Date of planning: ….. /….. /

Date of teaching: ….. /…../

**UNIT 6: HOW MANY LESSONS DO YOU HAVE TODAY?**

**( 6 periods)**

**I.Objectives:**

- By the end of the lesson Ps will be able to:

**1. Knowledge:**

- Ask and answer questions about the number of lessons the other speaker has that day.

- Sentence Patterns:  How many lessons do you have today?  – I have \_\_\_\_\_\_\_.

- Vocabulary:  have, days of the week (abbreviation), Maths, IT, Science, Science, Art, Music, Vietnamese, PE, English.

- Ask and answer questions about how often the other speaker has a lesson.

- Sentence Patterns:  How often do you have\_\_\_? − I have it \_\_\_\_\_\_.

- Vocabulary: once a week, twice a week, four times a week, every school day

- Pronounce correctly the stress in the sentences.

-Vocabulary: days of the week, school Subjects, frequency

- Listen and circle the letters showing the correct words completing the sentences.

- Write about themselves, using the guiding questions.

- Play the game Slap the board.

- Say the questions and the answers with the correct sentence stress.

'How many 'lessons do you 'have to'day?     ̶   I 'have 'four.

'How many 'crayons do you 'have?                ̶   I 'have 'five.

'How many 'books do you 'have?                   ̶   I 'have 'six.

'How many 'copybooks do you 'have?           ̶   I 'have 'seven.

- Listen and circle the letters showing the correct words filling the gapped sentences. Then say the completed sentences aloud.

- Say the chant How often do you have \_\_\_?

- Sentence Patterns: Revision

-Vocabulary: days of the week, school subjects, frequency

- Read a paragraph and complete the gapped sentences.

- Write about their school and lessons, using the writing frame.

- Write a letter to a pen friend to talk about the timetable.

- Colour the stars showing their English competences.

**2. Skills.**

- Listening and speaking.

**3. Attitude/ Quality**:

- Have concentration, listen carefully, express idea during lesson

- Confident in communicating with classmates

- Love school subjects, love to learn English

**4. Forming competence:**

- Easy to get to know, easy to make friends

- Can perform individual tasks and solve a problem by themselves

- Use language to talk about how often someone has a subject

**II. Methods**:

- Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

**III. Preparation.**

1. Teacher’s preparation: CDs player, stereo, book.

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

**IV. Procedures.**

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| **Content** | **Teacher’s activities** | **Students’ activities** |
| **Week: 9 period: 36 lesson 1 ( part 1,2,3)** | | |
| **A.Warm up**  (5’)  **B. New lesson**  (30’)  **C. Production**  (3’)  **D. Homework**  (2’) | - Get pupils to sing the song: If you are happy and you know  - Lead into new lesson  *1. Look, listen and repeat. (10’)*  - Ask pupils to look at the picture to point at each character and elicit their answers to the questions:  *Who’s this? Where are they? What are they doing?*  - Play the recording for pupils to listen to the tape  - Play the recording again and ask them to repeat a few times.  - Play the recording again for them to repeat line by line.  - Ask pupils to practice in pairs to act out the dialogue.  - Go round and check pupils can repeat and understand the dialogue.  - Check some pairs. Ask other pupils to give comments.  - Give comments.  *2. Point and say. (20 minutes)*  - Tell the class that they are going to practice asking and answering questions about lessons, using:  \* Structure:  *How many lessons do you have today? I have ...*  - Review the names of the lessons with the class.  - Ask pupils to write down the new word and the structure in their notebook.  - Have pupils practice asking and answering in pairs.  - Call some pairs to practice in front of the class  - Give feedback and correct mistakes of pronunciation.  *3. Let’s talk*  - Tell the class that they are going to practice further by asking and answering questions about lessons.  - Get pupils time to work in pairs to ask and answer, using the structure*.*  - Invite a few pairs to act out their conversations in front of the class.  - Give feedback  - Summary the lesson  - Tell pupils to read the part 1 again.  - Do exercises in workbook, learn by heart the new words and the structure. | - Sing a song  - Look at the pictures and give the answers  - Listen carefully  - Listen and repeat  - Work in pairs.  - Listen and repeat.  - Practice in front of class. Other give comments  - Listen to the T's instruction.  - Repeat.  - Write down.  - Work in pairs  - Practice in front of the class  - Listen to the T's instruction.  - Practice in pairs  - Act out in front of class  - Listen and remember  - Take note. |

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| **Content** | **Teacher’s activities** | **Students’ activities** |
| **Week: 10 Period: 37 Lesson 1 ( part 4,5,6)** | | |
| **A.Warm up**  (5’)  **B. New lesson**  (30’)  **C. Production**  (3’)  **D. Homework**  (2’) | - Invite three pupils to act out the story in activity 1.  - Call two pairs of pupils to ask and answer the question, using:  *How many lessons do you have today? --> I have ...*  - Lead into new lesson.  *4. Listen and tick. (10 minutes)*  **-** Tell the class that they are going to listen to the recording and tick the timetable in their books.  - Ask them to read the names and lessons in the timetable and guess the answers.  -Play the recording the second time for pupils to listen and tick.  - Get them to compare their answers.  -Ask pupils to give answers  -Play the recording again for pupils to listen and check  -Give correct answers.  Key: Long: Maths, IT and Science  Minh: Science, Music, Art and IT  Lan: Vietnamese, English, Maths, IT and PE  *5. Read and complete. (10 minutes)*  **-** Tell the class that they are going to read the text and fill the gaps with *Art, four, lessons, Wednesday* and *Tuesday*.  *-* Ask pupils to read the text and the words in the box. Remind them to focus on the context to select the appropriate words.  - Give time for pupils to do the task independently.  - Get pupils to compare their answers in pairs.  - Ask pupils to give answers and other pupils to give comments.  - Give correct answers.  \*Key: 1. Tuesday 2. lessons 3.Wednesday 4.four 5. Art  *6. Let’s sing. (10 minutes)*  - Tell pupils that they are going to sing the *How many lessons do you have today?* song.  - Get pupils to read the lyrics in silence. Check their comprehension.  - Play the recording all the way through for pupils to get familiarized with the pronunciation, the stress, the rhythm and the intonation of the song.  - Play the recording again, pausing after each line for pupils to repeat.  - Play the recording once more for pupils to repeat the whole song.  - Then have them practice in groups.  - Call on some groups to sing the song in front of the class. The rest of the class clap their hands at rhythms**.**  - Summary the lesson  **-** Tell pupils to do exercises in workbook  - Ask pupils to practice singing at home | - Act out in front of class.  - Ask and answer.  - Listen to the T's instruction.  - Guess  **-** Listen and tick.  - Compare the answers  **-** Give the answers.  **-** Listen and check    - Listen to the T's instruction.  - Read the text  - Do the task  - Compare the answers  - Give answers and other pupils give comments.  - Listen to the T's instruction.  - Read  - Listen  - Listen and repeat.  - Listen and repeat once more.  - Work in groups  - Sing and clap the hands at rhythms.  - Listen and remember.  - Take note |

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| **Content** | **Teacher’s activities** | **Student’s activities** |
| **Week: 10 Period: 38 Lesson 2 (Part 1,2,3)** | | |
| **A.Warm up**  (5’)  **B. New lesson**  (30’)  **C. Production**  (3’)  **D. Homework**  (2’) | - Get the class to play sing a song: *How many lessons do you have today?*  - Lead into new lesson  *1. Look, listen and repeat. (10 minutes)*  - Tell the class that they are going to read a story.  - Have them look at the pictures and guess what the story is about by pointing at each picture to elicit their answers to these questions:  *What’s his/her name? Who is he/she talking with? What are they talking about?*  - Check their comprehension by pointing at each picture and eliciting their answers to these questions:  *Who are they? What are they talking about? What foreign language does Hoa study at school? Does she like English?*  - Play the recording and ask pupils to look at their book and listen to the tape  - Play it again for them to repeat line by line.  - Ask pupils to work in pairs to practice the dialogue.  - Go around and check pupils can repeat and understand the dialogue.  - Check some pairs. Others give comments.  - Give comments.  *2. Point and say. (13 minutes)*  - Tell the class that they are going to practice asking and answering questions about how many times they have a lesson in a week, using:  \* Structure: *How often do you have ...? I have it ...*  - Say aloud the structure and the phrases under each picture, then ask pupils to repeat them a few times.  - Call some pupils to read aloud the structure and the phrases.  - Ask pupils to write down them into their notebook.  - Call on an open pair to the front of the class to give a model practice.  - Ask pupils to work in pairs, then point at the pictures to ask and answer using the structure.  - Call some pairs to practice in front of the class.  - Give feedback and correct mistakes of pronunciation  *3. Let’s talk (7 minutes)*  -Tell the class that they are going to practice further by talking about how many times they have a lesson in a week, using:  + *How many lessons do you have today? 🡪 I have…..*  *+ How often do you have ...? I have it ...*  - Set a time limit for the class to practice talking in pairs. Tell them to make their own timetables before practicing.  - Invite a few pairs to act out their conversations in front of the class.  - Give feedback.  - Summary the lesson  - Tell pupils to read the part 1 again.  - Do exercises in workbook, learn by heart the new words and the pattern. | - Sing a song  - Listen to the T's instruction.  - Look and guess.  - Answer the questions.  - Listen and repeat  - Work in pairs.  - Practice in front of class.  - Give comments  - Listen to the T's instruction.  - Listen and repeat  - Read aloud  **-** Write down  - Work in pairs  - Practice in front of class  - Listen to the T's instruction.  - Practice in pairs  - Act out in front of class  - Listen  - Take note |

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| **Content** | **Teacher’s activities** | | **Student’s activities** |
| **Week:10 Period: 39 Lesson 2( part 4,56** | | | |
| **A.Warm up**  (5’)  **B. New lesson**  (30’)  **C. Production**  (3’)  **D. Homework**  (2’) | | - Have two pairs of pupils ask and answer the questions: *How often do you have …? I have it…..*  - Lead into new lesson  *4. Listen and circle a or b. (10‘)*  **-**Tell the class that they are going to listen and circle a or b to complete the sentences.  - Ask them to read the sentences and guess the answers.  - Play the recording twice for pupils to listen and circle.  - Get them to compare their answers  - Ask pupils to give answers in front of the class.  - Play the recording again for pupils to listen and check.  - Give correct answers  \* Key: 1 a 2 a 3 b 4 a  *5. Write about you. (10 minutes)*  **-** Tell the class that they are going to write about their lessons.  - Give pupils a few seconds to read the questions in silence and check their understanding.  - Give pupils time to do the task.  - Get pupils to swap and read their writing in pairs.  - Call five pupils to write their answers on the board.  - Ask other pupils to give feedback.  - Give the correct answers.  \* Key:  *6. Let’s play (10 minutes)*  - Tell pupils that they are going to play: *Slap the board.*  - Explain to pupils how to play the game: Slap the board. Get two groups to demonstrate the game.  - Put picture cards of school things on the board and elicit the word for each object.  - Start the game and put the score and the correct sentences on the board.  - The team with more points at the end of the game wins.  - At the end of the game, have the class say Congratulations! to the winning group and read the sentences on the board.  - Summary the lesson  - Tell pupils to do exercises in work book at home | - Ask and answer.  - Listen to the T's instruction.  **-** Look and guess  **-** Listen and circle  - Compare the answers.  **-** Give the answers.  **-** Listen and check.  - Listen to the T's instruction.  - Read the questions  - Do the task  - Compare the answers  - Write their answers.  - Other pupils give feedback  - Listen to the T's instruction.  - Play game  - Take note |

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| **Content** | **Teacher’s activities** | **Student’s activities** |
| **Week: 10 period:40 Lesson 3( part 1,2,3)** | | |
| **A.Warm up**  (5’)  **B. New lesson**  (30’)    **C. Production**  (3’)  **D. Homework**  (2’) | - Invite some pupils to read their answers in Lesson 2, Activity 5.  - Lead into new lesson  *1. Listen and repeat. (10 minutes)*  **-** Tell the class that they are going to practice saying the sentences, paying attention to sentence stress.  - Play the recording all the way through for pupils to listen first.  - Play the recording again for them to repeat the sentences twice  - Ask pupils to read the sentences until pupils feel confident.  - Get some pupils to say the words and sentences in front of the class.  - Correct mistakes of pronunciation.  *2. Listen and circle a or b. Then say the sentences aloud. (10 minutes)*  **-**Tell pupils that they are going to listen to the recording, circle a or b to complete the sentences.  - Give them a few seconds to read the sentences in silence and guess the words to fill the gaps.  - Play the recording twice for pupils to listen, circle a or b.  - Get them to compare their answers in pairs.  - Play the recording again for pupils to listen and check. Ask the class to read the sentences aloud.  - Give the correct answers.  \* Key: 1 a, b 2 b, a  *3. Let’s chant (10 minutes)*  *-* Tell pupils that they are going to say the chant: *How often do you have ...?*  - Play the recording all the way through for pupils to listen and follow in their books.  - Play the recording again, pausing after each line for pupils to repeat.  - Play the recording once more for pupils to repeat the whole chant, show pupils how to chant and do the actions  - Get pupils to work in pairs to practice chanting and doing the action.  -Invite some pairs to say the chant and do actions in front of the class  - Give feedback.  - Ask the whole class to say the chant and clap along to the rhythm of the chant.  - Summary the lesson  - Tell pupils to practice chanting again at home. | - Read  - Listen to the T's instruction.  - Listen to the recording and repeat  - Read individual  - Practice in front of class  - Listen to the T's instruction.  - Read and guess  - Listen and circle.  - Compare the answers  - Listen and check, then read the sentences aloud.  - Listen to the T's instruction.  - Listen and follow in the book  - Listen and repeat  - Listen, repeat and do the actions  - Chant in pairs  - Chant in front of class  - Say and clap along to the rhythm of the chant  - Listen and remember  - Take note |

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| **Content** | **Teacher’s activities** | **Student’s activities** |
| **Week: 11 Period: 41 Lesson 3( part 4,5,6)** | | |
| **A.Warm up**  (5’)  **B. New lesson**  (30’)  **C. Production**  (3’)  **D. Homework**  (2’) | - Have the class say the chant: *How often do you have...?*  *-* Lead into new lesson  *4. Read and complete. (10 minutes)*  **-** Tell the class that they are going to read the passage and complete the sentences.  - Give them a few seconds to read the sentences and guess the answers.  - Set a time limit for pupils to read the text again and do the task.  - Go around the class and offer help, if necessary.  - Ask pupils to compare their answers before checking as a class  - Call four pupils to write their answers on the board.  - Give feedback and correct mistakes  \* Key: 1 August 2. Saturday and Sunday 3. four 4. Maths, Vietnamese, Music and English. 5. once a week  6. Four times a week  *5. Write about how your school lessons. (10 minutes)*  **-** Tell pupils that they are going to write about their school and lessons.  - Give them time to read and write about their school and lessons.  - Get them to work in pairs and swap to read what they have written.  - Ask pupils to write their answers on the board.  - Give feedback.  *6. Project (10 minutes)*  *-* Tell the class that they are going to write a letter to a pen friend to talk about their timetables.  - Get pupils to work in pairs to discuss what they should include in their letters.  - Give pupils time to do the task.  - Invite a few pairs to read their letters to the class.  - Give feedback  *7. Colour the starts.*  - Have the class read the statements and check their comprehension  - Give the time to colour the star and invite a few pupils to read the statement aloud  - Give further support to pupils who find it difficult to achieve certain objectives.  - Summary the lesson  - Tell pupils to do exercises in workbook. | - Chant  - Listen to the T's instruction.  - Read and guess  - Do the task  - Compare the answers  - Write the answers on the board.  - Listen to the T's instruction.  - Read and write  - Compare their answers  - Write the answers.  - Listen to the T's instruction.  - Work in pairs  - Do the task  - Present in front of class.  - Colour the starts.  - Listen and remember  - Take note |