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

**UNIT 7: OUR TIMETABLE**

**Lesson 1 – Period 1**

| **I. OBJECTIVES** |
| --- |
| **Language knowledge & skills** | By the end of the lesson, pupils will be able:* To understand and correctly repeat the sentences in two communicative contexts in which characters ask and answer questions about what subjects they have.
* To correctly say the words and use *What subjects do you have today? - I have \_\_\_.* to ask and answer questions about school subjects.
* 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.
 |
| **Competences** | - Communication and collaboration: work in pairs and groups to complete the learning tasks.- Self-control & independent learning: perform listening tasks. |
| **Attributes** | * Show their responsibility to follow the timetable and prepare their subjects before school.
 |
| **II.** **RESOURCES AND MATERIALS** |
|  | - Student’s book: Page 50- Audio tracks 67, 68- Teacher’s guide: Pages 100, 101- Website *hoclieu.vn*- Flash cards/ pictures and posters (Unit 7)- Computer, projector, … |
| **III. PROCEDURE** | **Warm-up and review – Look, listen and repeat – Listen, point and say – Let’s talk – Fun corner and wrap-up** |

| **Procedure** | **Teacher’s and pupils’ activities** | **Interaction** | **Note** |
| --- | --- | --- | --- |
| **Warm-up and review:**  5 minutes |
|  | - Greet 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. | 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 in which characters ask and answer questions about what subjects they have. |  |
| b. Input | – Context a: *Mum: What time do you have class today, Minh?*  *Minh: At eight, Mum.*– Context b: *Mum: What subjects do you have today?*  *Minh: I have English and maths.* |  |
| c. Outcome | Pupils can understand and correctly repeat the sentences in two communicative contexts in which characters ask and answer questions about what subjects they have. |  |
| d. Procedure | **Step 1:** Ask pupils to look at Pictures **a** and **b** and identify the characters. Ask *Who is he / she?* and *Where is he / she?***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 class to listen to and repeat the sentences in the recording.**Step 5:** Draw pupils’ attention to the question *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. | 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 *What subjects do you have today? –**- I have \_\_\_.* to ask and answer questions about school subjects. |  |
| b. Input | – Picture cues:a. A Vietnamese textbook b. An English textbookc. A maths textbook d. A science textbook–Speech bubbles:What subjects do you have today? – I have \_\_\_.Audio script:a. Vietnamese b. English c. maths d. sciencea. A: What subjects do you have today?B: I have Vietnamese.b. A: What subjects do you have today?B: I have English.c.A: What subjects do you have today?B: I have maths.d. A: What subjects do you have today?B: I have science. |  |
| c. Outcome | Pupils can correctly say the words and use *What subjects do you have today? – I have \_\_\_.* to ask and answer questions about school subjects. |  |
| d. Procedure | **Step 1:** Ask pupils to look at Pictures **a**, **b**, **c** and **d** and identify the names of the subjects.**Step 2:** Play the recording for pupils to listen to and repeat the words under the pictures in chorus and individually until they feel confident.**Step 3:** Draw pupils’ attention to the speech bubbles and elicit the missing word by pointing at Picture a. Play the recording for pupils to listen to and repeat the sentences in both bubbles a few times.**Step 4:** 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.Step 5: Invite a few pairs to point at the pictures and ask and answer questions about what subject they have today. | Whole class/ Individual workPair 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 *What subjects do you have today? – I have \_\_\_.* to ask and answer questions about school subjects in a freer context. |  |
| b. Input | – Picture cue: a boy and a girl talking about school subjects with four textbooks (Vietnamese, English, maths, science) on a desk– Speech bubbles: *What subjects do you have today?* |  |
| c. Outcome | Pupils can enhance the correct use of *What subjects do you have today? – I have on \_\_\_\_.* to ask and answer questions about the school subjects 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 bubble and write them on the board. Get pupils to say the completed sentences.**Step 3:** Put pupils into pairs to practice the exchanges. Go around the classroom to offer support where necessary.**Step 4:** Invite a few pairs to point at the pictures and ask and answer questions about school subjects. If time allows, get a few pairs to ask and answer questions about the real subjects they have. | Whole class/ Individual workPair work |  |
| e. Assessment | - Performance products: Student’s interaction and performance- Assessment tools: Observation; Questions & Answers |  |
| **Fun corner and wrap-up:** 5 minutes |
|  | **Game: Answer the questions:**Pupils answer the questions to get a star for their teams**.****Wrap- up:**1. What have you learnt today?
2. What are the core values of the lesson?

**Preparation for the project:** Tell pupils about the project on page 55. Ask them to prepare for it at home by making their timetables. Remind pupils to bring their timetables to the class at Project time in Lesson 3, Period 6. | Whole class/ Individual work |  |

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

**UNIT 7: OUR TIMETABLE**

**Lesson 1 – Period 2**

| **I. OBJECTIVES** |
| --- |
| **Language knowledge & skills** | By the end of the lesson, pupils will be able:* 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.
* To complete four gapped exchanges with the help of picture cues.
* To review the target vocabulary items using the puzzle, then ask and answer questions about the subjects pupils have at school.
 |
| **Competences** | - Communication and collaboration: work in pairs and groups to complete the learning tasks- Self-control & independent learning: perform listening tasks |
| **Attributes** | * Show their responsibility to follow the timetable and prepare their subjects before school.
 |
| **II.** **RESOURCES AND MATERIALS** |
|  | - Student’s book: Page 51- Audio tracks 69- Teacher’s guide: Pages 102, 103, 104- Website *hoclieu.vn*- Flash cards/ pictures and posters (Unit 7)- Computer, projector, … |
| **III. PROCEDURE** | **Warm-up and review – Listen and tick or cross – Look, complete and read – Let’s talk – Fun corner and wrap-up** |

| **Procedure** | **Teacher’s and pupils’ activities** | **Interaction** | **Note** |
| --- | --- | --- | --- |
| **Warm-up and review:**  5 minutes |
|  | – 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. | Whole class/ Individual work |  |
| **EXPLORATION****Activity 4. Listen and check.**  5 minutes |
| a. Goal | 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. |  |
| b. Input | **Picture cues:**1. A Vietnamese textbook 2. An English textbook3. A maths textbook 4. A science textbook**Audio script:**1. A: What subjects do you have today? B: I have Vietnamese. 2. A: What subjects do you have today?B: I have science.3. A: What subjects do you have today? B: I have maths. 4. A: What subjects do you have today?B: I have English. |  |
| c. Outcome | Pupils can 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.**Key:** 1. v 2. x 3. v 4. x |  |
| d. Procedure | **Step 1:** 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.**Step 2:** Play the recording all the way through. Then play the recording for pupils to listen and tick or cross the boxes.**Step 3:** Get pupils to swap books with a partner to check their answers before checking as a class. Correct the answers where necessary.**Extension:** If time allows, play the recording, sentence by sentence, for pupils to listen and repeat in chorus. Correct their pronunciation where necessary. | Whole classIndividual workPair workWhole class |  |
| e. Assessment | - Performance products: Student’s answers- Assessment tools: Observation; Questions & Answers, Peer correction |  |
| **KNOWLEDGE CONSTRUCTION****Activity 5. Look, complete and read.**  10 minutes |
| a. Goal | To complete four gapped exchanges with the help of picture cues. |  |
| b. Input | Four picture cues with four exchanges to complete |  |
| c. Outcome | Pupils can complete four gapped exchanges with the help of picture cues.**Key:** 1. Vietnamese 2. have maths 3. What subjects; science 4. do you have; English; maths |  |
| d. Procedure | **Step 1:** Model the gapped **Exchange 1**. Have pupils read the exchange and guess the missing word in the answer. Then draw pupils’ attention to the picture and elicit the name of the subject that can be used to fill in the gap (Vietnamese).**Step 2:** Give pupils time to do the task independently. Go around the classroom to offer help where necessary.**Step 3:** Get pupils to swap books with a partner and check their answers before checking as a class. Nominate a pupil to write the answers on the board. Give further support to those pupils who find it difficult to do the task.**Step 4:** Invite four pairs of pupils to act out four complete exchanges in front of the class. Correct their pronunciation where necessary. | Whole class/ Individual workIndividual workPair workWhole class/ Pair work |  |
| e. Assessment | - Performance products: Student's talks and interaction- Assessment tools: Observation; answer keys  |  |
| **PRACTICE****Activity 6. Let’s play.** 8 minutes |
| a. Goal | To review the target vocabulary items using the puzzle, then ask and answer questions about the subjects pupils have at school. |  |
| b. Input | A puzzle with four answer spaces and given letters as well as picture cues and two speech bubbles |  |
| c. Outcome | Pupils can review the target vocabulary items using the puzzle, then ask and answer questions about the subjects pupils have at school.**Key:** 1. science 2. Vietnamese 3. maths 4. English |  |
| d. Procedure | **Step 1:** Tell pupils the goal of the puzzle and how to play it. Then have them look at the spaces in the puzzle and give letters as well as picture cues to find appropriate letters to complete the words.**Step 2:** Give pupils a time limit to do the puzzle individually. Go around the classroom and offer help if needed.**Step 3:** 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 \_\_\_\_\_.***Step 4:** Invite a few pairs to the front of the classroom to ask and answer questions about what subjects they have today. | Group work/Pair workPair workGroup work/Pair work |  |
| e. Assessment | - Performance products: Student’s interaction and performance- Assessment tools: Observation; questions & answers |  |
| **Fun corner and wrap-up:** 5 minutes |
|  | **Game: Playing archery** Pupils answer the question if they have the correct answer the arrow will fly.**Wrap-up:**1. What have you learnt today?
2. What are the core values of the lesson?
 | Whole class/ Group work |  |

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

**UNIT 7: OUR TIMETABLE**

**Lesson 2 – Period 3**

| **I. OBJECTIVES** |
| --- |
| **Language knowledge & skills** | By the end of the lesson, pupils will be able:* To understand and correctly repeat the sentences in two communicative contexts in which characters ask and answer questions about a school timetable.
* To correctly say the words and use *When do you have \_\_\_\_\_? – I have it on \_\_\_\_\_.* to ask and answer questions about a timetable.
* To enhance the correct use of *When do you have \_\_\_\_\_? – I have it on \_\_\_\_\_.* to ask and answer questions about a timetable in a freer context.
 |
| **Competences** | - Communication and collaboration: work in pairs and groups to complete the learning tasks- Self-control & independent learning: perform listening tasks |
| **Attributes** | * Show their responsibility to follow the timetable and prepare their subjects before school.
 |
| **II.** **RESOURCES AND MATERIALS** |
|  | - Student’s book: Page 52- Audio tracks 70, 71- Teacher’s guide: Pages 104, 105, 106- Website *hoclieu.vn*- Flash cards/ pictures and posters (Unit 7)- Computer, projector, … |
| **III. PROCEDURE** | **Warm-up and review – Look, listen and repeat – Listen, point, and say – Let’s talk – Fun corner and wrap-up** |

| **Procedure** | **Teacher’s and pupils’ activities** | **Interaction** | **Note** |
| --- | --- | --- | --- |
| **Warm-up and review:**  5 minutes |
|  | – Greet the class, then invite a few pupils to the front of the class to play the game on page 51.– Ask pupils to open their books at page 52 and look at Unit 7, Lesson 2, Activity 1. Tell pupils what they will learn in this unit. | 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 in which characters ask and answer questions about a school timetable. |  |
| b. Input | – **Context a:** Nam: What subjects do you have today? Lucy: I have Vietnamese and science.– **Context b:** Nam: When do you have maths? Lucy: I have it on Mondays and Fridays. |  |
| c. Outcome | Pupils can understand and correctly repeat the sentences in two communicative contexts in which characters ask and answer questions about a school timetable. |  |
| d. Procedure | **Step 1:** Ask pupils to look at Pictures **a** and **b** and identify the characters. Check comprehension.**Step 2:** Ask pupils to look at Picture **a**. Play the recording for them to listen and familiarize themselves with the characters’ voices.**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 act out the exchanges.**Step 5:** Draw pupils’ attention to the question *When do you have maths?* and the answer *I have it on Mondays and Fridays.* Explain that they are used to talk about a timetable(when they have a subject).**Extension:** Nominate pairs of pupils to act out the exchanges. | Whole class/ Individual workPair workPair 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 *When do you have \_\_\_\_\_? – I have it on \_\_\_\_\_.* to ask and answer questions about a timetable. |  |
| b. Input | – Picture cues:a. An art textbook and a calendar displaying Mondayb. A music textbook and a calendar displaying Wednesdayc. A history and geography textbook and two calendars displaying Tuesday and Fridayd. An English textbook and three calendars displaying Monday, Tuesday and Thursday– Speech bubbles: *When do you have \_\_\_\_\_? – I have it on \_\_\_\_\_.***Audio script:**a. art; Monday b. music; Wednesdayc. history and geography; Tuesday, Friday d. English; Tuesday, Thursdaya. A: When do you have art? B: I have it on Mondays.b. A: When do you have music? B: I have it on Wednesdays.c. A: When do you have history and geography? B: I have it on Tuesdays and Fridays.d. A: When do you have English? B: I have it on Tuesdays and Thursdays. |  |
| c. Outcome | Pupils can correctly say the words and use *When do you have\_\_\_?-I have it on\_\_\_\_* to ask and answer questions about a timetable. |  |
| d. Procedure | **Step 1:** Ask pupils to look at Picture **a** and identify the subject under the picture (art) and the day on the calendar (Monday). Play the recording for pupils to listen to and repeat the words in chorus and individually until they feel confident.**Step 2:** Draw pupils’ attention to the speech bubbles and elicit the missing words in the question and the answer. Play the recording for pupils to repeat the sentences in both bubbles a few times. Remind pupils to point at the relevant picture when they are repeating.**Step 3:** Repeat **Steps 1** and **2** for Pictures **b**, **c** and **d**. Go around the classroom and offer help where necessary.**Step 4:** Invite a few pairs to act out the exchanges at the front of the class. | Whole class/ Individual workIndividual workWhole class/ Individual workPair work |  |
| e. Assessment | - Performance products: Student's talks and interaction- Assessment tools: Observation; questions & answers |  |
| **PRACTICE****Activity 3. Let’s talk.** 8 minutes |
| a. Goal | To enhance the correct use of *When do you have \_\_\_\_\_? – I have it on \_\_\_\_\_.* to ask and answer questions about a timetable in a freer context. |  |
| b. Input | - Picture cue: a boy and a girl talking about a timetable- Speech bubbles: *When do you have\_\_\_?-\_\_\_\_.* |  |
| c. Outcome | Pupils can enhance the correct use of *When do you have \_\_\_\_\_? – \_\_\_\_\_.* to ask and answer questions about a timetable in a freer context. |  |
| d. Procedure | **Step 1:** Ask pupils to look at the picture and identify the characters, the days of the week and the subjects taught on each day. Remind pupils that *When do you have \_\_\_\_\_?**– \_\_\_\_\_.* are used to ask and answer questions about a timetable. Check comprehension.**Step 2:** Elicit the missing words in the speech bubbles and write them on the board. Get pupils to say the completed sentences. Correct their pronunciation where necessary.**Step 3:** Put pupils into pairs and have them take turns playing the role of each character in the picture, using the speech bubbles and a given timetable. Go around the classroom to offer support.**Step 4:** Invite a few pairs to come to the front of the classroom and act out the roles.**Extension:** If time allows, have some pupils ask and answer questions about their real timetable and act out their roles in front of the class. | Whole class/ Individual workPair workPair workIndividual work |  |
| e. Assessment | - Performance products: Student’s interaction and performance- Assessment tools: Observation; questions & answers |  |
| **Fun corner and wrap-up:** 5 minutes |
|  | **Game: Magic wheel**Pupils take turns to spin the wheel and they will receive the score if they have the correct answers.**Wrap- up:**What have you learnt today?What are the core values of the lesson? | Whole class |  |

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

**UNIT 7: OUR TIMETABLE**

**Lesson 2 – Period 4**

| **I. OBJECTIVES** |
| --- |
| **Language knowledge & skills** | By the end of the lesson, pupils will be able:* To listen to and understand two communicative contexts in which pupils ask and answer questions about timetables and tick the correct pictures.
* To complete two gapped exchanges with the help of picture cues.
* To sing the song *When do you have ...?* with the correct pronunciation, rhythm, and melody.
 |
| **Competences** | - Communication and collaboration: work in pairs and groups to complete the learning tasks.- Self-control & independent learning: perform listening tasks. |
| **Attributes** | * Show their responsibility to follow the timetable and prepare their subjects before school.
 |
| **II.** **RESOURCES AND MATERIALS** |
|  | - Student’s book: Page 53- Audio tracks 72, 73- Teacher’s guide: Pages 106, 107, 108- Website *hoclieu.vn*- Flash cards/ pictures and posters (Unit 7)- Computer, projector, … |
| **III. PROCEDURE** | **Warm-up and review – Listen and tick – Look, complete and read – Let’s sing – Fun corner and wrap-up** |

| **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 inviting a few pairs of pupils to ask and answer questions about a timetable, using *When do you have \_\_\_\_\_? – I have it on \_\_\_\_\_.*– Ask pupils to open their books at page 53 and look at Unit 7, Lesson 2, Activity 4. | Whole class/Group work |  |
| **EXPLORATION****Activity 4. Listen and tick.**  5 minutes |
| a. Goal | To listen to and understand two communicative contexts in which pupils ask and answer questions about timetables and tick the correct pictures. |  |
| b. Input | **Picture cues:****1a.** A part of the timetable in which music is taught on Tuesdays**1b.** A part of the timetable in which music is taught on Wednesdays**2a.** A part of the timetable in which science is taught on Wednesdays and Thursdays**2b.** A part of the timetable in which science is taught on Wednesdays and Fridays**Audio script:**1. A: When do you have music? B: I have it on Tuesdays. A: Tuesdays? B: Yes. On Tuesdays.2. A: What subjects do you have today? B: I have English and art. A: When do you have science? B: I have it on Wednesdays and Fridays. |  |
| c. Outcome | Pupils can listen to and understand two communicative contexts in which pupils ask and answer questions about timetables and tick the correct pictures.**Key:** 1. a 2. b |  |
| d. Procedure | **Step 1:** Ask pupils to look at Pictures **1a** and **1b** and identify a part of the timetables and the subject. Draw their attention to the days of the week when music is taught. Check comprehension.**Step 2:** Play the recording of the first dialogue for pupils to listen and tick the correct box. Play the recording again for pupils to check their answers.**Step 3:** Repeat **Steps 1** and **2** with Pictures **2a** and **2b.****Step 4:** Get pupils to swap their books with a partner and check their answers before checking as a class. Correct the answers if needed.**Extension**: If time allows, play the recording, sentence by sentence, for the class to listen to and repeat the dialogues. Correct their pronunciation if necessary. | Whole classIndividual workPair workWhole class |  |
| e. Assessment | - Performance products: Student’s answers- Assessment tools: Observation; Questions & Answers |  |
| **KNOWLEDGE CONSTRUCTION****Activity 5. Look, complete and read.**  10 minutes |
| a. Goal | To complete two gapped exchanges with the help of picture cues. |  |
| b. Input | Two picture cues and two incomplete exchange |  |
| c. Outcome | Pupils can complete the two gapped exchanges with the help of the picture cues.**Key:** 1. What, Vietnamese and maths 2. science, Thursday and Friday |  |
| d. Procedure | **Step 1:** Model the first gapped exchange. Have pupils read the sentences and guess the missing words. Then draw pupils’ attention to the picture and elicit the names of the subjects that can be used to fill in the gaps (What, Vietnamese and maths).**Step 2:** Give pupils a time limit to read the gapped **Exchange 2**, have them look at the picture and fill in the gaps independently. Go around the classroom and give further support to pupils who find it difficult to do the task.**Step 3:** Get pupils to swap books with a partner and check their answers before checking as a class. Invite one pupil to write the answers on the board.**Extension:** Invite four pairs of pupils to act out the complete exchanges in front of the class. | Whole class/ Individual workPair work |  |
| e. Assessment |  - Performance products: Student’s answers- Assessment tools: Observation; Questions & Answers |  |
| **PRACTICE****Activity 6. Let’s sing.** 8 minutes |
| a. Goal | To sing the song *When do you have ...?* with the correct pronunciation, rhythm, and melody. |  |
| b. Input | The lyrics and the recording of the song *When do you have ...?* |  |
| c. Outcome | Pupils can sing the song *When do you have ...?* with the correct pronunciation, rhythm and melody. |  |
| d. Procedure | **Step 1:** Draw pupils’ attention to the title and lyrics of the song. Encourage them to point at the picture to reinforce their understanding.**Step 2:** Have pupils read the first verse of the lyrics. Explain that the first verse is about the subjects they have today. Have pupils listen to the first verse, drawing their attention to the pronunciation, rhythm and melody. Then let them listen again and practise singing it, line by line, while clapping their hands.**Step 3:** Repeat **Step 2** for the second verse. Explain that it is about when they have maths and Vietnamese. Check comprehension and give feedback.**Step 4:** Ask pupils to listen to and sing the whole song while clapping their hands. Go around the classroom and offer help if needed.**Step 5:** Invite a few groups to the front of the class to sing the song. The class may sing along and clap to reinforce the activity. | Whole class/Individual workGroup work |  |
| e. Assessment | - Performance products: Student’s interaction and performance |  |
| **Fun corner and wrap-up:** 5 minutes |
|  | **Game: Reorder the words**Pupil takes turns reordering the words to make a correct sentence.**Wrap-up:**1. What have you learnt today?2. What are the core values of the lesson? | Whole class |  |

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

**UNIT 7: OUR TIMETABLE**

**Lesson 3 – Period 5**

| **I. OBJECTIVES** |
| --- |
| **Language knowledge & skills** | By the end of the lesson, pupils will be able:* To correctly repeat the sounds of the letters se and ce in isolation, in the words Vietnamese and science, and in the sentences *When do you have Vietnamese? and We have science today.* with the correct pronunciation and intonation.
* To identify the target words Vietnamese and science while listening.
* To say the chant with the correct pronunciation and rhythm.
 |
| **Competences** | - Communication and collaboration: work in pairs and groups to complete the learning tasks- Self-control & independent learning: perform listening tasks |
| **Attributes** | - Show their responsibility to follow the timetable and prepare their subjects before school. |
| **II.** **RESOURCES AND MATERIALS** |
|  | - Student’s book: Page 54- Audio tracks 74, 75, 76- Teacher’s guide: Pages 108, 109, 110- Website *hoclieu.vn*- Flash cards/ pictures and posters (Unit 7)- Computer, projector, … |
| **III. PROCEDURE** | **Warm-up and review – Listen and repeat – Listen and circle – Let’s chant – Fun corner and wrap-up** |

| **Procedure** | **Teacher’s and pupils’ activities** | **Interaction** | **Note** |
| --- | --- | --- | --- |
| **Warm-up and review:**  5 minutes |
|  | – Greet the class, then invite one or two groups of pupils to come to the front of the class and sing the song *When do you have ...?*. The class may sing along and clap their hands.– Remind pupils to prepare for the project on page 55 (Lesson 3, Activity 6) at home.– Ask pupils to open their books at page 54 and look at Unit 7, Lesson 3, Activity 1. Tell them what they will learn in this lesson. | Whole class/ Individual work |  |
| **EXPLORATION****Activity 1. Listen and repeat.**  5 minutes |
| a. Goal | To correctly repeat the sounds of the letters se and ce in isolation, in the words Vietnamese and science, and in the sentences *When do you have Vietnamese? and We have science today.* with the correct pronunciation and intonation. |  |
| b. Input | – The letters *se*, the word *Vietnamese*, and the question *When do you have Vietnamese?*– The letters *ce*, the word *science*, and the sentence *We have science today.* |  |
| c. Outcome | Pupils can correctly repeat the sounds of the letters *se* and *ce* in isolation, in the words *Vietnamese* and *science*, and in the sentences *When do you have Vietnamese?* And *We have science today.* with the correct pronunciation and intonation. |  |
| d. Procedure | **Step 1:** Have pupils point at the letters *se*, the word *Vietnamese*, and the question *When do you have Vietnamese?* Play the recording for them to listen and repeat in chorus and individually until they feel confident. Correct their pronunciation if necessary.**Step 2:** Invite a few pupils to listen to and repeat the sound, the word, and the question in front of the class. Praise them when their pronunciation is good.**Step 3:** Repeat **Steps 1** and **2** for the letters, word and sentence in the second line. Go around the classroom and correct their pronunciation if necessary.**Step 4:** Let pupils work in pairs or groups, pronouncing the sounds, saying the words and reading the sentences until they feel confident. | Whole class/Individual workPair work/ Group work |  |
| e. Assessment | - Performance products: Student’s answers- Assessment tools: Observation; Questions & Answers |  |
| **KNOWLEDGE CONSTRUCTION****Activity 2. Listen and circle.**  10 minutes |
| a. Goal | To identify the target words Vietnamese and science while listening. |  |
| b. Input | Two sentences for completion, each with three answer options**Audio script:**1. When do you have science?2. They have Vietnamese today. |  |
| c. Outcome | Pupils can identify the target words Vietnamese and science while listening.**Key:** 1. a 2. c |  |
| d. Procedure | **Step 1:** Tell the pupils the goal of the activity. Explain that they have to listen to the recording and circle the correct options. Check comprehension.**Step 2:** Get pupils to read the gapped sentences and guess which options can be chosen to fill in the gaps.**Step 3:** Play the recording for pupils to listen and circle the correct options. Get pupils to swap books with a partner and check their answers before checking as a class. Play the recording again for pupils to double-check their answers.**Step 4:** Invite a few pupils to read the completed sentences in front of the class. Go around the classroom and correct their pronunciation if necessary. | Whole class/ Individual workPair workIndividual work |  |
| e. Assessment | - Performance products: Student's talks and interaction- Assessment tools: Observation; answer keys  |  |
| **PRACTICE****Activity 3. Let’s chant.** 8 minutes |
| a. Goal | To say the chant with the correct pronunciation and rhythm. |  |
| b. Input | The lyrics and recording of the chant |  |
| c. Outcome | Pupils can say the chant with correct pronunciation and rhythm. |  |
| d. Procedure | **Step 1:** Have pupils read the first verse of the chant and draw their attention to the sound of the letters *ce* in the word *science* and the sentences *When do you have science?* and *I have science today*. Check comprehension.**Step 2:** Play the recording of the first verse. Play the recording again, line by line, for pupils to listen and repeat. Draw their attention to the rhythm and pronunciation. Encourage them to clap while chanting.**Step 3:** Repeat **Steps 1** and **2** for the second verse of the chant. Draw pupils’ attention to the sound of the letters *se* in the word *Vietnamese* and the sentences *When do you have Vietnamese?* and *We have Vietnamese today.***Step 4:** Play the recording all the way through for pupils to chant and clap along. | 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 |
|  | **Game: Listen and clap**Pupils listen to the sound /s/ and clap if not they will not clap (Teacher should prepare some short series of words)Ex: Maths /z/- no clapVietnamese /s/- clap**Wrap- up:**1. What have you learnt today?2. What are the core values of the lesson? | Whole class/ … |  |

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

**UNIT 7: OUR TIMETABLE**

**Lesson 3 – Period 6**

| **I. OBJECTIVES** |
| --- |
| **Language knowledge & skills** | By the end of the lesson, pupils will be able:* To read and show understanding of the text by choosing the best options to complete the sentences.
* To read, understand and complete a gapped text about pupils’ timetables using the target language.
* To make and present their timetables to the class.
 |
| **Competences** | - Communication and collaboration: work in pairs and groups to complete the learning tasks- Self-control & independent learning: perform presentation skill |
| **Attributes** | - Show their responsibility to follow the timetable and prepare their subjects before school. |
| **II.** **RESOURCES AND MATERIALS** |
|  | - Student’s book: Page 55- Teacher’s guide: Pages 110,111- Website *hoclieu.vn*- Flash cards/ pictures and posters (Unit 7)- Computer, projector, … |
| **III. PROCEDURE** | **Warm-up and review – Read and circle – Let’s write – Game – Project** |

| **Procedure** | **Teacher’s and pupils’ activities** | **Interaction** | **Note** |
| --- | --- | --- | --- |
| **Warm-up and review:**  5 minutes |
|  | – Greet the class, then invite one or two groups of pupils to the front of the class to say the chant on page 54, in Lesson 3, Activity 3. The rest of the class may chant and clap along.– Ask pupils to open their books at page 55 and look at Unit 7, Lesson 3, Activity 4. | Whole class/ Individual work |  |
| **EXPLORATION****Activity 1. Read and circle.**  5 minutes |
| a. Goal | To read and show understanding of the text by choosing the best options to complete the sentences. |  |
| b. Input | A short text with four gapped sentences, each with two options |  |
| c. Outcome | Pupils can read and show understanding of the text by choosing the best options to complete the sentences.**Key:** 1. b 2. a 3. b 4. b |  |
| d. Procedure | **Step 1:** Tell pupils the goal of the activity and explain that they should read the sentences and choose the correct options. Check comprehension.**Step 2:** Do **Sentence 1** as an example. First, have pupils read the sentence and guess the missing words. Then have them read the text and choose the correct option.**Step 3:** Set a time limit for pupils to do the task independently. Go around the classroom and offer help if necessary.**Step 4:** Get pupils to swap their books with a partner and check their answers before checking as a class. Correct the answers where necessary.**Extension:** Invite one or two pupils to read the text and the completed sentences in front of the class. You may ask pupils to correct the false sentences where necessary. | Whole class/ Individual workPair workIndividual work |  |
| e. Assessment | - Performance products: Student’s answers- Assessment tools: Observation; Questions & Answers |  |
| **KNOWLEDGE CONSTRUCTION****Activity 2. Let’s write.**  10 minutes |
| a. Goal | To read, understand and complete a gapped text about pupils’ timetables using the target language. |  |
| b. Input | A short gapped text |  |
| c. Outcome | Pupils can read, understand, and complete a gapped text about their timetables using the target language. |  |
| d. Procedure | **Step 1:** Tell the class the goal of the activity and explain that they should read the gapped text and fill in the gaps with their own information. Explain that the gaps in the text focus on their names and their timetables. Check comprehension.**Step 2:** Have pupils do the first gapped sentence together as an example. Ask them to read the sentence and elicit the names. Then have them write their names in the gap.**Step 3:** Give pupils time to complete the text independently. Go around the classroom and offer help if necessary.**Extension**: Invite one or two pupils to read their completed texts in front of the class. | Whole class/ Individual work |  |
| e. Assessment | - Performance products: Student's talks and interaction- Assessment tools: Observation; answer keys  |  |
| **PRACTICE****Activity 3. Project.** 8 minutes |
| a. Goal | To make and present their timetables to the class. |  |
| b. Input | The pupils’ real timetables |  |
| c. Outcome | Pupils can make and present their timetables to the class. |  |
| d. Procedure | **Step 1:** Tell pupils the goal of the activity. Explain that they must show the timetables that they have prepared at home and present them to the class.**Step 2:** Have pupils work in groups of three. Each pupil shows his / her timetable and tells the group about it, e.g., Look at the timetable. I have Vietnamese and maths every day. I have English on Mondays, Wednesdays, and Fridays. I have music on Thursdays. Go around the classroom and offer help if necessary.**Step 3:** Invite a few pupils to show their timetables and tell the class about them. Praise pupils when they do the task well. | Whole class/ Individual workIndividual work |  |
| e. Assessment | - Performance products: Student’s interaction and performance- Assessment tools: Observation; questions & answers |  |
| **Fun corner and wrap-up:** 5 minutes |
|  | **Game: Reorder the words**Pupils take turns to reorder the words and make the correct sentences.**Wrap- up:**1. What have you learnt today?2. What are the core values of the lesson? | Whole class |  |