**UNIT 2: TIME AND DAILY ROUTINES**

**Lesson 1: 1,2,3**

**I. DESIRED OBJECTIVES**

- Understand and correctly repeat the sentences in two communicative contexts focusing on asking and telling the time.

- Correctly say the phrases and use *What time is it? – It’s \_\_\_\_\_.*to ask and tell the time.

- Enhance the correct use of *What time is it? – \_\_\_\_\_.*to ask and tell the time in a freer context.

- Show their responsibility by noticing the time and follow the timetable on time

**II. INSTRUCTIONAL RESOURCES**

- Student’s book: Page 16

- Audio tracks 16, 17

- Teacher’s guide: Pages 30, 31, 32

- Flash cards/ pictures and posters (Unit 2)

- Hoclieu.vn

- Computer, projector

**III. LEARNING PLAN**

**1. Warm up (5’)**

**Game: Slap the board**

- Divide class into 3 teams, invite 1 member from each team for each turn.

- Say the numbers for the pupils to slap and say aloud.

- Give points to the pupils with the correct choice and encourage them.

**2. Activity 1: Look, listen and repeat**

**+Vocabulary**

- T draws mindmap to teach the newwords.

- T models *(3 times).*

- T writes the words on the board.

- Checking: Rub out and remember

**- The disabled:** Practice reading vocab.

**+ Look, listen and repeat.**

**--** Ssworkin pairs to identify the situation for the conversation and work in pairs to read the text.

- T supports:

*1. Who are they?*

*2. Where are they?*

*3. What are they doing?*

- Ss look, listen and repeat:

+ listen and repeat in chorus.(twice)

+ read in pairs.

+ some pairs role play in front of the class.

\*Assessment - Performance products: Student’s answers

- Assessment tools: Observation; Questions & Answers

**3.Activity 2: Listen, point and say**

- Discover the time on the clocks.

- Get them how to tell the time . Give meaning of a.m, p.m when to say o’clock in telling the time.

-Have pupils point at the pictures ,listen to the recording and repeat.

- T models with PA: T: What time is it? SS: It’s ……

- Ss work in pairs to ask and answers 4 pictures ( 3minutes).

- Some pairs to act out in front of the class

\*Assessment: - Performance products: Student's talks and interaction

- Assessment tools: Observation; Answer keys

**4. Activity 3: Let’s talk**

**-** Draw pupils’ attention to the two speech bubbles.

- Get them read the time on the clocks.

- Get them How to ask and answer. Elicit the answer: *It's seven o’clock.*

**-** Set a time limit for pupils to work in pairs, point at the different clocks in the picture, ask and tell the time using *What time is it? – \_\_\_\_\_.* Go around the classroom to observe and offer help where necessary.

**-** Invite some pairs to ask and tell the time in front of the class.

**- The disabled:** Repeat the sentence: What time is it? – It’s…

**5. Wrap-up**

***\* Preparation for the project:***

Tell pupils about the project on page 21. Ask them to prepare for it at home by drawing some pictures in relation to their daily routines. Remind pupils to bring their pictures to the class at Project time in Lesson 3

**IV. REGULATION**

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***Date of teaching:21/9/2024***

**UNIT 2: TIME AND DAILY ROUTINES**

**Lesson 1: 4,5,6**

**I. DESIRED OBJECTIVES**

- Listen to and understand two communicative contexts in which two pupils play a game asking and telling the time and tick the correct pictures.

- Complete four gapped exchanges with the help of picture cues.

- Review telling the time by playing the game Which clock says ...?

* Show their responsibility by noticing the time and follow the timetable on time.

**II. INSTRUCTIONAL RESOURCES**

- Student’s book

- Audio tracks

- Teacher’s guide

- Flash cards/ pictures and posters.

- Hoclieu.vn

- Computer, projector

**III. LEARNING PLAN**

**1.Warm up:**

Sing the song *What time is it?*

Link: <https://www.youtube.com/watch?v=0Yq_rztquuU>

**2.Activity 4: Listen and tick.**

**-** Draw pupils’ attention to the pictures and ask them to identify the time on the clocks.

**-** Play the recording of the first dialogue for pupils to listen and tick the correct picture.( 2 times)

- Ss work individually tolisten to the recording twice and circle correct words.

- Ss compare their answers with their partners.

- Ss share their answers in front of the class.

- Ss listen again to check their answer.

- T gives feeback.

Key: 1. b 2. b

\* Assessment - Performance products: Student’s answers - Assessment tools: Observation; Questions & Answers, Peer correction

**3.Activity 5: Look, complete and read.**

**-** Ask pupils to look at the pictures and identify the time on the four clocks.

**-** Ask pupils to look at each gapped exchange. Draw their attention to the missing words and time. Remind them to complete the answers using words, not numbers.

- Do the tasks

**-** Set a time limit for pupils to complete the gapped exchanges individually

- Invite a few pairs to stand up to ask and tell the time on the clock faces.

**Key:** 1. ten 2. is it 3. What time; thirty 4. What time; four forty-five

\*. Assessment - Performance products: Student's talks and interaction - Assessment tools: Observation; Answer keys

**4. Activity 6: Let’s play**

- Get them how to play the game.

**-** Invite two volunteers to stand in front of the board. Tell them to decide who is the time teller and who is the clock finder.

**-** The time teller will tell a certain time, for example 5:15, for the other player to find the clock which shows the correct time by saying its letter. If it is correct, the correct finder will get one point. Every player has eight tries. After the first round, the time teller will become the clock finder. All the clocks on the board are kept for later use. When the game is over, the player who has the most points is the winner. Encourage the class to cheer whenever a player gets a point.

**5. Wrap-up**

- Ask students to answer the following questions:

1. *What have you learnt from the lesson today?*

2. *What are the core values of the lesson?*

**IV. REGULATION**

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***Date of teaching:25/9/2024***

**UNIT 2: TIME AND DAILY ROUTINES**

**Lesson 2: 1,2,3**

**I. DESIRED OBJECTIVES**

- Understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about the characters’ daily routines.

- Correctly say the phrases and use *What time do you …………..? – I …….at ……* to ask and answer questions about daily routines.

- Enhance the correct use of *What time do you …….? - I …… at ……...* to ask and answer about someone’s daily routines.

- Show their responsibility by noticing the time and follow the timetable on time

**II. INSTRUCTIONAL RESOURCES**

- Student’s book: Page 18

- Audio tracks 19, 20

- Teacher’s guide: Pages 34, 35, 36, 37

- Hoclieu.vn

- Flash cards/ pictures and posters (Unit 2)

- Computer, projector

**III. LEARNING PLAN**

**1. Warm up (5’)**

Greet the class.

**Game: Which clock says ...?**

- Spend a few minutes revising the previous lesson by having the class play the game *Which clock says ...?*

**2.Activity 1: Look , listen and repeat**

**\*Vocabulary**

- T elicits the new words ( drawmindmap)

*go to bed Get up( picture)*

*Have breakfast ( picture)*

*( mime) Go to school*

- T models *(3 times).*

- T writes the words on the board.

- Checking: Rub out and remember

**\* Look, listen and repeat.**

**-** Ask pupils to look at Pictures a and b and identify the time on the clocks in the pictures to answer the questions.

- T supports:

*1. Who are they?*

*2. Where are they?*

*3. What time is it in PA/PB?*

- Ss look, listen and repeat:

+ listen and repeat in chorus.(twice)

+ read in pairs.

+ some pairs role play in front of the class.

\*Assessment - Performance products: Student’s answers

- Assessment tools: Observation; Questions & Answers

- Draw pupils’ attention to the exchanges *Whattimedo you get up? – I get up at six o’clock.*and*What time do you have breakfast? – At six fifteen.* Tell pupils that these are questions and answers about daily routines.

**3.Activity 2. Listen, point and say.**

**\* Goal:** To correctly say the phrases and use *What time do you \_\_\_\_\_? – I \_\_\_\_\_at \_\_\_\_\_.*to ask and answer questions about daily routines.

+Discover the pictures and the time on the clocks.

- T runs through the phrases and the times under the pictures.( T and ss do the actions and say them).

-Have pupils point at the pictures,listen to the recording and repeat.

- T models with PA: T: What time do you get up ? SS: I get up at 5.00.

- Ss work in pairs to ask and answers 4 pictures ( 3minutes).

- Some pairs to act out in front of the class

\*Assessment: - Performance products: Student's talks and interaction

- Assessment tools: Observation; Answer keys

**4. Activity 3. Let’s talk.**

**-** Have pupils look at the picture and explain that Nam and Lucy are asking and answering questions about Lucy’s daily routines. Get pupils to look at the first speech bubble and point at the picture of Lucy getting up to complete the question *What time do you get up?*

- Ask them to repeat the question. Then point at the answer bubble and say *I get up at five o’clock.*for pupils to repeat. Let pupils listen to and repeat the question and the answer a few times individually and in chorus.

**-** Set a time limit for pairs of pupils to practise asking and answering the question *What time do you \_\_\_\_\_? – I \_\_\_\_\_ at \_\_\_\_\_.*

**-** Go around the classroom to offer help where necessary.

**-** Invite some pairs of pupils to the front of the class to take turns asking and answering questions about their daily routines.

**5. Wrap-up**

- Ask students to answer the following question:

*What have you learnt from the lesson today?*

(- Use the phrases *get up, go to bed, go to school and have breakfast* in relation to the topic *Time and daily routines* to talk about the daily routines.  
- Use sentence patterns *What time do you \_\_\_\_\_? I\_\_\_\_\_at\_\_\_\_\_\_\_.*to ask and answer about someone’s daily routines.)

**IV. REGULATION**

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***Date of teaching:26/9/2024***

**UNIT 2: TIME AND DAILY ROUTINES**

**Lesson 2: 4,5,6**

**I. DESIRED OBJECTIVES**

- Listen to and understand four communicative contexts in which pupils ask and answer questions about daily routines and number the correct pictures.

- Complete four gapped exchanges with the help of picture cues.

- Sing the song *What time do you go to school?*with the correct pronunciation, rhythm, and melody.

- Show their responsibility by noticing the time and follow the timetable on time.

**II. INSTRUCTIONAL RESOURCES**

- Student’s book: Page 19

- Audio tracks 21, 22

- Teacher’s guide: Pages 37, 38, 39

- Hoclieu.vn

- Flash cards/ pictures and posters (Unit 2)

- Computer, projector

**III. LEARNING PLAN**

**1. Warm up (5’)**

Greet the class.

- Spend a few minutes revising the previous lesson by inviting a few pairs to the front of the class to take turns asking and answering questions about their daily routines with *What time do you \_\_\_\_? – I \_\_\_\_ at \_\_\_\_.*

**2.Activity 4. Listen and number.**

**-** Draw pupils’ attention to the pictures and elicit the activities and the time in the pictures.

**-** Play the recording of the first dialogue. Tell pupils that they will need to pay attention to the activity and time (e.g. *go to bed, 9:15*) and look for the right picture**.**( 2 times)

- Ss work individually tolisten to the recording twice and number.

- Ss compare their answers with their partners.

- Ss share their answers in front of the class.

- Ss listen again to check their answer.

- T gives feeback.

**Key:** 1. d 2. c 3. a 4. b

\* Assessment - Performance products: Student’s answers - Assessment tools: Observation; Questions & Answers, Peer correction

**3.Activity 5. Look, complete and read.**

**-** Get pupils to look at Picture 1. Have them identify the time (*6:00 AM*) in the picture. Elicit the missing words in the answer (six o’clock). Complete the answer.

**-** Repeat the same procedure with Picture 2 (*six thirty*).

**-** Get pupils to look at Picture 3. Elicit the missing words in the question and answer from pupils (*What time;six forty-five*). Then have them complete the gaps (*What time do you go to school? – I go to school at six forty-five.*). Repeat the same procedure with Picture 4 (*go to bed; go to bed; nine fifteen*).

**-** Set a time limit for pupils to complete the exchanges individually, then invite a few pairs to take turns reading the completed exchanges.

**Key:** 1. six o’clock

2. six thirty

3. What time; six forty-five

4. go to bed; go to bed; nine fifteen

\*. Assessment - Performance products: Student's talks and interaction - Assessment tools: Observation; Answer keys

4.**Activity 6. Let’s sing.**

- Ss discover the pictures and read the lyrics.

- Ss listen to the recording and repeat each line twice.

- T shows Ss how to sing the song.

- Sspractise singing and miming the song in groups.

- T invites one or two groups to perform the song.

- T gives comments.

\* Assessment:- Performance products: Student’s interaction and performance

- Assessment tools: Observation; Questions & answers

**Game: Sentence Puzzle**

-Divide the class into groups of four. Give each group a sentence that is broken/ cut into pieces. Ask them to arrange them to make a complete sentence, then read it aloud. The group who makes it first will be the winner.

**5. Warp- up**

- Ask students to answer the following questions:

1. *What have you learnt from the lesson today?*

2. *What are the core values of the lesson?*

**IV. REGULATION**

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***Date of teaching:28/9/2024***

**UNIT 2: TIME AND DAILY ROUTINES**

**Lesson 3: 1,2,3**

**I. DESIRED OBJECTIVES**

- Correctly repeat the sounds of the letters *t* and *d* in isolation, in the words *get* and *bed*, and in the questions *What time do you get up?*and*What timedo you go to bed?*

- Identify the sounds of the letters *t* and *d* in sentences while listening.

- Say the chant with the correct rhythm and pronunciation.

- Show their responsibility by noticing the time and follow the timetable on time.

**II. INSTRUCTIONAL RESOURCES**

- Student’s boo

- Audio tracks

- Teacher’s guide:

- Hoclieu.vn

- Flash cards/ pictures and posters (Unit 2)

- Computer, projector

**III. LEARNING PLAN**

**1. Warm up (5’)**

Greet the class.

- Spend a few minutes revising the previous lesson by inviting two groups of three to the front of the class to take turns singing the song *What time do you go to school?*

- Ask pupils to open their books at page 20 and look at *Unit 2, Lesson 3, Activity 1.*

**2. Activity 1. Listen and repeat.**

**-** Have pupils look at the letter *t*, listen to the recording and repeat the letter until they feel confident. Correct the pronunciation where necessary.

**-** Have pupils point at the word *get,* listen to the recording and repeat the word until they feel confident. Monitor the activity and offer help where necessary.

**-** Get pupils to point at the sentence *What time do you get up?*, listen to the recording and repeat it several times. Then invite a few pupils to stand up to listen to and repeat the sentence.

**-** Repeat Steps 1 to 3 for the letter *d*. Go around the classroom and correct the pronunciation where necessary.

- Give pupils a time limit to practise pronouncing the letters, saying the words, and reading the sentences in pairs or groups.

\* Assessment:- Performance products: Student’s pronunciation

- Assessment tools: Observation; Questions & Answers

**3. Activity 2: Listen and circle**

- Get Ss to read the gapped sentences and guess which option can be chosen to fill in the gaps.

- Ss work individually tolisten to the recording twice and circle correct words.

- Ss compare their answers with their partners.

- Ss share their answers in front of the class.

- Ss listen again to check their answer.

- T gives feeback.

***\* Keys: 1. c      2. a***

\* Assessment: Obsevation, oral assessment.

**4. Activity 3: Let’s chant.**

- Ss discover the picture and read the lyrics.

- Ss listen to the recording and repeat each line twice.

- T shows Ss how to chant and clap hands.

- Sspractise singing and miming the chant in groups.

- T invites one or two groups to perform the chant.

- T gives comments.

\* Assessment:- Performance products: Student’s interaction and performance

- Assessment tools: Observation; Questions & answers

**Game: Spin and say (ppt)**

- Click the needle to start and then again to stop the wheel. Then say aloud the words to practise the target sounds.  
(Teachers can divide class into 2 - 3 groups and let them take turns to spin the wheel (add star for correct answers).

**5. Wrap – up.**

- Ask students to answer the following question:

*What have you learnt from the lesson today?*

(- Correctly pronounce the sound of the letters t and d in isolation, in the words *get* and *bed* and in the correct questions *What time do you get up?* and *What time do you go to bed?*

- Identify the specific information by listening to 2 sentences to identify the target word.)

**IV. REGULATION**

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***Date of teaching:28/9/2024***

**UNIT 2: TIME AND DAILY ROUTINES**

**Lesson 3: 4,5,6**

**I. DESIRED OBJECTIVES**

- Read and match the activities in a paragraph with the clocks showing the corresponding time.

- Complete a paragraph about pupils’ daily routines.

- Draw pictures of their daily routines at home and present them to the class by using the target language.

- Show their responsibility by noticing the time and follow the timetable on time.

**II. INSTRUCTIONAL RESOURCES**

- Student’s boo

- Audio tracks

- Teacher’s guide:

- Hoclieu.vn

- Flash cards/ pictures and posters (Unit 2)

- Computer, projector

**III. LEARNING PLAN**

**1. Warm up:** 5 minutes

Greet the class.

- Spend a few minutes revising the previous lesson by inviting two groups of three to the front of the class to take turns saying the two verses of the chant.

**2.Activities 4. Read and match.**

- Discover 4 the clocks and time on them.

- Get them read the sentences and the paragraph. Model Sentence 1 (clock d).

- Set a time limit for pupils to do the activity independently

**-** Get pupils to swap books with a partner and check their answers.

- Ss share their answers in front of the class.

**-** Invite some pupils to stand up to read the paragraph aloud.

Key: 1. d 2. c 3. b 4. a

\*. Assessment - Performance products: Student's talks and interaction - Assessment tools: Observation; Answer keys

**3.Activity 5. Let’s write.**

**-** Tell pupils what they are going to do. Then get them to read the incomplete paragraph.

- Ask them what the paragraph is about (daily routines). Remind them to pay attention to the contexts of the sentences before completing them with the appropriate information.

**-** Set a time limit for pupils to complete the paragraph independently. Go around the classroom and offer help where necessary.

**-** Get pupils to swap books and check their answers in pairs or groups before checking as a class.

**Suggested answer:**

*I get up at six o’clock. I have breakfast at seven o’clock. I go to school at seven fifteen. What about you? What time do you go to school?*

**4.Activity 6. Project**

**-** Explain that pupils have to show simple pictures of their daily routines (*getting up, having breakfast, etc*.) which they have prepared at home as homework. They will tell the class about their daily routines in the pictures.

**-** Invite a pupil to the front of the class to model the presentation. Help him / her stick pictures of his / her daily routine on the board. Observe and offer help with the presentation language where necessary. Put the key presentation language on the board (*e.g. I get up at six fifteen.*). Have pupils repeat the key presentation language a few times to make them feel confident when they present their daily routines before an audience.

**-** Set a time limit for pupils to work in groups. Each pupil shows his / her pictures to the group and describes his / her daily routine.

**-** Invite a few pupils to the front of the class to present the project. Encourage the class to cheer to praise the good presenters.

**Game: Sentence Puzzle**

- Divide the class into groups of four. Give each group a sentence that is broken/ cut into pieces. Ask them to arrange them to make a complete sentence, then read it aloud.

The group that makes it first will be the winner.

**5. Wrap-up**

- Ask students to answer the following questions:

1. *What have you learnt from the lesson today?*

2. *What are the core values of the lesson?*

**IV. REGULATION**

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