**LESSON PLAN – GRADE 4**

**UNIT 14: DAILY ACTIVITIES**

**Lesson 2 – Activity 4 – 6**

**I. OBJECTIVES**

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

**1. Language knowledge & skills**

- Use the phrases *in the morning, at noon, in the afternoon, in the evening, ﻿wash the clothes, clean the ﬂoor, help with the cooking and wash the dishes* in relation to the topic “Daily activities”;

- Use What do you do in the morning/ afternoon/ afternoon? – I \_\_\_\_\_. to ask and answer questions about what someone’s daily activities;

- Listen to and demonstrate understanding of simple communicative contexts in relation to the topic “*Daily activities*”.

**2. Competences**

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

- Self-control & independent learning: perform reading and listening tasks

**3. Attributes**

- Show responsibility for what they do in their daily life and respect for others

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

- Student’s book: Page 27

- Audio tracks 38

- Teacher’s guide: Pages 182, 183, 184

- Website *hoclieu.vn*

- Flash cards/ pictures and posters (Unit 14)

- Computer, projector, …

**III. PROCEDURE**

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| **Procedure** | **Teacher’s activities** | **Pupils’ activities** |
| **Warm-up and review:**  5 minutes |
|  | - Greet the class.**Listen and Draw (ppt)**- Teacher plays the audios, students listen and draw pictures in their white board/ paper. | Whole class/ Individual work |
| **EXPLORATION****Activity 4. Listen and number.**  5 minutes |
| a. Goal | ﻿To ﻿﻿listen to and understand four exchanges about what activities characters do at a specific time of the day and number the correct pictures. |
| b. Input | ﻿ ﻿**– ﻿Picture cues:**a. a boy washing dishesb. a girl helping her mum with the cookingc. a girl washing clothesd. a boy cleaning the floor﻿- **Audio script:**1. A: What do you do in the morning? B: I wash my clothes.2. A: What do you do at noon? B: I wash the dishes.3. A: What do you do in the afternoon? B: I clean the floor.4. A: What do you do in the evening? B: I help my mum with the cooking. |
| c. Outcome | ﻿﻿﻿Pupils ﻿ ﻿can listen to and understand four exchanges about what activities characters do at a specific time of the day and number the correct pictures. |
| d. Procedure | **﻿**﻿**Step 1:** ﻿Have pupils look at four pictures. Elicit the activity that the girl is doing in each picture.**Step 2:** Play the recording of the first exchange for pupils to listen and tell them to identify the picture to number. Play the recording again for them to do the task. Tell them that they will need to pay attention to the activity that the girl is doing. It is Picture c (wash the clothes). They should write 1 in the box at the right-bottom of Picture c.**Step 3:** Play the recording of the other exchanges and have pupils number the pictures.**Step 4:** Get pupils to swap books with their partners and check their answers before checking as a class. Correct the answers where necessary.**Extension:** If time allows, play the recording, sentence by sentence, for the class to listen and repeat individually and in chorus. Correct their pronunciation where necessary. | Whole classIndividual workWhole class |
| **KNOWLEDGE CONSTRUCTION****Activity 5. Look, complete and read.**  10 minutes |
| a. Goal | ﻿﻿To ﻿complete two gapped exchanges with the help of picture cues and sentences |
| b. Input | ﻿﻿Two ﻿picture cues with two gapped exchanges to complete |
| c. Outcome | ﻿Pupils ﻿can complete two gapped exchanges with the help of picture cues and sentences. |
| d. Procedure | ﻿**Step 1**: ﻿Get pupils to look at Exchange 1 and the picture. Ask them what the character does in the picture. Elicit the missing words in the question and answer from the picture cue and sentence. Complete the answer (clothes) and question (What). Repeat the same procedure with Exchange 2.**Step 2:** Set a time limit for pupils to do the task individually.**Step 3:** Get pupils to swap books with their partners and check their answers before checking as a class. Correct their answers where necessary.**Extension:** If time allows, invite a few pairs to stand up to take turns reading out the completed exchanges in this section. | Whole class/ Individual workIndividual workWhole class/ Individual workPair work |
| **PRACTICE****Activity 6. Let’s play.** 8 minutes |
| a. Goal | ﻿To ﻿ ﻿review asking and answering questions about what activity someone does at a specific time of the day by playing Miming game. |
| b. Input | ﻿﻿A picture cue showing four pupils miming activities |
| c. Outcome | ﻿Pupils ﻿can review asking and answering questions about what activity someone does at a specific time of the day by playing Mining game. |
| d. Procedure | ﻿**Step 1**: ﻿Set the goal of the game and explain how the game is played.**Step 2:** Write the question on the board What do you do in the ...? Ask one player from each team to come to the front of the class and whisper the answer to the question he / she wants to revise to the two players. They take turns miming the sentences they are told for their team to guess. Set a time limit of one minute for the teams to guess the sentences. The team gets one point if their guess is correct. The game continues until the time is up. The team with the most points at the end of the game wins.**Step 3:** Write all correct answers on the board, under the question What do you do in the …?**Step 4:** When the game is over, get pairs of pupils to take turns asking and answering the question What do you do in the morning / afternoon / evening? using the answers on the board. | Whole class/ Individual workWhole class/ Individual workPair workPair work |
| **Fun corner and wrap-up:** 5 minutes |
|  | **Option 1: Play the Game (ppt)**- Divide the class into 3 teams. - Pupils from each team choose a number, then answer the question- Pupils answer correctly get some points**Option 2:** - Ask students to answer the following questions: 1. *What have you learnt from the lesson today?* - Use the phrases *in the morning, at noon, in the afternoon, in the evening, ﻿wash the clothes, clean the ﬂoor, help with the cooking and wash the dishes* in relation to the topic “Daily activities”;- Use What do you do in the morning/ afternoon/ afternoon? – I \_\_\_\_\_. to ask and answer questions about what someone’s daily activities;- Listen to and demonstrate understanding of simple communicative contexts in relation to the topic “*Daily activities*”.2. *What are the core values of the lesson?* - Show responsibility for what they do in their daily life and respect for other’s | Whole class /Team Pair workIndividual work |