**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:**

|  |  |
| --- | --- |
| **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** |

*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\**

*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** |