***Week: 11***

***Preparing date:17/11/2024***

***Teaching date: 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

- Support disabled student to say the school facilities

4. Attributes:

**II. RESOURCES**

**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 minutesGreet 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 minutesGoal: 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 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.  -Repeat the same procedure with the letters *es*, the word *villages* and the sentence *There are three villages near my school.*Activity 2. Listen and circle. 10 minutesGoal: 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. CActivity 3. Let’s chant. 8 minutesGoal: 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.* -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.- 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: | Listen to the teacherWhole 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 |

**Adjustments (if necessary):**

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***Week: 11***

***Preparing date:17/11/2024***

***Teaching date: 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

- Support disabled student to say the school facilities

4. Attributes:

**II. RESOURCES**

**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 minutesGreet 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 minutesGoal: 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 minutesGoal: 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. -Get pupils to swap books and correct their answers in pairs.Activity 6. Project. 8 minutesGoal: To draw pupils’ schools and its facilities and present their drawings to the class. -Give pupils some time to use their drawings to practise presenting in groups.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: | -Listen to the teacherWhole 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 workListen and repeatGroup workPair workListen to the teacherIndividual work Whole classPair work-play in group Listen to the T's instruction. |

**Adjustments (if necessary):**

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***Week: 11***

***Preparing date:17/11/2024***

***Teaching date: 20 /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.

- Support disabled student to understand and say timetable.

4. Attributes:

**II. RESOURCES**

**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 minutesGreet 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 minutesGoal: 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.-Invite a few pairs to the front of the class to listen to and repeat the sentences in the recording. *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 minutesGoal: 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. -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 minutesGoal: 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). -Put pupils into pairs to practise the exchanges. Go around the classroom to offer support where necessary.Game: Answer the questionsPupils 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: | -Listen to the teacherWhole class/ Individual work-Whole class/Individualwork-Listen to the T's instructionListen to the recording-Individualwork-Listen and repeatWhole class/-Pair work- Listen to the T's instructionIndividualworkListen to the teacherWhole class/ Individual workListen and repeatGroup workPair workListen to the teacherGroup workGroup workWhole class- Practice in front of class- Listen to the T's instruction. |

**Adjustments (if necessary):**

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***Week: 12***

***Preparing date:17/11/2024***

***Teaching date: 20/11/2024***

***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

- Support disabled student to say the timetables

4. Attributes:

I**I. RESOURCES**

**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 minutesGreet 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 minutesGoal: 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.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 minutesGoal: To complete four gapped exchanges with the help of picture cues. Then draw pupils’ attention to the picture and elicit the name of the subject that can be used to fill in the gap (Vietnamese).-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; mathsActivity 6. Let’s play. 8 minutesGoal: To review the target vocabulary items using the puzzle, then ask and answer questions about the subjects pupils have at school. -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 3.Wrap up: | -Listen to the teacherWhole class/ Individual work-Whole class/Individualwork-Listen to the T's instructionListen to the recording-Individualwork-Listen and repeatWhole class/-Pair work- Listen to the T's instructionIndividualworkListen to the teacherWhole class/ Individual workListen and repeatGroup workPair workListen to the teacherGroup workGroup workWhole classPair work- Listen to the T's instruction. |

**Adjustments (if necessary):**

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