

Date of planning:.....

Period 2 : UNIT 1: MY NEW SCHOOL

Date of teaching:

Lesson 1: GETTING STARTED

WEEK: 1

A special day

THIS UNIT INCLUDES:

Vocabulary

- School things and activities
- Verb (*play, do, have, study*)+ Noun

Pronunciation:

Sounds: /a:/ and /ʌ/

Grammar

- Present simple.
- Adverbs of frequency

Skills:

- Reading about schools.
- Talking about the type of school one would like to go to.
- Listening about school activities
- Writing a paragraph about one's school

Everyday English

Introduce someone

I. OBJECTIVES:

*** By the end of this unit, students will be able to:**

- use the words related to the topic My New School.
- use the combinations: to play, to do, to have, to study + Noun;
- pronounce the sounds /a:/ and /ʌ/ correctly;
- use the present simple;
- use the adverbs of frequency;
- introduce someone to someone else;
- read for general and specific information about schools;
- talk about the type of school one would like to go to;
- listen for specific information about school activities;
- write a paragraph about one's school.

1. Knowledge:

- To introduce the topic of the lesson *My New School*. To practice listening and reading.
- + **Vocabulary:** use the words related to the topic *My New School*. Pronouncing the sounds /a:/ and /ʌ/ correctly;
- + **Grammar:** - use the combinations: to play, to do, to have, to study + Noun;
- use the present simple;
- use the adverbs of frequency;

2. Competence: By the end of the lesson students will be able to know the form and use the present simple tense ; adverbs of frequency correctly. Students can introduce themselves and introduce someone to someone else;

Digital Competence (Integrated):

- **Information and Data Literacy (1.1.TC1a):** Students can use search engines (Google, YouTube) to find images and information about schools.
- **Digital Content Creation (3.1.TC1a; 3.2.TC1a):** Students know how to create and edit a digital product (Digital Poster/Slides) using **Canva** or **Google Slides**.

3. Quality/ behavior: To teach Ss the love of English; the love of their new school. The awareness about the importance of learning English. Ss have the good attitude to working in groups, individual work, pairwork, cooperative learning and working.

Objectives For students with disabilities

By the end of the lesson, students can:

- Recognize and say the words school, book, uniform and calculator with teacher's help.
- listen and identify 2 school things in the conversation.
- answer 2 simple questions: “Who is the new friend?” and “Is it a special day?”.
- copy 2 words and 1 short sentence: “I have new books.”

II. TEACHING AIDS:

- Teacher: Text book, laptop, loudspeaker, projector, Canva/Google Slides templates...
- Students : Text books, studying equipment....
- Method;: T-WC; group works; individual

III. PROCEDURE:

1. WARM UP & INTRODUCTION (3'- 5')

Aims:

- **To create a friendly and atmosphere in the class before the lesson;**
- **To give T and Ss a chance to introduce themselves;**
- **To lead into the unit**

* **Content:** To have some warm-up activities to create a friendly and relaxed atmosphere to inspire SS to warm up to the subject and new lesson.

* **Outcome:** Introducing themselves to make more new friends.

* **Organisation :** T_ Ss , ...

Teacher's Student's activities	Content
<p>+ Greeting</p> <p>+ Chatting</p> <ul style="list-style-type: none"> - Teacher (T) introduces himself/ herself - Students (Ss) listen and learn how to introduce themselves. - T may introduce some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the subject and new class... - Have Ss to introduce themselves. - T encourages Ss to talk in English as much as possible <p>+ Lead to the first unit of the new school year.</p> <p>+ Students (Ss) listen and learn how to do the tasks.</p> <ul style="list-style-type: none"> - T writeu the unit title <i>My New School</i> on the board and ask the SS guest what they are going to learn from this unit ... - Ss answer the teacher's questions and enquirements. 	<p>+ Greeting</p> <p>+ Chatting.</p> <p>- T_Ss</p> <ul style="list-style-type: none"> - Introduce themselves (<i>name; age;address; likes; dislikes ...friends... </i>) <div data-bbox="735 764 1360 947" data-label="Image"> <p>An illustration showing three children in school uniforms standing outdoors. On the left, a girl with brown hair in a white shirt and blue skirt is gesturing with her hand. In the middle, a boy with dark hair in a white shirt and blue tie is looking towards the girl. On the right, a boy wearing a red baseball cap and a white shirt with a blue tie is looking towards the other two children. They appear to be in a conversation. The background is a simple yellow and white outdoor setting with a wooden fence.</p> </div>

- Ask Ss to open their book to page 6 and introduce what they are going to study....

- Open their book and write.

For students with disabilities

Teacher's guidance:

- Show the words name and school on the board. Read each word slowly twice.

- Ask: "What is your name?" Give the model: "My name is ...".

- Point to the unit title My New School and explain it in Vietnamese when necessary.

Student's activities:

- Look at the two words name and school.

- Answer: "My name is ...".

- Repeat: "My New School."

2. PRESENTATION/ NEW LESSON (12'- 15')

ACTIVITY 1:

Aims:



- To set the context for the introductory;

- To introduce the topic of the unit, the vocabulary, the sounds, and the grammar points to be learned.

* **Content:** Learn some new words . Read the conversation and find out new words.

* **Outcome:** Know more new words. Understanding the conversation; topic of the lesson, grammar points...

* **Organisation :** T_ Ss , ..

Teacher's Student's activities	Content
<ul style="list-style-type: none">- T sets the sence/ context for the listening and reading.- T introduces Vy and Phong : They are friends, and Duy Vy's new friend.- Have Ss look at the picture. Ask SS questions about the picture: <i>Where are they? Who are Vy and Duy? ect..</i>- Ask Ss why it is a special day...- Encourage Ss to give their answers, but do not confirm whether their answers are right or wrong.- Ask them to talk a bit about their feelings on the day.- Play the recording twice or more for the SS to listen and read along.- Ask SS to underline the	<p data-bbox="581 598 682 640">- T_Ss</p> <div data-bbox="613 682 906 919"></div> <div data-bbox="987 682 1247 919"></div> <p data-bbox="581 976 771 1018">- Pair Work</p> <p data-bbox="581 1648 795 1690">* Vocabulary</p> <ul style="list-style-type: none">- calculator (n): máy tính- uniform (n): đồng phục- smart (adj): thông minh

new words or the words related to the topic while they are listening and reading.

***Teach vocabulary:**

+ Teacher uses different techniques to teach vocab (situation, realia, translation.)

+ Follow the seven steps of teaching vocab.

+ Check vocabulary.

+ Take note

- Call on some groups of Ss **to read the conversation aloud.**

For students with disabilities

Teacher's guidance:

- Show the picture of Vy, Phong and Duy. Point to each person.

- Say and ask: "This is Vy. This is Phong. This is Duy. Who is the new friend?"

- Teach and read 4 words: calculator, uniform, smart, wear. Let the student repeat each word twice.

- Play one short part of the

- **wear** (v): mang, mặc, đội.

- Listen carefully and read aloud.

<p>recording and pause after each sentence.</p> <p>Student's activities:</p> <ul style="list-style-type: none"> - Point to Vy, Phong and Duy in the picture. - Answer: "Duy." - Repeat the words: calculator, uniform, smart, wear. - Listen and point to the word heard. 	

3. PRACTICE (15')

<p>ACTIVITY 2:</p> <p>Aim: To help Ss understand the conversation.</p> <ul style="list-style-type: none"> * Content: Listen and read the conversation. True/ false activities, filling in the gaps. * Outcome: Know more new words. Understand the conversation; topic of the lesson, Vocab, grammar points... * Organisation : T_ Ss 	
Teacher's activities	Student's activities
<p>2</p> <p>- Ask Ss to read the conversation again and tick (</p>	<p>2</p> <p>- T_Ss</p>

) T (True) or F (F)/ Page 7

- Play the recording once more for Ss to understand the conversation better.

- Explain the strategies of doing True - False exercise to Ss: *Read each statement carefully, identify and underline the key words in the statement, locate the key words or similar words in the text, and then evaluate if they are the same, or the opposites of the information in the given statements.* If the information is the same, it's True (T). If it is opposite or different, it's False (F).

- SS work independently. Tell them to refer back to the conversation if necessary.

- Allow them to share their answers before discussing them in groups or as a class.

- T gives the correct answers

For students with disabilities

Teacher's guidance:

- Read statements 1 and 2 aloud. Underline the key words with the student.

- Guide the student to find

- Work independently.

- Give the answers

Key:

1.T

2.F

3.T

4.T

5.F

the related sentence in the conversation.

- Ask the student to tick T or F; give two choices only.

Student's activities:

- Do statements 1 and 2 only.

- Tick the answers: 1. T; 2. F.

- Read the answers: "One - True. Two - False."

ACTIVITY 3:

Aims:

- To introduce some vocabulary related to the topic of the unit;

- To introduce the grammar point of this unit: the present simple.

* **Content:** Understand the conversation; grammar points; present simple tense..

* **Outcome:** To know about the topic of the lesson, Vocab, grammar points.

* **Organisation :** T_ Ss ...

3. Write ONE word from the box in each gap.

- T may instruct Ss how to do the exercise:

Read the sentences and identify the kind of word to fill the blank, e.g. In sentence 1, we need a verb to go with the noun *uniforms* to

3. Write ONE word from the box in each gap.

- T_ Ss

Key:

fill the blank.

- Model with the first sentence. "Wear"

- Ask Ss to work independently to fill each blank with the right word.

- Allow Ss to share answers before discussing them as a class.

- Ask Ss to write the correct answers on the board.

- T explains the meaning of some words if necessary.

- Ss practise saying the sentences together.

- T then asks Ss to identify the tense used in these sentences. Tell them that it is the present simple tense, and they are going to learn it in this unit.

For students with disabilities

Teacher's guidance:

- Write the word box clearly and circle wear and has.

- Read sentence 1 and point to uniforms; explain "wear uniforms".

- Read sentence 2 and point to Duy; guide the student to

1. wear

2. has

3. go

4. uniforms

5. subjects

- Practice saying the sentences.

- Give the answers.

choose has.

Student's activities:

- Complete sentences 1 and 2 only.

- Write: 1. wear; 2. has.

- Read: "I wear my uniform." and "Duy has a new friend."

ACTIVITY 4:

Aim: To help Ss revise some words and learn some more words indicating school things.

* **Content:** To learn some more words indicating school things. Matching

* **Outcome:** Know more some words about school things.

* **Organisation :** T_Ss....

4. Match the words with the school things. Then listen and repeat.

- Ask Ss to match the words with the school things.

- Play the recording for Ss to listen and check their matching.

- Ss listen again and repeat. Then let them practise saying the names of school things.

- Explain the meanings if

4. Match the words with the school things. Then listen and repeat.

- T_Ss.

* **Key + Audio script:**

1. school bag

2. compass

3. pencil sharpener

4. rubber

5. pencil case

6. calculator

necessary,

e.g. use visual aids in the classroom.

For students with disabilities

Teacher's guidance:

- Show the pictures numbered 1-3. Read the words school bag, compass and pencil sharpener.

- Ask the student to match one word at a time.

- Play the audio for the first three words and pause after each word.

Student's activities:

- Match items 1-3 only.

- Answers: 1. school bag; 2. compass; 3. pencil sharpener.

- Point and repeat the three words.

4. PRODUCTION/ FURTHER PRACTICE (8’)

ACTIVITY 5:

Aim: To revise / teach the names of the things in the classroom.

* **Content:** Name the words about school things around class

* **Outcome:** Know more new words.

* **Organisation :** T_Ss...

Teacher's Student's activities	Content
<p>5. Look around the class. Write the names of school things you see in your notebook.</p> <p>- Tell Ss to look around the class.</p> <p>- Point to each student and ask what he / she sees / has around him / her (e.g. <i>table, desks, notice board, pictures</i>, etc.).</p> <p>- Let them practise the words, write them in their notebook and make sentences with the words if there is time.</p> <p>For students with disabilities</p> <p>Teacher's guidance:</p> <p>- Point to a desk, a school bag and a book in the classroom.</p> <p>- Ask: "What is this?" and give the first sound when needed.</p> <p>- Write the model "I can see</p>	<p>5. Look around the class. Write the names of school things you see in your notebook.'</p> <p>- T_Ss ; Ss _ Ss</p> <p>.</p> <p>- <i>desks, notice boards, pictures</i></p>

a ...” for the student to copy.

Student's activities:

- Say 3 words: desk, school bag, book.

- Write the 3 words in the notebook.

- Copy one sentence: “I can see a school bag.”

5. WRAP-UP & HOME WORK (2’)

- Ask one or two Ss to tell the class what they have learnt.
- Ask Ss to say aloud some words they remember from the lesson.

* HOME WORK

- Read the conversation again on page 6.
- Do more exercises in the workbook.
- If there is a projector in the classroom, show the conversation, highlight the key words related to the topic. It would be helpful if T highlights the present simple, and the words with the sounds /a:/ and /ʌ/ in the conversation and tells Ss that they will learn these language points in the upcoming lessons.....

PROJECT PREPARATION

- T introduces the project: "My New School - Digital Presentation".

- Task: Groups must search for images/videos of their school or a "dream school" and create a digital poster using Canva or PowerPoint .

- T provides a Google drive link: Groups will upload their initial ideas/images here.

- T guides on 1.1.TC1a: How to search for school-related images safely.

- Project Prep: Groups meet online (Google Meet/Zalo) to choose a name for their "Dream School" and collect 3-5 images.

Date of planning:.....

Period 3 : UNIT 1: MY NEW SCHOOL

Date of teaching:

Lesson 2: A CLOSER LOOK -1

WEEK: 1

THIS UNIT INCLUDES:

Vocabulary	Skills:
- School things and activities	- Reading about schools.
- Verb (<i>play, do, have, study</i>)+ Noun	- Talking about the type of school one would like to go to.
Pronunciation:	- Listening about school activities
Sounds: /a:/ and / /	- Writing a paragraph about one's school
Grammar	Everyday English
- Present simple.	Introduce some one
- Adverbs of frequency	

I. OBJECTIVES:

1. Knowledge:

- To revise/ introduce the names of school subjects, and some nouns related to school and school activities. To teach vocabulary. To teach how to pronounce the sounds /a:/ and / / .

+ **Vocabulary:** use the words related to the topic *My New School*. To pronounce the sounds /a:/ and

/ / correctly; school lunch, exercise, English, history, homework, science, football, lessons, music...

+ **Grammar:** use the combinations: to play, to do, to have, to study + Noun;

- use the present simple;

- use the adverbs of frequency;

2. Competence: By the end of the lesson students will be able to revise/ introduce the names of school subjects, and some nouns related to school and school activities. Ss know how to pronounce the sounds /a:/ and /ʌ/.

Digital Competence (NLS):

● 1.1.TC1a: Know how to search for illustrative images for new vocabulary related to smart appliances on the Internet.

● 3.1.TC1a: Know how to store and categorize image materials into project folders on a computer or phone.

3. Quality/ behavior: To teach Ss the love of English; the love of their new school. The awareness about the importance of learning English. Ss have a good attitude to working in groups, individual work, pairwork, cooperative learning and working.

Objectives For students with disabilities

By the end of the lesson, students can:

- Recognize and say 5 words: English, science, history, homework and football with teacher's help.

- match play, do, have and study with at least 4 suitable nouns.

- repeat 2 words with /a:/ and 2 words with /ʌ/.

- copy 2 correct word combinations.

II. TEACHING AIDS:

- Teacher: Text book, laptop, loudspeaker, projector...

- Students : Text books, studying equipment....

- Method;: T-WC; group works; individual

III. PROCEDURE:

1. WARM UP & INTRODUCTION (5')

Aim: To revise/ introduce vocabulary.

* **Content:** Revise the lesson. Do some activities to create a friendly and relaxed atmosphere to warm up to the new lesson...

* **Outcome:** To have a friendly and relaxed atmosphere to the new lesson...

* **Organisation :** T_ Ss ...

Teacher's & Student's activities	Content
<p>+ Greeting : Chatting</p> <ul style="list-style-type: none">- Teacher (T) asks Ss some questions about them and class.- Students (Ss) listen and learn how to do.- T asks Ss to open their book to page 6 and introduce what they are going to study....- Ss open their book and write . <p>For students with disabilities</p> <p>Teacher's guidance:</p> <ul style="list-style-type: none">- Show 3 picture cards: English, football and homework.- Read each word twice and ask the student to repeat.- Ask: "What subject do you like?" Give the model "I like English." <p>Student's activities:</p> <ul style="list-style-type: none">- Repeat: English, football, homework.- Answer: "I like English."	<p>+ Greeting: Chatting</p> <ul style="list-style-type: none">- T_Ss

- Open the book at page 8.

2. PRESENTATION/ NEW LESSON (12')

ACTIVITY 1:

Aims:

- To revise/ introduce the names of school subjects, and some nouns related to school and school activities.

* **Content:** To introduce the names of school subjects, nouns by listening , repeating the words

* **Outcome:** Know some new words.

* **Organisation :** T_ Ss ...

Teacher's & Student's activities	Content										
<p>1. Listen and repeat the words.</p> <p>- T asks Ss to listen and repeat the words/ Page 8.</p> <p>- T has Ss look at the pictures and think about the meaning of the words.</p> <p>+ Students (Ss) listen to the instructions carefully and learn how to do the tasks.</p> <p>*Pre-teach vocabulary:</p> <p>+ Teacher uses different techniques to teach vocabulary (situation, realia, translation....)</p> <p>+ T follows the seven steps of teaching vocab.</p> <p>* Checking vocab: Slap the board</p> <p>- Ss repeat in chorus and individually.</p> <p>+ T plays the recording and lets the Ss listen.</p>	<p>1. Listen and repeat the words.</p> <p>- T_Ss</p> <p>* Vocabulary:</p> <p>- science (n): môn khoa học</p> <p>- history (n): môn lịch sử</p> <p>- exercise (n): bài tập</p> <p>* Audio script:</p> <table data-bbox="812 1512 1299 1869"><tr><td>school lunch</td><td>exercise</td></tr><tr><td>English</td><td>science</td></tr><tr><td>history</td><td>football</td></tr><tr><td>homework,</td><td>lessons</td></tr><tr><td></td><td>music</td></tr></table>	school lunch	exercise	English	science	history	football	homework,	lessons		music
school lunch	exercise										
English	science										
history	football										
homework,	lessons										
	music										

- T plays it twice or more with pauses for them to repeat each word.
- T corrects their pronunciation.
- Ss take note of all the words.
- T gives the comments.
- Ss check the meanings of the words
- T calls on some Ss to read the words aloud.

Note: Don't teach the words in this activity yet

For students with disabilities

Teacher's guidance:

- Point to the first five words in the list.

Read slowly: school lunch, exercise, English, science, history.

- Play the recording and pause after each word.

- Correct only the target word, not the whole sentence.

For students with disabilities

Student's activities:

- Listen and repeat 5 words: school lunch, exercise, English, science, history.

- Point to the correct word when it is heard.

- Copy 2 words: English, science.

3. PRACTICE (18')


ACTIVITY 2:

Aims: To teach Ss how to combine a verb and a noun to talk about school activities.

* **Content:** Pair work to put the words in the correct columns

* **Outcome:** Combination of a verb and a noun.

* **Organisation :** T_ Ss ...

Teacher's & Student's activities	Content
<p>2. Work in pairs. Put the words in 1 in the correct columns./P.8</p> <p>- T_Ss</p> <p>- T asks Ss to look at the table and learn how to do it.</p> <p>- Ss listen carefully and learn how to do it.</p> <p>- T explains to Ss that in En</p> <p>In English some verbs and nouns go together and some don't.</p> <p>- Ss work in pairs.. Tell them to put the words in 1 into groups.</p> <p>- Ss give the answers</p> <p>- T checks the answers.</p> <p>- T explains to them which words go with each verb.</p> <p>- T allows them to share their answers</p> <p>- T gives the correct answers.</p> <p>- T encourages Ss to extend their vocabulary by adding as many words as possible to the groups.</p> <p>- Digital Task (1.1.TC1a): T asks students</p>	<p>2. Work in pairs. Put the words in 1 in the correct columns./P.8</p>  <p>- Ss work in pairs.</p> <p>play do have study</p> <p>football homework school lunch English</p> <p>music exercise lesson history/science</p> <p><i>(play sports, do the housework, have a rest, study new words.....)</i></p>

to use their devices to search for 2-3 images of "smart school things" (e.g., electronic dictionary, smart pen) .

Storage: Students upload these images to their group's Padlet/Google Drive created in Lesson 1.

For students with disabilities

Teacher's guidance:

- Draw four columns: play, do, have, study.

- Give four word cards: football, homework, school lunch, English.

- Model one answer: play football. Guide the student to place the other three cards.

For students with disabilities

Student's activities:

- Put 4 words in the correct columns.

- Answers: play football; do homework; have school lunch; study English.

- Read the four combinations.

ACTIVITY 3:

Aim:

- **To revise the words that Ss have learnt in context.**

* **Content:** To use the present simple to do the exercises. Filling the words.

* **Outcome:** To understand more about using the words in contexts.

* **Organisation :** T_ Ss ...

Teacher's & Student's activities	Content
<p>3. Put one of these words in each blank.</p> <ul style="list-style-type: none"> - T asks Ss to do activity 3 - Ss listen to the instructions clearly - Ss learn how to do it - T asks Ss to work independently or in pairs to fill each blank with the right word. - Ss work independently - Ss take note - T encourages them to read the sentences carefully and look for clues so that they can choose the right word to complete each sentence - T models with the first sentence. - Ss practice saying the sentences. Give the answers. 1. - Ss practise saying the sentences. - T allows Ss to share answers before discussing them as a class. - Ss share answers - T checks the answers in a class. - T may call on some Ss to read the sentences aloud. - Ss take note <p>Extension:</p> <ul style="list-style-type: none"> - If time allows, ask Ss to write sentences about themselves in their notebooks, using 	<p>3. Put one of these words in each blank.</p> <p>- T_Ss</p> <p>* Key:</p> <p>1. homework 2. football 3. lessons</p> <p>4. exercise 5. science</p>

the combinations in 2. They should write as many sentences as possible.

E.g. // *We have English lessons on Tuesday and Thursday.*

II. PRONUNCIATION: / a:/ and /ʌ /

ACTIVITY 4:

Aim: To help Ss pronounce the sounds / a:/ and /ʌ / and practice pronouncing these sounds in words correctly.

* **Content:** To pronounce the sounds /a:/ and /ʌ / correctly; Listen and repeat.

* **Outcome:** Pronouncing the sounds /a:/ and /ʌ / correctly;

* **Organisation :** T_ Ss

4. Listen and repeat. Pay attention to the sounds /a:/ and /ʌ / .

- T lets Ss practise the sounds /a:/ and /ʌ / together. Ask Ss to observe the T's mouth when pronouncing two sounds.

- Ss listen carefully

- Ss check the answers

- T plays the recording and ask Ss to listen to these words and repeat.

- Ss listen and repeat

- T plays the recording as many times as necessary.

- T checks the meanings if necessary,

4. Listen and repeat. Pay attention to the sounds /a:/ and /ʌ /.

- **T_S**

* **Audio script:**

1. /a:/: smart art carton class

2. /ʌ / subject study Monday compass

<p>For students with disabilities</p> <p>Teacher's guidance:</p> <ul style="list-style-type: none"> - Read sentences 1 and 2. Circle the missing-word position. - Give two choices for each sentence: homework/football and football/science. - Guide the student to use the surrounding words as clues. <p>For students with disabilities</p> <p>Student's activities:</p> <ul style="list-style-type: none"> - Complete sentences 1 and 2 only. - Answers: 1. homework; 2. football. - Copy the two answers. 	
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4. FURTHER PRACTICE/ APPLICATION (8')

ACTIVITY 5:

Aims: To help Ss pronounce the sounds /a:/ and /ʌ/ correctly in context.

* **Content:** To pronounce the sounds /a:/ and /ʌ/ correctly; Listen and repeat

* **Outcome:** Pronouncing the sounds correctly in the sentences.

* **Organisation:** T_ Ss

Teacher's & Student's activities	Content
<p>5. Listen and repeat. Then listen again and underline the words with the sounds /a:/ and /ʌ/</p> <p>- T has Ss quickly read the sentences and underline the words having the sounds /a:/ and /ʌ/</p>	<p>5. Listen and repeat. Then listen again and underline the words with the sounds /a:/ and /ʌ/</p> <p>- T_ Ss</p>

- Ss listen to the instructions carefully then do the tasks.
- T plays the recording for Ss to listen and check the words that they have underlined.
- T has them work in pairs to compare their answers.
- Ss work in pairs and do the task
- T checks Ss'answers.
- T plays the recording again. Let Ss listen and repeat sentence by sentence, paying attention to the underlined words.

For students with disabilities

Teacher's guidance:

- Show the mouth position for /a:/ and /ʌ/.
- Read smart, art, subject and study slowly.
- Ask the student to put smart/art in one group and subject/study in another group.

For students with disabilities

Student's activities:

- Repeat: smart, art, subject, study.
- Underline /a:/ in smart art.
- Underline /ʌ/ in subject, study.

5. WRAP-UP & HOME WORK (2')

- Ask one or two Ss to tell the class what they have learnt.

- Ask Ss to summarise what they have learnt in this period

* HOME WORK

- practice reading the conversation on page 6.
- Do more exercises in workbook.
- Prepare new lesson.



Date of planning:.....

Period 4 : UNIT 1: MY NEW SCHOOL

Date of teaching:

Lesson 3: A CLOSER LOOK -2

WEEK: 2

I. OBJECTIVES:

1. Knowledge:

- To teach the form and use the present simple tense and the use of the adverbs of frequency.
Do some practice exercises

+ **Vocabulary:** use the words related to the topic *My New School*. To pronounce the sounds /a:/ and /ʌ/ correctly;

+ **Grammar:** - use the present simple;

- use the adverbs of frequency;

- use the combinations: to play, to do, to have, to study + Noun;

2. Competence: By the end of the lesson students will be able to revise/ introduce the names of school subjects.

3. Quality/ behavior: To teach Ss the love of English; the love of their new school. The awareness about the importance of learning English. Ss have a good attitude to working in groups, individual work, pairwork, cooperative learning and working.

Objectives For students with disabilities

By the end of the lesson, students can:

- Recognize the present simple in 2 model sentences with teacher's help.
- choose the correct verb in 2 sentences.
- use always, usually or sometimes in 2 simple sentences.
- answer 2 Yes/No questions about school routines.

II. TEACHING AIDS:

- Teacher: Text book, laptop, loudspeaker, projector...
- Students : Text books, studying equipment....
- Method;: T-WC; group works; individual

III. PROCEDURE:

1. WARM UP & INTRODUCTION (5')

Aim:

- To revise/ introduce **GRAMMAR : The present simple tense.**
- * **Content:** To review/ introduce the use and the form of the present simple tense.
- * **Outcome:** Ss know the use and form of the present simple tense .
- * **Organisation :** T_ Ss

Teacher's & Student's activities	Content
+ Greeting + Chatting - Teacher (T) asks Ss some questions about them and class. - Ask Ss to open their book and introduce what they are going to study....	+ Greeting + Chatting - Students (Ss) listen and learn how to do. - Open their book and write . - T_Ss

The present simple

* T prepare the following lines from the conversation in **GETTING STARTED ...** and show them to Ss.

Duy: Hi, Phong. I live near here, and we go to the same school!

Phong: Good. Hmm, your school bag looks heavy.

Duy: Yes! I have new books, and we have new subjects to study.

Phong: And a new uniform, Duy! You look smart!

Duy: Thanks, Phong. We always look smart in our uniforms.

- Highlight / Underline the present simple structures in these lines.

- Ask Ss to look at the sentences in the **Remember!** box. Remember to introduce all the positive, negative and question forms of the tense.

- Explain to Ss that we use the present simple to talk about actions or events that often happen, or are fixed.

- Have Ss give some examples.

- T may give them some verbs to make sentences (e.g.: live, like, play, walk, etc.).

* Have Ss read the **Remember!** box. Direct their attention to the present simple tense form for third person singular./ **Page 9**

For students with disabilities



The present simple

Positive

+ I/You/We/They + V (work/study)

+ He / She / It + V-s / V-es (works / studies)

Negative

- I/You/We/They + don't/do not + v (don't/do not work/study)

- He / She / It + doesn't / does not + V (doesn't / does not work / study)

Questions and short answers

? Do I/ you / we/they + V (work/study)?

? Yes, I / you / we / they do.

- No, I / you / we / they don't.

? Does he / she/it + V (work/study)?

- Yes, he/she/itdoes.

- No, he / she / it doesn't.

<p>Teacher's guidance:</p> <ul style="list-style-type: none"> - Write two models: "I go to school." and "He goes to school." - Circle go and goes. Explain that he/she uses -s/-es. - Ask the student to read the two sentences after the teacher. <p>Student's activities:</p> <ul style="list-style-type: none"> - Read: "I go to school." - Read: "He goes to school." - Circle go and goes. 	<div style="background-color: #e0e0e0; height: 30px; width: 100%;"></div> <p>- Remember how to form and use the present simple tense.</p>
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2. PRESENTATION/ NEW LESSON (12')

<p>ACTIVITY 1:</p> <p>Aim: To give SS practice in using the present simple tense in sentences.</p> <ul style="list-style-type: none"> * Content: To practice using the present simple in context. * Outcome: Use of the present simple by choosing the correct answer. * Organisation : T_ Ss 	
<p style="text-align: center; color: #0070c0;">Teacher's & Student's activities</p>	<p style="text-align: center; color: #0070c0;">Content</p>
<p>1. Choose the correct answer A, B, or C</p> <p>*Pre-teach vocabulary:</p> <ul style="list-style-type: none"> + Teacher uses different techniques to teach vocabulary (situation, realia....) + Follow the seven steps of teaching vocab. + Check vocabulary. <p>*Ask Ss to do the task 1/ page 9</p>	<p>1. Choose the correct answer A, B, or C</p> <p>*Vocabulary:</p> <ul style="list-style-type: none"> - interview (v) phỏng vấn - playground (n) sân chơi <p>+ Students (Ss) listen to the instructions</p>

- Have Ss do this exercise individually before they share their answers with their partners.
- Ask some Ss to read out their answers.
- Confirm the correct ones.
- T gives explanations if necessary.

For students with disabilities

Teacher's guidance:

- Read questions 1 and 2 and remove the unnecessary option if needed.

- Point to the subject in each sentence and remind the student: I/you/we/they + verb; he/she + verb-s.

- Let the student choose one answer at a time.

For students with disabilities

Student's activities:

- Do items 1 and 2 only.

- Answers: 1. A; 2. C.

- Copy the letters A and C.

carefully and learn how to do the tasks.(S)

- Answer the teacher's questions

- T_Ss

- Listen carefully and read aloud.

* **Key:** 1. A 2.C 3. B 4.A 5.C

3. PRACTICE (15')

ACTIVITY 2:

Aim:

To help Ss practise using verbs in the present simple in sentences and in context.

* **Content:** To practice using the present simple in context.

* **Outcome:** Practicing the use of the present simple by writing the correct form of the

verbs.

* **Organisation** : T_ Ss

Teacher's & Student's activities

2. Miss Nguyet is interviewing Duy for the school newsletter. Write the correct form of the verbs.

- Have Ss work individually. Ask them to write the correct form of the verbs given in brackets. –

- Ask Ss to share their answers with a partner.

- T confirms the correct answers.

+ If there is time, let Ss work in pairs to role-play the interview.

- Observe and help when and where necessary, and correct Ss'pronunciation and intonation.

Content

2. Miss Nguyet is interviewing Duy for the school newsletter. Write the correct form of the verbs.



- Ss **work individually.**_S

- Do the tasks

- Share the answers.

- Learn how to do.

* **Key:**

1. has 2. Do you have 3. like

4. Does Vy walk 5. ride 6. go

For students with disabilities

Teacher's guidance:

- Write the verbs has, have, like on cards.

- Read gaps 1-3 and guide the student to choose from the cards.

- Model gap 1: "Duy has ...".

For students with disabilities

Student's activities:

- Complete gaps 1-3 only.

- Answers: 1. has; 2. Do you have; 3. like.

- Read the completed short answers after the teacher.

ACTIVITY 3:

Adverbs of Frequency

Aim:

- **To help Ss revise some adverbs of frequency they already learnt.**

* **Content:** To review/ introduce the use of adverbs of frequency.

* **Outcome:** Use of adverbs of frequency by making sentences.

* **Organisation :** T_ Ss , Individual, Pair work, group works, ...

- Tell Ss to look at the two examples carefully.

- Ask Ss about the position of the adverbs of frequency, and the meaning of those.

- Ask Ss to recall all the adverbs of frequency they know.

+ **We use adverbs of frequency to show how often something happens.**

- **We often use them with the present simple.**

- **We usually place the adverb of frequency before the main verb.**

Example:

- Tom **usually** takes the bus to school.
- They **don't** often go to the cinema.

Teacher's & Student's activities

Content

3. Put one of these words in each blank.

- This is a very easy activity, so just ask Ss to give the answers as a class.
- T confirms the answers.
- T encourages Ss to give as many sentences with these adverbs as possible.

For students with disabilities

Teacher's guidance:

- Show a simple frequency line and place always, usually, sometimes and never on it.
- Read the four adverbs and explain them with simple Vietnamese meanings.
- Guide the student to complete two blanks only.

For students with disabilities

Student's activities:

- Repeat: always, usually, sometimes, never.
- Complete the selected blanks: usually; sometimes.
- Copy the two words.

3. Put one of these words in each blank.

- Listen to the instructions clearly
- Ss to **work independently**
- Share the answers
- Copy them

Key: 2. Usually 3. Sometimes 5. never

ACTIVITY 4:

Aim: To help Ss practise using adverbs of frequency in context.

* **Content:** Practise using adverbs of frequency in context by choosing the correct answer.

* **Outcome:** Understanding more using adverbs of frequency in context.

* **Organisation :** T_ Ss

4. Choose the correct answer A or B to complete each sentence .

- Let Ss work in pairs.
- Call on some Ss to read aloud the sentences and give their answers.
- Check and confirm the correct answers

For students with disabilities

Teacher's guidance:

- Read sentences 1 and 2. Point to the two options A and B.

- Ask the student to choose the sentence that sounds correct.

- Read the correct sentence and ask the student to repeat.

For students with disabilities

Student's activities:

- Do items 1 and 2 only.

- Answers: 1. B; 2. A.

- Repeat the two correct sentences.

4. Choose the correct answer A or B to complete each sentence.

- Listen carefully. **Pair Work**
- Check the answers
- Listen and repeat

* **Key:** 1. B 2.A 3.A 4. B 5.A

4. FURTHER PRACTICE (8')

ACTIVITY 5:

Aims: To help Ss practise asking and answering questions about the topic of school, using the present simple tense and adverbs of frequency.

* **Content:** Making questions; Interview partners using the cues words.

* **Outcome:** Making questions correctly. Then Interview partners.

* **Organisation :** T_ Ss , Individual, Pair work,

Teacher's & Student's activities	Content
<p>5. Work in pairs. Make questions, and then interview your partners</p> <p>- Ask Ss to work in pairs to make questions using prompt.</p> <p>- Have them take turns to ask questions and give answers.</p> <p>- T goes round and corrects mistakes or gives help when and where necessary.</p> <p>+ Note that Ss' answers may vary. Accept all answers which are grammatically and logically correct.</p> <p>For students with disabilities</p> <p>Teacher's guidance:</p> <p>- Write two question models: "Do you like your school?" and "Do you do homework after school?"</p> <p>- Ask each question slowly and allow the</p>	<p>5. Work in pairs. Make questions, and then interview your partners</p> <p>- Work in pairs to make questions.</p> <p>+ Key:</p> <ol style="list-style-type: none"> 1. Do you often ride your bicycle to school? 2. Do you sometimes study in the school library? 3. Do you like your new school? 4. Do your friends always go to school with you? 5. Do you usually do your homework after school?

<p>student to answer Yes or No.</p> <p>- Provide the full models “Yes, I do.” / “No, I don’t.”</p> <p>For students with disabilities</p> <p>Student's activities:</p> <p>- Ask or answer 2 questions.</p> <p>- Question 1: “Do you like your school?” - “Yes, I do.”</p> <p>- Question 2: “Do you do homework after school?” - “Yes, I do.”</p>	
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5. WRAP-UP & HOME WORK (2’)

* Summarise the main points.

- Ask some Ss to give a sentence about themselves, using the present simple and an adverb of frequency.

E.g.

Student A: I usually get up late on Sunday.

Student B:

* HOME WORK

- Read again the conversation on page 9.

- Do more exercises in workbook.

- Make more sentences using adverbs of frequency.



Date of planning:.....

Period 5 : UNIT 1: MY NEW SCHOOL

Date of teaching:

Lesson 4: COMMUNICATION

WEEK: 2

I. OBJECTIVES:

1. Knowledge:

- This section aims at helping students use everyday English phrases and expressions and develop their language skills, as well as learn about Vietnamese culture and other cultures.

Introducing some one.

+ **Vocabulary:** use the words related to the topic *My New School*. To pronounce the sounds /a:/ and /ʌ/ correctly.

+ **Grammar:** - use the present simple.

- use the adverbs of frequency.

- use the combinations: to play, to do, to have, to study + Noun.

2. Competence: By the end of the lesson students will be able to use everyday English phrases and expressions and adapt them in contexts in daily life.

3. Quality/ behavior: To teach Ss the love of English; the love of their new school. The awareness about importance of learning English. Ss have the good attitude to working in groups, individual work, pairwork, cooperative learning and working.

Objectives For students with disabilities

By the end of the lesson, students can:

- use the model “This is ..., my new friend.” with teacher's help.

- say “Nice to meet you.” and respond “Nice to meet you, too.”

- ask 2 suitable questions to a new friend.

- take part in a short 3-line dialogue.

II. TEACHING AIDS:

- Teacher: Text book, laptop, loudspeaker, projector...

- Students : Text books, studying equipments....

- Method;: T-WC; group works; individual

III. PROCEDURE:

1. WARM UP & INTRODUCTION (3'-5')

Aims:

- Students use everyday English phrases and expressions and develop the language skills, as well as learn about Vietnamese culture and other cultures.

* Everyday English

Introducing someone

* **Content:** Use everyday expressions to develop the language skills.

* **Outcome:** Developing the language skills by asking and answering questions about themselves.

* **Organisation :** T_ Ss ..

Teacher's & Student's activities	Content
<p>+ Greeting</p> <p>+ Chatting</p> <p>- Teacher (T) asks Ss some questions about them and class.</p> <p>- Ask Ss to open their book and introduce what they are going to study....</p> <p>- T leads in the lesson.</p>	<p>+ Greeting</p> <p>+ Chatting. T_ Ss</p> <p>- Students (Ss) listen and answer the teacher's or friend's questions</p> <p>- Open their book and write the title of the lesson .</p>

2. PRESENTATION/ NEW LESSON (12')

ACTIVITY 1 + 2:

Aim: To teach Ss how to introduce someone to someone else in English.

* **Content:** Greeting and introduce someone to someone else .

* **Outcome:** Learn how to introduce the name, age, job, likes, dislikes to make friends....

* **Organisation** : T_ Ss ...

Teacher's & Student's activities	Content
<p>1. Listen and read the dialogue. Pay attention to the highlighted parts.</p> <ul style="list-style-type: none">- Ask Ss to do the task 1/ page 11.- Teacher gives instructions.- Play the recording and let Ss listen.- Ask some Ss to read aloud the dialogue.- Ask the class to pay attention to the way of introducing someone to someone else, and how to respond to someone's introduction.- Have Ss practise the dialogue in groups.- Call on some groups to practise the dialogue in front of the class. <p>+T may also begin by brainstorming ways of introducing someone that they know.</p> <ul style="list-style-type: none">- Observe and help when and where necessary, and correct Ss'pronunciation and intonation. <p>2. Work in groups. Practice introducing a friend to someone else.</p> <ul style="list-style-type: none">- Let Ss work in groups and practise introducing a friend to the others.- Move around to observe and provide help.- Call on some groups to practise in front of the class.- Comment on their performance.	<p>1. Listen and read the dialogue. Pay attention to the highlighted parts.</p> <ul style="list-style-type: none">- T_ Ss <p>+ Students (Ss) listen to the instructions carefully and learn how to do the tasks.</p> <ul style="list-style-type: none">-Ss work in groups and Read aloud the dialogue. <ul style="list-style-type: none">- Ss practise the dialogue in groups. <ul style="list-style-type: none">- Ss may use everyday English to talk to each other.- Ss work in pairs. <p>2. Work in groups. Practice introducing a friend to someone else.</p>

For students with disabilities

Teacher's guidance:

- Play the dialogue once and pause at the highlighted expressions.

- Read the 3-line model and assign the shortest line to the student.

- Use name cards Vy, Phong and Duy to support the role-play.

For students with disabilities

Student's activities:

- Read the 3-line dialogue: "Phong, this is Duy, my new friend." / "Hi, Duy. Nice to meet you." / "Nice to meet you, too."

- Take one role and read one line with teacher's help.



- Work **in groups** and practise introducing a friend to the others.

+ Ss do the tasks

Suggestions:

Vy: Phong, this is Duy, my new friend.

Phong: Hi, Duy. Nice to meet you.

Duy: Hi, Phong. Nice to meet you, too.

3. PRACTICE (15')

ACTIVITY 3: New friends at school

Aim: To help Ss practise asking questions when making new friends at school.

* **Content:** Asking questions when making new friends at school by ticking the questions.

* **Outcome:** Learning how to make new friends at school.

* **Organisation :** T_ Ss ...

Teacher's & Student's activities	Content
3. Read and tick the questions you think are suitable to ask a new friend at school *Pre-teach vocabulary:	3. Read and tick the questions you think are suitable to ask a new friend at school *Vocabulary:

- + Teacher use different techniques to teach vocabulary (situation, realia, translation....)
- + Follow the seven steps of teaching vocab.
- + Check vocabulary.

* This is a game, so don't take it seriously when Ss come up with illogical answers. The purpose is to let them play with and explore the language.

First, have Ss tell you the new vocabulary in the questions, then explain to them the meaning of the new words.

- T may ask Ss how they often make friends, what they often say when they first meet a new friend, what questions they often ask, etc.

- Ask Ss to read and tick the questions individually.

- Let them discuss the questions in groups.

- T may ask them to explain their answers.

- Observe and help when and where necessary, and correct Ss'pronunciation and intonation.

* **Write one or two more questions on piece of paper. Then share them with the class.**

For students with disabilities

Teacher's guidance:

- Read questions 1-5 one at a time. Explain

- **favourite** (adj) được yêu thích

- **quiz (n)** cuộc thi đố

- **remember(v)** nhớ

- **share (v)** chia sẻ

.....

* Ss **work pairs**

- Listen to the teacher's instructions carefully and learn how to do.

- Ask Ss to **work in pairs** to ask and tick the questions.

- Give the answers

* **Suggested answers:**

1. Are you from around here?

2. Do you like music?

3. What is your favourite subject at school?

4. Do you play football?

5. How do you go to school everyday?

- Do the tasks if possible

difficult words with pictures or Vietnamese.

- Ask the student to tick only two suitable questions.

- Model the pronunciation of the chosen questions.

For students with disabilities

Student's activities:

- Tick 2 suitable questions.

- Suggested answers: "Do you like music?" and "What is your favourite subject at school?"

- Read the two questions after the teacher.

ACTIVITY 4:

Aims: To help Ss practise asking and answering questions about friends.

- To help Ss revise yes/ no questions with the present tense.

* **Content:** Revise the use of present simple by asking and answering questions.

* **Outcome:** Confirm questions by answering Yes/ No correctly.

* **Organisation :** T_ Ss ...

4. There is a quiz for students in the new school newsletter. Answer the questions .

+ First ask Ss to give qualities of a good friend at school . Encourage them to give as many words as possible. (Eg: friendly, generous, helpful, cheerful, etc.)

- Ask Ss to answer questions individually

- Call on some Ss to read aloud the sentences and give their answers.

4. There is a quiz for students in the new school newsletter. Answer the questions .

- Listen carefully. **S_S**

- Answer questions individually.

- Do the tasks

<p>- Check and confirm the correct answers</p> <p>For students with disabilities</p> <p>Teacher's guidance:</p> <p>- Read two Yes/No questions from the quiz.</p> <p>- Give the answer frames “Yes, I do.” and “No, I don’t.”</p> <p>- Ask the student to choose one frame for each question.</p> <p>For students with disabilities</p> <p>Student's activities:</p> <p>- Answer 2 quiz questions.</p> <p>- Use: “Yes, I do.” or “No, I don’t.”</p> <p>- Tick the chosen answer.</p>	
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4. FURTHER PRACTICE (8'-10')

ACTIVITY 5:

Aim: To help Ss ask and answer questions about friends, and practice making a presentation.

* **Content:** Interview friends using questions above . Present in front of the class.

* **Outcome:** Talking to friends to develop speaking skills.

* **Organisation :** T_ Ss ..

Teacher’s & Student’s activities	Content
<p>5. Work in groups. Takes turns to interview the others. Use the questions above.</p> <p>- Ask Ss to work in groups to ask questions and answer.</p>	<p>5. Work in groups. Takes turns to interview the others. Use the questions above.</p> <p>- Work in groups to ask questions and</p>

- Divide the class into groups of 4 or 5. Ss take turns to interview the other members. Using questions in 4

- Encourage Ss to give more information about friendship [eg. Friends are forever]

- Choose some Ss to give a presentation to the class about their good friends [and why they are good friends]

For students with disabilities

Teacher's guidance:

- Prepare a two-question interview card.

- Read each question and point to the answer frame.

- Praise any understandable one-word or short-phrase answer.

For students with disabilities

Student's activities:

- Ask a friend: "Do you like music?"

- Ask: "What is your favourite subject?"

- Give short answers, for example: "Yes, I do." / "English."

answer.

- **Group work**

5. WRAP-UP & HOME WORK (2')

- Summarise the main points.

- Have Ss tell what they have learnt (How to introduce a friend, what questions to ask when making a new friends, etc)

*** HOME WORK**

- Practice asking friends questions about good friends.
- Do more exercises in workbook.
- Make more sentences using adverbs of frequency.



Date of planning:.....

Period 6 : UNIT 1: MY NEW SCHOOL

Date of teaching:

Lesson 5: SKILLS_1/ Reading and Speaking

WEEK: 2

THIS UNIT INCLUDES:

<p>Vocabulary</p> <ul style="list-style-type: none">- School things and activities- Verb (<i>play, do, have, study</i>)+ Noun <p>Pronunciation:</p> <p>Sounds: /a:/ and / /</p> <p>Grammar</p> <ul style="list-style-type: none">- Present simple.- Adverbs of frequency	<p>Skills:</p> <ul style="list-style-type: none">- Reading about schools.- Talking about the type of school one would like to go to.- Listening about school activities- Writing a paragraph about one's school <p>Everyday English</p> <p>Introduce some one</p>
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I. OBJECTIVES:

1. Knowledge:

- To teach reading for general and specific information about school . To help Ss to get acquainted with a reading skills.To practice speaking. Ss have an opportunity to practice making their choice of type of school they would like to go.

+ **Vocabulary:** use the words related to the topic *My New School*.

+ **Grammar:** - use the present simple.

- use the adverbs of frequency.

- use the combinations: to play, to do, to have, to study + Noun.

2. Competence: By the end of the lesson students will be able to get acquainted with a reading skills.Ss understand and activate their knowledge of the lessons. Ss will have an opportunity to practice making their choice of type of school they would like to go.

Digital Competence (NLS):

● 1.1.TC1c: Use Google Earth/Maps to look up the geographical locations of the schools mentioned in the reading passage.

● 6.1.TC1a: Use AI-assisted tools (such as Google Translate) to look up specialized terminology related to school facilities.

3. Quality/ behavior: To teach Ss the love of English; the love of their new school. The awareness about importance of learning English. Ss have the good attitude to working in groups, individual work, pairwork, cooperative learning and working.

Objectives For students with disabilities

By the end of the lesson, students can:

- recognise the names Sunrise School, An Son School and Dream School with teacher's help.

- find 2 pieces of information in the reading passages.

- answer 2 questions using one or two words.

- say one preferred school and one simple reason.

II. TEACHING AIDS:

- Teacher: Text book, laptop, loudspeaker, projector...

- Students : Text books, studying equipments....

- Method;: T-WC; group works; individual

III. PROCEDURE:

1. WARM UP & INTRODUCTION (3'-5')

<p>Aim: Pre - reading</p> <p>- To develop student's reading skills for specific information (scanning), It also provides input for the speaking skills. To provide further practice to support students in their spoken English.</p> <p>* Content: Revision the old lesson. Having some warm-up activities to creat a friendly and relaxed atmosphere to inspire Ss to warm up to the new lesson.</p> <p>* Outcome: Having a chance to speak English and focus on the topic of the lesson..</p> <p>* Organisation :Teacher's instructions...</p>	
Teacher's & Student's activities	Content
<p>+ Greeting</p> <p>+ Chatting</p> <p>- Teacher (T) asks Ss some questions about them and class.</p> <p>- Ask Ss to open their book and introduce what they are going to study....</p> <p>- Ask the class to look at three pictures first. Encourage Ss to give their ideas (as many sentences as possible) E.g. in picture 1, 2 : <i>What can you see? How is the school ? Where are they?...</i></p> <p>- T leads in the lesson.</p> <p>For students with disabilities</p> <p>Teacher's guidance:</p> <p>- Show the three school pictures and name them: Sunrise School, An Son School,</p>	<p>+ Greeting</p> <p>+ Chatting. T_ Ss</p> <p>- Students (Ss) listen and answer the teacher's or friend's questions</p> <p>- Look at the pictures and answer the teacher's questions : <i>I can see three schools. I can see many students in the school yar. The school in the first picture is very big nad nice</i></p> <p>- Open their book and write the tittle of the lesson .</p>

<p>Dream School.</p> <p>- Ask the student to point to each school as its name is read.</p> <p>- Pre-teach boarding school, mountain and international using pictures.</p> <p>Student's activities:</p> <p>- Point to the three schools.</p> <p>- Repeat: Sunrise School, An Son School, Dream School.</p> <p>- Repeat: boarding school, mountain, international.</p>	
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2. PRESENTATION/ NEW LESSON (12')

ACTIVITY 1:

While- reading

Aims: To get Ss acquainted with a reading skills.

- To help Ss understand and activate their knowledge of the topic of the lesson.

* **Content:** Looking at three pictures and read three passages to get used to reading skills.

* **Outcome:** Developing reading skills by looking at the pictures and doing the matching.

* **Organisation :** T_ Ss

Teacher's & Student's activities	Content
<p>1. Look at the pictures and quickly read the passages. Match 1-3 with A-C.</p> <p>*Pre-teach vocabulary:</p> <p>+ Teacher use different techniques to teach vocabulary (situation, realia....)</p> <p>+ Follow the seven steps of teaching vocab.</p> <p>+ Check vocabulary.</p>	<p>1. Look at the pictures and quickly read the passages. Match 1-3 with A-C.</p> <p>*Vocabulary:</p> <p>- boarding school (c-n) trường nội trú</p> <p>- mountain (n) núi, ngọn núi</p> <p>- international(adj) quốc tế</p> <p>- art (n) nghệ thuật</p>

*Ask Ss to do the task 1 on page 12.

- Teacher gives instructions.
- Tell ss to read the three passages quickly and check their ideas.
- Set a strick time limit to read .
- Tell Ss a tip: *Ss read the first sentence of each paragraph. This sentence often gives you the topic of the paragraph.*
- Paragraph 1: **Sunrise** : a boarding school in Sydney.
- Paragraph 2: **Anson** :a lower secondary school in Bac Giang;
- Paragraph 3: **Dream**:an International school
- T may call Ss to read aloud each paragraph
- Observe and help when and where necessary.
- Check the answer.

- Digital Task (1.1.TC1c): T provides coordinates/names. Students use Google Maps/Earth to find Sydney (Sunrise School) or Bac Giang (An Son School).

- Discussion: "How does the digital view help you visualize these schools for your project?"

For students with disabilities

+ Students (Ss) listen to the instructions carefully and learn how to do the tasks.

- T_ Ss; S_s

- Ss learn how to read the passages.

- Ss read three passage quickly

- Ss know the name . It is in

- Read each paragraph if possible

- Give the answer

* Key: 1. C 2. A 3. b

Teacher's guidance:

- Read the first sentence of each passage aloud.

- Underline the school name in each passage with the student.

- Guide the student to match passage 1 and passage 2 only.

For students with disabilities

Student's activities:

- Match passages 1 and 2 only.

- Answers: 1. C; 2. A.

- Say the school names in the two passages.

ACTIVITY 2 :

Aim:To help Ss develop their reading skills for specific information (scanning).

* **Content:** Reading the passages again and complete sentences.

* **Outcome:** Understanding more about content of the texts.

* **Organisation :** T_ Ss

Teacher's & Student's activities

Content

2. Read the passages again and complete these sentences.

- Ask Ss to read the passages again, then find the words and phrases to complete the sentences

- T help Ss to give the meaning of the words or explanations, or examples, or the Vietnamese equivalent.

2. Read the passages again and complete these sentences.

+ Ss do the tasks

- T_ Ss

- Listen to the teacher's instructions carefully and learn how to do.

- Check the meaning of the words

- T tells Ss to pay attention to the context of the words.

- Ask Ss to note where they found the information, then help Ss to complete the sentences.

- Check and confirm the correct answers.

For students with disabilities

Teacher's guidance:

- Read sentence 1 and sentence 2. Show where to find the answer in the passage.

- Circle the key words boarding and Sydney.

- Ask the student to copy only the missing words.

For students with disabilities

Student's activities:

- Complete the first 2 selected sentences.

- Answers: boarding; Sydney.

- Copy the two words.

- Ss work individually first.

- Compare the answers with partners

- Give the answers

Key:

6. boarding

7. Sydney

8. Mountains and green fields

9. Dream School.

10. English- speaking teachers.

ACTIVITY 3:

Aim: To help Ss further develop their reading skills for specific information (scanning)

* **Content:** Answer the questions for more information to develop their reading skills

* **Outcome:** Getting more information to understand the three passages.

* **Organisation :** T_ Ss ...

3. Answer the questions:

- Ask Ss to read the passages in detail to answer the questions.

3. Answer the questions:

- Listen carefully to the instructions

- T gives instructions how to do this kind of exercise.

- Explain the strategies (chien luoc) if necessary [e.g. *reading the questions, understanding the key words, locating the key words in the text, and then reading that part and answering the questions..*].

- Set the longer time limit for Ss to find the answers to the questions.

- Let ss compare the answers with partners before discussing them in class.

- Work in pairs ask and answer the questions.

- Allow Ss to read the three passages in chorus once.

- Call on some Ss to read aloud three passages to the class.

- Check their pronunciation and intonation.

- Check and confirm the correct answers

For students with disabilities

Teacher's guidance:

- Read questions 1 and 2 slowly. Underline Sunrise and Bac Giang.

- Point to the exact line in the passage containing the answer.

- Accept one- or two-word answers.

For students with disabilities

Student's activities:

- Answer questions individually.

- Ss _ Ss

- Follow the strategies carefully

- Find the answer.

- Compare the answers

- Work **in pairs** ask and answer the questions.

Key:

1. Sunrise (is).
2. (It is) in Bac Giang.
3. Yes, there is.
4. They join many interesting clubs.

- Answer questions 1 and 2 only.

- Answers: 1. Sunrise School. 2. Bac Giang.

- Read the two answers.

4. FURTHER PRACTICE: (8')/ Speaking

ACTIVITY 4:

Aims:- To help Ss prepare ideas for the speaking activity;

- To provide an opportunity for Ss to practise making their choice of the type of school they would like to go to, and give reasons.

* **Content:** Ask and answer the questions to complete the table

* **Outcome:** To practice speaking by asking and discussing the choices of the type of school...

* **Organisation :** T_ Ss

Teacher's & Student's activities

Content

4. Which school in 1 would you like to go to? Why or Why not? Complete the table.

- Ask Ss to refer back to the passages in 1.
- Ask them to give some background of the three schools: *Sunrise School, An Son School, and Dream School.*
- Allow Ss time to answer the questions: Which school (among the three above) would you like to go to? Why?
- Ask Ss to complete the table in their notebooks.

Then arrange Ss in pairs.

4. Which school in 1 would you like to go to? Why or Why not? Complete the table.

- Listen to the teacher's instructions carefully and follow them.
- **T- Ss**
- Work individually
- Choose the answer .Answer the questions
- Complete the table.

- Let them study the example, then discuss their answers, and explain why. When they finish, ask some Ss to talk in front of the class, then the class comments on their friends' pronunciation and grammar.

- Discuss any common errors and provide further practice if necessary.

*** Discuss your choice with a friend**

- May ask Ss to work in groups to do project/15

For students with disabilities

Teacher's guidance:

- Show three choice cards with the school names.

- Ask: "Which school do you like?"

- Give two reason frames: "It is big." / "It is beautiful."

For students with disabilities

Student's activities:

- Choose one school.

- Say: "I like Dream School."

- Give one reason: "It is beautiful."

- Talk in front of the class one of the school they would like to go to.

- Correct mistakes.

5. WRAP-UP & HOME WORK (2')

* - Have Ss summarise what they have learnt with the two skills.

- T can instruct them to draw a mind map to summarise the main points of the lesson.

*** HOME WORK**

- Practice asking friends questions about the school you would like to choose? Why?
- Do more exercises in workbook.
- Prepare new lesson. **Skills 2**



Date of planning:..... **Period 7 : UNIT 1: MY NEW SCHOOL**

Date of teaching: **Lesson 6: SKILLS_2/ Listening and Writing**

WEEK: 3

I. OBJECTIVES:

1. Knowledge:

- Listening for specific information about schools. Write a paragraph about one's school.

+ **Vocabulary:** use the words related to the topic *My New School*.

+ **Grammar:** - use the present simple.

- use the adverbs of frequency.

- use the combinations: to play, to do, to have, to study + Noun.

2. Competence: By the end of the lesson students will be able to listen for specific information about schools. Write a paragraph about one's school.

Digital Competence (NLS):

● 3.1.TC1a: Draft a school introduction paragraph using online office tools (Google Docs/Word Online).

● 2.4.TC1a: Know how to share documents and collaboratively edit text with project team members.

3. Quality/ behavior: To teach Ss the love of English; the love of their new school. The awareness about importance of learning English. Ss have the good attitude to working in groups, individual work, pairwork, cooperative learning and working.

Objectives For students with disabilities

By the end of the lesson, students can:

- listen and identify 2 facts about Janet's school with teacher's help.
- choose the correct answer for 2 listening items.
- write answers to 3 questions about their school.
- write 3 simple sentences about their school using the model.

II. TEACHING AIDS:

- Teacher: Text book, laptop, loudspeaker, projector...
- Students : Text books, studying equipments....
- Method;: T-WC; group works; individual

III. PROCEDURE:

1. WARM UP & INTRODUCTION (3'-5')

Aim:

- To develop student’s listening skills for specific information. It also provides input for the writing skills. To learn how to write an email to a friend or penpalls.

* **Content: Revision :** Describe *a school they would like to go to.*

- Having some warm-up activities to creat a friendly and relaxed atmosphere to inspire Ss to warm up to the new lesson.

* **Outcome:** Having a chance to speak English and focus on the topic of the lesson..

* **Organisation :**Teacher’s instructions...

Teacher’s & Student’s activities	Content
+ Greeting	+ Greeting
+ Chatting	+ Chatting

- Teacher (T) asks Ss some questions about them and class.
- Ask Ss about the content of the previous lesson. Describe *a school they would like to go to*.
- Ask Ss to open their book and introduce what they are going to study....
- T leads in the lesson.

For students with disabilities

Teacher's guidance:

- Show a picture of a school and ask two simple questions: "Is it big?" and "Do you like it?"
- Give answer frames Yes, it is / No, it isn't; Yes, I do / No, I don't.
- Tell the student that they will listen about Janet's school.

Student's activities:

- Answer: "Yes, it is." or "No, it isn't."
- Answer: "Yes, I do."
- Repeat: "Janet's school."

- Students (Ss) listen and answer the teacher's or friend's questions

- T_ Ss

- Talk about one school they would like to go to.
- Open their book and write the title of the lesson .

2. PRESENTATION/ NEW LESSON (10')

ACTIVITY 1:

(Pre-listening)

Aim: To get Ss acquainted with listening skills.

- To help develop Ss' skills of listening for specific information.

* **Content:** Listening a student talking about her school to get used to listening skills

* **Outcome:** Guessing the answers to the questions. To improve listening skills.

* **Organisation** : T_ Ss

Teacher's & Student's activities

1. Janet, a student at Palmer School in America, is talking about her school. Guess the answers to these questions.

***Pre-teach vocabulary:**

- + Teacher use different techniques to teach vocabulary (situation, realia....)
- + Follow the seven steps of teaching vocab.
- + Check vocabulary.
- + Answer the two question before listening
- Ask Ss the questions: Who's Janet? What's the name of her school?
- Ss work in pairs and guess the answers to the two questions.
- Encourage them to speak English and feel free to make guesses.
- Encourage Ss to give their answers, but do not confirm whether their answers right or wrong.
- Play the recording. Let Ss listen once and check their guesses.

For students with disabilities

Teacher's guidance:

- Read the two answer choices for item 1 before playing the audio.
- Play the relevant sentence twice and pause.

Content

1. Janet, a student at Palmer School in America, is talking about her school. Guess the answers to these questions.

***Vocabulary:**

- uniform (n) bộ đồng phục
- wear (v) mặc, đeo, đội
- + Students (Ss) listen to the instructions carefully and learn how to do the tasks.
- **T_ Ss**
- + Ss look at the key words before answering the questions (e.g. Janet, student, Palmer School, America).
- Ss answer the questions
- Compare the answers.

- Ask the student to circle the word or option heard.

For students with disabilities

Student's activities:

- Listen to item 1 only.

- Circle the correct option after listening.

- Say the chosen answer.

ACTIVITY 2 : While-listening

Aim: To help develop Ss' skill of listening for specific information.

* **Content:** Listen again to get more information about schools in America.

* **Outcome:** Choose the correct answer correctly.

* **Organisation :** T_ Ss..

Teacher's & Student's activities

Content

2. Listen again and choose the correct answer A or B.

- Have Ss look at the sentences. Tell them how to do it.

- Give them some strategies to do the exercise,

(e.g. reading the sentences, underlining the key words, listening to the text paying attention to the key words, and deciding on the correct option).

- Play the recording twice and allow Ss to choose the correct answers as they listen.

- Ss can share their answers before listening

2. Listen again and choose the correct answer A or B.

- Listen to the teacher's instructions carefully and learn how to do it.

- **T_ Ss**

- Check the meaning if necessary

Audio script:

Hi. My name's Janet. I'm eleven years old. I'm now in year 6 at Palmer School. I like it here. My classmates are friendly.

The teachers at my school are nice and very helpful, and my favourite teacher is Mrs. Smith. She teaches us maths.

to the recording a final time to check.

- Get feedback.

- Check and confirm the correct answers.

* **Post-listening**

- **Students tell about Janet's school freely**

- T gives instructions and encourage Ss to tell about Janet's school, using information in Audio Script.

- Give some clues: *her name, age, the name of her school. Teacher, she studies Vietnamese, wear uniforms everyday,*

- Call on some Ss to talk freely.

- Correct pronunciations, grammar, vocab, intonation.

For students with disabilities

Teacher's guidance:

- Read items 1 and 2 and underline the key words.

- Play the audio twice, pausing after the information for each item.

- Give only A/B choices and let the student point before writing.

For students with disabilities

I have two hours to study Vietnamese every week. I usually do my homework in the library. We wear our uniforms every day, but today we aren't. We're going to have a biology lesson on a farm.

* **Key:**

1. A 2. B 3. B 4. A 5. A

- Free talk

Her name is Janet. She is eleven years old. She is in grade/ year 6 at Palmer School. Her friends are friendly. The teacher in her school are nice and very helpful. Her favourite teacher is Math teacher....

<p>Student's activities:</p> <ul style="list-style-type: none"> - Do items 1 and 2 only. - Choose A or B for each item according to the recording. - Copy the two selected letters. 	
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4. Writing (12')

ACTIVITY 3:

Aim: To help Ss prepare ideas for their writing in 4.

- * **Content:** Write the answers to the questions about your own school
- * **Outcome:** Answer the questions about your own school to improve writing skills.
- * **Organisation :** T_ Ss

Teacher's & Student's activities	Content
<p>3. Write the answers to the following questions about your school.</p> <ul style="list-style-type: none"> - Let Ss work individually. - Guide them to write the answers to these questions in full sentences. - Tell them that their sentences must be grammatically and logically correct with the right choice of words and correct punctuation. - Allow Ss to refer back to the reading for useful language. - Model with some Ss. <p>For students with disabilities</p>	<p>3. Write the answers to the following questions about your school.</p> <ul style="list-style-type: none"> - Work individually - Answer the questions about the schools. - Give the answers.

Teacher's guidance:

- Write three questions on a support card:
“What is your school’s name?”, “Where is it?”, “How many classes does it have?”

- Read each question and provide a sentence starter.

- Accept copied information from the school timetable or teacher’s model.

For students with disabilities

Student’s activities:

- Write 3 answers using the models.

- “My school is ... School.”

- “It is in”

- “It has ... classes.”

ACTIVITY 4:

Aim: To help Ss practise writing a paragraph about their school.

* **Content:** Use the information above to write a paragraph about your own school

* **Outcome:** Using information above to write a paragraph about your school.

* **Organisation :** T_ Ss

Teacher’s & Student’s activities

Content

4. Use the answers in 3 to write a paragraph of 40- 50 words about your school.

- Tell Ss to write a paragraph about their school, covering as many ideas as possible to answer the questions in 3.

4. Use the answers in 3 to write a paragraph of 40- 50 words about your school.

- Ss **work individually**. Write a paragraph using answer the questions in 3
- Write themselves.

- Tell Ss that they can add their own ideas.
- Ask them to pay attention to punctuation, structures, word choice, linking words, etc.
- T goes round helping if necessary.

- Ask students type their drafts in a shared Google Doc .

- Group members use the "Suggesting" mode to help each other fix grammar/vocabulary errors

- T collects some Ss' paragraphs to correct at home.

For students with disabilities

Teacher's guidance:

- Give a three-sentence model and leave one blank in each sentence.

- Read the model aloud and explain where to insert the school name, place and number of classes.

- Check capital letters and full stops only.

For students with disabilities

Student's activities:

- Complete and copy 3 sentences: "My school is ... School. It is in It has ... classes."

- Read the paragraph after the teacher.

Sample paragraph:

My school is Giang Son School. It is in the centre of my village. It has 12 classes with over 500 students. We study many subjects: maths, history, science, and of course, English. We often play games during break time. My teachers are friendly, and my friends are helpful. I like my school. (53 words)

5. WRAP-UP & HOME WORK (2')

-
- * Have Ss summarise what they have learnt with the two skills.
 - T can instruct them to draw a mind map to summarise the main points of the lesson.

* **HOME WORK:**

- Finish writing the paragraph. Copy in the note books.
- Do more exercises in workbook.
- Prepare new lesson.



Date of planning:.....

Period 8: UNIT 2: MY NEW SCHOOL

Date of teaching:

Lesson 7: LOOKING BACK

WEEK: 3

I. OBJECTIVES:

1. Knowledge:

- To recycle the language from the previous sections. To help Ss consolidate and apply what they have learnt in the unit. Ss can evaluate their performance and provide further practice. Do some practice exercises.

The project helps Ss improve their abilities to work individually and in a team. It extends their imagination in fields related to the unit topic. Teacher can use this as an extra-curricular activity (for group work) or as homework for students to do individually.

+ **Vocabulary:** use the words related to the topic *My New School*. To pronounce the sounds /a:/ and /ʌ/ correctly;

+ **Grammar:** - use the present simple;

- use the adverbs of frequency;

- use the combinations: to play, to do, to have, to study + Noun;

2. Competence: By the end of the lesson students will be able to recycle the language from the previous sections. Ss can consolidate and apply what they have learnt in the unit.

Digital Competence (Integrated):

● **Information and Data Literacy (1.1.TC1a):** Students can use search engines (Google, YouTube) to find images and information about schools.

● **Digital Content Creation (3.1.TC1a; 3.2.TC1a):** Students know how to create and edit a digital product (Digital Poster/Slides) using **Canva** or **Google Slides**.

3. Quality/ behavior: To teach Ss the love of English; the love of their new school. The awareness about the importance of learning English. Ss have the good attitude to working in groups, individual work, pairwork, cooperative learning and working

Objectives For students with disabilities

By the end of the lesson, students can:

- review and say 6 school words with teacher's help.

- match 3 verb–noun combinations.

- complete 2 present-simple sentences.

- put 2 adverbs of frequency in the correct position.

II. TEACHING AIDS:

- Teacher: Text book, laptop, loudspeaker, projector... .

- Students : Text books, studying equipment....

- Method;: T-WC; group works; individual

III. PROCEDURE:

1. WARM UP & INTRODUCTION(3'-5')

Aims:

- This is the review and drill section of the unit. Encourage Ss not to refer back to the unit pages. Instead they can use what they have learnt during the unit to help them answer the questions.

- That will help you and your Ss see how far they have progressed, and which areas need further practice.

* **Content:** Having some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the subject and new class

* **Outcome:** Having a chance to speak English.

* **Organisation :** Teacher's instructions...

Teacher's & Student's activities	Content
<p>+ Greeting</p> <p>+ Chatting</p> <p>- Teacher (T) asks Ss some questions about them and class.</p> <p>- Ask Ss to open their book and introduce what they are going to study....</p> <p>For students with disabilities</p> <p>Teacher's guidance:</p> <p>- Show 4 school objects: uniform, notebook, compass, ruler.</p> <p>- Ask the student to name or point to each object.</p> <p>- Read each word twice.</p> <p>Student's activities:</p> <p>- Point and repeat: uniform, notebook, compass, ruler.</p> <p>- Choose one favourite object and say its name.</p>	<p>+ Greeting</p> <p>+ Chatting</p> <p>-T_Ss</p> <p>- Students (Ss) listen and learn how to do.</p> <p>- Open their book and write .</p>

2. PRESENTATION/ NEW LESSON (15')

PRACTICE EXERCISES

ACTIVITY 1:

Aim: To give Ss practice in using the present simple tense in sentences.

* **Content:** Revise what they have learnt during the unit to write the correct answer.

* **Outcome:** Remember the words and the use of the present simple tense.

* **Organisation :** Teacher's instructions...

Teacher's & Student's activities	Content
<p>1. Look at the pictures. Write the correct words in the gaps.</p> <ul style="list-style-type: none">- Have Ss do this activity individually then compare their answers with their partners.- Tell Ss to write the words in their notebooks.- Ask some Ss to write the answers on the board.- Check and correct the mistakes.- Have Ss say the words.- Check their pronunciation <p>For students with disabilities</p> <p>Teacher's guidance:</p> <ul style="list-style-type: none">- Cover pictures 3-6 and focus on pictures 1 and 2.- Read the word bank and guide the student	<p>1. Look at the pictures. Write the correct words in the gaps.</p> <ul style="list-style-type: none">+ Students (Ss) listen to the instructions carefully and learn how to do the tasks.- Work individually- Answer the teacher's questions and requirements.- Listen carefully and read aloud. <p>Key:</p> <ul style="list-style-type: none">1. uniform 2. pencilsharpener3. notebook 4. compass5. calculator 6. ruler

to identify uniform and pencil sharpener.

- Ask the student to copy the two words.

For students with disabilities

Student's activities:

- Complete gaps 1 and 2 only.

- Answers: 1. uniform; 2. pencil sharpener.

- Copy the two words.

ACTIVITY 2:

Aim: To help SS revise the vocabulary items they have learnt.

* **Content:** Revise the vocabulary items they have learnt to do the matching.

* **Outcome:** Remember to use the verbs: have, play, do, study...

* **Organisation :** Teacher's instructions....

2. Match the words in A with the words/ phrases in B.

- Have Ss do this activity by themselves and write their answers in their notebooks.

- Call on one or two Ss to write their answers on the board, then check their answers as a class.

- Observe and help when and where necessary, and correct Ss'pronunciation and intonation.

For students with disabilities

Teacher's guidance:

- Read the first three items in column A and

2. Match the words in A with the words/ phrases in B.

- Ss **work individually**. Do the tasks

- Share the answers.

* **Key:**

1. e 2. d 3. b 4. a 5. c

the choices in column B.

- Model item 1, then guide the student to draw two more lines.

- Read the completed combinations aloud.

For students with disabilities

Student's activities:

- Match items 1-3 only.

- Answers: 1. e; 2. d; 3. b.

- Read the three matched phrases.

ACTIVITY 3 + 4:

Aims: To help Ss revise the present simple tense.

* **Content:** Review grammar point: Present simple tense; further practice to do exercises.

* **Outcome:** Remember more the use and form of Present simple tense by doing exercises.

* **Organisation :** Teacher's instructions...

3. Complete the sentences with the present simple.

- For these two exercises, ask Ss to do them individually first.

- Ask Ss to check their answers with their partners before discussing the answers as a class.

- Tell Ss to keep a record of their original answers so they can use that information in their

4. Complete the text with the correct form of the verbs in brackets.

3. Complete the sentences with the present simple.

- Listen to the instructions clearly

- Ss to **work independently**

- Share the answers

- Copy them

Key:

4. Complete the text with the correct

- Ask Ss to do them **individually** first.
- Ask Ss to check their answers with their partners before discussing the answers as a class.
- Observe and help when and where necessary, and correct Ss'pronunciation and intonation.
- Get feedback

For students with disabilities

Teacher's guidance:

- For Exercise 3, read the first 2 sentences and show the verbs in brackets.

- For Exercise 4, read the first 2 gaps and give two verb-form choices.

- Remind the student: he/she + verb-s;
I/you/we/they + base verb.

For students with disabilities

Student's activities:

- Complete 2 sentences in Exercise 3 and 2 gaps in Exercise 4 with teacher's help.

- Copy the correct verb forms supplied by the teacher.

- Read one completed sentence.

form of the verbs in brackets.

- Do exercises_ **S_ Work individually**
- Give the answers

Key :

1.is 2. has 3. walks 4. study 5. likes

3. FURTHER PRACTICE (15')

ACTIVITY 5:

Aim: To help Ss to revise the position of adverbs of frequency in sentences.

* **Content:** Review grammar point: Adverb of frequency; To do exercises.

* **Outcome:** Remember more the use and form of adverb of frequency.

* **Organisation :** Teacher's instructions....

Teacher's & Student's activities	Content
<p>5. Put the adverb in brackets in the correct place in each sentence.</p> <ul style="list-style-type: none">- Ask Ss to read the sentences by themselves carefully, then recall the position of adverbs of frequency in sentences (before the main verb).- Have them write down the sentences with the adverbs of frequency in their notebooks.- Let Ss do it.- Call on some Ss to read the sentences aloud.- T checks their answers.- Correct their pronunciation- Check and confirm the correct answers <p>For students with disabilities</p> <p>Teacher's guidance:</p> <ul style="list-style-type: none">- Write sentences 1 and 2 without the adverbs, then show always and usually on cards.- Ask where the adverb goes: before the main verb.- Move the card into the correct place and let the student copy. <p>For students with disabilities</p>	<p>5. Put the adverb in brackets in the correct place in each sentence.</p> <ul style="list-style-type: none">- Students do themselves- Check the answers- Give the answers <p>* Key:</p> <ol style="list-style-type: none">1. I always remember to do my homework.2. Nick usually gets good marks in exams.3. We do not often see rabbits in town.4. I rarely read in bed at night.5. Do you sometimes sing in the shower?

<p>Student's activities:</p> <ul style="list-style-type: none"> - Rewrite sentences 1 and 2 only. - Answers: "I always remember to do my homework."; "Nick usually gets good marks in exams." - Underline always and usually. 	
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PROJECT PRESENTATION

Aim: To showcase digital products and develop speaking skills.

- Content: Group presentations of the "My New School" digital poster.
- Outcome: Final digital products and assessment.
- Organisation: T_Ss, Group presentations.

Teacher's & Student's activities	Content
<ul style="list-style-type: none"> - Each group presents their digital poster (Canva/PPT) via the projector . - Other students ask questions using the "Communication" skills learned (e.g., Do you have a library? What is your favorite subject?) . - T uses a digital rubric (Google Form) to evaluate groups on: Content (Vocabulary/Grammar), Creativity, and Digital Skills (3.1.TC1a). <p>Link rubric: https://forms.gle/eaHAvJD2P9UfoDc36</p> <p>For students with disabilities</p>	<p>Project</p>

Teacher's guidance:

- Show the group poster and point to the school name and one picture.

- Give the presentation model: "This is our school. It is beautiful."

- Allow the student to present only one sentence or point to one picture.

For students with disabilities**Student's activities:**

- Point to one picture on the poster.

- Say one sentence: "This is our school." or "It is beautiful."

- Stand with the group during the presentation.

4. WRAP-UP & HOME WORK (5')

- Summarise the main points.

- Ask Ss what they have learnt so far. Have them recall the important elements:

+ Words / phrases and combinations related to school;

+ Sounds /a:/ and /ʌ/.

+ The present simple;

+ Adverbs of frequency.

*** HOME WORK**

- Read the conversation again on page 9.

- Do more exercises in the workbook.

- Make more sentences using adverbs of frequency.

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