Week: 12 Date of planning: / /2022

Period: 46 Date of teaching: / /2022

**Unit 7: CLASSROOM INSTRUCTIONS**

Lesson 2 (4-5-6 )

1. **Objectives:**

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

**1. Knowledge:**

- Use the words *go out, come in, speak, English, Vietnamese* and *please* in relation to the topic “Classroom instructions”;

- Use *May I \_\_\_\_? – Yes, you can. / No, you can’t.* to ask for and give permission;

- Listen to and understand four communicative contexts and number the correct pictures.

- Complete six gapped sentences with the help of picture cues.

- Sing the song May I come in and sit down? with the correct pronunciation, rhythm and melody.

**2. Competences:**

- Communication, ability to use language (work in groups/ pairs)

- Ability to solve problems (play the games)

- Cooperation: (work in groups/ pairs)

- Using knowledge to do exercises

**3. Attributes/ Qualities**:

- Be confident in communicating with friends/ teachers.

- Help partners to complete learning tasks.

**II. Preparation.**

1. Teacher’s preparation: TV, computer, books.

2. Student’s preparation: Students’ aids:books, notebooks, workbooks.

**III. Procedures**

|  |  |
| --- | --- |
| **Teaching and learning activities** | **Classroom management** |
| **\* Warm-up and review: 5’**  ***Game:* “Reoder the sentences**”  1. speak/ May/ I/ Vietnamese/?  2. May/ come/ in/ I/?  3. go/ May/ out/ I/? 4.sit/ down/ May/?  4. May/ open/ I/ a/ book/?  5.Yes,/ can/ you/.  - Lead to the new lesson*“Unit 7, Lesson 2 (4,5,6)”.* | Whole class  Group work |
| **\* New lesson:**  **Activity 4. Listen and number. (**8 minutes)  **Goal:** *To listen to and understand four communicative contexts in which pupils ask their teachers for permission*.  - Have Ss look at the pictures and point at each picture and elicit the questions to ask for permission used in the pictures  - Ask Ss to guess their answers.  - Play the recording twice so that Ss can do the task.  - Play the recording a third time to give Ss another listening opportunity.  - Go around the classroom to offer  - Get Ss to swap books with a partner, then check answers together as a class.  - Ask Ss to write the correct answers on the board  - T gives feedbacks.  - If time allows, play the recording, sentence by sentence, for the class to listen and repeat individually and in chorus. Correct their pronunciation.  (*Key: 1. b 2. a 3. d 4. C)*  **Activity 5. Read and match. (** 9 minutes)  **Goal:** *To complete the six target sentence patterns in the dialogues with the help of the picture cues.*  - Have pupils look at the pictures. Have them identify what the characters in the pictures are asking for.  - Have pupils look at the four incomplete dialogues. Draw their attention to the missing words in the sentences.  - Model with Picture 1. Have pupils look at the dialogue. Ask them what word is missing in the answer (can’t). Then have them complete the answer (No, you can’t.).  - Follow the same procedure with Pictures 2, 3 and 4.  - Have pupils complete the dialogues individually.  - Go around the classroom to offer.  - Get Ss to swap books and correct their answers in pairs  - Ask some Ss to write their answers on the board.  - T gives comments and feedback.  - Ask a few pairs to take turns acting out situations 2, 3 and 4.  (Key: 1. can’t 2. Yes 3. go out; No 4. sit down; can)  **Activity 6. Let’s sing (** 8 minutes)  **Goal:** *To sing the song* ***May I come in and sit down?*** *with the correct pronunciation and melody.*  - Draw pupils’ attention to the title and lyrics of the song. Check comprehension of the lyrics and give feedback.  - Play the recording all the way through. Encourage pupils to listen carefully to the pronunciation and the melody.  - Play the recording line by line for pupils to listen and repeat. Correct their pronunciation where necessary.  - Play the recording all the way through for pupils to sing along to.  - Introduce actions for pupils to do while they sing along with the recording.  Extension: Put pupils into groups to create actions for the song. Invite some groups to the front of the class to perform, while the rest of the class sings and / or claps along the song.  - Give feedback  **\* Fun corner and wrap-up: (**5 minutes)  - T asks Ss to play a game “ Pass the secret”  - There are 2 groups with six Ss for each group. Ask Ss to line up in rows.  - T whisper a sentences to the Ss then the first one whisper the sentence to the next one. The last Ss in row says aloud the sentence correctly in the shortest time wins the game.  - T gives feedback  **\*Homelink:**  **-** Learn by heart vocabulary and practice model sentence.  - Prepare new lesson Unit 6- Lesson 3- P 1, 2, 3 | Whole class  Individual work  Pairwork  Whole class  Whole class/  Individual work  Pair work  Individual work  Whole class/  Whole class  Individual work  Group work  Group work |

**IV.Comments:**

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*Week :13 Preparing date: / / 2022*

*Period: 47 Teaching date: / / 2022*

**UNIT 7: CLASSROOM INSTRUCTIONS**

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

**I. OBJECTIVES:** By the end of the lesson, Ss will be able to:

**1. Knowledge:**

- Repeat and pronounce the sounds of the consonant clusters sp and st in isolation, in the words speak and stand and in the sentences Speak English, please! and May I stand up? with the correct pronunciation and intonation;

- To identify the target words speak and stand and the sentences Speak English, please! and May I stand up? while listening.

- Complete two gapped sentences with three options.

- Say the chant with the correct rhythm and pronunciation.

**2. Competences:**

- Listening: listen and repeat, listen and tick

- Self-control & independent learning: perform ;earning tasks

- Communication and collaboration: work in pairs or groups

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

**3. Attribute/ Qualities:**

- Kindness: help partners to complete learning tasks

- Diligence: complete learning tasks

**II. PREPARATION:**

1. *Teacher:* Teacher’s guide Pages 25, 26; posters, laptop, lesson plan, TV.

2. *Students:* Pupil’s book Page 14, notebooks, workbooks, school things.

**III. PROCEDURES:**

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| --- | --- |
| **Teaching and learning activities** | **Classroom management** |
| **Warm- up: (5’)**  Sing the song in Unit 7, Lesson 2.   * Ask Ss to sing the song. * Invite some of them to come to the board to role play, the rest of the pupils will sing. | Whole class |
| **Activity 1. Listen and repeat (8’)**  ***\*Goals:*** *Ss will be able**to correctly repeat the sounds of the consonant clusters* ***sp*** *and* ***st*** *in isolation, the words* ***speak*** *and* ***stand*** *and the sentences Speak English, please! and May I stand up? with the correct pronunciation and intonation*  **\*Procedure:**  - Draw Ss’ attention to the consonant cluster **sp**, the word **speak** and the sentence *Speak English, please!*  - Play the recording and encourage them to point at the consonant cluster / word / sentence while they listen.  - Play the recording again and encourage Ss to listen and repeat. Do this several times until Ss feel confident. Correct their pronunciation where necessary.  - Repeat Steps 1 and 2 for the consonant cluster st.  - T gives feedbacks. | Whole class  Whole class  Whole class  Whole class  Individual |
| **Activity 2.** **Listen and tick.(9’)**  ***\*Goal:*** *Ss will be able**to identify the target words* ***speak*** *and* ***stand*** *while listening*  - Draw Ss’ attention to the three options for each question.  - Play the recording for Ss to listen to. Play the recording again for pupils to listen and tick the correct options.  - Get Ss to swap books with a partner, then check the answers together as a class. Write the correct answers on the board.  - Tell Ss to return the books to their partners. Play the recording for Ss to check their answers again.  **Extension:** Invite one or two pupils to stand up, listen and repeat the sentences. | Whole class  Individual  Pair work  Whole class  Individual |
| **Activity 3. Let’s chant (8’)**  ***\*Goal:*** *Ss will be able to say the chant with the correct rhythm and pronunciation.*  - Draw Ss’ attention to the lyrics of the chant. Check comprehension.  - Play the recording all the way through for Ss to listen to the whole chant.  - Draw Ss’ attention to the sounds of the consonant clusters **sp** and **st** in isolation, the words **speak** and **stand**  - Play the recording line by line for pupils to listen and repeat. Correct their pronunciation, if necessary.  - Play the recording all the way through for Ss to chant.  - Encourage them to clap along while chanting.  Extension: Divide the class into two or more groups to take turns listening and repeating the chant, while the rest of the class claps along.  -T gives feedback.  **\* Fun corner and wrap up**  - Game: Find the correct sounds!  - Divide the class into 2 teams.  - Each team chooses one letter to go to the question  **Homework. (2’)**  **-** Practice the chant more.  - Prepare the new lesson: *Unit 7, Lesson 3 (4,5,6)* | Whole class  Individual  Whole class/ Individual  Whole class  Individual  Whole class  Individual work  Group work |

**Comments:**

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Week: 13 Date of planning: / /2022

Period: 48 Date of teaching: / /2022

**UNIT 7: CLASSROOM INSTRUCTIONS**

Lesson 3 (4-5-6 )

**I. Objectives:** By the end of the lesson, students will be able to:

**1. Knowledge:**

- Read and match two sentences and two dialogues with four pictures.

- Read, understand and complete the incomplete sentences by writing the correct words in the gaps.

- Make classroom instructions, choose one from the box and read it to the classmates to act out.

**2. Competences:**

- Listening: listen to some classroom instructions

- Critical Thinking: read and match, do the project

- Self-control & independent learning: perform learning tasks

- Communication and collaboration: work in pairs or groups

- Sociability: talk to each other, say good words to others

**3. Attributes/ Qualities**:

- Kindness: help partners to complete learning tasks

- Diligence: complete learning tasks

**II. Preparation.**

1. Teacher’s preparation: TV, computer, books.

2. Student’s preparation: Students’ aids:books, notebooks, workbooks.

**III. Procedures**

|  |  |
| --- | --- |
| **Teaching and learning activities** | **Classroom management** |
| **\* Warm-up and review: 5’**  Having the class say the chanton page 54 in Unit 7, Lesson 3.  - Ask Ss to chant.  -Invite some of them to come to the board to role play, the rest of the pupils will chant along.  - Lead to the new lesson“Unit 7, Lesson 3 (4,5,6)”. | Whole class  Group work |
| **\* New lesson:**  **Activity 4. Read and match. (**8 minutes)  **Goal:***Ss will be ableto read and match two sentences and two dialogues with four pictures.*  - Have Ss look at, read four sentences together as a class and say the require .  - Get Ss time to do the task.  - Ask Ss to do the task.  - Go around the classroom to offer  - Get Ss to swap books with a partner, then check answers together as a class.  - Ask Ss to write the correct answers on the board for pupils to correct their answers.  -T gives feedbacks.  - Ask Ss to read the sentences again.  **Activity 5. Let’s write.(**9 minutes)  **Goal:** *Ss will be able to read, understand and complete the incomplete sentences by writing the correct words in the gaps.*  - Write the first incomplete sentence on the board:  1. Open your\_\_\_\_\_\_\_ , please!  - Read the incomplete sentence as a class.  - Elicit the word Ss have to write in the first gap and encourage them to say it.  - Give Ss time to write down the answer.  - Get Ss to swap books with a partner.  - Call three Ss go to the board to write the answers.  - T checks the answers together as a class.  - T gives feedbacks.  - Ask a few Ss to stand up and role plays the completed sentences aloud.  **Activity 6. Project** 8 minutes  **Goal:** *Ss will be able to make classroom instructions, choose one from the box and read it to the classmates to act out*  - Put Ss into groups or ask the whole class to work together.  - Tell Ss to write instructions on their sheets of paper, then fold and put them in a box (just one instruction/ each Ss)  - Get each Ss to choose one instruction in the box then read it to the group/ whole class to act out.  - Give Ss enough time to complete each step. Go around the classroom to monitor and offer support.  Extension: Create a class display using the pictures and vote for the most creative.  - T gives feedback..  **\* Fun corner and wrap-up: (**5 minutes)  - Game: Sentence Puzzle  - Divide the class into groups of four. Give each group a sentence that is broken/ cut into pieces. Ask them to arrange them to make a complete sentence, and then read it aloud.  -The group that makes it first will be the winner.  **\*Homelink:** Learn by heart vocabulary and practice model sentence | Whole class    Individual work  Pairwork  Whole class  Whole class/ Individual work  Whole class/ Group work  Group work  Group work/ Whole class  Whole class |

**Comments:**

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**Week: 12**

**Unit 8: My school things**

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

**I. OBJECTIVES:**

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

**1. Knowledge:**

- use the words *pen, ruler, book, school bag, have* in relation to the topic “*School things”*

- use*I have ………..*to talk about having a school thing

- understand and correctly repeat the sentences in two communicative contexts (pictures) to talk about having a school thing.

- ***Vocabulary:***pen, ruler, book, school bag, have

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

**2. Competences:**

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

- Communication and collaboration: work in pairs or groups.

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

**3. Attitude/ Qualities:**

-Kindness:Help partners to complete learning tasks.

- Honesty: tell the truth about feelings and emotions

**II. TEACHING AIDS:**

- *Teacher:* Teacher’s guide Pages 100, 101, audio Tracks 77, 78, website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Pupil’s book Page 56, notebooks, workbooks, school things.

**III. PROCEDURES:**

|  |  |
| --- | --- |
| **Teaching and learning activities** | **Classroom management** |
| **1.Warm- up: (3’)**  ***Jigsaw puzzle***  - Divide class into 4 groups: Tom, Jerry, Miu and Chit.  - Ask Ss look at the pieces of picture.  - Ask Ss go to the board and jigsaw puzzle into the correct picture.  -T checks who’s the winner? - Say “Open your book page 56” and look at “*Unit 8, Lesson 1 (1,2,3)”.*  **\* New lesson:**  **A.Presentation (16’)**  **Activity 1. Look, listen and repeat:**  ***\** Goal*:*** *Ss will be ableto understand and correctly repeat the sentences in two communicative contexts (pictures) to talk about having a school thing.*  - Have Ss look at *Pictures a and b* and identify the characters*(Linh and Ben)* in the pictures.  -Play the audio twice(sentence by sentence). Correct their pronunciation where necessary.  - Have Ss to practice the dialogue  -Tinvites a few pairs to the front of the class to practice.  - T checkspronunciation for ss.  **1. Vocabulary.**  - T elicits the new words  *+ pen : bútmực(realia)*  *+ ruler : thướckẻ(realia)*  *+ book :quyểnsách(realia)*  *+ school bag: cặpsách(realia)*  *+ have : có(translation)*  - T models *(3 times).*  **2. Model sentences:**  - T asks Ss look at *picture a*and helps Ss know the structure from the dialogue.  - T introduces new structure for Ss.  - T explains,models and gives meaning.  -Have Ss repeat the model sentences.  *I have a pen.*  - T writes the words on the board.  - *Checking: Rub out and remember*  **B. PRACTICE**  **Activity 22. Listen, point and say.**  ***\** Goal*:****Ss will be ableto correctly say the words and use: I have …….*  *to talk about having a school thing.*  - Have Ss look at the pictures and identify the school things in the pictures  - Run through all the pictures.  - Run through model sentences.  - Have Ss to practise:  +Tell Ss to point at the relevant school thing in the picture when they are repeating the sentence  - T controls and corrects.  - Invite a few pupils to stand up, point at each school thing in the picture and say he sentence aloud.  - T gives feedbacks.  **C.Production: (7’)**  **Activity 3. Let’s talk.**  ***\*Goal:*** *Ss will be able enhance the correct use of I have ……. to talk about having a school thing.*  - Have Ss look at the picture and elicit the question and the answer in context.  *+Who are they?*  *+ Where are they?*  *+ What are they talking about?*  - Point at each school thing, elicit the missing words in the bubble (*I have a book /ruler / …*).  - Get Ss to say the completed sentence.  - Put Ss into pairs point at the school things in the picture and in the classroom respectively to say the sentence *I have……….*  ***\**Fun corner and wrap-up: (**5 minutes)  - T asks ss to answer the following questions:  *+ What have you learnt from the lesson today?*  *+What are the core values of the lesson? (if the teacher can take from the lesson).*  - T review the vocabulary and model sentences.  - T praises some Ss who are hardworking / active/ good…. as well as encourage others to try more.  **5. Homework. (2’)**  **-** Learn the vocabulary and model sentences by heart  - Prepare the new lesson: *Unit 8, Lesson 2 (4,5,6).* | Whole class  Individual work  Whole class  / Individual work  Whole class/ Individual work  Whole class    Whole class    Whole class/ Individual work  Whole class/ Individual work |