*Week 10*

*Period 39*

**Unit 6: Our school facilities**

**Lesson 1 (4, 5, 6)**

**A. OBJECTIVES:**

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

**1. Knowledge:**

- 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;

- listen to and demonstrate understanding of simple communicative contexts in relation to the topic “*Our school facilities”.*

- read and write about school locations

- ***Vocabulary:*** Review

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

**2. Competences:**

- Critical Thinking: self-introduce

- Co-operation: ready to help friends in pair work/ group work.

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

**3. Attitude/ Qualities:**

- Kindness: Help partners to complete learning tasks.

- Honesty: tell the truth about feelings and emotions.

- Diligence: complete learning tasks.

**B. TEACHING AIDS:**

- *Teacher:* Teacher’s guide Pages 80,81,82; audio Tracks 60; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

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

**C. PROCEDURES:**

| **Teacher’s activities** | **Students’ activities** |
| --- | --- |
| **1.Warm- up: (5’)**  *Game:*  ***play the Doraemon Game ( ppt)***  *\*****Aims:*** *to create a friendly and active atmosphere in the class to beginning the lesson.*  **\*Procedure:**  - Divide the class into 3 teams.  - Pupils from each team choose a letter, then answer the question  - Pupils answer correctly get some points corresponding to the number of pies.  - Say “Open your book page 45” and look at *“Unit 6, Lesson 1 (4,5,6)”.*  **2.Practice: (27’)**  **Activity 1. Listen and number:**  ***\*Aims:*** *Ss will be able**to* *listen to and understand four communicative contexts in which pupils ask and answer questions about school locations and number the correct pictures.*  **\*Procedure:**  - Point at the pictures respectively to explain the context.  + *How many pictures are there?*  *+ What can you see in each picture?*      - 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.  *Key: 1. c 2. d 3.a 4.b*  **Activity 2.**  **Look, complete and read**  ***\*Aims:*** *Ss will be able**to* *complete four target gapped exchanges with the help of picture cues*  **\*Procedure:**  - Ask pupils to look at the pictures and identify the school locations in the four 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 (*village).* Then have them complete the gap (*Is It’s in the village*).  -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.  *Key:*  *1. village 2. the town*  *3. school, the city*  *4. Where’s, in the mountains*  **Activity 3. Let’s play**  **Matching pairs**  ***\*Aims:*** *Ss will be able to* *review the words mountains, village, city and town by playing the game Matching pairs.*  **\*Procedure:**  -Tell pupils that they are going to find four pairs of pictures and words as quickly as possible.  - Stick the picture cards face down in the left column on the board. Stick the word cards face down in the right column on the board.  - Invite one pupil to play the game by selecting a picture card and a word card, turning them over.  + If two cards are a matching pair, ask the pupil to say the word aloud.  + The pupil can continue to take another turn.  + If the cards do not make a match, ask the pupil to turn them face down again, and invite another pupil to take the next turn.  - Let pupils play the game until all pairs have been matched.  - Play the game several times if there is enough time.  ***\*Consolidation***  ***\*Aims:*** *Ss will be able consolidate and wrap up the content of the lesson.*  **\*Procedure:**  - T asks ss to answer the following questions:  *+ What have you learnt from the lesson today?*  *+What are the core values of the lesson? (if the teacher can take from the lesson).*  - T praises some Ss who are hardworking / active/ good…. as well as encourage others to try more.  **3. Homework. (3’)**  **-** Practice part 5 again.  - Prepare the new lesson: *Unit 6, Lesson 2 (1,2,3).* | - Ss read the words  - Ss play game  -Ss play game  - Ss open their books  -Look at the pictures and say:  *+ Picture a. a school in the city*  *+ Picture b. a school in the village*  *+ Picture c. a school in the town*  *+ Picture d. a school in the mountains*  -Ss guess the answers  - Ss listen to the tape and number  - Ss listen again, number and swap books with their partners.  - Ss check their answers and guessing  -Ss listen and repeat.  -Ss look at the picture and say  -Ss look and answer  -Ss read  -Ss say and complete  -Ss work in pairs and complete  -Ss read aloud  - Ss listen    -Ss listen  -Ss play the game  -Ss play the game  -Ss play the game  -Ss answer the questions  -Ss listen and clap their hands  -Ss listen and take note |

**D. ADJUSTMENTS (if necessary):**

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*Week 10*

*Period 40*

**Unit 6: Our school facilities**

**Lesson 2 (1, 2, 3)**

**A. OBJECTIVES:**

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

**1. Knowledge:**

- use *How many ….. are there at your school? – There is ….. / There are ……* to ask and answer questions about the quantity of school facilities;

-listen to and demonstrate understanding of simple communicative contexts in relation to the topic “Our school facilities”.

-draw their school with some facilities and present it to the class.

- ***Vocabulary:*** building, garden.

- ***Skills***: speaking and listening

**2. Competences:**

- Co-operation: ready to help friends in pair work/ group work.

- Sociability: Talk to each other, say good words to others.

**3. Attitude/ Qualities:**

- Kindness: Help partners to complete learning tasks.

- Honesty: tell the truth about feelings and emotions

**B. TEACHING AIDS:**

- *Teacher:* Teacher’s guide Pages 82, 83, 84; audio Tracks 61, 62, website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

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

**C. PROCEDURES:**

| **Teacher’s activities** | **Students’ activities** |
| --- | --- |
| **1.Warm- up: (3’)**  *Game:* ***Guessing and Choosing***  *\*****Aims:*** *to create a friendly and active atmosphere in the class to beginning the lesson.*  **\*Procedure:**  - T shows 4 pictures of places and calls 4 Ss to come to the board and choose.  - T asks 4 Ss to come to the board and choose 1 picture of place and keep them in secret by covering them.  - The others will write their place in the board at their desks and keep their ideas in secret.  - The Ss on the board will 1 by 1 show their pictures they choose.  - When the teacher says the word of the pictures 1 by 1 shown on the board, who has the same places will raise their board or raise their hands.  - The Ss on the board will get the same points as the numbers of Ss raising their hands.  - Say “Open your book page 46” and look at “*Unit 6, Lesson 2 (1,2,3)”.*  **2. Presentation (16’)**  **Activity 1. Vocabulary.**  ***\*Aims:*** *Ss will be able**to know the vocabulary in the new lesson.*  **\*Procedure:**  -T elicits the new words  *+ building : tòa nhà (picture)*  *+ garden : khu vườn (picture)*  - T models *(3 times).*  - T writes the words on the board.  - *Checking: What and where*  **Activity 2. Look, listen and repeat:**  ***\*Aims:*** *Ss will be able**to* *understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about the quantity of school facilities.*  **\*Procedure:**  - 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.  **Activity 3**. **Listen, point and say.**  ***\*Aims:*** *Ss will be able**to correctly say the phrases and use How many …… are there at your school? – There is …….. / There are …….. to ask and answer questions about the quantity of school facilities.*  **\*Procedure:**  **\* *Model sentences:***  - T asks Ss look at *picture a* and helps Ss know the structure from the dialogue.  - T introduces new structure for Ss.  - T explains, models and gives meaning.  - Have Ss repeat the model sentences.    **3.Practice: (7’)**  ***\*Drill pictures***  - 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.  **4.Production: (7’)**  **Activity 4. Let’s talk.**  ***\*Aims:*** *Ss will be able to* *enhance the correct use of How many…… are there at your school? and There is …….. / There are ……… to ask and answer questions about the quantity of school facilities in a freer context.*  **\*Procedure:**  - Ask questions to help them identify the context.  *+ What can you see in the picture?*    - Elicit the missing words in the speech bubbles and write them on the board. Get pupils to say the completed sentences.  - Have pairs of pupils practise asking and answering the questions about the quantity of school facilities in the picture.  - Invite some pairs to practise asking and answering questions about the quantity of school facilities in front of the class.  ***\*Consolidation***  ***\*Aims:*** *Ss will be able consolidate and wrap up the content of the lesson.*  **\*Procedure:**  - T asks ss to answer the following questions:  *+ What have you learnt from the lesson today?*  - T review the vocabulary and model sentences.  - T praises some Ss who are hardworking / active/ good…. as well as encourage others to try more.  **5. Homework. (2’)**  **-** Learn the vocabulary and model sentences by heart  - Prepare the new lesson: *Unit 6, Lesson 2 (4,5,6).* | - Ss listen  - Ss play the game  -Ss play game  - Ss open their books  -Ss listen and answer  - - Ss listen and repeat  + Choral repetition *(3 times).*  + Individual repetition *(3 ss)*  - Ss take note  - Ss look, remember and slap  -Look at the pictures and get to know the characters in the pictures.  *+ In picture a:*  Linh: *Where’s your school, Bill?*  Bill: *It’s in the town.*  *– In picture b:*  Linh: *How many buildings are there at your school?*  Bill: *There are three.*  -Ss listen and repeat in chorus *(twice)*  -Ss work in pairs to practice  -Ss practice the diaguage  -Ss listen  -Ss look at the picture and answer.    -Ss listen  -Ss listen and repeat  -Ss repeat to the hobbies  -Ss listen and answer  *+Picture a: one playground*  *+Picture b: two computer rooms*  *+Picture c: one garden*  *+Picture d: three buildings*  - Ss look, listen and repeat  - Ss practice in chorus  - Ss practice in chorus  -Ss work in pairs to practice  -Ss listen  -Ss go to the board and point and say  -Ss listen  -Ss look at the picture and answer  *+*  *a school with two buildings, a playground, a computer room and a garden*  -Ss listen and answer  -Ss work in pairs and ask, answer  -Ss perform in font of the class.  -Ss answer the questions  - Ss listen  -Ss listen and clap their hands  -Ss listen and take note |

**D. ADJUSTMENTS (if necessary):**

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