**UNIT 6: OUR SCHOOL FACILITIES**

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

**I.DESIRED OBJECTIVES**

- Understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about the location of a school*.*

- Correctly say the words and use *where’s your school? – it’s in the \_\_\_\_\_.*To ask and answer questions about the location of a school.

- Enhance the correct use of *where’s your school? – it’s in the \_\_\_.*To ask and answer questions about the location of a school in a freer context.

**II. INSTRUCTIONAL RESOURCES**

- Student’s book

- Audio tracks

- Teacher’s guide:

- Hoclieu.vn

- Flash cards/ pictures and posters

- Computer, projector

**III. LEARNING PLAN**

**1. Warm up (5’)**

Greet the class.

- Have pupils sing the song in *Unit 5 - Lesson 2.*

**2. Activity 1: Look, listen and repeat**

**\*Vocabulary**

**-** Pre-teach new words by asking pupils to look at the pictures and repeat the words in chorus and individually.

*+ facility : thiếtbị (meaning)*

*+ mountain: núi (meaning)*

*+ village : ngôilàng (meaning)*

*+ city : thànhphố (meaning)*

*+ town : thịtrấn (meaning)*

- T models *(3 times).*

- T writes the words on the board.

- Checking: Rub out and remember

**+ Look, listen and repeat**

**-** Ask pupils to look at Pictures a and b and identify the characters in the pictures.

- T supports:

*1. Who are the pupils?*

*2. Where are they?*

*3. What are they talking about?*

- Ss look, listen and repeat:

+ listen and repeat in chorus.(twice)

+ read in pairs.

+ some pairs role play in front of the class.

- Share and give feedback

**3. Activity 2: *Point and say* (Controlled practice)**

- Ssworkin pairs to practise asking and answering questions about the locations of schools.

**+** T teacher model sentences:

- T elicits the model sentences from the conversation in part 1:

\* Look at picture 1: How does Hung ask? How does Lucy answer?

+ Give model sentences: Where is your school? It is in the mountain.

-+ Point to the first picture and model the task with one student, using the information from the picture.

Teacher: Where is your school?

Student:  *It’s in the mountain*

- Ss point and say:

+ Repeat the phrases in chorus and individual.

+ Repeat the model sentences in chorus and individual.

+ Practise asking and answering the questions in pairs.

- Share and give feedback

**4.Activity 3. Let’s talk.**

**-** Draw pupils’ attention to the two speech bubbles. Read the question aloud and ask pupils to repeat it. Ask pupils to look at the second bubble and identify what the answer should be. Give an example answer *It’s in thevillage*. Get pupils to repeat the question and the answer several times.

**-** Have pairs of pupils practise asking and answering questions about the locations of the schools in the paintings. Go around the classroom to observe and provide help.

**-** Invite some pairs to practise asking and answering questions about the locations of the schools in front of the class and correct their pronunciation where necessary.

**Doraemon Game (ppt)**

- Divide the class into 3 teams.

- Pupils from each team choose a letter, then answer the question.

- Pupils answer correctly to get some points corresponding to the number of pies.

**5. Wrap- up**

- Ask pupils to answer the questions.   
(﻿Use*Where’s your school? – It’s in the \_\_\_.*to ask and answer questions about the location of a school.)

***\* Preparation for the project:***

﻿Ask pupils to prepare for the project on page 49 by drawing their school and its facilities as homework so that they can tell the class about their school at Project time.

**IV. REGULATION**

………………………………………………………………………………………………

………………………………………………………………………………………………..

***Date of teaching:8/11/ 2024***

**UNIT 6: OUR SCHOOL FACILITIES**

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

**I.DESIRED OBJECTIVES**

- Listen to and understand four communicative contexts in which pupils ask and answer questions about school locations and number the correct pictures.

- Complete four target gapped exchanges with the help of picture cues.

- Review the words of locations by playing the game *Matching pairs*.

**II. INSTRUCTIONAL RESOURCES**

- Student’s book

- Audio tracks

- Teacher’s guide:

- Hoclieu.vn

- Flash cards/ pictures and posters

- Computer, projector

**III. LEARNING PLAN**

1. Wram up:- T greets to the class and sing a song.
2. **Activity 4. Listen and number**

- Ss work in individual to listen to the recording to number the correct the picture.

- T guides Ss how to listen: listen and number

- How many pictures are there? and What can you see in each picture?

+There are 4 picture. Listen and number the picture you hear.

- 1st, 2nd : Ss listen to the recordings twice, use the pencil to tick.

- Swap your book with your partner to check your answers.

- 3rd: Listen again and check their answer.

- Share and give feedback

+ key:

\*Assessment - Performance products: Student’s answers

- Assessment tools: Observation; Questions & Answers

**3.Activity 5. Look, complete and read.**

Step 1: Ask pupils to look at the pictures and identify the school locations in the four pictures.

Step 2: Ask pupils to look at the incomplete exchanges. Draw their attention to the missing words in the sentences.

Step 3: Model Picture 1. Have pupils look at the dialogue. Ask them what is missing in the answer (village). Then, have them fill the gap. Repeat the same procedure with Pictures 2, 3 and 4.

Step 4: Get pupils to complete the exchanges individually, then ask a few pairs to read them aloud and check their pronunciation if necessary.

\*Assessment - Performance products: Student's talks and interaction - Assessment tools: Observation; Answer keys

**4. Activity 6: Let’s play.**

**-** Tell pupils that they are going to find four pairs of pictures and words as quickly as possible.

**-** Stick the picture cards face down in the left column on the board. Stick the word cards face down in the right column on the board.

**-** Invite one pupil to play the game by selecting a picture card and a word card, turning them over. If two cards are a matching pair, ask the pupil to say the word aloud. The pupil can continue to take another turn. If the cards do not make a match, ask the pupil to turn them face down again, and invite another pupil to take the next turn.

**-** Let pupils play the game until all pairs have been matched. Play the game several times if there is enough time.

\* Assessment - Performance products: Student’s interaction and performance - Assessment tools: Observation; Questions & Answers

**5. Wrap-up**

- Ask students to answer the following questions:

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

2. *What are the core values of the lesson?*

**IV. REGULATION**

………………………………………………………………………………………………

………………………………………………………………………………………………..

***Date of teaching:9/11/ 2024***

**UNIT 6: OUR SCHOOL FACILITIES**

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

**I.DESIRED OBJECTIVES**

- ﻿ Understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about the quantity of school facilities.

- Correctly say the phrases and use *How many \_\_\_\_ are there at your school? – There is \_\_\_. / There are \_\_\_\_.*to ask and answer questions about the quantity of school facilities.

- Enhance the correct use of *How many \_\_\_ are there at your school?*and*There is \_\_\_\_. / There are \_\_\_\_.* to ask and answer questions about the quantity of school facilities in a freer context.

**II. INSTRUCTIONAL RESOURCES**

- Student’s book

- Audio tracks

- Teacher’s guide:

- Hoclieu.vn

- Flash cards/ pictures and posters

- Computer, projector

**III. LEARNING PLAN**

**1. Warm up (5’)**

Greet the class.

- Spend a few minutes revising *Lesson 1* by playing the game *Matching pairs*.

**2. Activity 1: Listen, point and repeat.**

**Activity 1-Vocabulary**

**-** Pre-teach new words by asking pupils to look at the pictures and repeat the words in chorus and individually.

*+ garden : vườn (meaning)*

*+ building :tòanhàcaotầng (meaning)*

- T models *(3 times).*

- T writes the words on the board.

- Checking: Rub out and remember**.**

**+ Look, listen and repeat**

**-** Ask pupils to look at Pictures a and b and identify the characters in the pictures.

- T supports:

*1. Who are the pupils?*

*2. Where are they?*

*3. What are they talking about?*

- Ss look, listen and repeat:

+ listen and repeat in chorus.(twice)

+ read in pairs.

+ some pairs role play in front of the class.

- Share and give feedback

**3. Activity 2: *Point and say* (Controlled practice)**

- Draw pupils’ attention to the question *How many buildings are there at your school?*and the answer *There arethree*. Tell pupils that this is a question and an answer about the quantity of school facilities.

**+** T read model sentences: T – class, class – T, Group – Group , Pair - Pair

-+ Point to the first picture and model the task with one student, using the information from the picture.

Teacher: *How many playgrounds are there at your school*

Student:  *………..*

- Ss point and say:

+ Repeat the phrases in chorus and individual.

+ Repeat the model sentences in chorus and individual.

+ Practise asking and answering the questions in pairs.

- Share and give feedback

**4.Activity 3. Let’s talk.**

**-** Draw pupils’ attention to the picture. Ask questions to help them identify the context (see Input).

**-** Elicit the missing words in the speech bubbles and write them on the board. Get pupils to say the completed sentences.

**-** Have pairs of pupils practise asking and answering the questions about the quantity of school facilities in the picture. Go around the classroom to observe and provide help.

**-** Invite some pairs to practise asking and answering questions about the quantity of school facilities in front of the class. Give them corrections and feedback where necessary.

**Flowers Game (ppt)**

- Divide the class into 3 teams.

- Pupils from each team choose a number, then answer the question.

- Pupils answer correctly and get some points depending on the flower number they choose.

**5. Wrap - up**

- Ask pupils what they have learnt through the lesson

(- Use *How many \_\_\_ are there at your school? – There is \_\_\_. / There are \_\_\_.*to ask and answer questions about the quantity of school facilities.﻿

- Enhance the correct use of *How many \_\_\_ are there at your school?*and*There is \_\_\_\_. / There are \_\_\_\_.* to ask and answer questions about the quantity of school facilities in a freer context

**IV. REGULATION**

………………………………………………………………………………………………

……………………………………………………………………………………………….

***Date of teaching:13/11/ 2024***

**UNIT 6: OUR SCHOOL FACILITIES**

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

**I.DESIRED OBJECTIVES**

- Listen to and understand two communicative contexts in which characters ask and answer questions about the quantity of school facilities and tick the correct pictures.

- Complete target sentence patterns in two dialogues with the help of picture cues

- Sing the song *Garden and buildings at my school* with the correct pronunciation, rhythm and melody.

**II. INSTRUCTIONAL RESOURCES**

- Student’s book

- Audio tracks

- Teacher’s guide:

- Hoclieu.vn

- Flash cards/ pictures and posters

- Computer, projector

**III. LEARNING PLAN**

**1. Warm up (5’)**

Greet the class.

- Dictate some sentences about the quantity of school facilities (e.g. *There is a garden at my school. There are three buildings at my school.*) and ask pupils to write them down. Then let them work in pairs or groups to correct each other's answer.

**2. Activity 4. Listen and tick**

**-** Have pupils look at Activity 4. Ask them *How many pictures are there? What can you see in each picture?* Draw pupils’ attention to the boxes in the corners of the pictures. Check their comprehension.

**-** Have pupils look at Pictures *1a* and *1b*. Get them to talk about the diﬀerences between two pictures (e.g. *There are two buildings* in Picture *1a*. *One is red. One is green. There are three buildings* in Picture *1b*.). Play the recording of the first dialogue. Ask pupils to tick the correct picture. Repeat the same procedure with the second dialogue.

**-** Get pupils to swap books with a partner, then check answers together as a class. Write the correct answers on the board.

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

\* Assessment - Performance products: Student’s answers

- Assessment tools: Observation; Questions & Answers

**3.Activity 5. Look, complete and read**

**-** Have pupils look at the picture in Dialogue 1 and prompt them to ask and answer questions about school location.

**-** Give pupils 1 - 2 minutes to complete the gaps in Dialogue 1, then have them compare their answers in pairs. Monitor and help where necessary.

**-** Go through the answer with the class. Ask some pairs to read aloud the dialogue.

**-** Repeat the same procedure with Dialogue 2.

- Encourage pupils to make use of the picture cues to fill the gaps.

Key:

1. mountains/ a playground

2. How many/two buildings/are there

\*. Assessment - Performance products: Student's talks and interaction - Assessment tools: Observation; Answer keys

**4.Activity 6. Let’s sing.**

**-** Have pupils read the lyrics to familiarise themselves with the questions and answers. Check comprehension and give feedback.

**-** Have pupils listen to the whole song, drawing their attention to the pronunciation, the rhythm and the melody of the song.

**-** Play the recording of the song once or twice for pupils to listen and repeat line by line and do related actions, e.g. using fingers for numbers one and three.

**-** When pupils feel confident and are familiar with the tune and melody, ask them to sing the whole song while doing actions or clapping hands.

Invite a few groups to the front of the class to sing the song. The class may sing along to reinforce the activity.

\* Assessment - Performance products: Student’s interaction and performance - Assessment tools: Observation; Questions & Answers

**5. Wrap- up**

- Ask pupils what they have learnt through the lesson  
(- Use *How many \_\_\_ are there at your school? – There is \_\_\_. / There are \_\_\_.*to ask and answer questions about the quantity of school facilities.﻿

- Sing the song *Gardens and buildings at my school* with the correct pronunciation, rhythm and melody.)

- Make 5 questions with How many….?

- Do parts C, D in the workbook.

**IV. REGULATION**

………………………………………………………………………………………………

………………………………………………………………………………………………..

***Date of teaching:14/11/ 2024***

**UNIT 6: OUR SCHOOL FACILITIES**

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

**I.DESIRED OBJECTIVES**

﻿- Correctly pronounce the sounds of the letters **s** and **es** as final consonants in the words *mountains*and *villages*, and in the sentences *My school is in the mountains*. and*There are threevillages near my school*.

- Identify the target words *mountains* and *villages* while listening.

- Say the chant with the correct rhythm and pronunciation.

**II. INSTRUCTIONAL RESOURCES**

- Student’s book

- Audio tracks

- Teacher’s guide:

- Hoclieu.vn

- Flash cards/ pictures and posters

- Computer, projector

**III. LEARNING PLAN**

**1. Warm up (5’)**

Greet the class.

- ﻿ Spend a few minutes revising the previous lesson by asking pupils to sing the song *Gardens and buildings at my school.*

**2.Activity 1: Listen and repeat.**

**-** Have pupils look at the letter *s*, listen to the recording and repeat the letter until they feel confident. Correct their pronunciation if necessary.

**-** Have pupils point at the word *mountains*, listen to the recording and repeat the word until they feel confident. Monitor the activity and oﬀer help if necessary.

**-** Get pupils to point at the sentence *My school is in the mountains.*, listen to the recording and repeat it. Then get a few pupils to listen to and repeat the sentence in front of the class. Monitor their performance, give corrections and feedback where necessary.

**-** Repeat the same procedure with the letters *es*, the word *villages* and the sentence *There are three villages near my school.*

- Give pupils a time limit to practise pronouncing the letters, saying the words, and reading the sentences in pairs or groups.

\*. Assessment - Performance products: Student’s answers - Assessment tools: Observation; Questions & Answers

**3.Activity 2. Listen and circle.**

**-** Have pupils read the incomplete sentences and the options a, b and c. Explain that they will listen to the recording and circle the correct options to complete the sentences.

**-** Play the recording for pupils to listen and circle the correct options. Get pupils to swap their books and check their answers in pairs or groups. Go through the answers with the class.

**-** Invite a few pupils to read the completed sentences in front of the class. Correct their pronunciation where necessary.

**Key: 1.**b **2.**c

\*Assessment - Performance products: Student's talks and interaction - Assessment tools: Observation; Answer keys

**4.Activity 3. Let’s chant.**

**-** Have pupils scan the first verse of the chant and elicit its subject. Draw pupils’ attention to the word *mountains*and the sentences *It’s in the mountains.* and*My school is in the mountains.*

**-** Play the recording for pupils to listen to and repeat the first verse, line by line. Correct their pronunciation where necessary. Show them how to chant and clap hands.

**-** Play the recording of the whole verse again for pupils to do choral and individual repetition.

**-** Repeat Steps 1 to 3 for the second verse of the chant. Go around the class and ofer help to pupils who find it difficult.

**Extension:** If there is enough time, divide the class into two groups to practise chanting and clapping hands. Each of the groups should say one verse of the chant. Then select a few pupils to go to the front of the class to chant and clap hands.

**Madagascar Game (ppt)**

- Divide the class into 3 teams.

- Pupils from each team choose a letter, then answer the question.

- Pupils answer correctly and get some points corresponding to the letter they choose.

**5. Wrap -up (3’)**

- Ask pupils what they have learnt through the lesson  
(- The plural form *s*and *es*and how to pronounce them correctly in isolation and as final sounds in some words in their plural forms.

- Say the chant with the correct rhythm and pronunciation.)

- Practice reading the sounds s/es at home.

- Learn by heart the chant.

**IV. REGULATION**

………………………………………………………………………………………………

………………………………………………………………………………………………..

***Date of teaching:15/11/ 2024***

**UNIT 6: OUR SCHOOL FACILITIES**

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

**I.DESIRED OBJECTIVES**

- Read a paragraph about a school and complete four gapped sentences about its location and facilities.

- Read, understand and complete a gapped paragraph about their own school locations and facilities.

- Draw pupils’ schools and its facilities and present their drawings to the class.

**II. INSTRUCTIONAL RESOURCES**

- Student’s book

- Audio tracks

- Teacher’s guide:

- Hoclieu.vn

- Flash cards/ pictures and posters

- Computer, projector

**III. LEARNING PLAN**

**1. Warm up (5’)**

- Greet the class.

- ﻿﻿Spend a few minutes revising the previous lesson by asking pupils to say the chant at page 48.

**2.Activity 4. Read and complete.**

**-** Have pupils look at the incomplete sentences and guess what the reading is about. Have pupils talk about their guesses.

**-** Ask pupils to read through the paragraph to get the gist of it.

**-** Ask pupils to read Sentence 1 and focus on the sentence pattern *Our school is in the \_\_\_\_*. Get them to find out the missing word from the paragraph. Tell them to read the paragraph again, if they need to. Repeat the same procedure with Sentences 2, 3 and 4. Get pupils to do the activity independently.

**-** Have pupils swap books with a partner and check each other’s answers. Monitor and give help where necessary.

**-** Select a few pupils to read the sentences in front of the class. Check their answers, and give corrections and feedback if necessary.

Key:

1. Our school in the village.

2. There are three buildings at our school.

3. There is a garden with many trees and flowers.

4. We can play sports in the playground.

\*Assessment - Performance products: Student’s answers - Assessment tools: Observation; Questions & Answers

**3.Activity 5: Let’s write**

**-** Explain to the class the goal of this activity. Show them how to complete the task. They should read each gapped sentence, guess the missing information and complete the sentence with their own information. Check comprehension and give feedback.

**-** Give pupils time to write their answers. Circulate round the classroom during the activity and ofer help where necessary.

**-** Get pupils to swap books and correct their answers in pairs.

**Extension:** If time allows, invite a pupil to stand up and read his/ her completed sentences. The rest of the class listens, and cheers or claps their hands if the performers do a good job.

**Suggested answer:**

*My school is in the village. There are four buildings. There is a garden behind the school. My school has a small playground. We can play sports there. I love may school.*

**4.Activity 6. Project.**

**\* Goals:** To draw pupils’ schools and its facilities and present their drawings to the class.

**-** Point at the sample drawing and explain that pupils are going to talk about the drawings of their schools including its location and some of its facilities.

**-** Have pupils show their drawings that they have prepared for the project. Revise vocabulary and sentence patterns that pupils may use for their presentations. Give pupils time to practise their presentations by themselves. Go around the classroom to monitor and ofer support.

**-** Give pupils some time to use their drawings to practise presenting in groups.

**-** Select a few pupils to give their presentations in front of the class. Get other pupils to give comments, and give corrections and feedback as necessary.

**- The disabled:** Draw their school.

**Game: Lucky chicken (ppt)**

- Divide the class into 3 teams.

- Pupils from each team choose a chicken, then answer the question.

- Pupils answer correctly and get one point.

- Pupils choose the lucky chicken to get 3 points without questions.

**5. Wrap- up**

- Ask pupils what they have learnt through the lesson

(- Use the words *city, ﻿mountains, town, village* in relation to the topic*"Our school facilities".*

- Use *Where’s your school? – It’s in the \_\_\_.*to ask and answer questions about the location of a school.

- Readanddemonstrate understanding of simple communicative contexts in relation to the topic “*Our school facilities*”.

﻿- Write and draw about school locations and describe the surrounding.)

**IV. REGULATION**

………………………………………………………………………………………………

………………………………………………………………………………………