

2. Skills: speaking, listening and reading

3. Attitude: EducateSts to love their lesson and work hard.

**II. TEACHING AIDS**

Book, pictures, recording

**III. TEACHING METHODS**

- Communicative approach, work in pairs , individual, in groups, discuss.

**IV. PROCEDURE**

1. Class organization: (1’)

- Greeting: Good morning/ Good afternoon. How are you?

- Checking for the students’ attendence:

|  |  |  |
| --- | --- | --- |
| Class | Date of teaching | Absent students |
| 4A |  |  |
| 4B |  |  |
| 4C |  |  |

2. Warm up : (3’)

\*Slap the boad.

- T show pictures for Ss read. Then stick to the board

- T asks Ss to play in two teams. When T read the word aloud Ss listen and slap the board.

- Ss plays game

- T monitors and prides the winer.

|  |  |  |
| --- | --- | --- |
| famer | student | driver |
| nurse | worker | teacher |

3. New lesson: (30’)

|  |  |
| --- | --- |
| Teacher’s and students’ activities | Content |
| **\* Activity 1: Look, listen and repeat. (5’)**-T asksSs to look at the pictures *What are their name? What are Nam and Mai doing? What is the name of the game Mai and Nam are playing? Where does the doctor in picture work? How about the worker? And the farmer?Where does she/ he work?*- Ss answer- T asks Ss to open their books to page 14- Ss open their books to page 14- T opens the cassette.- Ss listen and point- T opens the cassette again.- Ss listen and read in chorus( 2 times)- T - Ss role play.T-Ss, Ss- T, half- half, open pairs- T checks Ss’s understanding about the dialogueT: What are Nam and Mai doingdoing ?Ss: They are playing game about of jobs.T: Where does the doctor/ worker/ farmer work? Ss: They works in…….- T: help them read sentences- More practice we let’s move part 2 | **1. Look, listen and repeat** |
| **\* Activity 2: Point and say: (10’)**a. Vocabulary:-T introduce some words by eliciting + job: nghềnghiệp + docter: bácsĩ + factory: nhàmáy + office: cơquan + hospital: bệnhviện + clerk: nhânviênvănphòng + field: cánhđồng- T models-Ss listen and repeat (chorally thenindividually). -T writes down on the board-Ss copy.- T: Vocabulary checking: Rub out remember b. Model sentences: - T introduces structure- Set the sence: T asks to look at their book on page 14- T: When Nam want to know where the doctor work? How does she ask?Ss:Where does she work?T: How willMai say ?Ss: She works in a hospital.- T models- Ss repeat chorally then individually. - T wirtes down on the board- T checks: form, use, intonationc. Practice\* Picture cues (CNTT)- T lets Ss run through the pictures- T: How many pictures are there ?- Ss answer - T: What are they doing- T models - Ss repeat chorally- T-Ss, Ss- T, half-half, open pairs, close pairsd.Production \* Lucky Number (using the pictures on page 14)- T explains how to play this game.- T lets Ss play together. | **2. Point and say**a. Vocabulary+ job: nghềnghiệp + docter: bácsĩ + factory: nhàmáy + office: cơquan + hospital: bệnhviện + clerk: nhânviênvănphòng + field: cánhđồngb. Model sentencesA: Where does she work?B: She works in a hospital. |
| **\* Activity 3:Talk.(5’)**- Tell Ss that they are going to practise more with their friends.ask and answer questions about work place.- Get Ps to work in pairs. Remind them to use the questions and asnwers in their books.- Set a time limit for the class to practise. Monitor the activity and offer help, if necessary.- Invite a few Ps to repeat their interviews about how and why they learn English in front of the class. Then give feedback. | **3.Talk** |
| **\*Activity 4:Listen and number. (6’)**a. Pre-listening- T asks Ss to read the title- Ss readT: What does it mean? Ss: nghevàhoànthànhT : How many sentencesSs: 4- T lets SS run through- T asks Ss to tell the task- Ask Ss to open the books on page 15b. While-listening: - Ask ss to listen1st time- Ss listen- Ask ss to listen2nd time- Ss listen- Ask ss to tell the answers- Ask Ss to compare with their partners- Ask ss to listen the 3rd time ( Listen and check)c. Post listening \* Who is faster- T devidesSs in to 2 groups- T explains how to play this game- T- Ss play together- T minitors and gives feedback | **4. Listen and number**Key. 1. c 2. a  3. d 4. b |
| **\* Activity 2:Read and write. (7’)**a. Pre- reading**-** Ask Ss to look at the Activity 5 p15.- Call a students read the sentences.- Ask Ss to look at the box.- T asks: How many sentences are there?(2)- Ask a student to read the sentences-T How many pictures. (2)b. While- reading:- Ask Ss to read and write- Have them read the words given and the conversation.- Remind them to focus on the context to select the appropriate words from the box.- Get them to compare their answers in pairs before checking as a class. If there is enough time , have the class read the completed text aloud.c. Post- reading- Get Ps to role play4. Consolidation: (2’)? What’s the content of the lesson? | **5. Read and write**1. a doctor/a nurse, in a hospital2. a farmer/ in a field |

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| Date of preparing:  |  Week 21- Period 81+82 |

**UNIT 12: WHAT DOES YOUR FATHER DO?**

**Lesson 3: 1-2-4-5**

**I. AIMS**

1. Knowledge: By the end of this lesson, Sswill be able to practice 2 sounds / ie/ and /ae/ and practice listening, writing, reading skills

- Sentence patterns: revision

- Vocabulary:revision

2. Skills: speaking, listening and reading

3. Attitude: EducateSts to love their lesson and work hard.

**II. TEACHING AIDS**

Book, pictures, recording

**III. TEACHING METHODS**

- Communicative approach, work in pairs , individual, in groups, discuss.

**IV. PROCEDURE**

1. Class organization: (1’)

- Greeting: Good morning/ Good afternoon. How are you?

- Checking for the students’ attendence:

|  |  |  |
| --- | --- | --- |
| Class | Date of teaching | Absent students |
| 4A |  |  |
| 4B |  |  |
| 4C |  |  |

2. Warm up : (3’)

\* Bean bag circle

- Have Ss play the game: passing ball to introduce themselves.

S1: Where does he/she work?

S2: He/She works in a…….

3. New lesson: (30’)

|  |  |
| --- | --- |
| Teacher’s and students’ activities | Content |
| **\* Activity 1: Listen and repeat. (5’)**-T asksSs to read the title-Ss read- T: What does it mean? - Ss: Nghevànhắclại-T asks ss to listen the tape or video - Ss listen and repeat to the tape - T models: /ie/- Ss repeat inchrorus , invidualy (4ss)- T: model:field- Ss repeat inchrorus , invidualy (4ss)- T: model:My grandpa works in a field.- Ss repeat inchrorus , invidualy (4ss)- T: model:piece- Ss repeat inchrorus , invidualy (4ss)- T: model: I want a piece of chocolate.- Ss repeat inchrorus , invidualy (4ss)- T models: /ea/- Ss repeat inchrorus , invidualy (4ss)- T: model: teacher- Ss repeat inchrorus , invidualy (4ss)- T: model: My mother is a teacher.- Ss repeat inchrorus , invidualy (4ss)- T: model: reading- Ss repeat inchrorus , invidualy (4ss)- T: model: She’s reading a book now.- Ss repeat inchrorus , invidualy (4ss)- Ss repeat chorus ,invidually\* Furthe practice : Pick up the word- T writes some word on card and ask ss to find the word which has stress - T asks to work in four groups- Ss say bingo when they finish - T minitors and gives feedback | **1. Listen and repeat**1. Don’t play with the knife! OK, I won’t.2. Don’t play with matches! OK, I won’t.3. Why shouldn’t I play with the knife? Because you may cut yourself.4. Why shouldn’t I play with the stove?Because you may get a burn. |
| **\* Activity 2:Listen and cicle. Then say sentences with the circled words.(8’)**a. Pre-listening:-T asksSs to read the title-Ss readT: What does it mean? Ss: nghevàkhoanhtròn a or bT : How many sentences?Ss: 2- T lets Ss run through- T asks Ss to tell the task- Ask Ss to open the books on page 16b. While-listening: - Ask ss to listen 1st time- Ss listen- Ask ss to listen 2nd time- Ss listen- Ask ss to tell the answers- Ask Ss to compare with their partners- Ask ss to listen the 3rd time( Listen and tick)c. Post listening\* Chinese whisper- T devidesSs in to 2 groups - Ss make aline and one of them take one sentence - T reads aloud- Ss stick it on board and read aloud - T minitors and gives feedback | **2. Listen and cicle. Then say sentences with the circled words**1. b 2. b |
| **\* Activity 3: Read and complete. (10’)**a. Pre-reading-T sets the scene What is this? What does this text talk about? How many tasks are there? What are we going to do?- Tell Ss that they are going to read and circle the best title.tick the correct symbols.- Get Ss time to read the text and check their comprehension. Give meanings of common, accidents, sofa and tips.b. While-reading: - Ask ss to look the words and complete individually( 3minus)- Ask some ss to tell the answer - T-Ss check together-T checks Ss’s understanding c. Post- reading: - Play the game: WhisperGuide how to play. | **4. Read and complete.**

|  |  |  |
| --- | --- | --- |
|  | Job | Place of work |
| Father | Teacher | LHP primary school |
| Mother | Nurse | ThanhNhan hospital |
| brother | worker | Car factory |

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| **\* Activity 4:Write about the jobs of your family members and where they work(10’)**a. Pre- writing - Set the scences:How many uncomplete sentences are there? - T asks Ss to read the uncomplete sentences.- Ss read the uncomplete sentences.- Tell the class that they are going to write about the jobs of your family members and where they work.- Have Ss work in pair or group to discuss what they are going to write.b. While-writing.- T give Ss 2 minutes to write - Ask Ss to swap their writing- T calls some Ss to read aloud their writing- T monitors and gives feedback.c. Post writing- Play the game: Musical ball- Guide how to play .4. Consolidation: (2’)? What’s the content of the lesson? | **5.Write about the jobs of your family members and where they work** *Answers vary* |