

In this lesson, students will:

- revise the material from Unit 10

Resources: Audio Tracks 10.1, 10.2; Formative Assessment Strategies Guide

Materials: flashcards on the topic of daily routines, separate pieces of paper for the wrap-up activity

Warm Up

- Give secretly each student a flashcard with a photo of a daily activity on it. Ask students not to show the photos to one another, but mime that activity for others to guess it.
- When all the flashcards are revealed, ask students to order them on the board – from morning till night.

A

- Open Unit 10 Self-assessment, Activity A. Point to the photos and say *Look and write*. Point to the first photo and say *Get ...*. Make a pause for students to finish the phrase (up). Say *Yes, get up. Write it down*.
- Ask students to work individually to do the task. Monitor their work by walking around the class.
- Play **TR: 10.1** to check the answers.

Script for TR: 10.1 1. *get up*, 2. *go to bed*, 3. *have dinner*, 4. *do homework*, 5. *have lunch*, 6. *have a bath*, 7. *get dressed*, 8. *have breakfast*

Answers: 1. *get up*; 2. *go to bed*; 3. *have dinner*; 4. *do homework*; 5. *have lunch*; 6. *have a bath*; 7. *get dressed*; 8. *have breakfast*

B

- Say *Look at the table. What names can you see?* (Max and Sofia) *Let's listen to them*. Play **TR: 10.2**. Then ask *What's in picture a?* (get up) *What's in picture b?* (have breakfast) *What's in picture c?* (have lunch) *What's in picture d?* (go to bed)
- Say *Listen again and write the time*. Play **TR: 10.2** again, pause if needed for students to write the time in the table. Check the answers as a class.
- Attract students' attention to the speech bubbles under the table. Ask an individual student to read the question in the yellow speech bubble. Invite another student to read the answer in the green bubble, then ask the student to make the answer true for him/her. Turn to some more students for their answers to the question.
- Put students into pairs. Ask them to act out a dialogue taking turns for asking and answering the questions from the table.
- Monitor students' work by walking around the class. Be sure to feedback orally or in writing, so that students understand why they are receiving the mark they're getting.

Script for TR: 10.2

Sofia: Hi, Max! What time do you get up in the morning?

Max: Hi, Sofia! I get up at 7 o'clock in the morning and get dressed. And you?

Sofia: I get up at 6 o'clock in the morning.

Max: What time do you have breakfast?

Sofia: I have breakfast at 7 o'clock in the morning. And you?

Max: I have breakfast at 8 o'clock in the morning. And what time do you have lunch?

Sofia: I have lunch at 2 o'clock in the afternoon. After lunch, I do my homework. What time do you go to bed?

Max: I have a bath at 9 o'clock in the evening, and then I go to bed.

Sofia: Great.

Answers: Max: a – 7, b – 8, d – 9; Sofia: a – 6, c – 2.

C

- Ask students to look at the pictures and letter combinations. Say *Read fl, bl, pl, cl, gl*. Point to the first picture *What are the sounds?* (gl) *Match. What is the word?* (gloves) *Write*.
- Let students work individually to do the task. Encourage them to check their answers with their classmates first. Then review as a class. Ask students to read the words, paying attention to the pronunciation of the target sounds.

Answers: 1. *gl – glove*; 2. *cl – clock*; 3. *pl – plane*; 4. *bl – blue*; 5. *fl – flower*

D

- Say *Look at the photo next to the text. What can you see?* (a boy) *Where is he?* (outside) *Is he happy?* (yes).
- Say *Listen and follow*. Read the text to students, make sure they follow.
- Ask students to be ready to find some information in the text. Say *Get up*. Elicit from students the answer *7 o'clock*. Then say *Have breakfast*. Elicit from students the answer *8 o'clock*. Change the rules and this time say *Nine o'clock*, waiting for students to answer *go to the swimming pool*. Then say *One o'clock in the afternoon*, eliciting the answer *have lunch*. Ask students to read the text one by one.
- Now ask students to look at the sentences under the text. Say *Read and put these sentences in the correct order*. Find sentence number 1 (d).
- Let students continue doing the task individually. Ask students to check their answers with their classmates first. Then revise as a class.

Answers: 1. *a camera*; 2. *No, they aren't. They are yellow and red*; 3. *twenty*; 4. *Yes, they are*; 5. *No, it isn't. It is mum's guitar*; 6. *No, it isn't. It is old*.

Extention

- Organize students into two groups: Group 1 will interview Andrii, while Group 2 will represent Andrii. Students take turns asking and answering questions based on the text.

Wrap Up

- Ask each student to prepare one question about their daily routines, e.g. *When do you get up?* *When do you have dinner?* *When do you go to bed?* and write it on a separate piece of paper. When students are ready, put them in a pile. The task is to choose randomly one of the questions and answer it about oneself, e.g. *I get up at [7] o'clock. I have dinner at [8] o'clock. I go to bed at [10] o'clock*.