**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 |