**Week: 04**

**Date of teaching: 30/9/2024**

**Period: 13**

**UNIT 2: TIME AND DAILY ROUTINES**

**Lesson 2 (1-3)**

**I.OBJECTIVES:**

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

1. Knowledges:

- 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.

2. Skills: Listening and speaking

3. Competences:

learning tasks

- Self-control & independent learning: perform listening tasks

4. Attributes:

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

**II. RESOURCES**

- Student’s book: Page 18

- Audio tracks 19, 20

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

- Flash cards/ pictures and posters (Unit 2)

- Computer, projector

**III. PROCEDURE**:

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| --- | --- | --- |
| **Stages/Time** | **Teacher’s activities** | **Student’s activities** |
| **1. Warm up****(5’)****2. Presentation** **(10’)****3. Practice** **4. Production****(3’)****5. Homework****(2’)** | 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 ...?***Activity 1**. Look, listen and repeat. 5 minutesGoal: To understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about the characters’ daily routines. -Ask pupils to look at Pictures a and b and identify the time on the clocks in the pictures. -Ask pupils to look at Picture a. Play the recording for them to listen. -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. -Invite a few pairs to the front of the class to listen to and repeat the sentences in the recording. Draw pupils’ attention to the exchanges *What time* *do 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.**Activity 2.** Listen, point and say. 10 minutesGoal: To correctly say the phrases and use *What time do you \_\_\_\_\_? – I \_\_\_\_\_* *at \_\_\_\_\_.* to ask and answer questions about daily routines. -Have pupils look at the pictures and elicit the activities and the time from them. -Have pupils point at Picture a, listen to the recording, and repeat the phrase (*get up*). Repeat the same procedure with the other three pictures. Have the class repeat the phrases a few times. -Point at the first bubble and have pupils listen and repeat after the recording (*What time do you get up?*). Point at Picture a and have pupils listen and repeat after the recording (I get up at five o’clock.). Repeat the same procedure with the other three pictures. -Set a time limit for pupils to work in pairs, point at the pictures, and practice asking and answering the question *What time do you \_\_\_\_\_? – I \_\_\_\_\_ at \_\_\_\_\_.* Invite a few pairs to the front of the class to take turns pointing at the pictures, asking and answering the question *What time do you \_\_\_\_\_? – I \_\_\_\_\_ at \_\_\_\_\_.***Activity 3.** Let’s talk. Goal: To enhance the correct use of *What time do you \_\_\_\_\_? – I \_\_\_\_\_ at \_\_\_\_\_.* to ask and answer questions about pupils’ daily routines in a freer context. -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.: Game: Magic wheel (ppt)Press *Spin* to play. If pupils have the correct answer, they will be added the same number that shows on the slide. The team with the most scores will be the winner at the end of the game.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.) | -Listen to the techerWhole class/ Individual work-play in group-Whole class/Individualwork-Listen to the T's instruction-IndividualworkWhole class/-Pair work-Listen and repeat- Listen to the T's instructionRepeat IndividualworkListen to the teacherWhole class/ Individual workGroup workPair workListen to the teacherGroup workGroup workWhole classPair work- Listen to the T's instruction.-play in groupWhole class/ Individual work |

**Adjustments (if necessary):**

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**Week: 04**

**Date of teaching: 1/10/2024**

**Period: 14**

**UNIT 2: TIME AND DAILY ROUTINES**

**Lesson 2 (4**

**I.OBJECTIVES:**

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

1. Knowledges:

- 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.

2. Skills: Listening and speaking

3. Competences:

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

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

4. Attributes:

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

**II. RESOURCES**

- Student’s book: Page 19

- Audio tracks 21, 22

- Teacher’s guide: Pages 37, 38, 39

- Flash cards/ pictures and posters (Unit 2)

- Computer, projector

**III. PROCEDURE**:

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| --- | --- | --- |
| **Stages/Time** | **Teacher’s activities** | **Student’s activities** |
| **1. Warm up****(5’)****2. Presentation** **(10’)****3. Practice** **4. Production****(3’)****5. Homework****(2’)** | 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 \_\_\_\_.***Activity 4.** Listen and number. 5 minutesGoal: To listen to and understand four communicative contexts in which pupils ask and answer questions about daily routines and number the correct pictures. -Have pupils look at the pictures. Elicit the activities and the time in the pictures. Draw pupils’ attention to the boxes at the bottom right-hand corners of 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. -Play the recording of the other dialogues and get pupils to number the pictures. Set a time limit for pupils to swap books with a partner and check the answers before checking as a class. Correct the answers where necessary.**Activity 5**. Look, complete and read. 10 minutesGoal: To complete four gapped exchanges with the help of picture cues. -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**Activity 6**. Let’s sing. 8 minutesGoal: To sing the song *What time do you go to school?* with the correct pronunciation, rhythm, and melody. -Have pupils read the lyrics to familiarize themselves with the questions and answers. Check comprehension and give feedback. -Have pupils listen to the whole song, drawing their attention to the pronunciation, rhythm, and melody. Encourage them to point at the pictures to reinforce their understanding. -Play the recording of the song again, once or twice, for pupils to listen and repeat line by line and do related actions, e.g. using a finger to trace the words or clapping hands. -When pupils feel confident and are familiar with the tune and melody, ask them to sing the whole song while doing actions or clapping hands. Invite a few groups to the front of the class to sing the song and do the actions. The class may sing along to reinforce the activity.Game: Sentence PuzzleDivide 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.- 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?*  | -Listen to the techerWhole class/ Individual work-Whole class/Individualwork-Listen to the T's instruction-IndividualworkWhole class/- Listen to the T's instructionWhole class/ Individual workGroup workListen to the teacherGroup workGroup workWhole classsing the whole song- Listen to the T's instruction.-play in groupWhole class/ Individual work |

**Adjustments (if necessary):**

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**Week: 04**

**Date of teaching: 1/10/2024**

**Period: 15**

**UNIT 2: TIME AND DAILY ROUTINES**

**Lesson 3(1-3)**

**I.OBJECTIVES:**

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

1. Knowledges:

- 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 time* *do 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.

2. Skills: Listening and speaking

3. Competences:

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

- Self-control & independent learning: perform learning task, solve problems

4. Attributes:

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

**II. RESOURCES**

- Student’s book: Page 20

- Audio tracks 23, 24, 25

- Teacher’s guide: Pages 39, 40

- Flash cards/ pictures and posters (Unit 2)

- Computer, projector

**III. PROCEDURE:**

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| --- | --- | --- |
| **Stages/Time** | **Teacher’s activities** | **Student’s activities** |
| **1. Warm up****(5’)****2. Presentation** **(10’)****3. Practice** **4. Production****(3’)****5. Homework****(2’)** | 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* **Activity 1**. Listen and repeat. 5 minutesGoal: To 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 time* *do you go to bed?* -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.**Activity 2.** Listen and circle. 10 minutesGoal: To identify the sounds of the letters *t* and *d* in sentences while listening. -Have pupils read the incomplete sentences. Explain that they must listen to the recording and circle the correct options to complete the sentences. Check comprehension. -Play the recording and have pupils listen and circle the correct options. Then get pupils to swap books with a partner to check their answers before checking as a class. Correct the answers where necessary. -Invite a few pupils to stand up and read the completed sentences. Remind the class how to stress the target sentences.A**ctivity 3.** Let’s chant. 8 minutesGoal: To say the chant with the correct rhythm and pronunciation. -Have pupils scan the chant, and elicit the words ending with *t* and *d* in the lines (*get, bed*). Check pupils’ comprehension of the chant. -Play the recording. Get pupils to listen to and repeat the first verse, line by line. Show them how to chant and clap hands. -Play the recording of the first verse again for pupils to do choral and individual repetition. -Repeat Steps 2 and 3 for the second verse of the chant. Go around the classroom and offer help where necessary.Extension: If there is enough time, divide the class into two groups to take turns chanting and clapping hands. Each of the groups should sing one verse of the chant. Then invite some groups to the front of the class to chant and clap.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).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.) | Listen to the techerWhole class/ Individual work-Whole class-Listen to the T's instructionlisten to the recording and repeat the letterIndividualWhole class/-Pair work-Listen and repeat- Listen to the T's instructionpractise pronouncing the letters Listen to the teacherlisten and circle the correct optionsWhole class/ Individual worklisten to and repeat the first verse, line by lineListen to the teacherWhole class- Listen to the T's instruction.-play in groupWhole class/ Individual work |

**Adjustments (if necessary):**

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**Week: 04**

**Date of teaching: 27/9/2023**

**Period: 16**

**UNIT 2: TIME AND DAILY ROUTINES**

**Lesson 3(4-6)**

**I.OBJECTIVES:**

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

1. Knowledges:

- 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.

2. Skills: Listening ,speaking, writing, reading

3. Competences:

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

- Self-control & independent learning: perform presentation skill

4. Attributes:

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

**II. RESOURCES**

- Student’s book: Page 21

- Teacher’s guide: Pages 41, 42

- Flash cards/ pictures and posters (Unit 2)

- Computer, projector

**III. PROCEDURE**:

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| --- | --- | --- |
| **Stages/Time** | **Teacher’s activities** | **Student’s activities** |
| **1. Warm up****(5’)****2. Presentation** **(10’)****3. Practice** **4. Production****(3’)****5. Homework****(2’)** | 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.**Activity 4**: Read and match 5 minutesGoal: To read and match the activities in a paragraph with the clocks showing the corresponding time. -Have pupils read the paragraph, the sentences, and the time on the clocks. Tell them to scan the paragraph for the appropriate time for the activities. Model Sentence 1 (clock d). -Set a time limit for pupils to do the activity independently. Go around the classroom and offer help where necessary. -Get pupils to swap books with a partner and check their answers before checking as a class. -Invite some pupils to stand up to read the paragraph aloud.Key: 1. d 2. c 3. b 4. A**Activity 5.** Let’s write. 10 minutesGoal: To complete a paragraph about pupils’ daily routines. -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?**Activity 6.** Project 8 minutes -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 PuzzleDivide 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.- 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?*  | -Listen to the techerWhole class/ Individual work-Whole class/Individualwork-Listen to the T's instruction-IndividualworkWhole class/do the task independently- Listen to the T's instructionIndividualworkListen to the teacherWhole class/ Individual workGroup workListen to the teacherIndividual work Whole classwork in groups Listen to the T's instruction.-play in groupListen to the teacher |

**Adjustments (if necessary):**

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