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| **School:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Grade:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Teacher:**  **Date of teaching:**  **Attendance:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**UNIT 6: OUR SCHOOL FACILITIES**

**Lesson 1 – Period 1**

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| **I. OBJECTIVES**  By the end of the lesson, pupils will be able to: | |
| **Language knowledge & skills** | - understand and correctly repeat the sentences in two communicative  contexts focusing on asking and answering questions about the location of a school*.*  - correctly say the words and use *Where’s your school? – It’s in the \_\_\_\_\_.* to ask and answer questions about the location of a school.  - enhance the correct use of *Where’s your school? – It’s in the \_\_\_.* to ask and answer questions about the location of a school in a freer context. |
| **Competences** | - Communication and collaboration: work in pairs and groups to complete the learning tasks  - Self-control & independent learning: perform listening tasks |
| **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 AND MATERIALS** | |
|  | - Student’s book: Page 44  - Audio tracks 57, 58  - Teacher’s guide: Pages 87, 88, 89  - Website *hoclieu.vn*  - Flash cards/ pictures and posters (Unit 6)  - Computer, projector, … |
| **III. PROCEDURE** | **Warm-up and review – Look, listen and repeat – Listen, point and say – Let’s talk – Fun corner and wrap-up** |

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| **Procedure** | **Teacher’s and pupils’ activities** | **Interaction** | | | **Note** |
| **Warm-up and review:**  5 minutes | | | | | |
|  | Greet the class.  **Option 1:**  - ﻿Spend a few minutes revising *Unit 5* by asking the class to do the project in *Lesson 3*.  **Option 2:**  - Sing the song in *Unit 5 - Lesson 2.* | | Whole class/ Individual work | |  |
| **EXPLORATION**  **Activity 1. Look, listen and repeat.**  5 minutes | | | | | |
| a. Goal | ﻿To understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about the location of a school. | | | |  |
| b. Input | – Context a: ﻿  Hung: *Where’s your school, Lucy?*  Lucy: *It’s in the city.*  – Context b:  ﻿Lucy: *And where’s your school, Hung?*  Hung: *It’s in the mountains.* | | | |  |
| c. Outcome | ﻿Pupils can understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about the location of a school. | | | |  |
| d. Procedure | **﻿Step 1:** Ask pupils to look at Pictures *a* and *b* and guess the locations of the schools.  **Step 2:** Ask pupils to look at Picture *a*. Play the recording for them to listen.  **Step 3:** 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*.  **Step 4:** Invite a few pairs to the front of the classroom to listen to and repeat the sentences in the recording.  **Step 5:** Draw pupils’ attention to the question *Where’s your school?* and the answers: *It's in the city.* and *It’s in the mountains*. Tell pupils that they are a question and answers about the location of a school. | | | Whole class/ Individual work  Pair work  Whole class/ Individual work |  |
| e. Assessment | - Performance products: Student’s answers  - Assessment tools: Observation; Questions & Answers | | | |  |
| **KNOWLEDGE CONSTRUCTION**  **Activity 2. Listen, point and say.**  10 minutes | | | | | |
| a. Goal | ﻿To correctly say the words and use *Where’s your school? – It’s in the* \_\_\_\_\_. to ask and answer questions about the location of a school. | | | |  |
| b. Input | – Picture cues:  ﻿**a.** a school in the mountains  **b.** a school in the village  **c.** a school in the city  **d**. a school in the town  – Speech bubbles: *Where’s your school? – It’s in the \_\_\_\_\_.* Audio script: *﻿****a****. mountains* ***b.*** *village* ***c.*** *city* ***d.*** *town*  ***a.*** *A: Where’s your school?*  *B: It’s in the mountains.*  ***b.*** *A: Where’s your school?*  *B: It’s in the village.*  ***c.*** *A: Where’s your school?*  *B: It’s in the city.*  ***d.*** *A: Where’s your school?*  *B: It’s in the town.* | | | |  |
| c. Outcome | Pupils can correctly say the words and use *Where’s your school? – It’s in* *the \_\_\_\_\_.* to ask and answer questions about the location of a school. | | | |  |
| d. Procedure | ﻿**Step 1:** Have pupils look at the pictures and elicit the locations of schools.  **Step 2:** Have pupils point at Picture *a* (*mountains*), listen to the recording and repeat the word (*mountains*). Repeat the same procedure with Pictures *b, c* and *d*. Have the class repeat the words a few times.  **Step 3:** Point at the first bubble and have pupils listen to and repeat after the recording (*Where’s your school?*). Point at Picture *a* and have pupils listen to and repeat after the recording (*It’s in the mountains.*). Repeat the same procedure with the other three pictures.  ﻿**Step 4:** Divide the class into two groups to take turns repeating the question and the answer in Picture *a* until they feel confident. Repeat the same procedure with Pictures *b,* *c* and *d*.  **Step 5:** Put pupils in pairs and have them practise asking and answering with the pictures. Invite a few pairs to point at the pictures and say the questions and answers in front of the class. Correct their pronunciation where necessary. | | | Whole class/ Individual work  Group work  Pair work |  |
| e. Assessment | - Performance products: Student's talks and interaction  - Assessment tools: Observation; Answer keys | | | |  |
| **PRACTICE**  **Activity 3. Let’s talk.** 8 minutes | | | | | |
| a. Goal | ﻿To enhance the correct use of *Where’s your school?* *– It’s in the \_\_\_.* to ask and answer questions about the location of a school in a freer context. | | | |  |
| b. Input | ﻿– Picture cues: some paintings of schools; the boy painting one of them and talking with the girl  – Speech bubbles: *Where’s your school? – \_\_\_\_\_.* | | | |  |
| c. Outcome | ﻿Pupils can enhance the correct use of *Where’s your school? – It’s in the \_\_\_\_\_.* to ask and answer questions about the location of a school in a freer context. | | | |  |
| d. Procedure | ﻿**Step 1:** Draw pupils’ attention to the two speech bubbles. Read the question aloud and ask pupils to repeat it. Ask pupils to look at the second bubble and identify what the answer should be. Give an example answer *It’s in the* *village*. Get pupils to repeat the question and the answer several times.  **Step 2:** Have pairs of pupils practise asking and answering questions about the locations of the schools in the paintings. Go around the classroom to observe and provide help.  **Step 3:** Invite some pairs to practise asking and answering questions about the locations of the schools in front of the class and correct their pronunciation where necessary. | | | Whole class/ Individual work  Pair work  Pair work |  |
| e. Assessment | - Performance products: Student’s interaction and performance  - Assessment tools: Observation; Questions & Answers | | | |  |
| **Fun corner and wrap-up:** 5 minutes | | | | | |
|  | **Option 1: Doraemon Game (ppt)**  - Divide the class into 3 teams.  - Pupils from each team choose a letter, then answer the question.  - Pupils answer correctly to get some points corresponding to the number of pies.  **Option 2:**  - Ask students to answer the following questions:  1. *What have you learnt from the lesson today?*  (﻿Use *Where’s your school? – It’s in the \_\_\_.* to ask and answer questions about the location of a school.)  2. *What are the core values of the lesson?*  (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.)  ***\* Preparation for the project:***  ﻿Ask pupils to prepare for the project on page 49 by drawing their school and its facilities as homework so that they can tell the class about their school at Project time. | | | Group work  Whole class/ Individual work |  |

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| **School:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Grade:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Teacher:**  **Date of teaching:**  **Attendance:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**UNIT 6: OUR SCHOOL FACILITIES**

**Lesson 1 – Period 2**

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| **I. OBJECTIVES**  By the end of the lesson, pupils will be able to: | |
| **Language knowledge & skills** | - listen to and understand four communicative contexts in which pupils ask and answer questions about school locations and number the correct pictures.  - complete four target gapped exchanges with the help of picture cues.  - review the words of locations by playing the game *Matching pairs*. |
| **Competences** | - Communication and collaboration: work in pairs and groups to complete the learning tasks  - Self-control & independent learning: perform listening tasks |
| **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 AND MATERIALS** | |
|  | - Student’s book: Page 45  - Audio track 59  - Teacher’s guide: Pages 89, 90, 91  - Website *hoclieu.vn*  - Flash cards/ pictures and posters (Unit 6)  - Computer, projector, … |
| **III. PROCEDURE** | **Warm-up and review – Listen and number – Look, complete and read – Let’s play – Fun corner and wrap-up** |

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| **Procedure** | **Teacher’s and pupils’ activities** | **Interaction** | | | **Note** |
| **Warm-up and review:**  5 minutes | | | | | |
|  | Greet the class.  **Option 1:**  - Spend a few minutes revising the sentence patterns *Where’s your school? – It’s in the \_\_\_\_\_*. Have pupils ask and answer questions about the locations of schools in front of the class.  **Option 2:**  - ﻿Dictate some sentences about locations (e.g. *My school is in the mountains.*) and ask pupils to write them down. Then let them work in pairs or groups to correct each other’s answer.  **Option 3:**  - Play *Open the card* game (ppt). | | Whole class/ Individual work  Group work | |  |
| **PRACTICE**  **Activity 4. Listen and number.**  5 minutes | | | | | |
| a. Goal | ﻿To listen to and understand four communicative contexts in which pupils ask and answer questions about school locations and number the correct pictures. | | | |  |
| b. Input | ﻿Picture cues:  **a.** a school in the city  **b.** a school in the village  **c.** a school in the town  **d.** a school in the mountains  ﻿***Audio script:***  ***1.*** *A: Where’s your school?*  *B: It’s in the town.*  ***2.*** *A: Where’s your school?*  *B: It’s in the mountains.*  ***3.*** *A: Where’s your school? Is it in the city?*  *B: Yes, it is. It’s in the city.*  ***4.*** *A: Is your school in the mountains?*  *B: No. It’s in the village.* | | | |  |
| c. Outcome | ﻿ Pupils can listen to and understand four communicative contexts in which pupils ask and answer questions about school locations and number the correct pictures.  **Key:** **1.** c **2.** d **3.** a **4.** b | | | |  |
| d. Procedure | **﻿Step 1:** Have pupils look at *Activity 4*. Ask them *How many pictures are there?* and *What can you see in each picture?* Draw pupils’ attention to the boxes in the corners of the pictures. Check their comprehension.  **Step 2:** Play the recording of the first dialogue. Tell pupils that they will need to listen to the location (e.g. *city, village, town, mountains*). Ask pupils *Where’s the school?* Help pupils find out the answer of the location in the dialogue. Then ask pupils in which picture the location town appears (Picture *c*). Tell pupils to write “1” in the box of Picture *c*.  **Step 3:** Play the recording of the other dialogues and allow pupils to write down their answers. Give pupils some minutes to swap books with a partner and then check the answers as a class. Correct the answers where necessary.  **Extension:** If time allows, play the recording, sentence by sentence, for the class to listen and repeat individually and in chorus. Correct their pronunciation if necessary. | | | Whole class/ Individual work  Pair work  Whole class/ Individual work |  |
| e. Assessment | - Performance products: Student’s answers  - Assessment tools: Observation; Questions & Answers | | | |  |
| **PRACTICE**  **Activity 5. Look, complete and read.**  10 minutes | | | | | |
| a. Goal | ﻿ ﻿To complete four target gapped exchanges with the help of picture cues. | | | |  |
| b. Input | ﻿Four picture cues and four target gapped exchanges | | | |  |
| c. Outcome | ﻿Pupils can complete four target gapped exchanges with the help of picture cues. | | | |  |
| d. Procedure | ﻿**Step 1:** Ask pupils to look at the pictures and identify the school locations in the four pictures.  ﻿**Step 2:** Ask pupils to look at the incomplete exchanges. Draw their attention to the missing words in the sentences.  **Step 3:** Model Picture *1*. Have pupils look at the dialogue. Ask them what is missing in the answer (*village*). Then, have them fill the gap. Repeat the same procedure with Pictures *2, 3* and *4*.  **Step 4:** Get pupils to complete the exchanges individually, then ask a few pairs to read them aloud and check their pronunciation if necessary. | | | Whole class/ Individual work  Individual work/  Pair work |  |
| e. Assessment | - Performance products: Student's talks and interaction  - Assessment tools: Observation; Answer keys | | | |  |
| **PRODUCTION**  **Activity 6. Let’s play.** 8 minutes | | | | | |
| a. Goal | ﻿To review the words of locations by playing the game *Matching pairs*. | | | |  |
| b. Input | ﻿Four picture cards showing school locations and four word cards showing the words *mountains, village, city and town* | | | |  |
| c. Outcome | ﻿ ﻿Pupils can review the words of locations by playing the game *Matching* *pairs*. | | | |  |
| d. Procedure | ﻿**Step 1:** Tell pupils that they are going to find four pairs of pictures and words as quickly as possible.  **Step 2:** 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.  **Step 3:** 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.  **Step 4:** Let pupils play the game until all pairs have been matched. Play the game several times if there is enough time. | | | Whole class/ Individual work  Individual work  Pair work |  |
| e. Assessment | - Performance products: Student’s interaction and performance  - Assessment tools: Observation; Questions & Answers | | | |  |
| **Fun corner and wrap-up:** 5 minutes | | | | | |
|  | **Option 1: Matching Pair Game (ppt)**  - Divide the class into 3 teams.  - Pupils from each team choose two numbers to find out the matching pair.  - Pupils answer correctly and get one point.  - The team that gets the most points is the winner.  **Option 2:**  - Ask students to answer the following questions:  1. *What have you learnt from the lesson today?*  (Use *Where’s your school? – It’s in the \_\_\_.* to ask and answer questions about the location of a school.)  2. *What are the core values of the lesson?*  (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.) | | | Group work  Whole class/  Individual work |  |

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| **School:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Grade:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Teacher:**  **Date of teaching:**  **Attendance:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**UNIT 6: OUR SCHOOL FACILITIES**

**Lesson 2 – Period 3**

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| **I. OBJECTIVES**  By the end of the lesson, pupils will be able to: | |
| **Language knowledge & skills** | - ﻿ understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about the quantity of school facilities.  - 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.  - 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. |
| **Competences** | - Communication and collaboration: work in pairs and groups to complete the learning tasks  - Self-control & independent learning: perform listening tasks |
| **Attributes** | - Show pride and responsibility in the facilities they have at their school. |
| **II.** **RESOURCES AND MATERIALS** | |
|  | - Student’s book: Page 46  - Audio tracks 60, 61  - Teacher’s guide: Pages 92, 93, 94  - Website *hoclieu.vn*  - Flash cards/ pictures and posters (Unit 6)  - Computer, projector, … |
| **III. PROCEDURE** | **Warm-up and review – Look, listen and repeat – Listen, point and say – Let’s talk – Fun corner and wrap-up** |

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| **Procedure** | **Teacher’s and pupils’ activities** | **Interaction** | | | **Note** |
| **Warm-up and review:**  5 minutes | | | | | |
|  | Greet the class.  **Option 1:**  - Spend a few minutes revising *Lesson 1* by playing the game *Matching pairs*.  **Option 2:**  - Play the *Guessing game* (ppt). | | Whole class/ Individual work Group work | |  |
| **EXPLORATION**  **Activity 1. Look, listen and repeat.**  5 minutes | | | | | |
| a. Goal | ﻿To understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about the quantity of school facilities. | | | |  |
| b. Input | ﻿– Context a:  *Linh: Where’s your school, Bill?*  *Bill: It’s in the town.*  – Context b:  *Linh: How many buildings are there at your school?*  *Bill: There are three.* | | | |  |
| c. Outcome | ﻿﻿Pupils can understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about the quantity of school facilities. | | | |  |
| d. Procedure | **﻿Step 1:** Get pupils to look at Pictures *a* and *b* and identify the characters in the pictures. Get them to say what they can see in the background.  **Step 2:** Ask pupils to look at Picture *a*. Play the recording for them to listen.  **Step 3:** 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*.  **Step 4:** Invite a few pairs to the front of the classroom to listen to and repeat the sentences in the recording. Correct their pronunciation where necessary.  **Step 5:** Draw pupils’ attention to the question *How many* *buildings are there at your school?* and the answer *There are* *three*. Tell pupils that this is a question and an answer about the quantity of school facilities. | | | Whole class/  Individual work  Pair work  Whole class/  Individual work |  |
| e. Assessment | - Performance products: Student’s answers  - Assessment tools: Observation; Questions & Answers | | | |  |
| **KNOWLEDGE CONSTRUCTION**  **Activity 2. Listen, point and say.**  10 minutes | | | | | |
| a. Goal | ﻿ ﻿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. | | | |  |
| b. Input | ﻿– Picture cues:  **a.** playgrounds/ one  **b.** computer rooms/ two  **c.** gardens/ one  **d.** buildings/ three  – Speech bubbles:  *How many \_\_\_ are there at your school? – There is \_\_\_. / There are \_\_\_.*  ***Audio script:***  ***a.*** *playgrounds/ one* ***b.*** *computer rooms/ two*  ***c.*** *gardens/ one* ***d.*** *buildings/ three*  ***a.*** *A: How many playgrounds are there at your school?*  *B: There is one.*  ***b.*** *A: How many computer rooms are there at your school?*  *B: There are two.*  ***c.*** *A: How many gardens are there at your school?*  *B: There is one.*  ***d.*** *A: How many buildings are there at your school?*  *B: There are three.* | | | |  |
| c. Outcome | Pupils can correctly say the words and phrases and use *Where’s your school? – It’s in the \_\_\_\_\_.* to ask and answer questions about the quantities of school facilities. | | | |  |
| d. Procedure | ﻿**Step 1:** Have pupils point at Picture *a*, listen to the recording and repeat the phrase (*playgrounds/ one*). Repeat the same procedure with Pictures *b, c* and *d*. Have the class repeat the phrases a few times.  **Step 2:** Point at the question pattern *How many \_\_\_ are there at your school?* Read it aloud and have pupils repeat it. Repeat the same procedure with the answer patterns *There is \_\_\_.* and *There are \_\_\_.*  **Step 3:** Point at Picture *a* and have pupils listen to and repeat after the recording *How many playgrounds are there at your school? – There is one*. Repeat the same procedure with Pictures *b, c* and *d*.  **Step 4:** Divide the class into two groups to take turns repeating the question and the answer in Picture *a* until they feel confident. Repeat the same procedure with Pictures *b, c* and *d.*  **Step 5:** Put pupils into pairs and have them practise asking and answering the questions. Invite a few pairs to point at the pictures and say the questions and answers in front of the class. Correct their pronunciation where necessary. | | | Whole class/ Individual work  Group work  Whole class/ Pair work |  |
| e. Assessment | - Performance products: Student's talks and interaction  - Assessment tools: Observation; Answer keys | | | |  |
| **PRACTICE**  **Activity 3. Let’s talk.** 8 minutes | | | | | |
| a. Goal | ﻿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. | | | |  |
| b. Input | ﻿– Picture cue: a school with two buildings, a playground, a computer room and a garden  – Speech bubbles: *How many \_\_\_ are there at your school? – \_\_\_\_\_.* | | | |  |
| c. Outcome | ﻿ ﻿Pupils can 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. | | | |  |
| d. Procedure | ﻿**Step 1:** Draw pupils’ attention to the picture. Ask questions to help them identify the context (see Input).  **Step 2:** Elicit the missing words in the speech bubbles and write them on the board. Get pupils to say the completed sentences.  **Step 3:** Have pairs of pupils practise asking and answering the questions about the quantity of school facilities in the picture. Go around the classroom to observe and provide help.  **Step 4:** Invite some pairs to practise asking and answering questions about the quantity of school facilities in front of the class. Give them corrections and feedback where necessary. | | | Whole class/ Individual work  Pair work |  |
| e. Assessment | - Performance products: Student’s interaction and performance  - Assessment tools: Observation; Questions & Answers | | | |  |
| **Fun corner and wrap-up:** 5 minutes | | | | | |
|  | **Option 1: Flowers Game (ppt)**  - Divide the class into 3 teams.  - Pupils from each team choose a number, then answer the question.  - Pupils answer correctly and get some points depending on the flower number they choose.  **Option 2:**  - Ask students to answer the following questions:  1. *What have you learnt from the lesson today?*  (- 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*”.)  2. *What are the core values of the lesson?*  (Show pride and responsibility in the facilities they have at their school.) | | | Group work  Whole class/  Individual work |  |

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| **School:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Grade:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Teacher:**  **Date of teaching:**  **Attendance:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**UNIT 6: OUR SCHOOL FACILITIES**

**Lesson 2 – Period 4**

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| **I. OBJECTIVES**  By the end of the lesson, pupils will be able to: | |
| **Language knowledge & skills** | - listen to and understand two communicative contexts in which characters ask and answer questions about the quantity of school facilities and tick the correct pictures.  - complete target sentence patterns in two dialogues with the help of picture cues.  - sing the song *Garden and buildings at my school* with the correct pronunciation, rhythm and melody. |
| **Competences** | - Communication and collaboration: work in pairs and groups to complete the learning tasks  - Self-control & independent learning: perform listening tasks |
| **Attributes** | - Show pride and responsibility in the facilities they have at their school. |
| **II.** **RESOURCES AND MATERIALS** | |
|  | - Student’s book: Page 47  - Audio tracks 62, 63  - Teacher’s guide: Pages 94, 95, 96  - Website *hoclieu.vn*  - Flash cards/ pictures and posters (Unit 6)  - Computer, projector, … |
| **III. PROCEDURE** | **Warm-up and review – Listen and tick – Look, complete and read – Let’s sing – Fun corner and wrap-up** |

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| **Procedure** | **Teacher’s and pupils’ activities** | **Interaction** | | | **Note** |
| **Warm-up and review:**  5 minutes | | | | | |
|  | Greet the class.  **Option 1:**  Spend a few minutes revising the sentence patterns *How many \_\_\_\_ are there at your school? – There is \_\_\_. / There are \_\_\_\_.* to ask and answer questions about the quantity of school facilities.  **Option 2:**  ﻿Dictate some sentences about the quantity of school facilities (e.g. *There is a garden at my school. There are three buildings at my school.*) and ask pupils to write them down. Then let them work in pairs or groups to correct each other's answer.  **Option 3:**  - Play the *Guessing game* (ppt). | | Whole class/ Individual work  Group work/ Pair work  Group work | |  |
| **PRACTICE**  **Activity 4. Listen and tick.**  5 minutes | | | | | |
| a. Goal | ﻿To listen to and understand two communicative contexts in which characters ask and answer questions about the quantity of school facilities, and tick the correct pictures. | | | |  |
| b. Input | ﻿Picture cues:  **1a**. a school with a red building and a green building  **1b**. a school with three buildings  **2a.** a school with a computer room  **2b.** a school with two computer rooms  ***Audio script:***  ***1.*** *A: This is my school.*  *B: Oh, it’s big! How many buildings are there at your school?*  *A: There are two. One is red and one is green.*  ***2.*** *A: This is my school.*  *B: It’s small. How many computer rooms are there at your school?*  *A: There is one. But it’s very big.* | | | |  |
| c. Outcome | ﻿﻿Pupils can listen to and understand two communicative contexts in which characters ask and answer questions about the quantity of school facilities, and tick the correct pictures.  **Key: 1.** a **2.** a | | | |  |
| d. Procedure | **﻿Step 1:** Have pupils look at Activity 4. Ask them *How many pictures are there? What can you see in each picture?* Draw pupils’ attention to the boxes in the corners of the pictures. Check their comprehension.  **Step 2:** Have pupils look at Pictures *1a* and *1b*. Get them to talk about the diﬀerences between two pictures (e.g. *There are two buildings* in Picture *1a*. *One is red. One is green. There are three buildings* in Picture *1b*.). Play the recording of the first dialogue. Ask pupils to tick the correct picture. Repeat the same procedure with the second dialogue.  **Step 3:** Get pupils to swap books with a partner, then check answers together as a class. Write the correct answers on the board.  **Extension:** If there is time, play the recording, sentence by sentence, for the class to listen and repeat individually and in chorus. Correct their pronunciation where necessary. | | | Whole class/ Individual work  Pair work  Whole class/ Individual work |  |
| e. Assessment | - Performance products: Student’s answers  - Assessment tools: Observation; Questions & Answers | | | |  |
| **PRACTICE**  **Activity 5. Look, complete and read.**  10 minutes | | | | | |
| a. Goal | ﻿To complete target sentence patterns in two dialogues with the help of picture cues. | | | |  |
| b. Input | ﻿Four picture cues and two dialogues to complete | | | |  |
| c. Outcome | ﻿Pupils can complete target sentence patterns in two dialogues with the help of picture cues. | | | |  |
| d. Procedure | ﻿**Step 1:** Have pupils look at the picture in Dialogue 1 and prompt them to ask and answer questions about school location.  **Step 2:** Give pupils 1 - 2 minutes to complete the gaps in Dialogue 1, then have them compare their answers in pairs. Monitor and help where necessary.  **Step 3:** Go through the answer with the class. Ask some pairs to read aloud the dialogue.  **Step 4:** Repeat the same procedure with Dialogue 2. Encourage pupils to make use of the picture cues to fill the gaps. | | | Whole class/ Individual work  Individual work/ Pair work  Whole class/ Individual work |  |
| e. Assessment | - Performance products: Student's talks and interaction  - Assessment tools: Observation; Answer keys | | | |  |
| **PRACTICE**  **Activity 6. Let’s sing.** 8 minutes | | | | | |
| a. Goal | ﻿To sing the song *Gardens and buildings at my school* with the correct pronunciation, rhythm and melody. | | | |  |
| b. Input | ﻿﻿The lyrics and the recording of the song *Gardens and buildings at my school* | | | |  |
| c. Outcome | Pupils can sing the song *Gardens and buildings at my school* with the correct pronunciation, rhythm and melody. | | | |  |
| d. Procedure | ﻿**Step 1:** Have pupils read the lyrics to familiarise themselves with the questions and answers. Check comprehension and give feedback.  **Step 2:** Have pupils listen to the whole song, drawing their attention to the pronunciation, the rhythm and the melody of the song.  **Step 3:** Play the recording of the song once or twice for pupils to listen and repeat line by line and do related actions, e.g. using fingers for numbers one and three.  **Step 4:** When pupils feel confident and are familiar with the tune and melody, ask them to sing the whole song while doing actions or clapping hands.  **Step 5:** Invite a few groups to the front of the class to sing the song. The class may sing along to reinforce the activity. | | | Whole class/ Individual work  Group work |  |
| e. Assessment | - Performance products: Student’s interaction and performance  - Assessment tools: Observation; Questions & Answers | | | |  |
| **Fun corner and wrap-up:** 5 minutes | | | | | |
|  | **Option 1: Zootopia Game (ppt)**  - Divide the class into 3 teams.  - Pupils from each team choose a letter, then answer the question.  - Pupils answer correctly to get some points corresponding to the number of dollars for the letter they choose. They can choose a deal to get more or less points.  **Option 2:**  - Ask students to answer the following questions:  1. *What have you learnt from the lesson today?*  (- 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*”.)  2. *What are the core values of the lesson?*  (Show pride and responsibility in the facilities they have at their school.) | | | Group work  Whole class/ Individual work |  |

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| **School:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Grade:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Teacher:**  **Date of teaching:**  **Attendance:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**UNIT 6: OUR SCHOOL FACILITIES**

**Lesson 3 – Period 5**

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| **I. OBJECTIVES**  By the end of the lesson, pupils will be able to: | |
| **Language knowledge & skills** | ﻿- 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. |
| **Competences** | - Communication and collaboration: work in pairs and groups to complete the learning tasks  - Self-control & independent learning: perform listening tasks |
| **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 AND MATERIALS** | |
|  | - Student’s book: Page 48  - Audio tracks 64, 65, 66  - Teacher’s guide: Pages 96, 97  - Website *hoclieu.vn*  - Flash cards/ pictures and posters (Unit 6)  - Computer, projector, … |
| **III. PROCEDURE** | **Warm-up and review – Listen and repeat – Listen and circle – Let’s chant – Fun corner and wrap-up** |

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| **Procedure** | **Teacher’s and pupils’ activities** | **Interaction** | | | **Note** |
| **Warm-up and review:**  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.* | | Whole class/ Individual work | |  |
| **KNOWLEDGE CONSTRUCTION**  **Activity 1. Listen and repeat.** 5 minutes | | | | | |
| a. 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. | | | |  |
| b. Input | ﻿﻿– The letter **s**, the word *mountains* and the sentence *My school is in the mountains.*  – The letters **es**, the word *villages* and the sentence *There are three villages near my school.* | | | |  |
| c. Outcome | ﻿﻿Pupils can 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.* | | | |  |
| d. Procedure | **﻿Step 1:** Have pupils look at the letter *s*, listen to the recording and repeat the letter until they feel confident. Correct their pronunciation if necessary.  **Step 2:** 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.  **Step 3:** 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.  **Step 4:** Repeat the same procedure with the letters *es*, the word *villages* and the sentence *There are three villages near my school.*  **Step 5:** Give pupils a time limit to practise pronouncing the letters, saying the words, and reading the sentences in pairs or groups. | | | Whole class/ Individual work  Pair work/ Group work |  |
| e. Assessment | - Performance products: Student’s answers  - Assessment tools: Observation; Questions & Answers | | | |  |
| **PRACTICE**  **Activity 2. Listen and circle.**  10 minutes | | | | | |
| a. Goal | ﻿ To identify the target words *mountains* and *villages* while listening. | | | |  |
| b. Input | ﻿ ﻿Two gapped sentences, each with three options  ***Audio script:***  ***1.*** *Our school is near two villages.*  ***2.*** *There are two towns not far from my school.* | | | |  |
| c. Outcome | ﻿ ﻿Pupils can identify the target words *mountains* and *villages* while listening.  **Key: 1.** b **2.** c | | | |  |
| d. Procedure | ﻿**Step 1:** 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.  **Step 2:** 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.  **Step 3:** Invite a few pupils to read the completed sentences in front of the class. Correct their pronunciation where necessary. | | | Whole class/ Individual work    Pair work |  |
| e. Assessment | - Performance products: Student's talks and interaction  - Assessment tools: Observation; Answer keys | | | |  |
| **PRACTICE**  **Activity 6. Let’s chant.** 8 minutes | | | | | |
| a. Goal | ﻿ To say the chant with the correct rhythm and pronunciation. | | | |  |
| b. Input | ﻿﻿ The lyrics and the recording of the chant | | | |  |
| c. Outcome | ﻿Pupils can say the chant with the correct rhythm and pronunciation. | | | |  |
| d. Procedure | ﻿﻿**Step 1:** 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.*  **Step 2:** 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.  **Step 3:** Play the recording of the whole verse again for pupils to do choral and individual repetition.  **Step 4:** 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. | | | Whole class/ Individual work  Group work |  |
| e. Assessment | - Performance products: Student’s interaction and performance  - Assessment tools: Observation; Questions & Answers | | | |  |
| **Fun corner and wrap-up:** 5 minutes | | | | | |
|  | **Option 1: 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.  **Option 2:**  - Ask students to answer the following questions:  1. *What have you learnt from the lesson today?*  (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)  2. *What are the core values of the lesson?*  (Show pride in where they’re from and great respect for other people’s locations by using appropriate gestures and intonation when asking and answering about school locations.) | | | Group work  Whole class/ Individual work |  |

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| **School:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Grade:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Teacher:**  **Date of teaching:**  **Attendance:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**UNIT 6: OUR SCHOOL FACILITIES**

**Lesson 3 – Period 6**

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| **I. OBJECTIVES**  By the end of the lesson, pupils will be able to: | |
| **Language knowledge & skills** | - 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. |
| **Competences** | - Communication and collaboration: work in pairs and groups to complete the learning tasks  - Self-control & independent learning: perform listening tasks |
| **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 AND MATERIALS** | |
|  | - Student’s book: Page 49  - Teacher’s guide: Pages 98, 99  - Website *hoclieu.vn*  - Flash cards/ pictures and posters (Unit 6)  - Computer, projector, … |
| **III. PROCEDURE** | **Warm-up and review – Read and complete – Let’s write – Project – Fun corner and wrap-up** |

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| **Procedure** | **Teacher’s and pupils’ activities** | **Interaction** | | | **Note** |
| **Warm-up and review:**  5 minutes | | | | | |
|  | Greet the class.  - ﻿ ﻿Spend a few minutes revising the previous lesson by asking pupils to say the chant at page 48. | | Whole class/ Individual work | |  |
| **PRACTICE**  **Activity 4. Read and complete.**  5 minutes | | | | | |
| a. Goal | ﻿﻿To read a paragraph about a school and complete four gapped sentences about its location and facilities. | | | |  |
| b. Input | ﻿A paragraph and four incomplete sentences about a school location and facilities | | | |  |
| c. Outcome | ﻿﻿Pupils can read a paragraph about a school and complete four gapped sentences about its location and facilities | | | |  |
| d. Procedure | **﻿Step 1:** Have pupils look at the incomplete sentences and guess what the reading is about. Have pupils talk about their guesses.  **Step 2:** Ask pupils to read through the paragraph to get the gist of it.  **Step 3:** 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.  **Step 4:** Have pupils swap books with a partner and check each other’s answers. Monitor and give help where necessary.  **Step 5:** Select a few pupils to read the sentences in front of the class. Check their answers, and give corrections and feedback if necessary. | | | Whole class  Individual work  Pair work  Individual work |  |
| e. Assessment | - Performance products: Student’s answers  - Assessment tools: Observation; Questions & Answers | | | |  |
| **PRODUCTION**  **Activity 5. Let’s write.** 10 minutes | | | | | |
| a. Goal | ﻿To read, understand and complete a gapped paragraph about their own school locations and facilities. | | | |  |
| b. Input | ﻿ ﻿A writing frame with a gapped paragraph | | | |  |
| c. Outcome | ﻿ ﻿Pupils can read, understand and complete a gapped paragraph about their own school locations and facilities. | | | |  |
| d. Procedure | ﻿**Step 1:** 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.  **Step 2:** Give pupils time to write their answers. Circulate round the classroom during the activity and oﬀer help where necessary.  **Step 3:** 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. | | | Whole class/ Individual work  Individual work  Pair work  Whole class/ Individual work |  |
| e. Assessment | - Performance products: Student's talks and interaction  - Assessment tools: Observation; Answer keys | | | |  |
| **PRODUCTION**  **Activity 6. Project.** 8 minutes | | | | | |
| a. Goal | To draw pupils’ schools and its facilities and present their drawings to the class. | | | |  |
| b. Input | ﻿﻿A picture of a pupil presenting the drawing of his school | | | |  |
| c. Outcome | ﻿Pupils can draw their schools and its facilities and present their drawings to the class. | | | |  |
| d. Procedure | ﻿﻿**Step 1:** 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.  **Step 2:** 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.  **Step 3:** Give pupils some time to use their drawings to practise presenting in groups.  **Step 4:** 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. | | | Whole class/ Individual work  Group work  Whole class/ Individual work |  |
| e. Assessment | - Performance products: Student’s interaction and performance  - Assessment tools: Observation; Questions & Answers | | | |  |
| **Fun corner and wrap-up:** 5 minutes | | | | | |
|  | **Option 1: Lucky chicken Game (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.  **Option 2:**  - Ask students to answer the following questions:  1. *What have you learnt from the lesson today?*  (- 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;  2. *What are the core values of the lesson?*  (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.) | | | Group work  Whole class/ Individual work |  |