**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:**

|  |  |
| --- | --- |
| ***Teacher’s work*** | ***Students’ activities*** |
| ***1. Warm up.***  ***-*** 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 |
| ***2. Look, listen and repeat.***  -Tell pupils that they are going to learn to ask and answer questions about daily routines.  -Ask pupils to look at the pictures to identity 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 | - Whole class  - pairs  - Individuals |
| ***3. Point and say***  -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 the class.  **Language note**: We use o’clock to refer to an exact hour | - Whole class  - Individuals  - Pairs |
| ***4. Let’s talk.***  -Tell pupils that they are going to revise what they have learnt in Lesson 1 and Lesson 2.  -Have them work in pairs: one pupil asks the questions ***What time is it?***  ***What time do you \_?***  and the other gives the answers. Then they swap roles.  -Call on a few pairs to act out the dialogue in front of the class. Correct the pronunciation, if necessary.  -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... | Individuals  Pairs  Groups |
| ***5. Homelink:***  -Learn by heart the new words and model sentence.  -Be ready for lesson 2: 4,5,6 | Individuals |

**WEEK 19- Period: 74**

*Date of planning: 31/12*

*Date of teaching: 4a1, 4a2(02/01); 4a3, 4a4(03/01); 4a5(05/01)*

**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:**

|  |  |
| --- | --- |
| ***Teacher’s work*** | ***Students’ activities*** |
| ***1. Warm up.***  - 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 |
| ***2. Listen and draw the time***  -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 Torn 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.  Key: b -7.30 c-8.15 d 8.00 e 9,00 | - Whole class  - Individual  - Pair work |
| ***3.* Draw and write the time .**  - 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.  - Get them to swap their answers before checking as a class. | * Whole class   - Individual,  - Pair work |
| ***4. Let’s play.***  - 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. | - Whole class  - Group work |
| ***5. Homelink:***  -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:**

|  |  |
| --- | --- |
| ***Teacher’s work*** | ***Students’ activities*** |
| ***1. Warm up.***  -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 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 630.in the evening she watches TV at eight and goes to bed at 9.45.). | - Whole class |
| ***2. Listen and repeat.***  - 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. | - Whole class  - Individuals  - Pairs  - Groups |
| ***3.* Listen and write. Then say aloud.**  - 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 class. Then ask pupils to read the sentences aloud. Go around and offer help, if necessary.  ***Key: 1 book 2 school 3 cook 4 noon*** | - Whole class  - Individuals  - Pair work  - Groups |
| ***4. Let’s chant***  -Tell pupils that they are going to say the chant. Follow the procedure in Teaching the unit Components in Introduction.  - Have them read the chant and check comprehension. • Play the recording a few times for pupils to do choral and individual repetition. Show them how to chant and do actions.  - Put the class into two groups to practise chanting and doing actions. Each of the groups should sing one verse of the chant. Go around and offer help, if necessary.  - Call two pairs to the front of the class to chant and do actions. The rest of the class claps along to the rhythm. | - Whole class  - Individuals  - Groups  - Pair work |
| ***5. Homelink:***-Learn by heart the new words and model sentence.  -Be ready for lesson 3: 4,5,6 | Individuals |

**WEEK 19- Period: 76**

*Date of planning: 31/12*

*Date of teaching: 4a1, 4a2, 4a3, 4a4,4a5 (06/01)*

**UNIT 11:WHAT TIME IS IT?**

**Lesson 3 (4-5-6)**

**I. Objectives:**

By the end of the lesson Ss will be able to read and write about their Daily time activities.

**II. Language focus:**

**-** Vocabulary and structures: Review

**III. Resources:**

**-** Teacher’s: Pictures

**-** Students’: Book, notebook

**IV. Procedure:**

|  |  |
| --- | --- |
| ***Teacher’s work*** | ***Students’ activities*** |
| ***1. Warm up.***  -Spend a few minutes revising the previous lesson. Get two pairs of pupils to go to the front of the class to say the chant What time do you go to school? | Individuals |
| ***2.* Read and tick.**  -Tell pupils that they are going to read the text about Phong's daily routine and complete the sentences.  - Get them to read the sentences. Tell them that they have to fill in the blanks with the times that Phong does the activities. Then ask them to read the text and find the appropriate times/ words to fill the gaps. If necessary, get pupils to work in pairs or small groups.  - Give pupils time to do the task independently. Go around and offer help, if necessary.  - Get them to swap their answers before checking as a class. If there is enough time, have some pairs ask and answer questions about Phong's daily activities (e.g. What time does he get up? What time does he go to school? What time does he go to bed?) ***Key: 1. 7 a.m./seven 2. 5/five (o'clock)***  ***3. has dinner 4. goes to bed*** | - Whole class  - Pairs  - Groups  - Individuals |
| ***3.* Write about the picture.**  -Tell pupils that they are going to write a short paragraph about Linda's daily routine, using the picture cues.  - Have them work in pairs or groups to discuss what they are going to write. Focus pupils on what activities Linda does and the time she does these activities by looking at the clock. Remind them to write the verbs i n the third person singular (e.g. has breakfast, goes to school, watches TV, goes to bed). Check comprehension.  - Give pupils time to do the task independently. Go around and offer help, if necessary.  - Get them to swap their answers before checking as a class.  - If there is time, ask one pupil to write the paragraph on the board.  ***Key: She has breakfast at six forty-five. She goes to school at seven. She watches TV at eight thirty. And she goes to bed at nine fifteen.*** | - Individual  - Pair work |
| ***4. Project.***  - Tell the class that they are going to do a project about their daily routine.  - Give each pupil a card. Have pupils copy the table from the book onto their cards.  - Give them time to write the information about themselves.  - Get pupils to swap their cards in pairs. They should look at their partners' cards and describe their daily routines.  - Call some pupils to the front of the class to tell the class about their partners. To make the activity more challenging, you may ask them not to look at the cards | - Individuals  - Whole class |
| ***5. Homelink:***  -Learn by heart the new words and model sentence.  -Be ready for unit 12 -lesson 1 1,2 | - Individuals |