**Week: 11**

**Date of teaching: 18 /11/2024**

**Period: 41**

**UNIT 6: OUR SCHOOL FACILITIES**

**Lesson 3 ( 1-3)**

**I.OBJECTIVES:**

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

1. Knowledges:

﻿- 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 three* *villages near my school*.

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

- say the chant with the correct rhythm and pronunciation.

2. Skills: Listening and speaking

3. Competences:

- Communication and collaboration: work in pairs and groups to complete the learning tasks

- Self-control & independent learning: perform listening tasks

4. Attributes:

- Show pride in where they’re from and great respect for other people’s locations by using appropriate gesture and intonation when asking and answering about school locations.

**II. RESOURCES**

- Student’s book: Page 48

- Audio tracks 64, 65, 66

- Teacher’s guide: Pages 96, 97

- Flash cards/ pictures and posters (Unit 6)

- Computer, projector

**III. PROCEDURE:**

|  |  |  |
| --- | --- | --- |
| **Stages/Time** | **Teacher’s activities** | **Student’s activities** |
| **1. Warm up**  **(5’)**  **2. Presentation**  **(10’)**  **3. Practice**  **4. Production**  **(3’)**  **5. Homework**  **(2’)** | 1.Warm up: 5 minutes  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.New Lesson:  Activity 1. Listen and repeat. 5 minutes  Goal: To correctly repeat the sounds of the letters s and es in isolation, as final consonants in the words m*ountains* and *villages* and in the sentences *My school is in the mountains.* and *There are three villages near my school.* with the correct pronunciation and intonation.  -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.  Activity 2. Listen and circle. 10 minutes  Goal: To identify the target words *mountains* and *villages* while listening.  -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  Activity 3. Let’s chant. 8 minutes  Goal: To say the chant with the correct rhythm and pronunciation.  -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 oﬀer 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.  3.Wrap up:  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.) | Listen to the techer  Whole class/ Individual work  -Whole class  -Listen to the T's instruction  -Individual work  Whole class/ -Pair work  -Listen and repeat  - Listen to the T's instruction  Repeat  Individual work  Listen to the teacher  Whole class/ Individual work  Group work  Pair work  Listen to the teacher  Group work  Group work  Whole class  Pair work  - Listen to the T's instruction.  -play in group  Whole class/ Individual work |

**Adjustments (if necessary):**

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

**Week: 11**

**Date of teaching: 18 /11/2024**

**Period: 42**

**UNIT 6: OUR SCHOOL FACILITIES**

**Lesson 3 (4-6)**

**I.OBJECTIVES:**

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

1. Knowledges:

- 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.

2. Skills: Listening and speaking

3. Competences:

- Communication and collaboration: work in pairs and groups to complete the learning tasks

- Self-control & independent learning: perform listening tasks

4. Attributes:

- Show pride in where they’re from and great respect for other people’s locations by using appropriate gesture and intonation when asking and answering about school locations.

**II. RESOURCES**

- Student’s book: Page 49

- Teacher’s guide: Pages 98, 99

- Flash cards/ pictures and posters (Unit 6)

- Computer, projector

**III. PROCEDURE:**

|  |  |  |
| --- | --- | --- |
| **Stages/Time** | **Teacher’s activities** | **Student’s activities** |
| **1. Warm up**  **(5’)**  **2. Presentation**  **(10’)**  **3. Practice**  **4. Production**  **(3’)**  **5. Homework**  **(2’)** | 1.Warm up: 5 minutes  Greet the class.  - ﻿ ﻿Spend a few minutes revising the previous lesson by asking pupils to say the chant at page 48.  2.New Lesson:  Activity 4. Read and complete. 5 minutes  Goal: To read a paragraph about a school and complete four gapped sentences about its location and facilities.  -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.  Activity 5. Let’s write. 10 minutes  Goal: To read, understand and complete a gapped paragraph about their own school locations and facilities.  -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 oﬀer 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.  Activity 6. Project. 8 minutes  Goal: 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 oﬀer 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.  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.  3.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.  - Read and demonstrate understanding of simple communicative contexts in relation to the topic “*Our school facilities*”.  ﻿- Write and draw about school locations and describe the surrounding.) | -Listen to the techer  Whole class/ Individual work  -Whole class/ Individual work  -Listen to the T's instruction  -Individual work  - tick the appropriate box  Whole class/ do the task independently  - Listen to the T's instruction  Individual work  Listen to the teacher  Whole class/ Individual work  Listen and repeat  Group work  Pair work  Listen to the teacher  Individual work  Whole class  Pair work  -play in group  Listen to the T's instruction.  work in groups of five  Whole class/ Individual work |

**Adjustments (if necessary):**

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

**Week: 11**

**Date of teaching: 21/11/2024**

**Period: 43**

**UNIT 7: OUR TIMETABLES**

**Lesson 1(1-3)**

**I.OBJECTIVES:**

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

1. Knowledges:

Understand and correctly repeat the sentences in two communicative contexts in which characters ask and answer questions about what subjects they have.

Correctly say the words and use *What subjects do you have today? - I have \_\_\_.* to ask and answer questions about school subjects.

Enhance the correct use of *What subjects do you have today? – I have \_\_\_.* to ask and answer questions about school subjects in a freer context.

2. Skills: Listening and speaking

3. Competences:

- Communication and collaboration: work in pairs and groups to complete the learning tasks.

- Self-control & independent learning: perform listening tasks.

4. Attributes:

Show their responsibility to follow the timetable and prepare their subjects before school.

**II. RESOURCES**

Student’s book: Page 50

- Audio tracks 67, 68

- Teacher’s guide: Pages 100, 101

- Flash cards/ pictures and posters (Unit 7)

- Computer, projector

**III. PROCEDURE:**

|  |  |  |
| --- | --- | --- |
| **Stages/Time** | **Teacher’s activities** | **Student’s activities** |
| **1. Warm up**  **(5’)**  **2. Presentation**  **(10’)**  **3. Practice**  **4. Production**  **(3’)**  **5. Homework**  **(2’)** | 1.Warm up: 5 minutes  Greet the class.  - Invite a few groups of pupils to the front of the class to say the chant on page 48. The class chants along and claps hands.  - Ask pupils to open their books at page 50 and look at *Unit 7, Lesson 1, Activity 1*. Tell pupils what they will learn in this lesson.  2.New Lesson:  Activity 1. Look, listen and repeat. 5 minutes  Goal: To understand and correctly repeat the sentences in two communicative contexts in which characters ask and answer questions about what subjects they have.  -Ask pupils to look at Pictures a and b and identify the characters. Ask *Who is he / she?* and *Where is he / she?*  -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 individually and in chorus. Correct their pronunciation where necessary. Repeat the same procedure with Picture b.  -Invite a few pairs to the front of the class to listen to and repeat the sentences in the recording.  Draw pupils’ attention to the question *What subjects do you have today?* and the answer *I have English and maths*. Explain that they are used to ask and answer questions about what subjects pupils have.  Activity 2. Listen, point and say. 10 minutes  Goal: To correctly say the words and use *What subjects do you have today? –*  *- I have \_\_\_.* to ask and answer questions about school subjects.  -Ask pupils to look at Pictures a, b, c and d and identify the names of the subjects.  -Play the recording for pupils to listen to and repeat the words under the pictures in chorus and individually until they feel confident.  -Draw pupils’ attention to the speech bubbles and elicit the missing word by pointing at Picture a. Play the recording for pupils to listen to and repeat the sentences in both bubbles a few times.  -Repeat Step 3 with Pictures b, c and d. Then let pupils practise asking and answering questions in pairs. Go around the classroom to offer help if necessary.  Invite a few pairs to point at the pictures and ask and answer questions about what subject they have today.  Activity 3. Let’s talk. 8 minutes  Goal: To enhance the correct use of *What subjects do you have today? – I have \_\_\_.* to ask and answer questions about school subjects in a freer context.  -Draw pupils’ attention to the picture. Ask questions to help them identify the context (see Input).  -Elicit the missing words in the speech bubble and write them on the board. Get pupils to say the completed sentences.  -Put pupils into pairs to practise the exchanges. Go around the classroom to offer support where necessary.  -Invite a few pairs to point at the pictures and ask and answer questions about school subjects. If time allows, get a few pairs to ask and answer questions about the real subjects they have.  Game: Answer the questions  Pupils answer the questions to get a star for their teams.  Wrap- up:  Ask the pupils about what they have learnt in the lesson.  3.Wrap up:  Tell pupils about the project on page 55. Ask them to prepare for it at home by making their timetables. Remind pupils to bring their timetables to the class at Project time in Lesson 3, Period 6 | -Listen to the techer  Whole class/ Individual work  -Whole class/ Individual work  -Listen to the T's instruction  Listen to the recording  -Individual work  -Listen and repeat  Whole class/ -Pair work  - Listen to the T's instruction  Individual work  Listen to the teacher  Whole class/ Individual work  Listen and repeat  Group work  Pair work  Listen to the teacher  Group work  Group work  Whole class  - Practice in front of class  - Listen to the T's instruction.  -play game in group  Whole class/ Individual work |

**Adjustments (if necessary):**

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

**Date of teaching: 21 /11/2024**

**Period: 44**

**UNIT 7: OUR TIMETABLES**

**Lesson 1 (4-6)**

**I.OBJECTIVES:**

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

1. Knowledges:

Listen to and understand four communicative contexts in which pupils ask and answer questions about the subjects they have and tick or cross the pictures.

Complete four gapped exchanges with the help of picture cues.

Review the target vocabulary items using the puzzle, then ask and answer questions about the subjects pupils have at school.

2. Skills: Listening and speaking

3. Competences:

- Communication and collaboration: work in pairs and groups to complete the learning tasks

- Self-control & independent learning: perform listening tasks

4. Attributes:

Show their responsibility by following the timetable and preparing their subjects before school.

I**I. RESOURCES**

- Student’s book: Page 51

- Audio tracks 69

- Teacher’s guide: Pages 102, 103, 104

- Flash cards/ pictures and posters (Unit 7)

- Computer, projector

**III. PROCEDURE:**

|  |  |  |
| --- | --- | --- |
| **Stages/Time** | **Teacher’s activities** | **Student’s activities** |
| **1. Warm up**  **(5’)**  **2. Presentation**  **(10’)**  **3. Practice**  **4. Production**  **(3’)**  **5. Homework**  **(2’)** | 1.Warm up: 5 minutes  Greet the class.  – Greet the class, then spend a few minutes revising the previous lesson by inviting a few pairs of pupils to come to the front of the class to ask and answer questions about what subjects they have, using *What subjects do you have today? – I have\_\_\_\_\_.*  – Ask pupils to open their books at page 51 and look at Unit 7, Lesson 1, Activity 4.  2.New Lesson:  Activity 4. Listen and tick or cross. 5 minutes  Goal: To listen to and understand four communicative contexts in which pupils ask and answer questions about the subjects they have and tick or cross the pictures.  -Draw pupils’ attention to the pictures and ask questions such as *What subject is it?* Remind them to look at the book covers of the subjects and tick or cross the boxes while listening.  -Play the recording all the way through. Then play the recording for pupils to listen and tick or cross the boxes.  -Get pupils to swap books with a partner to check their answers before checking as a class. Correct the answers where necessary.  Extension: If time allows, play the recording, sentence by sentence, for pupils to listen and repeat in chorus. Correct their pronunciation where necessary.  Key: 1. ✓ 2. ✕ 3. ✓ 4. ✕  Activity 5. Look, complete and read. 10 minutes  Goal: To complete four gapped exchanges with the help of picture cues.  -Model the gapped Exchange 1. Have pupils read the exchange and guess the missing word in the answer. Then draw pupils’ attention to the picture and elicit the name of the subject that can be used to fill in the gap (Vietnamese).  -Give pupils time to do the task independently. Go around the classroom to offer help where necessary.  -Get pupils to swap books with a partner and check their answers before checking as a class. Nominate a pupil to write the answers on the board. Give further support to those pupils who find it difficult to do the task.  -Invite four pairs of pupils to act out four complete exchanges in front of the class. Correct their pronunciation where necessary.  Key: 1. Vietnamese 2. have maths  3. What subjects; science 4. do you have; English; maths  Activity 6. Let’s play. 8 minutes  Goal: To review the target vocabulary items using the puzzle, then ask and answer questions about the subjects pupils have at school.  -Tell pupils the goal of the puzzle and how to play it. Then have them look at the spaces in the puzzle and give letters as well as picture cues to find appropriate letters to complete the words.  -Give pupils a time limit to do the puzzle individually. Go around the classroom and offer help if needed.  -Have pupils work in pairs. One points at the completed words or the clues and asks *What subjects do you have today?* and their partner answers *I have \_\_\_\_\_.*  -Invite a few pairs to the front of the classroom to ask and answer questions about what subjects they have today.  Playing archery  Pupils answer questions in groups.  If they answer correctly, the arrow will hit the target.  3.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?* | -Listen to the techer  Whole class/ Individual work  -Whole class/ Individual work  -Listen to the T's instruction  Listen to the recording  -Individual work  -Listen and repeat  Whole class/ -Pair work  - Listen to the T's instruction  Individual work  Listen to the teacher  Whole class/ Individual work  Listen and repeat  Group work  Pair work  Listen to the teacher  Group work  Group work  Whole class  Pair work  - Listen to the T's instruction.  -play in group  Whole class/ Individual work |

**Adjustments (if necessary):**

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