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| <p>2. Listen and draw the time</p> <ul style="list-style-type: none"> - Tell pupils that they are going to listen to Tom's daily routine and draw the hands of the clocks. - Focus their attention on the pictures and discuss With them what Tom does every day. Then tell them to look at the clock in each picture and explain that they have to draw the hands to show the time. Check understanding. - Play the recording more than once. if necessary. Tel: pupi's that they should focus on the times the activities happen. - Get them to swap their answers before you check as a class. Monitor the activity and offer help. if necessary. <p>Key: b -7.30 c-8.15 d 8.00 e 9,00</p> | <ul style="list-style-type: none"> - Whole class - Individual - Pair work |
| <p>3. Draw and write the time .</p> <ul style="list-style-type: none"> - Tell pupils that they are going to draw the time and write about their daily routines. - First, ask them to look at the questions and identify what daily routines they are going to write about. Then have them draw the hands of the clocks to show the times they usually do these activities. Finally, get them to write the answers to the questions, using the clocks they have just drawn. Check understanding. - Set a time limit for pupils to do the task independently. Go around and offer help, if necessary. <p>- Get them to swap their answers before checking as a</p> | <ul style="list-style-type: none"> - Whole class - Individual, |

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| class. | - Pair work |
| <p>4. Let's play.</p> <ul style="list-style-type: none"> - Tell pupils that they are going to play the game Pass the secret! Follow the procedure in Games in Introduction. - Divide the class into groups of six or seven. Ask them to sit in circles. Pupil 1 in each circle whispers a sentence to Pupil 2, e.g. I get up at six o'clock. Then Pupil 2 whispers the same sentence to Pupil 3. Continue until the last pupil has heard the sentence and said it aloud. The group that says the sentence correctly in the shortest time will win the game. - Call on one group to act out the game in front of the class. | <ul style="list-style-type: none"> - Whole class - Group work |
| <p>5. Homelink:</p> <ul style="list-style-type: none"> -Learn by heart the new words and model sentence. -Be ready for lesson 3 | Individuals |

WEEK 19- Period: 75

Date of planning: 31/12

Date of teaching: 4a1, 4a2, 4a3, 4a4(04/01), 4a5(05/01)

UNIT 11:WHAT TIME IS IT?

Lesson 3 (1-2-3)

I. Objectives:

By the end of the lesson Ss will be able to pronounce the sounds of the letters **oo /u/** and **oo /u:/** in the words **cook, book, noon, school** respectively.

II. Language focus:

- Vocabulary and structures: Review
- Phonics: **cook, book, noon, school**

III. Resources:

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

IV. Procedure:

| <i>Teacher's work</i> | <i>Students' activities</i> |
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| <p>1. Warm up.</p> <p>-Spend a few minutes revising the previous lesson by getting some pupils to play the game Pass the secret! You may also ask them to do a dictation, using some</p> | <p>- Whole class</p> |

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| <p>sentences learnt in the previous lessons (e.g. Mai gets up at six o'clock. She has breakfast at 6.15. She goes to school at 6.30. In the evening she watches TV at eight and goes to bed at 9.45.).</p> | |
| <p>2. Listen and repeat.</p> <ul style="list-style-type: none"> - Tell pupils that they are going to practise saying the sounds of the letters oo in the words cook book noon and school respectively. - First, put the letters oo on the board. Play the recording and ask pupils to repeat the sounds a few times. Then write the words cook, book, noon and school and the four sentences on the board, Play the recording more than once, if necessary, and let pupils say the words and the sentences, paying attention to the target sounds. - Do choral and individual repetition of the sounds, words and sentences until pupils feel confident. - Get some pupils to say the words and sentences. Check as a class and correct the pronunciation, if necessary. | <ul style="list-style-type: none"> - Whole class - Individuals - Pairs - Groups |
| <p>3. Listen and write. Then say aloud.</p> <ul style="list-style-type: none"> - Tell pupils that they are going to listen to the recording and write the words in the blanks of the sentences. - Give the class a few seconds to read the sentences in silence and guess the words to fill in the blanks. - Have pupils listen to the recording and write the appropriate words in the blanks. Play the recording more than once, if necessary. - Have them swap their answers before checking as a | <ul style="list-style-type: none"> - Whole class - Individuals |