

WEEK 19- Period: 73

Date of planning: 31/12

Date of teaching: 4a1, 4a2(02/01); 4a3, 4a4(03/01); 4a5(04/01)

UNIT 11:WHAT TIME IS IT?

Lesson 2 (1-2-3)

I. Objectives:

By the end of the lesson Ss will be able to ask and answer questions about daily routines.

II. Language focus:

- Vocabulary: get up, have breakfast, have dinner, go to bed.
- Structures: **What time do you ...?I ... at + (time).**

III. Resources:

- Teacher's: Pictures, recording, posters...
- Students': Book, notebook

IV. Procedure:

<i>Teacher's work</i>	<i>Students' activities</i>
<i>1. Warm up.</i> - Spend a few minutes revising the previous lesson by calling some pupils to the front of the class to sing the song What time is it?	- Individuals

<p>2. Look, listen and repeat.</p> <ul style="list-style-type: none"> -Tell pupils that they are going to learn to ask and answer questions about daily routines. -Ask pupils to look at the pictures to identify the context in which the language is used. Focus the all the picture -Check comprehension, -Play the recording more than once, if necessary, for pupils to listen and repeat. Do choral and individual repetition. Pointing to the characters speaking. -Play the recording again for pupils to listen and repeat 	<ul style="list-style-type: none"> - Whole class - pairs - Individuals
<p>3. Point and say</p> <ul style="list-style-type: none"> -Tell pupils that they are going to practise asking and answering questions about the time for daily activities. -Have them look at the bubbles to understand how to ask and answer questions about what people are doing. -Ask pupils to look at the four pictures to identify what time do the pupils do the activities in each picture. -Point to the first picture and model the task with one pupil, using the sentences In the bubbles and the phrase under the picture. (T-P). Ask pupils to say the question and answer chorally and individually. Repeat the same procedure with the rest of the pictures. -Ask pupils to practise in pairs, one asking the question and the other giving the answer, using the prompts in the bubbles and the pictures. -Select some pairs to demonstrate the task in front of 	<ul style="list-style-type: none"> - Whole class - Individuals

<p>the class.</p> <p>Language note: We use o'clock to refer to an exact hour</p>	<p>- Pairs</p>
<p>4. Let's talk.</p> <p>-Tell pupils that they are going to revise what they have learnt in Lesson 1 and Lesson 2.</p> <p>-Have them work in pairs: one pupil asks the questions</p> <p style="text-align: center;"><i>What time is it?</i></p> <p style="text-align: center;"><i>What time do you _?</i></p> <p>and the other gives the answers. Then they swap roles.</p> <p>-Call on a few pairs to act out the dialogue in front of the class. Correct the pronunciation, if necessary.</p> <p>-If there is enough time, ask some pupils to talk about their daily routines, e.g. I get up at six o'clock. I have breakfast at six thirty and I go to school at seven o'clock, etc...</p>	<p>Individuals</p> <p>Pairs</p> <p>Groups</p>
<p>5. Homelink:</p> <p>-Learn by heart the new words and model sentence.</p> <p>-Be ready for lesson 2: 4,5,6</p>	<p>Individuals</p>

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UNIT 11:WHAT TIME IS IT?

Lesson 2 (4-5-6)

I. Objectives:

By the end of the lesson Ss will be able to listen to the CD and number the pictures. Look at the pictures and write about the pictures.

II. Language focus:

- Vocabulary: Review
- Structures: Review

III. Resources:

- Teacher's: Pictures, recording, posters, puppets...
- Students': Book, notebook

IV. Procedure:

<i>Teacher's work</i>	<i>Students' activities</i>
<i>1. Warm up.</i> - Spend a few minutes revising the previous lesson by asking some pupils to go to the front of the class and talk about their daily routines.	- Whole class