**LESSON PLAN – GRADE 4**

**UNIT 7: OUR TIMETABLE**

**Lesson 2 – Activity 1 - 3**

**I. OBJECTIVES**

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

**1.** **Language knowledge & skills**

- Identify the situation between Nam and Lucy (setting, participants, topic).

- Use the word “*art, music, science*” in relation to topic “school subjects” to talk about school timetable.

- Use sentence pattern “*When do you have\_\_\_\_? I have it on\_\_\_\_*” to ask and answer about school timetable.

**2.** **Competences**

- Communication and collaboration: work in pairs and groups to complete the learning tasks.

- Self-control & independent learning: perform listening tasks.

**3.** **Attributes**

- Show their responsibility to follow the timetable and prepare their subjects before school.

**II.** **RESOURCES AND MATERIALS**

- Student’s book: Page 52

- Audio tracks 71,72

- Teacher’s guide: Pages 94,95

- Website *hoclieu.vn*

- Flash cards/ pictures and posters (Unit 7)

- Computer, projector, …

**III. PROCEDURE**

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| **Procedure** | **Teacher’s activities** | **Pupils’ activities** |
| **Warm-up and review:** 5 minutes | | |
|  | – Greet the class  **- Game: Slap the board**  - Divide the class into two groups. Ask pupils to stand in two lines.  - Stick the cards with words on the board.  - Call out a word and have the first pupil from each group slap the correct card on the board and say it correctly.  - The first pupil to slap the correct card wins a point for their group.  - The group with the most points wins. Praise the winner. | Whole class |
| **EXPLORATION**  **Activity 1. Look, listen and repeat.**  5 minutes | | |
| a. Goal | To understand and correctly repeat the sentences in two communicative contexts in which characters ask and answer questions about a school timetable. | |
| b. Input | – Context a: Nam: What subjects do you have today?  Lucy: I have Vietnamese and science.  – Context b: Nam: When do you have maths?  Lucy: I have it on Mondays and Fridays. | |
| c. Outcome | Pupils can understand and correctly repeat the sentences in two communicative contexts in which characters ask and answer questions about a school timetable. | |
| d. Procedure | **Step 1**: Ask pupils to look at Pictures a and b and identify the characters. Check comprehension.  **Step 2**: Ask pupils to look at Picture a. Play the recording for them to listen and familiarize themselves with the characters’ voices.  **Step 3**: Play the recording again, sentence by sentence, for pupils to listen and repeat individually and in chorus. Correct their pronunciation where necessary. Repeat the same procedure with Picture b.  **Step 4**: Invite a few pairs to the front of the classroom to listen to and act out the exchanges.  **Step 5**: Draw pupils’ attention to the question When do you have maths? and the answer I have it on Mondays and Fridays. Explain that they are used to talk about a timetable  (when they have a subject).  **Extension:** Nominate pairs of pupils to act out the exchanges. | Whole class  Individual work  Group work  Whole class  Pair work |
| **KNOWLEDGE CONSTRUCTION**  **Activity 2. Listen, point and say.**  10 minutes | | |
| a. Goal | To correctly say the words and use When do you have \_\_\_\_\_? – I have it on \_\_\_\_\_. to ask and answer questions about a timetable. | |
| b. Input | **– Picture cues:**  a. An art textbook and a calendar displaying Monday  b. A music textbook and a calendar displaying Wednesday  c. A science textbook and two calendars displaying Tuesday and Friday  d. An English textbook and three calendars displaying Monday, Tuesday and Thursday  – Speech bubbles: When do you have \_\_\_\_\_? – I have it on \_\_\_\_\_.  **Audio script:**  a. art; Mondays b. music; Wednesdays  c. science; Tuesdays, Fridays d. English; Tuesdays, Thursdays  a. A: When do you have art?  B: I have it on Mondays.  b. A: When do you have music?  B: I have it on Wednesdays.  c. A: When do you have science?  B: I have it on Tuesdays and Fridays.  d. A: When do you have English?  B: I have it on Tuesdays and Thursdays. | |
| c. Outcome | Pupils can correctly say the words and use When do you have\_\_\_?-I have it on\_\_\_\_ to ask and answer questions about a timetable. | |
| d. Procedure | **Step 1**: Ask pupils to look at Picture a and identify the subject under the picture (art) and the day on the calendar (Monday). Play the recording for pupils to listen to and  repeat the words in chorus and individually until they feel confident.  **Step 2**: Draw pupils’ attention to the speech bubbles and elicit the missing words in the question and the answer. Play the recording for pupils to repeat the sentences in  both bubbles a few times. Remind pupils to point at the relevant picture when they are repeating.  **Step 3**: Repeat Steps 1 and 2 for Pictures b, c and d. Go around the classroom and offer help where necessary.  **Step 4**: Invite a few pairs to act out the exchanges at the front of the class. | Whole class/ Individual work  Individual work  Whole class/ Individual work  Pair work |
| **PRACTICE**  **Activity 3. Let’s talk.** 8 minutes | | |
| a. Goal | To enhance the correct use of When do you have \_\_\_\_\_? – I have it on \_\_\_\_\_. to ask and answer questions about a timetable in a freer context. | |
| b. Input | - Picture cue: a boy and a girl talking about a timetable  - Speech bubbles: When do you have\_\_\_?-\_\_\_\_. | |
| c. Outcome | Pupils can enhance the correct use of When do you have \_\_\_\_\_? – \_\_\_\_\_. to ask and answer questions about a timetable in a freer context. | |
| d. Procedure | **Step 1**: Ask pupils to look at the picture and identify the characters, the days of the week and the subjects taught on each day. Remind pupils that When do you have \_\_\_\_\_?  – \_\_\_\_\_. are used to ask and answer questions about a timetable. Check comprehension.  **Step 2**: Elicit the missing words in the speech bubbles and write them on the board. Get pupils to say the completed sentences. Correct their pronunciation where necessary.  **Step 3**: Put pupils into pairs and have them take turns playing the role of each character in the picture, using the speech bubbles and a given timetable. Go around the classroom to offer support.  **Step 4**: Invite a few pairs to come to the front of the classroom and act out the roles.  **Extension:** If time allows, have some pupils ask and answer questions about their real timetable and act out their roles in front of the class. | Whole class/ Individual work  Whole class/ Individual work  Pair work  Pair work |
| **Fun corner and wrap-up:** 5 minutes | | |
|  | **Game: Boom**  - Divide the class into 2 groups.  - Ss choose the ball, then look at the pictue, read and choose the correct answer.  - Who choose the answer correctly will get point for their group.  **Ask Ss some questions**  1. What have you learnt today?  2. What are the core values of the lesson? | Whole class |