**UNIT 8: MY SCHOOL THINGS**

**Lesson 1: Parts 1, 2, 3**

**I. DESIRED OBJECTIVES**

By the end of this lesson, Students will be able to:

- use the words *pen, ruler, book, school bag* in relation to the topic “School things”;

- use *I have \_\_\_\_\_.* to talk about having a school thing;

- understand and correctly repeat the sentences in two communicative contexts (pictures) to talk about having a school thing.

**II. INSTRUCTIONAL RESOURCES**

**-** Teacher’s and students’ book Tieng Anh 3, laptop and projector, Website: sachmem.vn

**III. LEARNING EXPERIENCES**

**Warm – up: Chant *(5 minutes)***

\*Chant and do activities (Unit 7, Lesson 3).

- Ask pupils to chant and do the actions in Unit 7, Lesson 3 in groups.

- Give points to the groups and encourage them.

**Activity 1: Look, listen and repeat. *(8 minutes)***

**Step 1:** Have pupils look at Pictures **a** and **b** and identify the characters (Linh and Ben) in the pictures.

**Step 2:** Ask pupils to look at Picture **a**. Play the recording for them to listen. Play the recording again, sentence by sentence, for pupils to listen and repeat. Follow the same procedure with Picture **b**. Correct their pronunciation where necessary.

**Step 3:** Play the recording again for pupils to listen and repeat in chorus, sentence by sentence.

**Step 4:** Invite a few pairs to the front of the class to listen and repeat the sentences in the recording.

**Step 5:** Draw their attention to the sentences *I have a pen* and *I have a ruler.* Tell pupils that the sentence *I have \_\_\_\_\_.* is used to talk about having a school thing.

**Activity 2. Listen, point and say. *(9 minutes)***

**Step 1:** Draw pupils’ attention to the pictures. Tell them about the activity.

**Step 2:** Point at Picture **a** and the words a pen under it. Check comprehension and givefeedback**.** Play the recording for pupils to repeat the words a few times. Draw pupils’ attention to the bubble. Elicit the missing words. Write the answer on the board. Play the recording for pupils to repeat the sentence a few times until they feel confident. Tell pupils to point at the relevant school thing in the picture when they are repeating the sentence.

**Step 3:** Repeat the same procedure with Picture **b**, **c** and **d**.

**Step 4:** Give pupils time to point at Pictures **a**, **b**, **c** and **d** to practise saying the sentences.

**Step 5:** Invite a few pupils to stand up, point at each school thing in the picture and say the sentence aloud.

**Game: Slap the board**

Divide the class into four teams. Stick the pictures of activities on the board. T says a sentence, a pupil from each team has to point/slap the right picture and says the sentence again. The faster pupil will get points for their team.

**Activity 3: Let’s talk. *(8 minutes)***

**Step 1:** Have pupils identify the school things in the picture (as in Input). Point at each school thing, elicit the missing words in the bubble (I have a book /ruler / etc.). Complete the sentence. Get pupils to say the completed sentence.

**Step 2:** Put pupils into pairs. Encourage them to point at the school things in the picture and in the classroom respectively to say the sentence *I have \_\_\_\_\_.* Go around the classroom to offer support where necessary.

**Game: Let’s move and say!**

- Use a simple map (ppt), get 2-3 pupils to play at the same time.

- Each pupil tosses a dice then moves accordingly.

- When he/she gets to the space, they have to do the requirements. Whoever gets to the last place first is the winner.

**Activity 4: Wrap-up. *(5 minutes)***

- Ask students to answer the following questions:

*1. What have you learnt from the lesson today?*

(summarize the main teaching point of the lesson)

*2. What’re the core value of the lesson?*

- Remind students to do exercises in the workbook and prepare the next lesson.

 **UNIT 8: MY SCHOOL THINGS**

**Lesson 1: Parts 4, 5, 6**

**I. DESIRED OBJECTIVES**

By the end of this lesson, Students will be able to:

- listen to and understand two communicative contexts in which pupils talk about the school things they have.

- read and complete the four gapped sentences with the help of the picture cues.

- sing the song School things with the correct pronunciation and melody.

**II. INSTRUCTIONAL RESOURCES**

**-** Teacher’s and students’ book Tieng Anh 3, laptop and projector, Website: sachmem.vn

**III. LEARNING EXPERIENCES**

**Warm up: Game “Slap the board”** ***(5 minutes)***

- T sticks some pictures onto the board.

-T gives the rules and guides Ss to play.

- Ss play the game in an interesting way.

**Activity 1: Listen and tick. *(8 minutes)***

**Step 1:** Draw pupils’ attention to Pictures **1a** and **1b**. Tell them about the activity. Elicit the name of the school thing in each picture and play the recording for Picture **1**.Play the recording again for pupils to do the task. Play the recording a third time for pupils to check their answers.

**Step 2:** Repeat **Step 1** for the second target sentence.

**Step 3:** Tell pupils to swap books with a partner, then check answers as a class. Write the correct answers on the board for pupils to correct their answers.

**Step 4**: Play the recording again for pupils to double check their answers.

**Key: 1.** b **2.** a

**Extension**: If time allows, play the recording sentence by sentence for the class to listen and repeat in chorus. Correct their pronunciation where necessary.

**Activity 2: Look, complete and read. *(9 minutes)***

**Step 1**: Have pupils look at the picture cues and identify the school things (a pen, a book, a ruler and a school bag).

**Step 2**: Have pupils look at the four incomplete sentences. Draw their attention to the missing words in the sentences.

**Step 3**: Have pupils look at the incomplete Sentence 1. Ask them what is missing in the sentence (pen). Write the answer on the board. Have them complete the gap and read the completed sentence in chorus.

**Step 4**: Follow the same procedure with Sentences 2, 3 and 4.

**Step 5**: Have pupils complete the sentences individually and ask a few pupils to stand up and read them aloud.

**Key: 1.** pen **2.** a book **3.** have a ruler **4.** I have a school bag

**Activity 3: Let’s sing. *(8 minutes)***

**Step 1**: Draw pupils’ attention to the title and lyrics of the song. Check comprehension of the lyrics and give feedback.

**Step 2**: Play the recording all the way through for pupils to listen to the whole song. Tell them to pay attention to the pronunciation and melody.

**Step 3**: Play the recording line by line for pupils to listen and repeat. Tell pupils to point at the relevant character and his / her school things while singing the relevant lyrics. Correct their pronunciation where necessary.

**Step 4**: Introduce actions for pupils to do while they are singing along with the recording. Play the recording all the way through for pupils to sing and do actions.

**Step 5**: Give pupils time to practise singing and doing actions in pairs or groups.

**Activity 4: Wrap-up. *(5 minutes)***

- T summarizes the main points of the lesson.

- Ss listen and remember.

**UNIT 8: MY SCHOOL THINGS**

**Lesson 2: Parts 1, 2, 3**

**I. DESIRED OBJECTIVES**

By the end of this lesson, Students will be able to:

- understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on the questions and answers about having a school thing.

- correctly say the words and use *Do you have \_\_\_\_\_? − Yes, I do. / No, I don’t.* to ask and answer questions about having a school thing.

- enhance the correct use of *Do you have \_\_\_\_\_? − Yes, I do. / No, I don’t.* to ask and answer questions about having a school thing.

**II. INSTRUCTIONAL RESOURCES**

**-** Teacher’s and students’ book Tieng Anh 3, laptop and projector, Website: sachmem.vn

**III. LEARNING EXPERIENCES**

**Warm up: Game *(5 minutes)***

Game: Who says fast?

- Hold a flashcard, then reveal it slowly. Ask the students *What is it?*

- The pupils guess the answer as fast as possible.

- This can be played in groups to make it more interesting.

**Activity 1: Look, listen and repeat. *(8 minutes)***

**Step 1**: Draw pupils’ attention to the pictures. Tell pupils about this activity. Have pupils look at Pictures **a** and **b** and identify names of the speakers in the pictures.

**Step 2**: Ask pupils to look at Picture **a**. Play the recording for them to listen and familiarise themselves with the stress and intonation of the sentences. Play the recording again for pupils to listen and repeat sentence by sentence. Do this several times until they feel confident. Correct their pronunciation where necessary.

**Step 3**: Follow the same procedure with Picture **b**.

**Step 4**: Put pupils into pairs to practise repeating the sentences in Pictures **a** and **b**. Go around the classroom to offer support where necessary.

**Step 5**: Draw pupils’ attention to the questions *Do you have a pen /a ruler?* and the answers *Yes, I do. / No, I don’t*. Tell pupils that they are used to asking and answering about having a school thing.

**Activity 2: Listen, point and say. *(9 minutes)***

**Step 1:** Draw pupils’ attention to the pictures. Tell them about the activity.

**Step 2:** Point at Picture **a** and the words underneath. Play the recording for pupils to listen to and repeat the words a few times. Draw pupils’ attention to the gapped question. Explain the meaning. Elicit the missing phrase and write it on the board. Play the recording for pupils to listen to and repeat the completed question and answer a few times. Remind pupils to point at the relevant school thing in the picture when they are repeating.

**Step 3:** Repeat the same procedure with Pictures **b**, **c** and **d**.

**Step 4:** Give pupils time to take turns asking and answering the questions about the school things in Pictures **a**, **b**, **c** and **d**. Go around the classroom to offer support where necessary.

**Step 5:** Invite a few pairs to come to the front of the class, take turns pointing at each school thing in the pictures to ask and answer the questions about having a school thing.

**Note:** Explain the use of a / an before a noun: a book, a pen, a school bag, a ruler, etc. but an eraser

**Activity 3: Let’s talk. *(8 minutes)***

**Step 1**: Draw pupils’ attention to the pictures. Elicit the context (see Input) and the missing words. Write them on the board. Complete the question and relevant answer. Invite two pupils to take turns to ask and answer with *yes*. Correct their pronunciation where necessary. Repeat the procedure, but with *no* answers.

**Step 2:** Put pupils into pairs to do the task. Go around the classroom to offer support where necessary.

**Step 3:** Invite some pairs to the front of the classroom to take turns to hold up a school thing in their classroom, ask and answer about having a school thing, first the answer with *yes*, then the answer with *no.*

**Activity 4: Wrap-up. *(5 minutes)***

- Ask students to answer the following questions:

*1. What have you learnt from the lesson today?*

(summarize the main teaching point of the lesson)

*2. What’re the core value of the lesson?*

- Remind students to do exercises in the workbook and prepare the next lesson.

**UNIT 8: MY SCHOOL THINGS**

**Lesson 2: Parts 4, 5, 6**

**I. DESIRED OBJECTIVES**

By the end of this lesson, Students will be able to:

- listen to and understand four communicative contexts in which pupils ask and answer questions about having a school thing.

- read and match four simple exchanges with the correct pictures.

- review vocabulary words for school things and use them in the sentence patterns *Do you have \_\_\_\_\_?* and *Yes, I do. / No, I don’t.* by playing the matching game or Pelmanism.

**II. INSTRUCTIONAL RESOURCES**

**-** Teacher’s and students’ book Tieng Anh 3, laptop and projector, Website: sachmem.vn

**III. LEARNING EXPERIENCES**

**Warm up: Game “Slap the board”** ***(5 minutes)***

- T sticks some pictures onto the board.

-T gives the rules and guides Ss to play.

- Ss play the game in an interesting way.

**Activity 1: Listen and number. *(8 minutes)***

**Step 1:** Draw pupils’ attention to the pictures. Tell them about this activity. Elicit the words for the school thing in each picture. Play the recording twice so that pupils can do the task. Play the recording a third time to give pupils another listening opportunity and check their answers.

**Step 2**: Tell pupils to swap books with a partner, and check answers together as a class. Write the answers on the board for pupils to correct their answers.

**Step 3**: Play the recording all the way through for pupils to double-check all the answers.

**Key: 1.** c **2.** d **3.** a **4.** b

**Extension**: If time allows, play the recording, sentence by sentence, for the class to listen and repeat in chorus. Correct their pronunciation, where necessary.

**Activity 2: Read and match. *(9 minutes)***

**Step 1:** Draw pupils’ attention to **Exchange 1**. Tell them about this activity. Show them how to do the task. Get pupils to read **Exchange 1** in chorus. Ask them what ***A*** and ***B*** are talking about. Write the word notebook on the board. Tell pupils to identify the picture of a notebook (Picture **d**). Then match **Exchange 1** with Picture **d**.

**Step 2**: Give pupils time to do the task with **Exchanges 2, 3** and **4**. Go around the classroom to offer support where necessary.

**Step 3**: Tell pupils to swap books with a partner, then check answers together as a class. Write the correct answers on the board for pupils to correct their answers.

**Key:** **1.** d **2.** c **3.** a **4.** b

**Extension**: Invite some pairs of pupils to stand up and read aloud the matched exchanges.

**Activity 3: Let’s play. *(8 minutes)***

**Step 1:** Explain how to play the game: Players take turns flipping over two matching cards. A picture matches with the name of the object in the picture. For example, a picture of a pen matches with the word pen. If two cards match, they are left turned face up and the player scores one point. If they do not match, they are returned to their face down layout and the turn passes to the next player. Players that successfully match cards get to take another turn and try to match two more cards. This continues until that player fails to match a pair. The player with the most points is the winner.

**Step 2:** Set a time limit for pupils to play the game in pairs. Go around the classroom to offer support where necessary.

**Step 3:** When time runs out, show the cards one by one and invite a few pairs to ask and answer questions using the sentence patterns Do you have \_\_\_\_\_? and Yes, I do. / No, I don’t.

**Outcome:** Pupils can review the vocabulary words for school things and use them in the sentence patterns *Do you have \_\_\_\_\_? and Yes, I do. / No, I don’t.* by playing a matching game.

**Activity 4: Wrap-up. *(5 minutes)***

- T summarizes the main points of the lesson.

- Ss listen and remember.

**UNIT 8: MY SCHOOL THINGS**

**Lesson 3: Parts 1, 2, 3**

**I. DESIRED OBJECTIVES**

By the end of this lesson, Students will be able to:

- correctly repeat the sounds of the letter cluster *oo* and letter *a* in isolation, in the words *book* and *eraser*, and in the sentences *I have a book.* and *Do you have an eraser?* with correct pronunciation and intonation

- identify the target words book and eraser while listening

- say the chant with the correct rhythm and pronunciation.

**II. INSTRUCTIONAL RESOURCES**

**-** Teacher’s and students’ book Tieng Anh 3, laptop and projector, Website: sachmem.vn

**III. LEARNING EXPERIENCES**

**Warm up: Q-A to revise the sentence patterns *(5 minutes)***

Spend a few minutes revising the previous lesson by dividing the class into two groups.

- Show a few picture cards of school things, one by one. Each group takes turns to ask and answer questions using the sentence patterns *Do you have \_\_\_\_\_?* and *Yes, I do. / No, I don’t.*

- Get pupils to open their books on page 60 and look at Lesson 3, Activity 1. Tell them what they will learn in this lesson.

**Activity 1: Listen and repeat. *(8 minutes)***

**Step 1:** Draw pupils’ attention to the letter cluster *oo*, the word *book* and the sentence *I have a book*. Play the recording for pupils to listen and repeat. Encourage them to point at the letters / word / sentence while listening.

**Step 2:** Play the recording again and encourage pupils to listen and repeat. Do this several times until pupils feel confident. Correct their pronunciation where necessary. Repeat the procedure with the letter *a*.

**Game: Listen and choose!**

Divide the class into 2 groups. Let the pupils listen to the recording, then choose the correct moving shapes.

**Activity 2: Listen and circle. *(9 minutes)***

**Step 1:** Draw pupils’ attention to the sentences and the gap-fill options. Tell them about the activity. Check their comprehension and give feedback.

**Step 2:** Play the recording for **Sentence 1** for pupils to listen. Play the recording again for them to listen and circle the correct option. Play the recording a third time for pupils to check their answers.

**Step 3**: Repeat the procedure of **Step 2** for **Sentence 2**.

**Step 4**: Tell pupils to swap books with a partner, then check the answers together as a class. Write the correct answers on the board. Play the recording for pupils to check their answers again.

**Extension:** Invite one or two pupils to stand up, listen and repeat the completed sentences.

**Game: Listen and tick the box!**

Play the recording or say a sentence for pupils to choose a correct answer and tick the box. (ppt game)

**Activity 3: Let’s chant. *(8 minutes)***

**Step 1:** Draw pupils’ attention to the lyrics of the chant. Check comprehension of the lyrics and give feedback.

**Step 2**: Play the recording all the way through so that pupils can listen to the whole chant. Encourage them to listen carefully to the rhythm and pronunciation. Draw their attention to the sounds of the letter cluster oo and letter a in the words book and eraser in the chant.

**Step 3**: Play the recording line by line for pupils to listen and repeat. Correct their pronunciation where necessary.

**Step 4**: Play the recording all the way through for pupils to say the chant. Encourage them to clap along while they chant.

**Activity 4: Wrap-up. *(5 minutes)***

- Ask students to answer the following questions:

*1. What have you learnt from the lesson today?*

(summarize the main teaching point of the lesson)

*2. What’re the core value of the lesson?*

- Remind students to do exercises in the workbook and prepare the next lesson.

 **UNIT 8: MY SCHOOL THINGS**

**Lesson 3: Parts 4, 5, 6**

**I. DESIRED OBJECTIVES**

By the end of this lesson, Students will be able to:

- read and complete a gapped paragraph with the words provided

read, understand and complete the writing frame with pupils’ information

- collect three school things from home and bring them to the classroom to present to their classmates.

**II. INSTRUCTIONAL RESOURCES**

**-** Teacher’s and students’ book Tieng Anh 3, laptop and projector, Website: sachmem.vn

**III. LEARNING EXPERIENCES**

**Warm – up: Chant *(5 minutes)***

**-** Review the chant in P3, U8, L3

**Activity 1. Read and complete. (*8 minutes***)

**Step 1:** Tell pupils about this activity. Draw pupils’ attention to the gaps in Sentence 1. Elicit the missing word for the first gap (have). Then tell pupils to pay attention to the article a / an to select appropriate nouns in the box for the next two gaps. Get the class to read the completed sentence in chorus.

**Step 2**: Give pupils time to do the rest individually or in pairs. Go around the classroom to offer support where necessary.

**Step 3**: Tell pupils to swap their answers with a partner. Then check answers as a class. Write the correct answers on the board for pupils to correct their answers.

**Key: 1.** have **2.** pen **3.** eraser **4.** my

**Extension:** Invite a few pupils to stand up and read the completed sentences aloud.

**Activity 2. Let’s write. (*9 minutes***)

**Step 1:** Write the writing frame on the board. Tell pupils about this activity. Have pupils read the sentences in chorus. When you reach the first gap, point to it and tell pupils to complete it with their name. Then read the next line and tell them to complete each gap with the school things they have.

**Step 2**: Give pupils time to do the task. Go around the classroom to offer support where necessary.

**Step 3**: Invite a few pupils to stand up and read their writing aloud.

**Game: Spin the wheel**

Divide the class into 4 groups. A pupil from each group comes to the board, spin the wheel, look at the chosen picture, then write the answer on the board.

**Activity 3. Project. *(10 minutes)***

**Step 1:** Tell pupils about the activity. Check their school things. Draw a school thing on the board, for example, and write the presentation language under it. Check comprehension and give feedback. Have pupils repeat the sentences until they can say them by themselves. Model the presentation a few times.

**Step 2**: Invite a pupil to the front of the class to model the presentation. Watch and offer your support with the language.

**Step 3**: Put pupils into groups to rehearse their presentation. Go around the classroom to offer support where necessary.

**Step 4**: Invite a few pupils from different groups to show and talk about their school things in front of the class.

**Extension:** Create a class display of school things and vote for the best presentation.**Activity 4: Wrap-up. *(5 minutes)***

- T sumarize the main point of the lesson.