Unit 4 Going about

Teaching designing:

Teaching aids:

1. Words: letters Gg—Hh, plane, ferry, train, taxi, car, bus, van.
2. Structures: Get ……How do you go to……
3. Functions: Give simple instructions; Using connectives to add information

**Material:**

1. Student’s Book 2A page 17-21
2. Cassette 1A and a cassette player
3. Wall charts
4. Photograph page 14
5. Alphabet Cards

**Teaching times:**

5 times

**Learning targets:**

1. Basic aims:
2. Be able to identify the letters Gg--Hh
3. Be able to give simple instructions
4. Be able to introduce oneself using I’m.
5. Be able to write the sentence Hello, I’m <name>.
6. Sing a song.
7. Further aims:
8. Using more information to introduce oneself
9. The sorts of the alphabet

**Language focus:**

1. Using imperatives to give simple instructions
2. Asking How questions to find out means and Using prepositions to indicate meas
3. Learning the words: plane……

## Period 1

Teaching focus:

Using imperative to give simple instructions

**Teaching steps：**

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| **Students activities** | **Teaching activities** | **Teaching**  | **Media** |
| **I. Pre-task preparation:**The students listen to the teacher and actThe students copy teacher**II. While-task procedure:**Practise with more students.The students actA small group of students line up in front as if they are ready to get off the bus.Repeat Students listen and follow in the books.**III. Post-task**  | **A** Revise all the commands taught in the previous units. Say the commands and ask students. **B** Show a toy bus and a toy car. *T:* *Do you often see them on the road? Do you go to school by bus?* Say the words *‘bus’* and *‘car’* clearly. **A** Put two chairs in a line. Ask student to sit in the front chair and act as a car driver. Pretend to get in the car by bending over and sitting in the back chair. *T: Get in the car.* Practise with more students.**B** Invite individual students to act as passengers. Say the command and ask them to perform the scene. Make sure students understand the command ‘Get in the car’.**C** Have a small group of students line up in front as if they are ready to get off the bus. Say *’Get off the bus’* and prompt them to walk off one by one.**D** Repeat step **C** with more groups of students. Ask them to repeat the command after you while doing the action.**E** Open the student’s book to page 17. Play the cassette tape to drill the correct pronunciation.Teach the other two commands to do with cars and buses;*Get out of the car.**Get on the bus.* | coachingScaffolding and fading | cassette |

**Period 2**

Teaching focus:

Asking How questions to find out mean

Using prepositions to indicate means

Using formulaic expressions to take leave

**Teaching steps：**

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| **Students activities** | **Teaching activities** | **Teaching**  | **Media** |
| **Pre-task preparation**The students mime the actions as they listen to the commandsThe students answer the teacher’s question**While-task procedure**The students listen the story.The students answer the teacher’s questionThe students copy teacher.Look, listen and copy teacher.The students open the book to page 18 and read**Post-task activities**The students answer the question.**Homework****A** Listen and respond quickly.**B** Listen and circle the correct picture. | **A** Revise the commands to do with transport which students learned in the previous lesson. Have students repeat cach command as they perform the action.**B** Show some pictures of different types of transport. Teacher asks *How do you come to school? Do you sometimes go by bus, by van or by taxi?***A** Put up the wallchart for page 18. Tell a story.**B** Ask questions for page 18 of teacher’s book.**C** Explain the expression *‘I go to …by…’*by giving an example of how you yourself travel to school. Repeat and let students copy you.**D** Wave your hand at students and pretend to leave the classroom, saying *’Goodbye’*. Encourage students to wave their hands and repeat *‘Goodbye’***E** Play the cassette tape to let students hear the correct pronunciation of the expressions. Get students to repeat after the tape.**A** Ask a few students to tell the class how they get to school.**B** Use the tune of the song from Book 1A ‘*Good morning’.* Change’*Good morning’* to *‘Goodbye’* and ‘*to school’* to ‘*back home’* | CoachingCoachingCooperative leaming, | PicturePictureCassetteworkbook |

**Period 3**

Teaching focus:

Using nouns to identify forms of transport.

**Teaching steps：**

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| **Students activities** | **Teaching activities** | **Teaching**  | **Media** |
| **Pre-task preparation**The students answer the teacher’s question**While-task procedure**The students look at the teacher and listen to the teacher.Whole class read the words Four groups sit in circles. When they name the mode of transport ,the whole group has to stand up and repeat it.The students look at the picture card’ girl’ and say **Post-task activity**The students to guess.**Homework**Colour the correct word. | **A** Fly a paper plane to the students. Ask *Who has been on a plane? Tell us about it!* Share your own experience if none of the students have been on a plane.**B** Ask questions about different modes of transport, including plane, ferry, train, car, bus and van. Ask questions such as the following,,,**A** Put up the picture cards for this unit. Introduce the new vocabulary by pointing to each item. Ask *‘What is this?’* Then say the words in English and put up the word cards beside the relevant forms of transport. Repeat the words.**B** Get students to open their student’s books to page 19. Play the cassette tape to let students listen to the pronunciation of the words first, and then practice saying them after the beep.**C** Divide the class into for groups. Each group’s name is a form transport they have learned. Have the groups sit in group has to stand up and repeat it. Progressively quicken the pace for more excitement.**D** Show students the picture card for ‘girl’ and say ‘G,,,girl’ Repeat . Show alphabet cards ’G’ and ‘g’. Have students compare the capital letter ‘G’ with the small letter ‘g’ . Do the same with ‘Hh,,, hand.’ Play the tape for students to follow in their books.Ask the following riddles for students to guess the mode of transport. Tell them to give the answer in English. | CoachingCoachingCooperative learningCoachingcoaching | PicturePicture cardsCassette and word cardsPicture cardworkbook |

**Period 4**

Teaching focus:

Using formulaic expressions to indicate how people travel

**Teaching steps：**

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| **Students activities** | **Teaching activities** | **Teaching**  | **Media** |
| **Pre-task preparation****While-task procedure**The students open the book to page 20 and listen to the teacherThe students listen to the tape and readMake several board games that can be used in small groups to revise the expression’ I go to,,,by,,,’ and the vocabulary they have learned.**Post-task activity**The students answer the teacher’s question**Homework****A** Listen and match the pictures.**B** Circle the one that does not belong | Review the different forms of transport using the Word and Picture cards. Then write the words ‘plane’, ‘ferry’, ‘train’, ‘taxi’, ‘car’, ‘bus’, and ‘van’ on the left of the board. On the right, write the names of a few places. Point to a place and ask the students to tell you how they go there. Remind them to use the structure ‘I go to,,,by,,,’**A** Open the student’s book to page 20. Say *There are four children in the picture. They want to go to different places, but we don’t know which form of transport they like to use. Let’s follow the road to find out.* Ask students to draw the routes and say ‘*I go to ,,,by,,,’,* pretending they are the children in the pidture.**B** Play the cassette tape for students to check if their answers are right.**C** Make several board games that can be used in small groups to revise the expression’ I go to,,,by,,,’ and the vocabulary they have learned. Make gameboards form cardboard. Four players take turns rolling a dice and moving forward on the board according to the number on the dice. They must think of a place and say’ I go to ,,,**A** Ask *Which form of transport do you like to use? Please draw it on paper.* Ask students to show their own transport pictures and say ‘*I go to ,,, by ,,,’***B** Write up the number of students who like to use each form of transport on the board. | CoachingCoachingCooperative learingCooperative learingCoachingcoaching | Picture cardsPictureCassetteworkbook |

**Period 5**

Teaching focus:

Using nouns to identify different forms of transport

**Teaching steps：**

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| **Students activities** | **Teaching activities** | **Teaching**  | **Media** |
| **Pre-task preparation**The students look at the teacher and listen.The students look at pictures and copy to the teacher.**While-task procedure**The students answer the teacher’s questions.The students listen to the tape.The students read two times.The students look at the picture and listen to the cassette.The students to sing along with tape.**Post-task activity**The students are singing played. | **A** Hold up a muppet and say *’Hello , good morning.’ Everyday, I take a bus to school. I go to the bus-stop to wait for the bus.’* Sketch a bus-stop. Ask *Do you have to wait for a bus, too? Or a car/van?* **B** Show pictures of a ‘bus-stop’ and a ‘train station’. Explain to students the difference between ‘bus-stop’ and ‘station’. Repeat them several times and let students copy you.**A** Refer to each picture of student’s book page 21. Ask questions such as the following,,,**B** Play the cassette tape once for students to listen to the lyrics of the song.**C** Read the first verse line by line for students to follow until they are familiar with the words. Then go through the second and third verse in the same way.**D** Play the tape again and show the picture of the relevant type of transport at the appropriate time. Draw student’s attention to the sounds at the end of each verse.**E** Invite students to sing along with the tape. Encourage them to imitate the sound of each type of transportAsk groups of students to mime each part of the song in front of the class while the tape is being played. Students can take different role. Let students say what type of transport they are driving. | CoachingCoachingCoachingCoachingCooperative learningCooperative learning | MuppetPicturesPicturesCassettePicture and cassetteCassettecassette |