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Week 5

Name of the lesson: Early bird or night owl? Lesson objectives:

- Read and understand different types of routines.
- Provide information about their own routines.
- Identify different parts of the day.
- Use prepositions appropriately (in/at).



This lesson will be

recorded

Week 5 - LEVEL 1

Early bird or night owl?



Weekly plan

Part I

Early bird or night owl?

- ✓ Read about early birds and night owls.
- ✓ Learn vocabulary to describe routines.
- Identify different routine types.

Part II

Oral focus

✓ <u>Describe your routine.</u>



Getting started

CODERHOUSE



Let's think together

Look at the two images in the following slide.
Which shows and early bird? Which shows a night owl?
Which do you feel more identified with?
Use the prompts for your answer:

It shows... I'm a...

Answer using the chat





Look and chat





Which is your type?



Early birds:

1. They wake up early, usually before sunrise.



2. They say they concentrate more in the quiet morning hours.

3. By the afternoon, they finish their work and go to bed early.



Night owls:



- 1. They stay up late, often working in activities during the night.
 - 2. They say their energy levels peak in the night.

3. They have a late dinner and sleep later in the morning to compensate for their late nights.



Read the text

Early birds vs. night owls

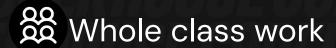


In the fast-paced world of IT, workers often fall into two categories: early birds and night owls.

Early birds are those who wake up bright and early, ready to start their day before the sun rises. They are more productive in the quiet morning hours and focus more on their tasks.

On the other hand, night owls are more active during the late hours. They feel energized as the day comes to an end and find their creativity peaks during the night.





Early birds vs. night owls

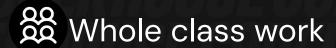


Answer the questions

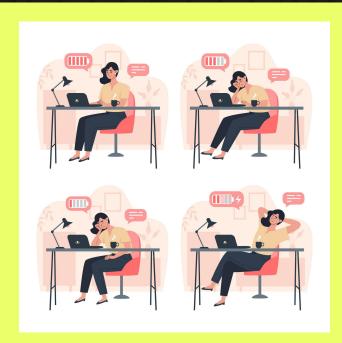
- 1. When do early birds prefer to start their day?
- 2. When do night owls feel more energized and creative?
- 3. Which of the two types do you think is more compatible in the long term?

Answer using the chat





Early birds vs. night owls



Answer the questions (Key)

- 1. In the morning/ before sunrise.
- 2. During the late hours or night.
- 3. Answers will vary.

Answer using the chat



Routines



What things do you do during a day?



Language and vocabulary focus

Read these routine actions. Pay attention to the prepositions. Are the routines different if you are an early bird or a night owl?

(In the) morning	(In the) afternoon	(In the evening)/(At) night
wake up have breakfast go to work	have lunch attend meetings work on projects	have dinner relax spend time with friends sleep watch movies browse the internet





Break-time

We'll be back in 10 minutes!



Read the following routines in the next slide. Identify their actions. Check prepositions.

Answer using the chat

Estimated time: 10 minutes





Read and identify the actions

John, an early bird



"Hi, I'm John, and I'm an early bird. I wake up early in the morning and have breakfast. Then, I go to work. I like the quiet morning hours. I get a lot of work done before others start their day. Being an early bird suits me well."

Sarah, a night owl



"Hello, I'm Sarah, and I'm a night owl. I feel more energetic and creative at night. I have dinner and relax in the evening. Then, I work on my projects or watch movies late at night. I enjoy the peacefulness of the night. Being a night owl is fun for me."





Read and identify the actions (key)

John, an early bird



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Discuss the following:

Early birds are proactive, night owls are smarter.

Early birds are perfectionists, night owls are go-getters.





Let's watch a video

Estimated time: 5 minutes





Before watching the video, decide if the following sentences are true or false. Check answers after watching.

1. Early birds are creative at night; night owls are creative in the morning.

2. Early birds love dinner; night owls love breakfast.



Early Birds vs. Night Owls



Let's watch





Before watching the video, decide if the following sentences are true or false. Check answers after watching. (Key)

1. Early birds are creative at night; night owls are creative in the morning.

True

2. Early birds love dinner; night owls love breakfast.

False



Recap





Useful phrases bank

Time of day

Hi/ Hello/ I'm a night owl/an early bird
In the morning/afternoon/evening
At night
wake up/ have breakfast/
go to work/ have lunch
attend meetings/ work on projects

have dinner/ relax spend time with friends/sleep watch movies/browse the internet



Communicative focus

Useful structures & vocabulary to describe your routine





Describe your routine: write a short text. Use the vocabulary and structures from the class.

- ✓ Hi/ Hello...
- ✓ I'm an early bird/ night owl....
- ✓ In the morning/ At night....









Break-time

We'll be back in 10 minutes!

Oral focus



Oral focus lab

We will carry out different class activities to understand and put into practice the theoretical concepts we have seen.

In what way?

First, we will make a collaborative brainstorming to revise together some theoretical concepts. Then, you will work individually, and give a final revision to your work. When you are done, you will present your work and receive feedback. Finally, we will work collaboratively, sharing progress and asking questions.

Estimated time: 80 minutes + 10-minute break



Step by step

1 2 3

Step 1

Revise collaboratively and work individually

Estimated time: 20 minutes

Step 2

Share work and receive feedback.

Estimated time: 40 minutes

Step 3

Share progress and ask questions.

Estimated time: 20 minutes



Let's get started!







Step 1

Collaborative revision and individual work

Estimated time: 20 minutes





Collaborative revision

Description of the activity.

We'll revise together the theoretical material we saw last class.

Useful structures & vocabulary to share your routine.

Estimated time: 10 minutes



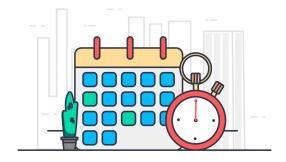
Useful structures & vocabulary to share your routine from last class.





Have the text you created at hand.

- ✓ Hi/ Hello...
- ✓ I'm an early bird/ night owl....
- ✓ In the morning/ At night....
- ✓ wake up/ work on projects/ etc.





Individual work

Description of the activity.

Use this time before the break to complete your work individually and get ready for your oral presentations.

Estimated time: 10 minutes





Step 2

Share your work and receive feedback.

Estimated time: 40 minutes



Oral task

Use the text you wrote to share your routine.





Commitments

Attendance

Have an active participation in class, avoid distractions.

Active listening

Listen and process what others express in the class.

Attitude to learning

Be ready to keep learning at every moment. Sharing is welcome, collaborative work prevails.

Respect

Listen to each other, we can all express what we think. Let everybody participate...





Whole class

Sharing our work

Let's share your work with the class! Use this part of the class to share your work with the rest of the class and receive feedback from peers and teacher.



Estimated time: 25 minutes





Step 3

Share progress and ask questions.

Estimated time: 25 minutes





Let's clear your doubts!

Let's do some revision

Firstly, think individually about any questions you may have. You can think about your own work or the work of others you have listened to.

Afterward, ask your questions orally or type them in the chat.



Estimated time: 25 minutes



Getting started

CODERHOUSE



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Which is your type?



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Early birds vs. night owls

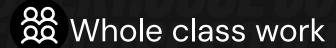


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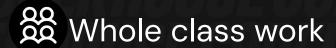


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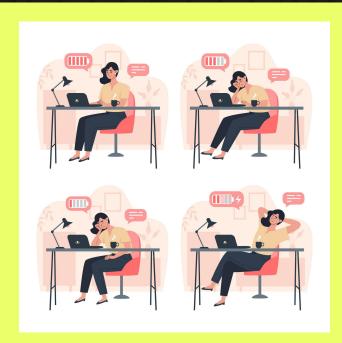
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Answer using the chat

Estimated time: 10 minutes





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True

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False



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Communicative focus

Useful structures & vocabulary to describe your routine





Describe your routine: write a short text. Use the vocabulary and structures from the class.

- ✓ Hi/ Hello...
- ✓ I'm an early bird/ night owl....
- ✓ In the morning/ At night....







Oral task

Use the text to share your routine next class.



Today's agenda – checkout

Differentiated early birds from night owls.(individual + whole class)

Learned useful vocabulary to describe routines in a day. (whole class)

Discuss characteristics of different routine types. (pair work + whole class)

Describe our routine. (individual)



See you next class!

Any questions?

See you next class!