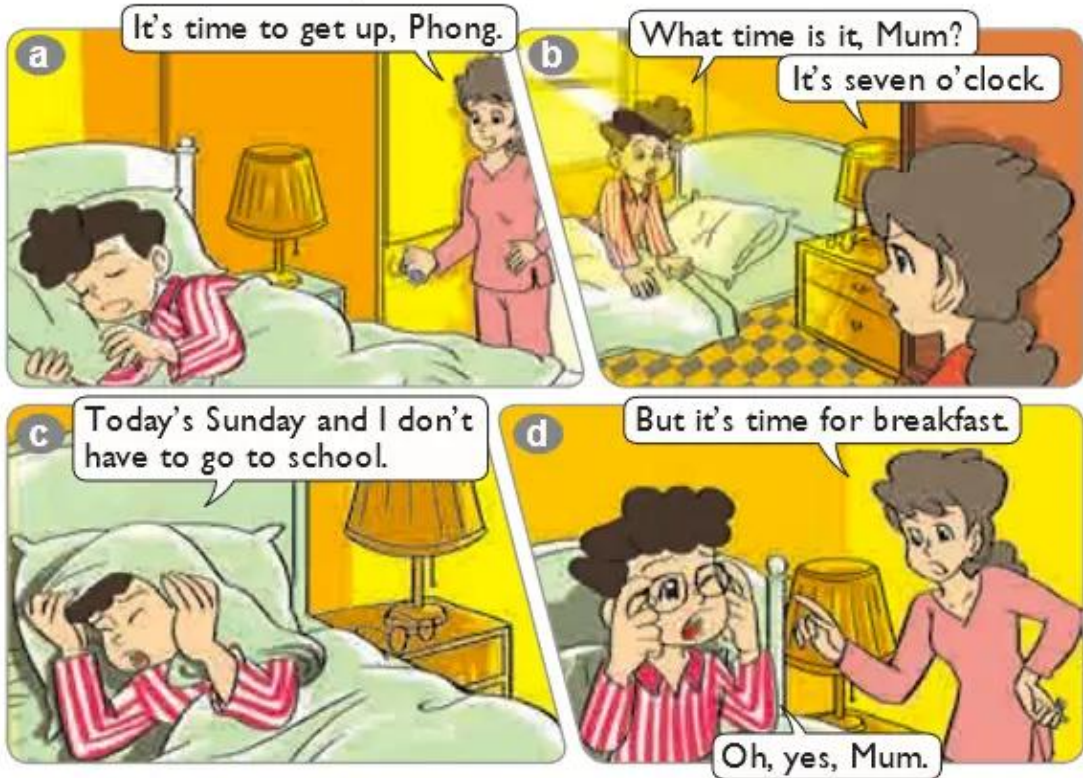


Unit 11

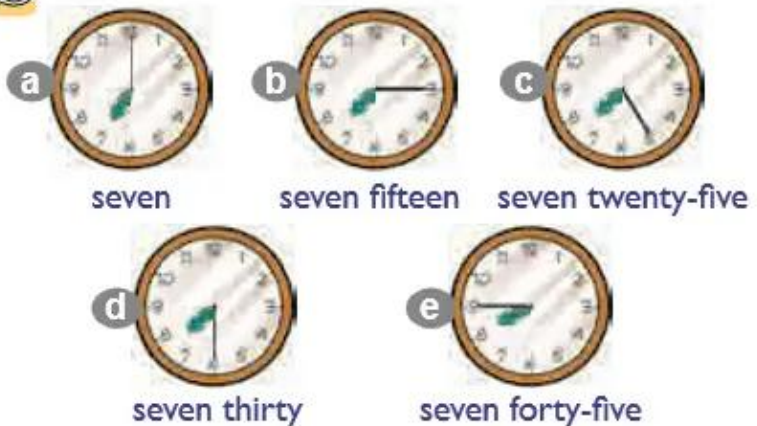
What time is it?

Lesson 1

1 Look, listen and repeat. 🗣️ 👂 🗣️



2 Point and say. 🗣️ 👂



Work in pairs. Ask your partners what time it is. 🗣️ 👂

Objectives

By the end of this unit, pupils can

- use words and phrases related to the topic *Daily routines*.
- ask and answer questions about time, using *What time is it? It's + (time)*.
- ask and answer questions about daily routines, using *What time do you ...? I ... at + (time)*.
- pronounce the sounds of the letters **oo** in the words *cook* and *noon* respectively.

Warm-up: To prepare pupils for this lesson, play a game with them using the numbers *five, ten, fifteen, twenty, twenty-five, thirty, thirty-five, forty, forty-five, fifty* and *fifty-five*. Say *five*. Then choose a pupil to say the next number (i.e. *ten*). That pupil then chooses another pupil to say the next number. Continue until *fifty-five*.

1. Look, listen and repeat.

- Tell the class that they are going to learn to ask and answer questions about time.
- Have pupils look at the four pictures and discuss the context in which the language is used. Ask questions such as *Who are they? Where are they? What are they talking about?* (In Picture a, Phong's mother tells him to get up. In Picture b, Phong asks his mother the time, using *What time is it?* and his mother answers *It's seven o'clock*. In Picture c, Phong says he doesn't have to go to school on Sunday. In Picture d, Phong's mother tells him to get up for breakfast.) 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 so the class can listen and repeat.

Language note: *Seven o'clock* is more common in British English, while *7 a.m./p.m.* is more common in American English.

2. Point and say.




- Tell pupils that they are going to practise asking and answering questions about time, using *What time is it? It's + (time)*.
- Have them look at the bubbles to see how the question and the answer are used. Point to the first picture and have pupils say the word *seven*. Ask them *What time is it?* and have them answer *It's seven o'clock*. Do choral and individual repetition and then ask them to practise in pairs.
- Repeat the same procedure with the rest of the pictures.
- Call a few pairs to act out the dialogue in front of the class.



Language note: American English:	British English:
<i>seven fifteen</i>	<i>a quarter past seven</i>
<i>seven thirty</i>	<i>half past seven</i>
<i>seven forty-five</i>	<i>a quarter to eight</i>





Work in pairs. Ask your partners what time it is.


- Tell pupils that they are going to ask and answer questions about time.
- Tell them to work in pairs: one pupil asks *What time is it?* and the other looks at the clock or their wristwatch and answers *It's + (time)*.
- You may ask one pupil to write the answer on the board. Remind them to write the words rather than the numbers for the time.

3 Listen and tick.  

1.		a <input type="checkbox"/>		b <input type="checkbox"/>		c <input type="checkbox"/>
2.		a <input type="checkbox"/>		b <input type="checkbox"/>		c <input type="checkbox"/>
3.		a <input type="checkbox"/>		b <input type="checkbox"/>		c <input type="checkbox"/>

4 Look and write.  

	1. What time is it? <i>It's four o'clock</i> _____.		2. What time is it? _____.
	3. What time is it? _____.		4. What time is it? _____.

5 Let's sing. 

What time is it?



What time is it?
It's six o'clock.
It's time to get up.



What time is it?
It's six fifteen.
It's time for breakfast.



What time is it?
It's six forty-five.
It's time for school.

Warm-up: Spend a few minutes revising the previous lesson by getting pupils to play *Bingo*, using the five times in Activity 2, and *seven twenty*, *seven thirty-five*, *seven forty* and *seven fifty-five* (nine different times in total). Then have the class make sentences with the words that were used in the game, using *It's + (time)*.

3. Listen and tick.

- Tell pupils that they are going to listen to three dialogues about times and tick the correct pictures.
- Have them look at the pictures to identify the time (1a. Five o'clock. 1b. Six o'clock. 1c. Seven o'clock. 2a. Seven fifteen. 2b. Seven thirty. 2c. Seven forty-five. 3a. Eight fifteen. 3b. Seven forty-five. 3c. Eight fifty.) Have them say the times aloud. Check understanding.
- Play the recording more than once, if necessary. Ask pupils to listen to the recording and tick the correct pictures. Tell them that they should focus on the times.
- Get pupils to swap their answers before you check as a class. Monitor the activity and offer help, if necessary.

Key: 1 b 2 b 3 a

Audio script

1. *Mother:* Mai, it's time for breakfast now.
Mai: What time is it, Mum?
Mother: It's six o'clock.
Mai: OK, Mum.
2. *Phong:* What time is it, Tony?
Tony: It's seven thirty.
Phong: Seven thirteen or seven thirty?
Tony: Seven thirty.
Phong: Thank you.
Tony: You're welcome.
3. *Nam:* What time is it, Mai?
Mai: It's eight fifteen.
Nam: Eight fifteen or eight fifty?
Mai: Eight fifteen.
Nam: Thank you.
Mai: You're welcome.

4. Look and write.

- Tell pupils that they are going to write the answers to the question *What time is it?* with the picture cues.
- Give them a few seconds to look at the clock and the answer in 1. Then have them look at the other clocks and use the appropriate words to complete the answers. Check comprehension. If necessary, get pupils to work in pairs.
- 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, invite some pairs to act out the dialogues.

Key: 2 It's ten twenty. 3 It's ten thirty. 4 It's eleven fifty.

5. Let's sing.

- Tell pupils that they are going to sing the song *What time is it?* Teach the song, following the procedure in *Teaching the unit components in Introduction*.
- Have them read each line of the lyrics. Check comprehension.
- Play the recording all the way through. Ask pupils to do choral and individual repetition of the song line by line.
- When pupils are familiar with the tune, ask two groups of two pupils to go to the front of the class. One group sings the questions, and the other sings the answers.
- Have the class sing the song again and clap their hands to reinforce the activity.

Lesson 2

1 Look, listen and repeat. 🗣️ 🎧 🗣️



2 Point and say. 📖 🗣️



get up



have breakfast



have dinner



go to bed

3 Let's talk. 🗣️ 🗣️

- What time is it?
- What time do you _____ ?

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?* Ask the rest of the class to sing together, clapping hands.

1. Look, listen and repeat.

- Tell the class that they are going to learn to ask and answer questions about daily routines.
- Have pupils look at the four pictures to understand the context in which the language is used. Focus pupils on the first picture. Explain that in the first picture Tony asks Linda *What time do you get up?* and Linda answers *Six o'clock*. In the second picture, Linda and Tony ask and answer about the time now, using *What time is it now?* and *Seven fifteen*. In the last two pictures, Linda says that they are late for school, so they start running. Check understanding.
- Play the recording more than once, if necessary, for pupils to listen and repeat the language. Do choral and individual repetition, pointing to the characters speaking.
- Play the recording again for pupils to listen and repeat.



Language note: We use *o'clock* to refer to an exact hour (i.e. when the minute hand strikes 12).

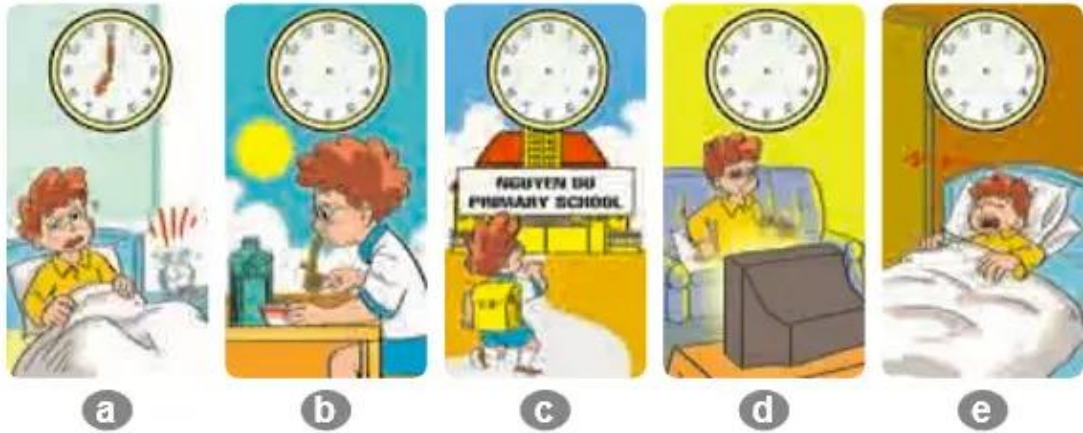
2. Point and say.


- Tell pupils that they are going to practise asking and answering questions about the time for daily activities.
- Draw pupils' attention to the bubbles and the pictures so that they understand how the language is used in different contexts. Ask pupils to look at the pictures and teach the phrases *get up*, *have breakfast*, *have dinner* and *go to bed*. Focus them on the time of the day the activities happen. Check comprehension.
- Point to the first picture and get one pupil to ask *What time do you get up?* and another to answer *I get up at six o'clock*. Do choral and individual repetition. Repeat the same procedure with the rest of the pictures.
- Ask pupils to work in pairs to point to the characters speaking and to role-play the dialogue. Check as a class or correct pronunciation, if necessary.

3. 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?* and *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.*

4 Listen and draw the time.  



5 Draw and write the time. 



1. What time do you get up?

I get up at _____.



2. What time do you go to school?

_____.



3. What time do you have dinner?

_____.



4. What time do you go to bed?

_____.

6 Let's play. 



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.

4. 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 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. Tell pupils 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

Audio script

Hi. My name's Tom. I'm a pupil at Nguyen Du Primary School. Every day, I get up at seven o'clock. I have breakfast at 7.30. I go to school at 8.15. I'm at school from 9 a.m. to 3 p.m. I go home at 3.45. In the evening, I have dinner at seven. I watch TV at eight and go to bed at nine.

5. 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.

Key: *Pupil's own answers*

6. 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.

Lesson 3

1 Listen and repeat. 🎧 🗣️

oo

cook

My mother **coo**ks at six o'clock.

book

Your **boo**k is on the table.

noon

I play football at **noo**n.

school

They have lunch at **schoo**l.

2 Listen and write. Then say aloud. 🎧 🗣️ 😊

1. Look! The _____ is red.
2. They usually read books at _____.
3. My big brother can _____.
4. The children usually play football at _____.

3 Let's chant. 🗣️

What time do you go to school?

What time do you go to school?
Seven o'clock in the morning
Seven o'clock in the morning
Is time for school.



What time do you have dinner?
Six o'clock in the evening
Six o'clock in the evening
Is time for dinner.



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 6.30. In the evening, she watches TV at eight and goes to bed at 9.45.*)

1. 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.

2. 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

Audio script

1. Look! The book is red.
2. They usually read books at school.
3. My big brother can cook.
4. The children usually play football at noon.

3. 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.

4 Read and complete. 

Phong studies at Nguyen Du Primary School. Every day he gets up at 6.30. He goes to school at 7 a.m. School starts at 7.30 a.m. and finishes at 4.30 p.m. He goes home at 5 o'clock. He has dinner at 7.15 in the evening. Then he does his homework or listens to music. He goes to bed at 9.45.

1. Phong goes to school at _____.
2. He goes home at _____.
3. He _____ at 7.15.
4. He _____ at 9.45.



5 Let's write. 



Linda gets up at six o'clock. She _____.
 She _____ . She _____ .
 And she _____ .

6 Project 

Complete your daily routine. Then tell the class about it.

Activity		Time
In the morning	• _____ • _____	_____
In the afternoon	• _____ • _____	_____
In the evening	• _____ • _____	_____

 a.m. = time between midnight and noon p.m. = time between noon and midnight

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?*

4. Read and complete.

- 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

Language note: Draw pupils' attention to the third person singular forms of the verbs (e.g. go → goes; watch → watches; have → has; do → does)

5. Let's write.

- 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 in 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.

6. 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.

Key: Pupil's own answers