**Week: 12**

**Date of teaching: 25/11/2024**

**Period: 45**

 **UNIT 7: OUR TIMETABLES**

**Lesson 2 (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 a school timetable.

Correctly say the words and use *When do you have \_\_\_\_\_? – I have it on \_\_\_\_\_.* to ask and answer questions about a timetable.

Enhance the correct use of *When do you have \_\_\_\_\_? – I have it on \_\_\_\_\_.* to ask and answer questions about a timetable 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 by following the timetable and preparing their subjects before school.

**II. RESOURCES**

- Student’s book: Page 52

- Audio tracks 70, 71

- Teacher’s guide: Pages 104, 105, 106

- Flash cards/ pictures and posters (Unit 7)

- Computer, projector

**III. PROCEDURE:**

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| --- | --- | --- |
| **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, then invite a few pupils to the front of the class to play the game on page 51.– Ask pupils to open their books at page 52 and look at Unit 7, Lesson 2, Activity 1. Tell pupils what they will learn in this unit.Option 2:2.New Lesson:Activity 1. Look, listen and repeat. 5 minutesGoal: To understand and correctly repeat the sentences in two communicative contexts in which characters ask and answer questions about a school timetable. -Ask pupils to look at Pictures a and b and identify the characters. Check comprehension. -Ask pupils to look at Picture a. Play the recording for them to listen and familiarize themselves with the characters’ voices. -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 classroom to listen to and act out the exchanges. Draw pupils’ attention to the question *When do you have maths?* and the answer *I have it on Mondays and Fridays.* Explain that they are used to talk about a timetable(when they have a subject).Extension: Nominate pairs of pupils to act out the exchanges.Activity 2. Listen, point and say. 10 minutesGoal: To correctly say the words and use *When do you have \_\_\_\_\_? – I have it on \_\_\_\_\_.* to ask and answer questions about a timetable. -Ask pupils to look at Picture a and identify the subject under the picture (art) and the day on the calendar (Monday). Play the recording for pupils to listen to and repeat the words in chorus and individually until they feel confident. -Draw pupils’ attention to the speech bubbles and elicit the missing words in the question and the answer. Play the recording for pupils to repeat the sentences in both bubbles a few times. Remind pupils to point at the relevant picture when they are repeating. -Repeat Steps 1 and 2 for Pictures b, c and d. Go around the classroom and offer help where necessary. -Invite a few pairs to act out the exchanges at the front of the class.Activity 3. Let’s talk. 8 minutesGoal: To enhance the correct use of *When do you have \_\_\_\_\_? – I have it on \_\_\_\_\_.* to ask and answer questions about a timetable in a freer context. -Ask pupils to look at the picture and identify the characters, the days of the week and the subjects taught on each day. Remind pupils that *When do you have \_\_\_\_\_?**– \_\_\_\_\_.* are used to ask and answer questions about a timetable. Check comprehension. -Elicit the missing words in the speech bubbles and write them on the board. Get pupils to say the completed sentences. Correct their pronunciation where necessary. -Put pupils into pairs and have them take turns playing the role of each character in the picture, using the speech bubbles and a given timetable. Go around the classroom to offer support. -Invite a few pairs to come to the front of the classroom and act out the roles.Extension: If time allows, have some pupils ask and answer questions about their real timetable and act out their roles in front of the class.Game: Pop the balloonPupils take turns picking the balloon, if they answer the question correctly the balloon will pop. 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 techerWhole class/ Individual work-Whole class/Individualwork-Listen to the T's instruction-IndividualworkWhole class/-Pair work-Listen and repeat- Listen to the T's instructionRepeat IndividualworkListen to the teacherWhole class/ Individual workGroup workPair workListen to the teacherGroup workGroup workWhole classPair work- Listen to the T's instruction.-play in groupWhole class/ Individual work |

**Adjustments (if necessary):**

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**Week: 12**

**Date of teaching: 25/11/2024**

**Period: 46**

**UNIT 7: OUR TIMETABLE**

**Lesson 2 (4-6)**

**I.OBJECTIVES:**

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

1. Knowledges:

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

To listen to and understand two communicative contexts in which pupils ask and answer questions about timetables and tick the correct pictures.

To complete two gapped exchanges with the help of picture cues.

To sing the song *When do you have ...?* with the correct pronunciation, rhythm, and melody.

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 come from and great respect for where someone comes from by using appropriate gestures and intonation when asking and answering about nationality.

**II. RESOURCES**

- Student’s book: Page 53

- Audio tracks 72, 73

- Teacher’s guide: Pages 106, 107, 108

- Flash cards/ pictures and posters (Unit 7)

- Computer, projector

**III. PROCEDURE:**

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| --- | --- | --- |
| **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 minutesGreet the class.– Greet the class– Spend a few minutes revising the previous lesson by inviting a few pairs of pupils to ask and answer questions about a timetable, using *When do you have \_\_\_\_\_? – I have it on \_\_\_\_\_.*– Ask pupils to open their books at page 53 and look at Unit 7, Lesson 2, Activity 4.2.New Lesson:Activity 4. Listen and tick. 5 minutesGoal: To listen to and understand two communicative contexts in which pupils ask and answer questions about timetables and tick the correct pictures. -Ask pupils to look at Pictures 1a and 1b and identify a part of the timetables and the subject. Draw their attention to the days of the week when music is taught. Check comprehension. -Play the recording of the first dialogue for pupils to listen and tick the correct box. Play the recording again for pupils to check their answers. -Repeat Steps 1 and 2 with Pictures 2a and 2b. -Get pupils to swap their books with a partner and check their answers before checking as a class. Correct the answers if needed.Extension: If time allows, play the recording, sentence by sentence, for the class to listen to and repeat the dialogues. Correct their pronunciation if necessary.Key: 1. a 2. BActivity 5. Look, complete and read. 10 minutesGoal: To complete two gapped exchanges with the help of picture cues. -Model the first gapped exchange. Have pupils read the sentences and guess the missing words. Then draw pupils’ attention to the picture and elicit the names of the subjects that can be used to fill in the gaps (What, Vietnamese and maths). -Give pupils a time limit to read the gapped Exchange 2, have them look at the picture and fill in the gaps independently. Go around the classroom and give further support to pupils who find it difficult to do the task. -Get pupils to swap books with a partner and check their answers before checking as a class. Invite one pupil to write the answers on the board.Extension: Invite four pairs of pupils to act out the complete exchanges in front of the class.Activity 6. Let’s sing. 8 minutesGoal: To sing the song *When do you have ...?* with the correct pronunciation, rhythm, and melody. -Draw pupils’ attention to the title and lyrics of the song. Encourage them to point at the picture to reinforce their understanding. -Have pupils read the first verse of the lyrics. Explain that the first verse is about the subjects they have today. Have pupils listen to the first verse, drawing their attention to the pronunciation, rhythm and melody. Then let them listen again and practise singing it, line by line, while clapping their hands. -Repeat Step 2 for the second verse. Explain that it is about when they have maths and Vietnamese. Check comprehension and give feedback. -Ask pupils to listen to and . Go around the classroom and offer help if needed. Invite a few groups to the front of the class to sing the song. The class may sing along and clap to reinforce the activity.Game: Pop the balloonPupils take turns picking the balloon, if they answer the question correctly the balloon will pop.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 techerWhole class/ Individual work-Whole class/Individualwork-Listen to the T's instruction-IndividualworkWhole class/- Listen to the T's instructionWhole class/ Individual workGroup workPair workListen to the teacherGroup workGroup workWhole class- Listen to the T's instruction.-play in groupWhole class/ Individual work |

**Adjustments (if necessary):**

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**Week: 12**

**Date of teaching: 26/11/2024**

**Period: 47**

**UNIT 7: OUR TIMETABLES**

**Lesson 3 (1-3)**

**I.OBJECTIVES:**

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

1. Knowledges:

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

To correctly repeat the sounds of the letters se and ce in isolation, in the words Vietnamese and science, and in the sentences *When do you have Vietnamese? and We have science today.* with the correct pronunciation and intonation.

To identify the target words Vietnamese and science while listening.

To say the chant with the correct pronunciation and rhythm.

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 54

- Audio tracks 74, 75, 76

- Teacher’s guide: Pages 108, 109, 110

- Flash cards/ pictures and posters (Unit 7)

- Computer, projector

**III. PROCEDURE:**

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| --- | --- | --- |
| **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 minutesGreet the class.– Greet the class, then invite one or two groups of pupils to come to the front of the class and sing the song *When do you have ...?*. The class may sing along and clap their hands.– Remind pupils to prepare for the project on page 55 (Lesson 3, Activity 6) at home.– Ask pupils to open their books at page 54 and look at Unit 7, Lesson 3, Activity 1. Tell them what they will learn in this lesson.2.New Lesson:Activity 1. Listen and repeat. 5 minutesGoal: To correctly repeat the sounds of the letters se and ce in isolation, in the words Vietnamese and science, and in the sentences *When do you have Vietnamese? and We have science today.* with the correct pronunciation and intonation. -Have pupils point at the letters *se*, the word *Vietnamese*, and the question *When do you have Vietnamese?* Play the recording for them to listen and repeat in chorus and individually until they feel confident. Correct their pronunciation if necessary. -Invite a few pupils to listen to and repeat the sound, the word, and the question in front of the class. Praise them when their pronunciation is good. -Repeat Steps 1 and 2 for the letters, word and sentence in the second line. Go around the classroom and correct their pronunciation if necessary. -Let pupils work in pairs or groups, pronouncing the sounds, saying the words and reading the sentences until they feel confident.Activity 2. Listen and circle. 10 minutesGoal: To identify the target words Vietnamese and science while listening. -Tell the pupils the goal of the activity. Explain that they have to listen to the recording and circle the correct options. Check comprehension. -Get pupils to read the gapped sentences and guess which options can be chosen to fill in the gaps. -Play the recording for pupils to listen and circle the correct options. Get pupils to swap books with a partner and check their answers before checking as a class. Play the recording again for pupils to double-check their answers. -Invite a few pupils to read the completed sentences in front of the class. Go around the classroom and correct their pronunciation if necessary.Key: 1. a 2. CActivity 3. Let’s chant. 8 minutesGoal: To say the chant with the correct pronunciation and rhythm. -Have pupils read the first verse of the chant and draw their attention to the sound of the letters *ce* in the word *science* and the sentences *When do you have science?* and *I have science today*. Check comprehension. -Play the recording of the first verse. Play the recording again, line by line, for pupils to listen and repeat. Draw their attention to the rhythm and pronunciation. Encourage them to clap while chanting. -Repeat Steps 1 and 2 for the second verse of the chant. Draw pupils’ attention to the sound of the letters *se* in the word *Vietnamese* and the sentences *When do you have Vietnamese?* and *We have Vietnamese today.* -Play the recording all the way through for pupils to chant and clap along.Listen and clapPupils listen and clap if they hear the sound /s/ and if not they do not clap (Teacher should prepare some short series of words)Ex: Maths /z/- no clapVietnamese /s/- clap3.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 techerWhole class/ Individual work-Whole class-Listen to the T's instruction-IndividualworkWhole class/-Pair work-Listen and repeat- Listen to the T's instructionRepeat IndividualworkListen to the teacherWhole class/ Individual workGroup workPair workListen to the teacherGroup workGroup workWhole classPair work- Listen to the T's instruction.Whole class/ Individual work |

**Adjustments (if necessary):**

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**Week: 13**

**Date of teaching: 24/11/2024**

**Period: 48**

**UNIT 7: OUR TIMETABLE**

**Lesson 3 (4-6)**

**I.OBJECTIVES:**

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

1. Knowledges:

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

To read and show understanding of the text by choosing the best options to complete the sentences.

To read, understand and complete a gapped text about pupils’ timetables using the target language.

To make and present their timetables 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 presentation skill

4. Attributes:

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

**II. RESOURCES**

- Student’s book: Page 55

- Teacher’s guide: Pages 110,111

- Flash cards/ pictures and posters (Unit 7)

- Computer, projector

**III. PROCEDURE:**

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| --- | --- | --- |
| **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 minutesGreet the class.– Greet the class, then invite one or two groups of pupils to the front of the class to say the chant on page 54, in Lesson 3, Activity 3. The rest of the class may chant and clap along.– Ask pupils to open their books at page 55 and look at Unit 7, Lesson 3, Activity 42.New Lesson:Activity 1. Read and circle. 5 minutesGoal: To read and show understanding of the text by choosing the best options to complete the sentences. -Tell pupils the goal of the activity and explain that they should read the sentences and choose the correct options. Check comprehension. -Do Sentence 1 as an example. First, have pupils read the sentence and guess the missing words. Then have them read the text and choose the correct option. -Set a time limit for pupils to do the task independently. Go around the classroom and offer help if necessary. -Get pupils to swap their books with a partner and check their answers before checking as a class. Correct the answers where necessary.Extension: Invite one or two pupils to read the text and the completed sentences in front of the class. You may ask pupils to correct the false sentences where necessary.Activity 2. Let’s write. 10 minutesGoal: To read, understand and complete a gapped text about pupils’ timetables using the target language. -Tell the class the goal of the activity and explain that they should read the gapped text and fill in the gaps with their own information. Explain that the gaps in the text focus on their names and their timetables. Check comprehension. -Have pupils do the first gapped sentence together as an example. Ask them to read the sentence and elicit the names. Then have them write their names in the gap. -Give pupils time to complete the text independently. Go around the classroom and offer help if necessary.Extension: Invite one or two pupils to read their completed texts in front of the class.Activity 3. Project. 8 minutesGoal: To make and present their timetables to the class. -Tell pupils the goal of the activity. Explain that they must show the timetables that they have prepared at home and present them to the class. -Have pupils work in groups of three. Each pupil shows his / her timetable and tells the group about it, e.g., Look at the timetable. I have Vietnamese and maths every day. I have English on Mondays, Wednesdays, and Fridays. I have music on Thursdays. Go around the classroom and offer help if necessary. -Invite a few pupils to show their timetables and tell the class about them. Praise pupils when they do the task well.Game: Reorder the wordsPupils take turns to reorder the words and make the correct sentences.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 techerWhole class/ Individual work-Whole class/Individualwork-Listen to the T's instruction-Individualwork- tick the appropriate boxWhole class/do the task independently- Listen to the T's instructionIndividualworkListen to the teacherWhole class/ Individual workIndividual work Whole classPair work-play in group Listen to the T's instruction.work in groups of fiveWhole class/ Individual work |

**Adjustments (if necessary):**

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