

Week 11
Period 41

Preparing date: November,
Teaching date: November,

Unit 6: Our school

Lesson 2 (4, 5, 6)

A. OBJECTIVES:

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
- **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:

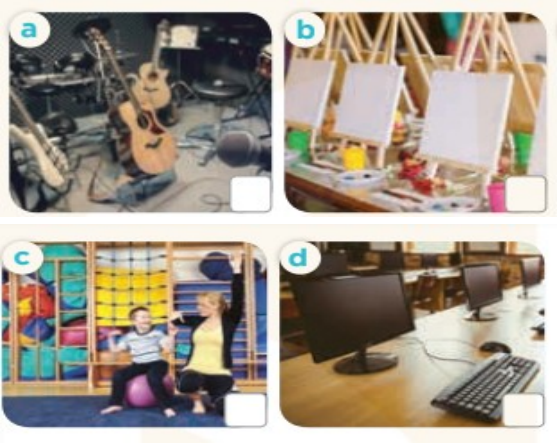
- Kindness: Help partners to complete learning tasks.
- Honesty: tell the truth about feelings and emotions.
- Diligence: complete learning tasks.

B. TEACHING AIDS:

- *Teacher:* Teacher’s guide Pages 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.

C. PROCEDURES:

Stages/Time	Teacher’s activities	Students’ activities
1.Warm- up: (5’)	<p><i>Game: Slap the board</i></p> <p><i>*Aims: to create a friendly and active atmosphere in the class to beginning the lesson.</i></p> <p>*Procedure:</p> <p>- Divide class into 2 groups</p>	- Ss read the words

<p>2.Practice: (27')</p>	<ul style="list-style-type: none"> - 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)”. <p>Activity 1. Listen and number:</p> <p><i>*Aims: Ss will be able to listen and understand four communicative contexts in which pupils make suggestions to go to different places at school</i></p> <p>*Procedure:</p> <ul style="list-style-type: none"> - Elicit the word for the place in each picture - Point at the pictures respectively to explain the context. <div data-bbox="483 1354 1036 1795">  </div> <ul style="list-style-type: none"> - T ask Ss to guess the answers. + T writes Ss'guessing on the board. 	<ul style="list-style-type: none"> - Ss play game -Ss play game - Ss open their books -Look at the pictures and say: + Picture a: a music room + Picture b: an art room + Picture c: a gym + Picture d: a computer room -Ss guess the answers
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	<p>- 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. <i>Key: 1. c 2. b 3. d 4. a</i></p> <p><u>Activity 2. Read and match</u> <i>*Aims: Ss will be able to read some sentences and match them with the correct pictures.</i> *Procedure: - Get Ss to look at the pictures and identify the places in the pictures.</p> <div data-bbox="483 1270 1026 1648">  </div> <p>- Have Ss look at the four dialogues and the pictures. Elicit and model with picture 1 + Ask Ss to read the sentence 1 in</p>	<p>- Ss listen to the tape and write - Ss listen again, write 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</p>
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	<p>chorus.</p> <p>+ Ask Ss to match sentence 1 with the correct picture</p> <p>-Have Ss work in pairs and complete the sentences 2, 3, 4.</p> <p>- Ask a few Ss to stand up and read the sentences aloud.</p> <p>-T gives feedbacks.</p> <p><i>Key:</i> <i>1. d 2. a 3. b 4. c</i></p> <p><u>Activity 3.</u> Let's play</p> <p><i>*Aims: Ss will be able to practise the target sentence pattern by playing the game <i>Guess the place</i>.</i></p> <p>*Procedure:</p>  <p>- Hold up a flash card for library and say: <i>We like reading. Let's go to</i></p> <p>- Elicit the school room to complete the sentence.</p> <p>- Show Ss the flash card and have them repeat the word and the sentence.</p> <p>- Hold up another flash card and continue with the game.</p> <p>- Divide the class into two teams.</p> <p>+ Each team in turn plays the game.</p>	<p>-Ss say and match</p> <p>-Ss work in pairs and macth</p> <p>-Ss read aloud</p> <p>- Ss listen</p> <p>-Ss play game</p> <p>-Ss play game</p>
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<p>3. Homework. (3')</p>	<p>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.</p> <p>*Consolidation *Aims: <i>Ss will be able consolidate and wrap up the content of the lesson.</i> *Procedure: - T asks ss to answer the following questions: + <i>What have you learnt from the lesson today?</i> + <i>What are the core values of the lesson? (if the teacher can take from the lesson).</i> - T praises some Ss who are hardworking / active/ good.... as well as encourage others to try more.</p> <p>- Practice part 5 again. - Prepare the new lesson: <i>Unit 6, Lesson 3 (1,2,3).</i></p>	<p>-Ss answer the questions</p> <p>-Ss listen and clap their hands</p> <p>-Ss listen and take note</p>
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D. ADJUSTMENTS (if necessary):

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Week 11
Period 42

Preparing date: November,
Teaching date: November,

Unit 6: Our school

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 **playground** and **classroom**, and in the sentences *Let's go to the playground.* and *Is that your classroom*
- listen and circle the correct words.
- **Vocabulary**: Review
- **Skills**: speaking, listening, reading and writing.

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 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.

C. PROCEDURES:

Stages/Time	Teacher's activities	Students' activities
1. Warm- up: (5')	<i>Game: Pass the ball</i> <i>*Aims: to create a friendly and active atmosphere in the class to</i>	

<p>2. Presentation (9')</p>	<p><i>beginning the lesson.</i></p> <p>*Procedure:</p> <ul style="list-style-type: none"> - 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 “<i>Unit 6, Lesson 3 (1,2,3)</i>”. <p><u>Activity 1. Listen and repeat:</u></p> <p>*Aims: <i>Ss will be able to correctly pronounce the sounds of the letters pl and cl in isolation, in the words playground and classroom, and in the sentences <i>Let's go to the playground.</i> and <i>Is that your classroom?</i></i></p> <p>*Procedure:</p> <ul style="list-style-type: none"> - T gives instruction to the letter pl and cl, playground and classroom, and in the sentences <i>Let's go to the playground.</i> and <i>Is that your classroom?</i> - 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 	<ul style="list-style-type: none"> - Ss listen -Ss play game - Ss open their books - Ss recognize the differences about color of letter - Ss listen - Ss listen and point - Ss listen again and repeat -Ss listen again and repeat -Ss practice
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<p>3.Practice: (19')</p>	<p>confident. - T calls some Ss to practice. - T gives feedbacks.</p> <p><u>Activity 2. Listen and circle.</u> <i>*Aims: Ss will be able to identify the target words playground and classroom while listening.</i> *Procedure: - Elicit the sentences and the gap-fill options. - 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. - Invite one or two Ss to stand up and read the completed sentences. <i>Key: 1.b 2.c</i></p> <p><u>Activity 3. Let's chant</u> <i>*Aims: Ss will be able to say the chant with the correct rhythm and</i></p>	<p>-Ss listen</p> <p>-Ss listen and say: + <i>Number 1: Let's go to the</i> + <i>Number 2: Is that our?</i> -Ss guess the answers</p> <p>- Ss listen to the tape and circle</p> <p>- Ss listen again, circle and swap books with their partners.</p> <p>- Ss check their answers and guessing</p> <p>-Ss listen and repeat.</p> <p>-Ss read the sentences</p>
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	<p><i>pronunciation.</i></p> <p>*Procedure:</p> <ul style="list-style-type: none"> - Introduce the title and lyrics of the chant. <div data-bbox="479 394 1039 850" data-label="Image"> </div> <ul style="list-style-type: none"> - Play the recording for Ss to listen to the whole chant. + Have them repeat the title and lyrics line by line. + Ask Ss to attend to the sounds of the letters <i>pl</i> and <i>cl</i> and the words <i>playground</i> and <i>classroom</i>. - 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 - Play the recording for Ss to chant and clap along. - Ask Ss to practice chant and clap along in pairs or groups. - Invite groups to the front of the classroom to perform the chant -T gives feedback. 	<ul style="list-style-type: none"> - Ss look and listen. <ul style="list-style-type: none"> -Ss listen to the chant - Ss listen and repeat line by line without clap their hands -Ss note the sounds, words -Ss listen to melody of the chant - Ss listen and chant line by line. - Ss chant and clap along. - Ss work in groups (two groups) to chant -Ss perform in front of the class. -Ss listen
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<p>4. Homework. (2')</p>	<p>*Consolidation *Aims: <i>Ss will be able consolidate and wrap up the content of the lesson.</i> *Procedure: - T asks ss to answer the following questions: + <i>What have you learnt from the lesson today?</i> + <i>What are the core values of the lesson? (if the teacher can take from the lesson).</i> - T praises some Ss who are hardworking / active/ good.... as well as encourage others to try more.</p> <p>- Practice the chant more. - Prepare a poster about their school in order to introduce their school to a new pupil. - Prepare the new lesson: <i>Unit 6, Lesson 3 (4,5,6).</i></p>	<p>-Ss listen.</p> <p>-Ss answer the questions</p> <p>-Ss listen and clap their hands</p> <p>-Ss listen and take note</p>
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D. ADJUSTMENTS (if necessary):

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Week 11
Period 43

Preparing date: November,
Teaching date: November,

Unit 6: Our school

Lesson 3 (4, 5, 6)

A. OBJECTIVES:

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

1. Knowledge:

- read and write about a school;
- make a poster to introduce their school to a new pupil.
- **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 88, 89; website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.
- **Students:** Pupil's book Page 49, notebooks, workbooks, school things.

C. PROCEDURES:

Stages/Time	Teacher's activities	Students' activities
1. Warm- up: (5')	<p><i>Game: "Chant"</i></p> <p><i>*Aims: to review the vocabulary and structure about greet and respond to greetings.</i></p> <p>*Procedure:</p> <ul style="list-style-type: none"> - 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 	- Ss listen and chant

	<p><i>introduce their school.</i></p> <p>*Procedure:</p> <ul style="list-style-type: none"> -Model the first gap and ask Ss what the missing word is. - Have Ss write their answers. - Give Ss time to write the answers. - Have some Ss read their completed paragraph aloud. <p><i>Key: Pupils' answer</i></p> <p><u>Activity 3. Project.</u></p> <p>*Aims: <i>Ss will be able to introduce the school to a new pupil.</i></p> <p>*Procedure:</p> <ul style="list-style-type: none"> - 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. <p>+<i>Hello/ Hi, class. Im'.....</i></p> <p>+<i>Welcome to my school. This is....</i></p> <p>+<i>This is....and that's.....</i></p> <p>+ <i>Now, let's go to the.....</i></p> <ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> -Ss listen and answer -Ss write the first gap -Ss write -SS read aloud -Ss listen -Ss show the picture -Ss listen and note -Ss practise -Ss present the poster -Ss present in front of the class
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<p>4. Homework. (3')</p>	<p>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.</p> <p>*Consolidation *Aims: <i>Ss will be able consolidate and wrap up the content of the lesson.</i> *Procedure: - T asks ss to answer the following questions: + <i>What have you learnt from the lesson today?</i> + <i>What are the core values of the lesson? (if the teacher can take from the lesson).</i> - T praises some Ss who are hardworking / active/ good.... as well as encourage others to try more.</p> <p>- Prepare the new lesson: <i>Unit 7, Lesson 1 (1, 2, 3).</i></p>	<p>-Ss go around their school to introduce some school rooms to their friends.</p> <p>-Ss answer the questions</p> <p>-Ss listen and clap their hands</p> <p>-Ss listen and take note</p>
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D. ADJUSTMENTS (if necessary):

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Week 11
Period 44

Preparing date: November,
Teaching date: November,

Unit 7: Classroom instructions

Lesson 1 (1, 2, 3)

A. **OBJECTIVES:**

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

1. **Knowledge:**

- use the words *open, close, stand up, sit down and please* in relation to the topic “Classroom instructions”
- use *please!* to give instructions;
- **Vocabulary:** open, close, stand up, sit down, please
- **Skills:** speaking and listening

2. **Competences:**

- Critical Thinking: self-introduce
- 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 90, audio Tracks 67, 68, website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.
- *Students:* Pupil’s book Page 50, notebooks, workbooks, school things.

C. **PROCEDURES:**

Stages/Time	Teacher’s activities	Students’ activities
1.Warm- up:	<i>Sing: Baby shark</i>	

and correctly repeat the sentences in two communicative contexts (pictures) focusing on classroom instructions.

***Procedure:**

- Have Ss look at *Pictures a and b* and identify names of the speakers 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.

Activity 3 2. Listen, point and say.

***Aims:** Ss will be able to correctly say the words and use , *please!*

-Look at the pictures and say
 + In picture a: Class says: *Good morning, Ms Hoa.*
 Lucy answers: *Hello, class.*
Sit down, please!
 + In picture b: Ms Hoa says: *Open your books, please!*

-Ss listen and repeat in chorus (*twice*)

-Ss work in pairs to practice
 -Ss practice the dialogue

-Ss listen

<p>3.Practice: (7')</p>	<p><i>to give instructions</i></p> <p>*Procedure:</p> <p>* Model sentences:</p> <ul style="list-style-type: none"> - T asks Ss look at <i>picture a</i> 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. <p>*Drill pictures</p> <ul style="list-style-type: none"> - Elicit the school thing and the character in each picture.  <ul style="list-style-type: none"> - Have S point at <i>Picture a</i>, listen to the recording and repeat the phrase (<i>open your book</i>). - Follow the same procedure with the other three pictures. - Point at the bubble and <i>Picture a</i> and have S listen and repeat after the recording (<i>Open your book, please!</i>). - Have pairs practise saying _____, <i>please!</i> with Pictures b, c and d. - Invite a few pairs to point at the pictures and give instructions for the class to act out 	<ul style="list-style-type: none"> -Ss look at the picture and answer. -Ss listen -Ss listen and repeat -Ss repeat to the place - Ss look, listen and answer + <i>Picture a:</i> a book opening + <i>Picture b:</i> a book closing + <i>Picture c:</i> a girl about to stand up + <i>Picture d:</i> a boy about to sit down -Ss listen and repeat -Ss practice -Ss listen and repeat -Ss practice -Ss point, say nd do action
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<p>4.Production: (7')</p>	<p>Activity 4. Let's talk.</p> <p>*Aims: <i>Ss will be able to enhance the correct use of, please! to give instructions</i></p> <p>*Procedure:</p>  <p>- Have Ss look at the picture and elicit the question and the answer in context. + <i>A picture of a classroom in which pupils are asking the teacher for her permission to (open the book / close the book / stand up / sit down)</i></p> <p>- Put Ss work in pairs to give and respond to instructions. Go around the classroom to offer support while they are acting out the instructions.</p> <p>- Invite some pairs of Ss to the front of the class to act out the instructions.</p> <p>*Consolidation</p> <p>*Aims: <i>Ss will be able consolidate and wrap up the content of the lesson.</i></p> <p>*Procedure:</p> <p>- T asks ss to answer the following</p>	<p>-Ss look at the picture and answer</p> <p>-Ss work in pairs</p> <p>-Ss act out the instructions.</p>
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<p>5. <u>Homework.</u> (2')</p>	<p>questions: + <i>What have you learnt from the lesson today?</i> + <i>What are the core values of the lesson? (if the teacher can take from the lesson).</i> - T review the vocabulary and model sentences. - T praises some Ss who are hardworking / active/ good.... as well as encourage others to try more. - Learn the vocabulary and model sentences by heart - Prepare the new lesson: <i>Unit 7, Lesson 1 (4,5,6).</i></p>	<p>-Ss answer the questions - Ss listen -Ss listen and clap their hands -Ss listen and take note</p>
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D. ADJUSTMENTS (if necessary):

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