**Week 2**  **UNIT 2: I ALWAYS GET UP EARLY. HOW ABOUT YOU?**

**Period 7**  **Lesson 1 (1-2-3)**

**I. Objectives:**

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

**1. Knowledge:**

- Ask and answer questions about someone’s daily routine

- Sentence Patterns: What do you do \_\_\_\_\_?

  I always / usually **/** often / sometimes \_\_\_\_\_.

**-** Vocabulary**:** always brush my teeth, usually do morning exercise, often cook dinner, sometimes watch TV

**2. Skills:**

-Speaking skill

1. **Attitude/ Quality:**

- Be confident in communicating with friends/ teachers.

- Should have good habits.

- Love themselves.

**4. Forming competence:**

- Co-operation (ready to help friends in pair work/ groupwork).

- Self-study (can perform individual tasks and solve problems by themselves).

- Use language to talk about daily routine.

**II. Methods:** Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

**III. Preparation.**

1. Teacher’s preparation: CDs player, stereo, book.

2. Student’s preparation: Students’ aids:books, notebooks, workbooks.

**IV. Procedures**

|  |  |  |
| --- | --- | --- |
| **Content** | **Teacher’s activities** | **Student’s activities** |
| **A. Warm up**(5’)**B. New lesson**(30’)**C. Production**(3’)**D. Homework**(2’) | - Get pupils to sing the song: *The wheel on the bus.*- Lead into new lesson*1. Look, listen and repeat. (10‘)*- Ask pupils to look at the picture to point at each character and elicit their answers to the questions:*Who’s this? What’s he doing? Who’s he talking with online? What does he do in the morning? What does he do after school/in the afternoon?* - Play the recording for pupils to listen to the tape- Play the recording again and ask them to repeat a few times.- Explain new words: *address, tower.* - Say aloud the words, then ask pupils to repeat the words a few times- Have pupils write down the new words into their notebook- Ask pupils to practice in pairs to practice the dialogue.- Go round and check pupils can repeat and understand the dialogue.- Check some pairs. Ask other pupils to give comments.- Give comments.*2. Point and say. (20 minutes)*- Tell the class that they are going to practice asking and answering questions about someone’s daily routines, using: \* Structure: *What do you do in the morning/afternoon/evening?* *🡪 I always/usually/often/ sometimes ...*- Introduce new words: *brush my teeth), often, do morning exercise, cook dinner, sometimes, never.*- Say aloud for pupils to repeat it. - Ask pupils to write down the new words and the structure in their notebook.- Have pupils practice asking and answering in pairs.- Call some pairs to practice in front of the class- Give feedback and correct mistakes of pronunciation.*3. Let’s talk*- Tell the class that they are going to practice further by asking and answering questions about someone’s daily routines.- Get pupils time to work in pairs to ask and answer, using the structure*.*- Invite a few pairs to act out their conversations in front of the class.- Give feedbacksummary the lesson- Tell pupils to read the part 1 again.- Do exercises in work book, learn by heart the new words and the structure. | - Sing the song- Look at the pictures and give the answers- Listen carefully- Listen and repeat- Repeat the words.- Write down- Work in pairs.- Practice in front of class. Others gives comments- Listen to the T's instruction.- Repeat.- Write down.- Work in pairs- Practice in front of the class- Listen to the T's instruction.- Practice in pairs- Act out in front of class- Listen and remember- Take note. |

**Week 2**  **UNIT 2: I ALWAYS GET UP EARLY. HOW ABOUT YOU?**

**Period 8**  **Lesson 1 (4-5-6)**

**I. Objectives:**

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

**1. Knowledge:**

- Ask and answer questions about someone’s daily routine

- Listen and tick the correct pictures.

- Read and complete the gapped paragraph with the words provided.

- Sing the song This is the way we do things.

- Sentence Patterns: Revision

- Vocabulary: The song lyrics

**2. Skills:**

-Speaking, listening and reading skill

**3**. **Attitude/ Quality:**

- Be confident in communicating with friends/ teachers.

- Should have good habits.

- Love themselves.

**4. Forming competence:**

- Co-operation (ready to help friends in pair work/ groupwork).

- Self-study (can perform individual tasks and solve problems by themselves).

- Use language to talk about daily routine.

**II. Methods:** Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

**III. Preparation.**

1. Teacher’s preparation: CDs player, stereo, book.

2. Student’s preparation: Students’ aids:books, notebooks, workbooks.

**IV. Procedures**

|  |  |  |
| --- | --- | --- |
| **Content**  | **Teacher’s activities** | **Students’ activities** |
| **A. Warm up**(5’)**B. New lesson**(30’)**C. Production**(3’)**D. Homework**(2’) | - Invite three pupils to act out the story in activity 1.- Call two pairs of pupils to ask and answer questions about their daily routines, using: *What do you do in the morning/ afternoon/ evening? 🡪I always/ usually/ often/ sometimes ...*- Lead into new lesson.*4. Listen and tick. (10 minutes)***-** Tell pupils that they are going to listen to the recording and tick the correct pictures.- Ask pupils to look at the pictures to identify the characters and their activities.- Play the recording the second time for pupils to listen and tick the pictures.- Ask pupils to give answers- Play the recording again for pupils to listen and check- Give correct answers.Key: 1 c 2 b 3 b 4 a*5. Read and complete. (10 minutes)***-** Tell pupils that they are going to read and fill the gaps with *like, do, TV, play and usually*.- Give time for pupils to read the text and the words in the box. Tell them to focus on the context to select the appropriate words from the box. - Ask pupils to do the task independently.- Go around and offer help, if necessary.- Ask pupils to give answers and other pupils to give comments.- Give correct answers.\*Key: 1 do 2 usually 3 play  4 TV 5 like*6. Let’s sing (10 minutes)*- Tell pupils that they are going to sing the *This is the way we do things* song. - Get pupils to read the lyrics in silence. Check their comprehension. - Play the recording all the way through for pupils to get familiarized with the pronunciation, the stress, the rhythm and the intonation of the song. - Play the recording again, pausing after each line for pupils to repeat. - Play the recording once more for pupils to repeat the whole song.- Then have them practice in groups.- Call on some groups to sing the song in front of the class. The rest of the class clap their hands at rhythms.- Summary the lesson **-** Tell pupils to do exercises in work book- Ask pupils to practice singing at home | - Act out in front of class.- Ask and answer.- Listen to the T's instruction.- Look at the pictures**-** Listen and tick.**-** Give the answers.**-** Listen and check- Listen to the T's instruction.- Read - Do the task- Give answers and other pupils give comments.- Listen to the T's instruction.- Read - Listen and repeat.- Listen and repeat once more. - Work in groups- Sing and clap the hands at rhythms.- Listen and remember.-Take note |

**Week 3**  **UNIT 2: I ALWAYS GET UP EARLY. HOW ABOUT YOU?**

**Period 9**  **Lesson 2 (1-2-3)**

**I. Objectives:**

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

**1.Knowledge:**

 - Ask and answer questions about frequency

- Pupils can ask and answer questions about frequency.

- Sentence Patterns: How often do you \_\_\_\_? − I \_\_\_\_ every day / once / twice a week / month.

- Vocabulary: study with a partner, go to the library, go ﬁshing, ride a bicycle to school every day, once a week, once a month, twice a week

**2. Skills:**

 - Listening and speaking.

**3. Attitude/ Quality:**

- Be confident in communicating with friends/ teachers.

- Should have good habits.

- Love themselves.

**4. Forming competence:**

- Co-operation (ready to help friends in pair work/ groupwork).

- Self-study (can perform individual tasks and solve problems by themselves).

- Use language to talk about frequency.

**II. Methods:**

- Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

**III. Preparation.**

1. Teacher’s preparation: CDs player, stereo, book.

2. Student’s preparation: Students’ aids:books, notebooks, workbooks.

**IV. Procedures**

|  |  |  |
| --- | --- | --- |
| **Content**  | **Teacher’s activities** | **Student’s activities** |
| **A.Warm up**(5’)**B. New lesson**(30’)**C. Production**(3’)**D. Homework**(2’) | - Get the class to the *This is the way we do things* song.- Lead into new lesson*1. Look, listen and repeat. (10’)*- Introduce picture and ask some questions about the situations in the picture:*What’s his/her name? What’s he/she talking about? What kind of information is Linda looking for?* *-* Explain new word: *surf, looking for, information, kind, project.*- Say aloud the word, then ask pupils to repeat the word a few times- Play the recording and ask pupils to look at their book and listen to the tape- Play the recording again and ask them to repeat a few times.- Have pupils write down the new words into their notebook- Ask pupils to work in pairs to practice the dialogue.- Go around and check pupils can repeat and understand the dialogue.- Check some pairs. - Others give comments.- Give comments.*2. Point and say. (13 minutes)*- Tell the class that they are going to practice asking and answering questions about frequency, using: \* Structure: *How often ...? I ... every day/once/twice ... a week/a month.* *-* Explain new words: *far, busy, quiet, crowded and pretty.* - Say aloud the structure and the words, then ask pupils to repeat the word a few times- Call some pupils to read aloud the structure and the words.- Ask pupils to write down them into their notebook.- Ask pupils to work in pairs, then point at the pictures to ask and answer using the structure.- Call some pairs to practice in front of the class.- Give feedback and correct mistakes of pronunciation*3. Let’s talk (7 minutes)*- Tell the class that they are going to practice further by talking about their daily routines and how often they do something, using:*+ What do you do ...? I usually ...* *+ How often ...? I ... once/twice ... a week/a month.*- Set a time limit for the class to practice talking in pairs. Tell them to answer the questions with information about themselves.- Go around the class and offer help, if necessary.- Call a few pairs to act out the dialogue in front of the class.- Give feedback.- Summary the lesson- Tell pupils to read the part 1 again.- Do exercises in work book, learn by heart the new words and the pattern. | - Sing the song- Look, listen and answer the questions.- Listen and repeat- Listen.- Listen and repeat- Write- Work in pairs.- Practice in front of class.- Give comments- Listen to the T's instruction.- Listen and repeat - Read aloud **-** Write down- Work in pairs- Practice in front of class - Listen to the T's instruction.- Practice in pairs- Act out in front of class- Listen- Take note |

**Week 3**  **UNIT 2: I ALWAYS GET UP EARLY. HOW ABOUT YOU?**

 **Period 10**  **Lesson 2 (4-5-6)**

**I. Objectives:**

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

**1. Knowledge:**

- Ask and answer questions about frequency

- Listen and number the pictures.

- Write about their daily routines, using the guiding questions.

- Do the crossword puzzle.

- Sentence Patterns: Revision

- Vocabulary: Revision

**2. Skills:**

 - Listening, writing and speaking.

**3. Attitude/ Quality:**

- Be confident in communicating with friends/ teachers.

- Should have good habits.

- Love themselves.

**4. Forming competence:**

- Co-operation (ready to help friends in pair work/ groupwork).

- Self-study (can perform individual tasks and solve problems by themselves).

- Use language to talk about frequency.

**II. Methods:**

- Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

**III. Preparation.**

1. Teacher’s preparation: CDs player, stereo, book.

2. Student’s preparation: Students’ aids:books, notebooks, workbooks.

**IV. Procedures**

|  |  |  |
| --- | --- | --- |
| **Content**  | **Teacher’s activities** | **Student’s activities** |
| **A.Warm up**(5’)**B. New lesson**(30’)**C. Production**(3’)**D. Homework**(2’) | - Have two pairs of pupils ask and answer the questions: *How often ...? I ... every day/once/twice ... a week/a month*- Lead into new lesson*4. Listen and number. (10 minutes)***-** Tell the class that they are going to listen and number the pictures.- Ask pupils to look at the pictures and identify the characters and their activities.- Play the recording twice for pupils to listen and number.- Ask pupils to give answers- Play the recording again for pupils to listen and check- Give correct answers\* Key: a 4 b 1 c 2 d 3*5. Write about your daily routines. (10‘)***-** Tell the class that they are going to write about their daily routines.- Give pupils a few seconds to read the questions in silence and check their understanding.- Give pupils time to do the task.- Call some pairs to read aloud their answers in front of the class.- Ask other pupils to give feedback.- Give the correct answers.\* Key:*6. Let’s play (10 minutes)**-* Tell pupils that they are going to complete a crossword puzzle.- Get pupils to look at the crossword puzzle and the pictures and ask them to think of adverb that describes it - Tell pupils to check whether the spelling fits the letters/boxes in the puzzle.- The first pupil who completes the puzzle correctly is the winner. - Copy the crossword puzzle on the board and invite two pupils to complete it. Ask them to read out the words for the class to repeat.\*Key: *1 get dressed 2 cook dinner* *3 have lunch 4 do homework* *5 go home 6 go to bed**7 listen to music* *8 get up* *9 go to school*- Summary the lesson- Tell pupils to do exercises in work book at home. | - Ask and answer. - Listen to the T's instruction.**-** Look and identify**-** Listen and number**-** Give the answers.**-** Listen and check.- Listen to the T's instruction.- Read the questions - Do the task- Read aloud- Other pupils give feedback- Listen to the T's instruction.- Look and think**-** Write the answer and read- Listen and remember - Take note |

**Week 3**  **UNIT 2: I ALWAYS GET UP EARLY. HOW ABOUT YOU?**

**Period 11**  **Lesson 3 (1-2-3)**

**I. Objectives:**

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

**1. Knowledge:**

- Pronounce the words with the stress on the first syllable: 'always, 'usually, 'often, 'sometimes.

- Listen and circle the correct letters showing the words filling the gapped sentences.

- Say the chant: What do you do in the morning?

- Sentence Patterns: Revision

- Vocabulary: Revision

**2. Skills:** - Listening, and speaking skills

**3. Attitude/ Quality:**

- Be confident in communicating with friends/ teachers.

- Should have good habits.

- Love themselves.

**4. Competences:**

- Co-operation (ready to help friends in pair work/ group work).

- Self-study (can perform individual tasks and solve problems by themselves).

- Use language to pronounce the stress of frequency words through doing listening task and read the chant.

**II. Methods:**

- Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

**III. Preparation.**

1. Teacher’s preparation: CDs player, stereo, book.

2. Student’s preparation: Students’ aids:books, notebooks, workbooks.

**IV. Procedures**

|  |  |  |
| --- | --- | --- |
| **Content**  | **Teacher’s activities** | **Student’s activities** |
| **A.Warm up**(5’)**B. New lesson**(30’) **C. Production**(3’)**D. Homework**(2’) | - Invite some pupils to read their answers in Lesson 2, Activity 5.- Lead into new lesson*1. Listen and repeat. (10 minutes)***-** Tell the class that they are going to practice saying two-syllable words with the stress on the first syllable: 'always, 'usually, 'often and 'sometimes.- Put the words on the board with the stress marks and say them a few times.- Ask pupils to look at their book, then play the recording for pupils to listen and repeat.- Ask pupils to read the words and sentences until pupils feel confident. - Get some pupils to say the words and sentences in front of the class. - Correct mistakes of pronunciation.*2. Listen and circle a or b. Then say the sentences aloud.(10 minutes)***-** Tell pupils that they are going to listen to the recording, circle a or b to complete the sentences.- Give them a few seconds to read the sentences in silence and guess the words to fill the gaps.- Play the recording twice for pupils to listen, circle a or b.- Play the recording again for pupils to listen and check. Ask the class to read the sentences aloud.- Give the correct answers.\* Key: 1 a 2 b 3 a 4 b*3. Let’s chant (10 minutes)**-* Tell pupils that they are going to say the chant: *What do you do in the morning?* - Play the recording all the way through for pupils to listen and follow in their books.- Play the recording again, pausing after each line for pupils to repeat.- Play the recording once more for pupils to repeat the whole chant, show pupils how to chant and do the actions- Get pupils to work in pairs to practice chanting and doing the action.- Invite some pairs to say the chant and do actions in front of the class- Give feedback.- Ask the whole class to say the chant and clap along to the rhythm of the chant. - Summary the lesson- Tell pupils to practice chanting again at home. | - Read- Listen to the T's instruction.- Listen to the recording and repeat- Read individual- Practice in front of class- Listen to the T's instruction.- Read and guess- Listen and circle.- Listen and check, then read the sentences aloud.- Listen to the T's instruction.- Listen and follow in the book- Listen and repeat - Listen, repeat and do the actions- Chant in pair- Chant in front of class- Say and clap along to the rhythm of the chant- Listen and remember- Take note |

**Week 3**  **UNIT 2: I ALWAYS GET UP EARLY. HOW ABOUT YOU?**

**Period 12 Lesson 3 (4-5-6)**

**I. Objectives:**

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

**1. Knowledge:**

- Pronounce correctly the stress of the two syllable adverbs

- Read the paragraph, and answer the questions.

- Write about their days, using the writing frame.

- Interview two classmates about their daily routines.

- Colour the stars showing their English competences.

**2. Skills:**

- Listening, reading, writing and speaking skills

**3. Attitude/ Quality:**

- Be confident in communicating with friends/ teachers.

- Should have good habits.

- Love themselves.

**4. Competences:**

- Co-operation (ready to help friends in pair work/ group work).

- Self-study (can perform individual tasks and solve problems by themselves).

- Use language to pronounce the stress of frequency words through doing listening task and read the chant.

**II. Methods:**

- Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

**III. Preparation.**

1. Teacher’s preparation: CDs player, stereo, book.

2. Student’s preparation: Students’ aids:books, notebooks, workbooks.

**IV. Procedures**

|  |  |  |
| --- | --- | --- |
| **Content**  | **Teacher’s activities** | **Student’s activities** |
| **A.Warm up**(5’)**B. New lesson**(30’) **C. Production**(3’)**D. Homework**(2’) | - Have the class say the chant: *What do you do in the morning?* *-* Lead into new lesson*4. Read and answer. (10 minutes)***-** Tell pupils that they are going to read the texts and answer the questions.- Give a few seconds for pupils to read the text, the questions and underline the key words/ phrases in silence.- Explain the meanings of the new words: go jogging, programme.- Set a time limit for pupils to read the text again and do the task.- Go around the class and offer help, if necessary.- Ask pupils to compare their answers before checking as a class- Call four pupils to write their answers on the board.-Give feedback and correct mistakes\* Key: *1 She gets up early and usually goes jogging.* *2 She usually does her homework. Then she often plays badminton and sometimes cooks dinner.* *3 She watches English for Kids (once a week).* *4 She goes shopping twice a week.* *5. Write about your day. (10 minutes)***-** Tell pupils that they are going to write a short paragraph about their daily routines. - Give pupils time to read and complete the sentences, using information about themselves.- Remind pupils to use adverbs of frequency (always, usually, ...) and frequency phrases (once, twice ... a week/a month) in their writing.- Go around offering help, if necessary.- Ask pupils to write their answers on the board.- Give feedback.Key: *6. Project (10 minutes)**-* Tell the class that they are going to work in groups and interview two classmates about their daily routines.- Ask pupils to copy the table below and take notes

|  |  |  |  |
| --- | --- | --- | --- |
| Name | What does he/she do in the morning? | What does he/she do in the afternoon? | What does he/she do in the evening? |
| 1 |  |  |  |
| 2 |  |  |  |

- Give pupils time to complete the table. - Invite two pupils to report the results to the class.- Give feedback*7. Colour the starts.*- Have the class read the statements and check their comprehension- Give the time to colour the star and invite a few pupils to read the statement aloud- Give further support to pupils who find it difficult to achieve certain objectives.- Summary the lesson- Tell pupils to do exercises in workbook. | - Chant- Listen to the T's instruction.- Read in silence - Listen and remember.- Do the task- Compare the answers - Write the answers on the board.- Listen to the T's instruction.- Listen - Do the task- Write the answers.- Listen to the T's instruction.- Copy the table- Complete the table- Present in front of class. - Colour the starts- Listen and remember- Take note |