**WEED :**

*Teaching date:*

**Unit 6: Our school**

*Period 38 -* **Lesson 1 (1, 2, 3)**

**I. Objectives:**

By the end of the lesson, Ss will be able to:

**1. Knowledge:**

- use the words *school, classroom, library, playground* in relation to the topic “*Our school* ”

- Use *Is this our………… ? – Yes, it is. / No, it isn’t*. to ask and answer questions about their school

- Listen to and demonstrate understanding of simple communicative contexts in relation to the topic "*Our school "*

- ***Vocabulary:*** *school, classroom, library, playground*

**2. Skills.**

- Listening and speaking.

**3. Attitude/ Quality:**

Kindness: help partners to complete learning tasks

Diligence: complete learning tasks

Honesty: tell the truth about feelings and emotions

Responsibility: appreciate kindness

**4. Forming competence:**

- Listening: listen and recognize the characters, then repeat

- Critical Thinking: self-introduce

- Self-control & independent learning: perform listening tasks

- Communication and collaboration: work in pairs or groups

**II. Methods:**

Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

**III. Preparation.**

- *Teacher:* Teacher’s guide Pages 79, 80, 81, audio Tracks 57, 58, website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Pupil’s book Page 44, notebooks, workbooks, school things.

**IV. Procedures**

|  |  |
| --- | --- |
| **Teacher and Student’s activities** | **Contents** |
| **Activity 1.Warm- up:**- Game: Who is faster?***\*Goal:*** *to create a friendly and active atmosphere in the class to beginning the lesson.*Review the previous lesson by having the class play the game *Who is faster?,* using the words in Unit 5..- Say “Open your book page 44” and look at “*Unit 6, Lesson 1: 1,2,3.***Activity 2. Look, listen and repeat:*****\*Goal:***  SS will be able to understand and correctly repeat the sentences in two communicative contexts (pictures) to ask and answer questions about their school.- Have pupils look at *Pictures a and b* and identify the characters in the pictures.- Play the audio twice (sentence by sentence). Correct their pronunciation where necessary.- Have Ss to practice the dialogue- T invites a few pairs to the front of the class to practice.- T checks pronunciation for ss. Ask sts to link to activity 3:**Activity 3:** **Listen, point and say.*****\*Goal:*** *Ss will be able**to correctly say the words and use Is this our …….? – Yes, it is. / No, it isn't. to ask and answer questions about their school.*- T asks Ss look at *picture a* and helps Ss know the structure from the dialogue.- T introduces new word and structure for Ss.- T explains, models and gives meaning.- Have Ss repeat the model sentences.*A: Is this our school?**B: Yes, it is. / No, it isn't.*- Elicit and check comprehension the name of each character.- Run through all the pictures.- Run through model sentences.+ Run through the questions.+ Run through the answers.- Have Ss to practise:+ T asks the first – Ss answer (change role).+ Ss – Ss (change role).- Ask Ss to work in pairs to ask and answer the question ‘*Is this our …….? – Yes, it is. / No, it isn't.’*- T controls and corrects.- Invite a few pairs to come to the front of the classroom, point at the relevant character in each picture, and act out his/her role.- Encourage Ss to practice speaking English.- T gives feedbacks.**Activity 4. Let’s talk.*****\*Goal:*** *Ss will be able to enhance the correct use of Is this our ……..? – Yes, it is. / No, it isn't. to ask and answer questions about their school.*- Have Ss look at the picture and elicit the question and the answer in context.*+ What can you see in the picture?**+ How many pictures are there?*- Stick the flash cards for *school, classroom, library and playground* on the wall at various places around the classroom and point at a certain flash card to elicit the question and answer. - Give Ss time to practise in pairs. - Invite some pairs of Ss to the front of the class to perform their conversations.- Give feedbacks**Activity 5. Consolidation** - Summary the lesson**Homelink:** - Learn the vocabulary and model sentences by heart  - Prepare the new lesson: *Unit 6, Lesson 1 (4,5,6)..* | **1. Look, listen and repeat:***+ school : trường học (picture)***2.** **Listen, point and say.***+ library : thư viện (picture)**+ classroom :phòng học (picture)**+ playground : sân chơi (picture)****Structure:***  *1. Is this our school?*  *Library?* *……….* *2. – Yes, it is. / No, it isn't.***3. Let’s talk.***+ I can see 4 places…**+*  *There are 4 pictures**\* Is this our ……..?* *– Yes, it is. / No, it isn't..* |

*Teaching date: / / 2022*

**Unit 6: Our school**

*Period 39-* **Lesson 1 (4, 5, 6)**

**I. Ojectives:**

By the end of the lesson, Ss will be able to:

**1. Knowledge:**

- listen to and understand four communicative contexts in which pupils ask and answer questions about their school

- read and complete three target sentence patterns with the help of picture cues.

- sing the song ‘*Our school*’with the correct pronunciation and melody.

- ***Vocabulary:*** Review

2. ***Skills***: speaking, listening, reading and writing.

**3. Attitude/ Quality**:

Kindness: help partners to complete learning tasks

Diligence: complete learning tasks

Honesty: tell the truth about feelings and emotions

Responsibility: appreciate kindness

Leadership: collaborate with teachers to enhance language skills

**4. Forming competence**:

Listening: listen and recognize the characters, then repeat

Critical Thinking: self-introducing

Self-control & independent learning: perform listening tasks

Communication and collaboration: work in pairs or groups

**II. Methods:**

- Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

**III. Preparation.**

- *Teacher:* Teacher’s guide Pages 81,82,83; audio Tracks 59,60; website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Pupil’s book Page 45, notebooks, workbooks, school things.

**IV. Procedures:**

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| --- | --- |
| **Teacher and Student’s activities** | **Contents**  |
| *Game:* ***Matching game****\*****Aims:*** *to create a friendly and active atmosphere in the class to beginning the lesson.*- Write 4 new words on the board and asks Ss to read (whole class).- Ask 4 Ss to come to the board and write their school in the pieces of paper and keep them in secret.- Ask 1 Ss to come to the board and guess their school written in the paper (He has to write the answers in the small pieces of paper and stick to each 4 Ss.- Ask the Ss on the board to ask the question to find out the answers and give him or her point if correct (repeat the activities depending the time).- Say “Open your book page 45” and look at *“Unit 6, Lesson 1 (4,5,6)”.***Activity 1. Listen and tick:*****\*Aims:*** *Ss will be able**to* *listen to and understand two communicative contexts to ask and answer questions about a school.*- Elicit the word for the place in each picture - Point at the pictures respectively to explain the context.- T ask Ss to guess the answers.+ T writes Ss’guessing on the board.- Listen to the tape:+ Play the recording+ Play the recording again and get Ss to swap books with their partners.+ Play the recording again to check answers together as a class. + Write the answers on the board for Ss to correct their answers. Then checks Ss’ guessing.- Play the recording, sentence by sentence, for the class to listen and repeat in chorus. **Activity 2.**  **Look, complete and read*****\*Aims:*** *Ss will be able**to* *complete three target sentence patterns with the help of picture cues.*- Get Ss to look at the pictures and identify the places in the pictures.- Have Ss look at the four dialogue and the pictures. Elicit and model with picture 1+ Ask Ss to read the sentence 1 in chorus.+ Ask them what is missing in the question (*library).* Then have them complete the gap (*Is this our library?*).-Have Ss work in pairs and complete the dialogue 2, 3, 4.- Ask a few Ss to stand up and read the sentences aloud.-T gives feedbacks.**Activity 3. Let’s sing*****\*Aims:*** *Ss will be able to* *sing the song Our school with the correct pronunciation and melody.*- Introduce the title and lyrics of the song: “*Our school*”- Play the recording for Ss to listen to the whole song.+ Have them repeat the title and lyrics line by line.+ Tell Ss to point at the pictures while singing.- Play the recording all the way through for Ss to listen to pronunciation and melody of the song.- Play the recording line by line for Ss to listen, repeat and point to the pictures- Play the recording for Ss to sing and do actions.- Ask Ss to practice singing and doing actions in pairs or groups.- Invite groups to the front of the classroom to perform the song -T gives feedback.**Activity 5. Consolidation** - Summary the lesson**Homelink:** **-** Ask and answer about the pictures on page 35.- Prepare the new lesson: *Unit 6, Lesson 2 (1,2,3).* | 4. **Listen and tick:***+ Picture 1a:*  *a library + Picture 1b:*  *a playground* *+ Picture 2a:*  *a classroom* *+ Picture 2b:*  *a school**Key: 1. b 2. a*5. **Look, complete and read***Key:**1. library* *2. playground* *3. classroom; isn’t* *4. school; it is*6.  **Let’s sing** *Song : “Our school*” |

*Teaching date: / / 2022*

**Unit 6: Our school**

*Period 40-* **Lesson 2 (1, 2, 3)**

**I. Objectives:**

By the end of the lesson, Ss will be able to:

**1. Knowledge:**

- use the words school, classroom, library, playground, computer room, art room, music room and gym in the sentence pattern *Let’s go to the ……….*

- use *Let’s go to the ……. – OK, let’s go*. to make suggestions to go to a place at school and express agreement;

- ***Vocabulary:*** computer room, art room, music room and gym

2. ***Skills***: speaking and listening

**3. Attitude/ Quality:**

Kindness: help partners to complete learning tasks

Diligence: complete learning tasks

Honesty: tell the truth about feelings and emotions

Responsibility: appreciate kindness

Leadership: collaborate with teachers to enhance language skills

**4. Forming competence:**

- Listening: listen and recognize the characters, then repeat

- Critical Thinking: self-introduce

- Self-control & independent learning: perform listening tasks

- Communication and collaboration: work in pairs or groups

**II. Methods:**

- Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

**III. Preparation.**

- *Teacher:* Teacher’s guide Pages 83, 84; audio Tracks 61, 62, website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Pupil’s book Page 46, notebooks, workbooks, school things.

**IV. Procedures.**

|  |  |
| --- | --- |
| **Teacher and Students ’s activities** |  **Contents**  |
| **Activity 1. Warm- up:** *Sing the song in Unit 6, Lesson 1.**\*****Aims:*** *to create a friendly and active atmosphere in the class to beginning the lesson.*- Ask pupils to sing the song.- Invite some of them to come to the board to role play, the rest of the pupils will sing.- Say “Open your book page 46” and look at “*Unit 6, Lesson 2 (1,2,3)”.***Activity 2. Look, listen and repeat:*****\*Aims:*** *Ss will be able**to* *understand and correctly repeat the sentences in two communicative contexts (pictures) to make suggestions to go to a place at school and express agreement.*- Have Ss look at *Pictures a and b* and identify the characters in the pictures.- Play the audio twice (sentence by sentence). Correct their pronunciation where necessary.- Have Ss to practice the diaguage- T invites a few pairs to the front of the class to practice.- T checks pronunciation for ss.T writes the words on the board.- Checking: Rub out and remember**Activity 3**. **Listen, point and say.*****\*Aims:*** *Ss will be able**to correctly say the words and use Let's go to the …… .- OK, let’s go. to make suggestions to go to a place at school and express agreement.*- T asks Ss look at *picture a* and helps Ss know the structure from the dialogue.- T introduces new words and structure for Ss.- T explains, models and gives meaning.- Have Ss repeat the model sentences.- Have Ss look at the pictures and elicit the names of the places- Run through all the pictures.- Run through model sentences.- Have Ss to practise:+ T say – Ss respond (change role).+ Ss – Ss (change role).- Ask Ss to work in pairs.- T controls and corrects.- Invite a few pairs to come to the front of the classroom, point at the pictures and say the questions and answers in front of the class.- T gives feedbacks.**Activity 4. Let’s talk.*****\*Aims:*** *Ss will be able to* *enhance the correct use of Let's go to the …... – OK, let's go. to make suggestions to go to a place at school and express agreement.*Have Ss look at the picture and explain that The picture shows two pupils standing in the hall and pointing to the four school rooms.- T asks ss to guess each character and what the children say.*+ What can you see in the picture?**+Who are they?**+Where are they?**+What are they doing?*- T asks Ss look at the first speech bubble and ask *Let's go to the…….*- Get Ss to repeat the question and the answer several times in pairs.- T models: Go around the classroom, pointing to Ss and asking *Let's go to the……..* - Put Ss into pairs and encourage them to make suggestions to go to a place at school and express agreement using *Let’s go to the..… -Ok, let’s go.*- Invite some pairs to stand up to perform their exchanges.**Activity 5: Consolidation** - Summary the lesson **Homelink****-** Learn the vocabulary and model sentences by heart - Prepare the new lesson: *Unit 6, Lesson 2 (4,5,6).* |  **1. Look, listen and repeat***+ art room : phòng mĩ thuật* *+ music room : phòng âm nhạc*2. **Listen, point and say** *+computer room : Phòng máy tính*  *+ gym: phòng thể dục* A: Let’s go to the art room.B: OK, let’s go.**Structure :** *Let's go to the …… .* *- OK, let’s go.***3. Let’s talk** *Let's go to the …...* *– OK, let's go* |

*Teaching date: / / 2022*

**Unit 6: Our school**

*Period 41-* **Lesson 2 (4, 5, 6)**

**I. Ojectives :**

By the end of the lesson, Ss will be able to:

**1. Knowledge:**

- listen to and understand simple exchanges in relation to the topic “*Our school”*

- read some sentences and match them with the correct pictures.

- practise the target sentence pattern by playing the game *Guess the place.*

- ***Vocabulary:*** Review

2. ***Skills***: speaking, listening, reading and writing.

**3. Attitude/ Quality**:

Kindness: help partners to complete learning tasks

Diligence: complete learning tasks

Honesty: tell the truth about feelings and emotions

Responsibility: appreciate kindness

Leadership: collaborate with teachers to enhance language skills

**4. Forming competence:**

- Listening: listen and recognize the characters, then repeat

- Critical Thinking: self-introduce

- Self-control & independent learning: perform listening tasks

- Communication and collaboration: work in pairs or groups

**II. Methods:**

- Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

**III. Preparation.**

- *Teacher:* Teacher’s guide Pages 85, 86; audio Tracks 63; website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Pupil’s book Page 47, notebooks, workbooks, school things.

**IV. Procedures:**

|  |  |
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| **Teacher and Students’s activities** | **Contents**  |
| **Activity 1. Warm- up:** *Game:* ***Slap the board****\*****Aims:*** *to create a friendly and active atmosphere in the class to beginning the lesson.*- Divide class into 2 groups- How to play:+ Each group chooses five Ss to play.+ Class will read aloud.+ Look at the picture, listen and slap the picture you heard.+ Who faster will get 1 mark.+ Which group with higher mark is the winner. - T gives feedback.- Say “Open your book page 47” and look at *“Unit 6, Lesson 2 (4,5,6)”.***Activity 2. Listen and number:*****\*Aims:*** *Ss will be able**to listen and understand four communicative contexts in which pupils make suggestions to go to different places at school* - Elicit the word for the place in each picture - Point at the pictures respectively to explain the context.- T ask Ss to guess the answers.- Ss guess the answers+ T writes Ss’guessing on the board.+ Play the recording+ Play the recording again and get Ss to swap books with their partners.+ Play the recording again to check answers together as a class. + Write the answers on the board for Ss to correct their answers. Then checks Ss’ guessing.- Play the recording, sentence by sentence, for the class to listen and repeat in chorus. -Ss listen and repeat**Activity 3.**  **Read and match*****\*Aims:*** *Ss will be able**to* *read some sentences and match them with the correct pictures.*- Get Ss to look at the pictures and identify the places in the pictures.-Ss look at the picture and say- Have Ss look at the four dialogues and the pictures. Elicit and model with picture 1- Ss look and answer+ Ask Ss to read the sentence 1 in chorus.+ Ask Ss to match sentence 1 with the correct picture -Have Ss work in pairs and complete the sentences 2, 3, 4.-Ss work in pairs and macth- Ask a few Ss to stand up and read the sentences aloud.-Ss read aloud-T gives feedbacks.**Activity 3. Let’s play*****\*Aims:*** *Ss will be able to* *practise the target sentence pattern by playing the game Guess the place.*- Hold up a flash card for library and say: *We like reading. Let's go to ....* - Elicit the school room to complete the sentence. - Show Ss the flash card and have them repeat the word and the sentence.- Hold up another flash card and continue with the game.- Divide the class into two teams. + Each team in turn plays the game. If Ss in a team can guess the correct picture, they get a star. + After three or four rounds, the team with the most stars is the winner. + Give the team a fun prize.- Ss play game **Activity 5: Consolidation** - Summary the lesson  **Homelink****-** Practice part 5 again. - Prepare the new lesson: *Unit 6, Lesson 3 (1,2,3).* | 4.**. Listen and number:***Key:* *1. c* *2. b*  *3. d*  *4. a*5. **Read and match***Key:**1. d* *2. a* *3. b* *4. c*  **6. Let’s play** |

*Teaching date: / / 2022*

**Unit 6: Our school**

*Period 42 -* **Lesson 3 (1, 2, 3)**

**A. Objectives :**

By the end of the lesson, Ss will be able to:

**1. Knowledge:**

- correctly pronounce the sounds of the letters **pl** and **cl** in isolation, in the words ***pl****ayground and* ***cl****assroom,* and in the sentences *Let's go to the* ***pl****ayground. and Is that your* ***cl****assroom*

- listen and identify the target words to circle the correct words.

- ***Vocabulary:*** Review

2. ***Skills***: speaking, listening, reading and writing.

**3. Attitude/ Quality:**

Kindness: help partners to complete learning tasks

Diligence: complete learning tasks

Honesty: tell the truth about feelings and emotions

Responsibility: appreciate kindness

**4. Forming competence:**

- Listening: listen and recognize the characters, then repeat

- Critical Thinking: self-introduce

- Self-control & independent learning: perform listening tasks

- Communication and collaboration: work in pairs or groups

**II. Methods:**

Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

**III. Preparation.**

- *Teacher:* Teacher’s guide Pages 88, 89; audio Tracks 64, 65, 66; website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Pupil’s book Page 48, notebooks, workbooks, school things.

**IV. Procedures**

|  |  |
| --- | --- |
| **Teacher and Students’s activities** | **Contents**  |
| **Activity 1.Warm- up***: Game:* ***Pass the ball****\*****Aims:*** *to create a friendly and active atmosphere in the class to beginning the lesson.*- Divide the class into 3 teams.- Each team has 1 sticky ball.- Play the music, Ss in each team take turns to pass the ball. + After the music ends, 3 Ss have the ball – stand up and say the name, using the sentence model.- Say “Open your book page 48” and look at “*Unit 6, Lesson 3 (1,2,3)”.***Activity 2. Listen and repeat:*****\*Aims:*** *Ss will be able**to correctly pronounce the sounds of the letters* ***pl*** *and* ***cl*** *in isolation, in the words* ***pl****ayground and* ***cl****assroom, and in the sentences Let's go to the* ***pl****ayground.* and *Is that your* ***cl****assroom?* - T gives instruction to the letter , words and in the sentences - Ss recognize the differences about color of letter- Play the recording for the letter ***cl, pl.*** - Encourage Ss to point at the letter/ word/ sentence while listening. - Play the recording again and encourage Ss to listen and repeat- Do this several times until Ss feel confident. - T calls some Ss to practice.- Ss practice - T gives feedbacks.**Activity 3.** **Listen and circle.*****\*Aims:*** *Ss will be able**to identify the target words playground and classroom while listening.*- Elicit the sentences and the gap-fill options.- T ask Ss to guess the answers.- Ss guess the answers+ T writes Ss’guessing on the board.- Listen to the tape:+ Play the recording- Ss listen to the tape and circle+ Play the recording again and get Ss to swap books with their partners.- Ss listen again, circle and swap books with their partners+ Play the recording again to check answers together as a class. + Write the answers on the board for Ss to correct their answers. Then checks Ss’ guessing.- Play the recording, sentence by sentence, for the class to listen and repeat in chorus. - Invite one or two Ss to stand up and read the completed sentences.**Activity 4. Let’s chant*****\*Aims:*** *Ss will be able to say the chant with the correct rhythm and pronunciation.*- Introduce the title and lyrics of the chant.- Play the recording for Ss to listen to the whole chant.+ Have them repeat the title and lyrics line by line.- Ss listen and repeat line by line without clap their hands+ Ask Ss to attend to the sounds of the letters *pl* and *cl*and the words *playground* and *classroom.*- Play the recording all the way through for Ss to listen to pronunciation and melody.- Play the recording line by line for Ss to listen and repeat - Ss listen and chant line by line.- Play the recording for Ss to chant and clap along.- Ask Ss to practice chant and clap along in pairs or groups.- Ss work in groups (two groups) to chant- Invite groups to the front of the classroom to perform the chant-Ss perform in front of the class-T gives feedback.**Activity 5: Consolidation** - Summary the lesson  **Homelink****-** Practice the chant more. - Prepare a poster about their school in order to introduce their school to a new pupil.- Prepare the new lesson: *Unit 6, Lesson 3 (4,5,6).* | 1**. Listen and repeat:****Pl**- **pl**ayground - Let's go to the **pl**ayground. **cl- cl**assroom - Is that your **cl**assroom?**2. Listen and circle.***Key: 1.b 2.c***3. Let’s chant**  |

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*Teaching date: / / 2022*

**Unit 6: Our school**

*Period 43 -* **Lesson 3 (4, 5, 6)**

**A. Objectives:**

By the end of the lesson, Ss will be able to:

**1. Knowledge:**

- read and choose the words to complete the text in context.

- read and complete the paragraph to introduce their school

- make a poster to introduce their school to a new pupil.

- ***Vocabulary:*** Review

2. ***Skills***: speaking, listening, reading and writing.

**3. Attitude/ Quality:**

Kindness: help partners to complete learning tasks

Diligence: complete learning tasks

Honesty: tell the truth about feelings and emotions

Responsibility: appreciate kindness

Leadership: collaborate with teachers to enhance language skills

Secure and organized: keep school things in the right ways.

**4. Forming competence:**

Self-control & independent learning: perform listening tasks

Communication and collaboration: work in pairs or groups

**II. Methods:**

- Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

**III. Preparation.**

- *Teacher:* Teacher’s guide Pages 88, 89; website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Pupil’s book Page 49, notebooks, workbooks, school things.

**IV. Procedures.:**

|  |  |
| --- | --- |
| **Teacher and Students’s activities** | **Contents** |
| **Activity 1: Warm up***Game:* ***“Chant”****\*****Aims:*** *to review the vocabulary and structure about greet and respond to greetings.* - Ask Ss chant and do the actions in Unit 6, Lesson 3 page 48 in groups. - Give point for the groups and encourage them.- Say “Open your book page 49” and look at *“Unit 6, Lesson 3 (4, 5, 6)”.***Activity 2. Read and complete:*****\*Aims:*** *Ss will be able**to* *read and choose the words to complete the text.*- Elicit and introduce the context. - Have Ss read aloud the words to fill in.- Model the first blank with Ss to make sure that they know how to do the task. - Give Ss enough time to complete the text.- Ss do the task - Check the answers as a class.- Have Ss read the text aloud.**Activity 3.** **Let’s write*****\*Aims:*** *Ss will be able**to read and complete a gapped paragraph to introduce their school.*-Model the first gap and ask Ss what the missing word is.- Ss looks at the pictures and answer- Have Ss write their answers.- Give Ss time to write the answers.- Ss completes the text- Have some Ss read their completed paragraph aloud.-Ss reads aloud- T gives feedbacks**Activity 3. Project.*****\*Aims:*** *Ss will be able to introduce the school to a new pupil.*- Point at the sample poster and explain that the Ss is going to introduce his school to some friends.- Have Ss show the photos or pictures that they have prepared for the project.- Revise some structures and vocabulary that Ss need for their presentations.*+Hello/ Hi, class. Im’……**+Welcome to my school. This is….**+This is….and that’s……**+ Now, let’s go to the…..*- Give Ss time to practise their presentations by themselves.- Give Ss time to use their posters to practise presenting within their groups.- Select a few pupils to give their presentations in front of the class.- Have Ss go around their school to introduce some school rooms to their friends. One group introduces the school, and others act as new pupils.**Activity 5: Consolidation** - Summary the lesson  **Homelink**- Prepare the new lesson: *Unit 7, Lesson 1 (1, 2, 3).* | **4. Read and complete:**+ *Minh is introducing his school to his friends*. *Key: 1. classroom 2. art*  *3. go 4. our*5.  **Let’s write***Key: Pupils’ answer***6. Project**  |