Week: 10 Date of planning:

Period: 37,38,39,40 Date of teaching:

UNIT 6: OUR SCHOOL FACILITIES( 6 periods)

**I. OBJECTIVES:**

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

**1. Knowledge:**

- Understand and correctly repeat the sentences in two communicative  
contexts focusing on asking and answering questions about the location of  
a school*.*- Correctly say the words and use *Where’s your school ? – It’s in the \_\_\_\_\_.*to ask and answer questions about the location of a school.  
- Enhance the correct use of *Where’s your school? – It’s in the \_\_\_* to ask  
and answer questions about the location of a school in a freer context.

- correctly say the phrases and use How many \_\_\_\_ are there at your

school? – There is \_\_\_. / There are \_\_\_\_. to ask and answer questions

about the quantity of school facilities.

- enhance the correct use of *How many \_\_\_ are there at your school?* and  
*There is \_\_\_\_. / There are \_\_\_\_.* to ask and answer questions about the  
quantity of school facilities in a freer context.

﻿- correctly pronounce the sounds of the letters **s** and **es** as final consonants in the words *mountains* and *villages*, and in the sentences *My school is in the mountains*. and *There are three* *villages near my school*.

- identify the target words *mountains* and *villages* while listening.

**2. Competences:**

- Communication and collaboration: work in pairs and groups to complete the  
learning tasks  
- Self-control & independent learning: perform listening tasks

**3. Attributes/ Qualities:**

- Show pride in where they’re from and respect to other people by using  
appropriate gestures and intonation when asking and answering about school  
locations.

**II. PREPARATION:**

1. *Teacher:* laptop, flash card, pictures, lesson plan, TV or projector.

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

**III. PROCEDURES:**

|  |  |
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| **Teaching and learning activities** | **Classroom management** |
| **Period 1: Lesson 1 (1,2,3)**  **\* Warm-up and review:** (5 minutes)  - Greet the class.- Have pupils sing the song in Unit 5 - Lesson 2.  **A. PRESENTATION**  **\* New lesson:**  **Activity 1. Look, listen and repeat:** (10 minutes)  ***\*Goals:*** *To understand and correctly repeat the sentences in two communicative**contexts focusing on asking and answering questions about the location of**a school.*  **Set the context:**  - Have pupils look at Pictures a, b and guess thelocations of the schools.  **-** Ask pupils to look at Picture a. Play the recording for them to listen.  **-** Play the recording again for pupils to listen and repeat in chorus, sentence by sentence.  + T is in the first role – Ss respond (change role).  + S – S (change role).  - Follow the same procedure with Picture b. Correct their pronunciation where necessary.  **\**Vocabulary****.*  *+ mountains : miền núi (picture)*  *+ village: ngôi làng (picture)*  *+ city: thành phố (picture)*  *+ town: thị trấn (picture)*  - T models *(3 times).*  -Ask Ps to say the words.  - *Checking: What’s the missing?*  \* 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 and gives meaning.  - Practice reading the model sentences.  - Check meaning, form, intonation.  A: Where’s your school?  B: It’s in the village.  **B. PRACTICE**  **Activity 2**. **Listen, point and say.** (8 minutes)  ***\*Goals:***To correctly say the words and use where’s your school? – It’s in the\_\_\_\_\_ to ask and answer questions about the location of a school.  - Run through all the pictures and ask Ss to say thelocations of schools.  - Run through model sentences.  - Play the recording for pupils to listen and repeat in chorus a few times.  - Have Ss to practise: Model picture a  + T say – Ss respond (change role).  + S – S (change role).  - Ask Ss to work in pairs.  - T controls and corrects.  - Invite a few pairs to come to the front of the classroom, point at the pictures and say say the questions and answers in front of the class.  - T gives feedbacks.  **C. PRODUCTION**  **Activity 3. Let’s talk.** (7 minutes)  ***\*Goals:*** To enhance the correct use of Where’s your school? – It’s in the \_\_\_ toask and answer questions about the location of a school in a freer context.  *-* Draw pupils’ attention to the two speech bubbles.Read the question aloud and ask pupils to repeat it. Give an example answer It’s in thevillage. Get pupils to repeat the question and the answerseveral times. *-* Have pairs of pupils practise asking and answeringquestions about the locations of the schools in the paintings. *-* Invite some pairs to practise asking and answeringquestions about the locations of the schools in front of the class.  - T gives feedback  **Fun corner and wrap-up:** (5 minutes)  **Game: Lucky number**  **-** T sets the rule  - Divide the class into 2 groups. Call one Ss in each group to choose the number and answer. If he/ she answers correctly and gets the lucky number, he/ she will get points. The group that gets more points will be the winner.  \* Preparation for the project:  - Ask pupils to prepare for the project on page 49 by drawingtheir school and its facilities as homework so that they cantell the class about their school at Project time.  **Homework.**  **-** Learn the vocabulary and model sentences by heart  - Prepare the new lesson: *Unit 6, Lesson 1 (4, 5, 6).*  **Period 2: Lesson 1 (4,5,6)**  **\* Warm-up and review:** (5 minutes)  ***-*** Dictate some sentences about locations (e.g. My school isin the mountains.) and ask pupils to write them down. Thenlet them work in pairs or groups to correct each other’sanswers.  - Lead to the new lesson *“Unit 6, Lesson 1 (4,5,6)”.*  **\* New lesson:**  **Activity 4. Listen and number. (**8 minutes)  **Goal:** To listen to and understand four communicative contexts in which pupilsask and answer questions about school locations and number the correctpictures.  **-** Draw Ss’ attention to the pictures. Elicit the locations in each picture. Tell them about this activity and show them how to do the task.  - Play the recording for the first conversation. Elicit the answer and give feedback. Put number 1 in the box of Picture c.  - Play the recording for Ss to listen.  **-** Play the recording again for Ss to check their answers.  **-** Tell Ss to swap books with a partner, then check answers together as a class. Say the correct answer again for pupils to correct their answers.  Key: 1. c 2. d 3. a 4. b  **Activity 5. Look, complete and read. (**9 minutes)  **Goal:** To complete four target gapped exchanges with the help of picture cues.  - Have Ss look at the pictures and identify the locations in the pictures.  - Have Ss look at the four incomplete dialogues. Draw their attention to the missing words in the sentences.  - T models with picture 1.  - Ask them what is missing in the answer (*village).*  - Ask Ss to complete the dialogues individually.  - 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 read the dialogues aloud.  Key:  1. village 2. the town 3. school; the city 4. where; in the mountains  **Activity 6. Let’s play (**8 minutes)  **Goal:** *review the words of locations by playing the game* Matching pairs.  **-** Have Ss look at the picture. Tell Ss how to play the game.  **-** Invite one student to play the game by selecting a picture card and a word card, turning them over.  – Let Ss play the game until all pairs have been matched.  **\* Fun corner and wrap-up: (**5 minutes)  - T asks Ss to play a game “Who’s millionare?”  - T gives some tasks by listening and reading and asks Ss to listen to choose the best answer.  - Ss listen and answer the questions.  - T gives feedback.  **\*Home link:**  **-** Learn by heart vocabulary and practice model sentence.  - Prepare new lesson Unit 6- Lesson 2- P 1, 2, 3  **Period 3: Lesson 2 (1,2,3)**  **\* Warm-up and review:** (5 minutes)  - Greet the class.  - Play the Guessing game.  - Lead to new lesson.  **A. PRESENTATION**  **\* New lesson:**  **Activity 1. Look, listen and repeat** (5 minutes)  ***\*Goals:*** To understand and correctly repeat the sentences in two communicativecontexts focusing on asking and answering questions about the quantity ofschool facilities.  **Set the context:**  - Have pupils look at Pictures a, b and identify the characters in the pictures. Get them to say what they can see in the background.  **-** Ask pupils to look at Picture a. Play the recording for them to listen.  **-** Play the recording again for pupils to listen and repeat in chorus, sentence by sentence. Follow the same procedure with Picture b. Correct their pronunciation where necessary.  **\**Vocabulary****.*  *+ playground : sân chơi (picture)*  *+ computer room: phòng máy tính (picture)*  *+ garden : vườn (picture)*  *+ building : tòa nhà (picture)*  - T models *(3 times).*  **-** Ask Ps to say the words.  - Have Ps copy down.  - *Checking: What and where*  - T asks Ss look at *picture a* and helps Ss know the structure from the dialogue.  - T introduces new structure for Ss.  - T explains and gives meaning.  - Practice reading the model sentences.  - Check meaning, form, intonation.  - Have Ps copy down in their note books.  \* Model sentences:  *A: How many buildings at your school?*  *B: There are three. / There is one.*  **B. PRACTICE**  **Activity 2**. **Listen, point and say.** (8 minutes)  ***\*Goals:***To correctly say the phrases and use How many \_\_\_\_ are there at yourschool? – There is \_\_\_. / There are \_\_\_\_. to ask and answer questions about the quantity of school facilities.  **-** Ask Ss look at the picture a, b and elicit the quantity of the school facilities.  - Run through all the pictures.  - Run through model sentences.  - Play the recording for pupils to listen and repeat in chorus a few times.  - Have Ss to practise: Model picure a  + T say – Ss respond (change role).  + S – S (change role).  - Ask Ss to work in pairs.  - T controls and corrects.  - Invite a few pairs to come to the front of the classroom, point at the pictures and say the suggestions and express agreement in front of the class.  - T gives feedbacks.  **C. PRODUCTION**  **Activity 3. Let’s talk.** (7 minutes)  *\*Goals: To enhance the correct use of* How many \_\_\_ are there at your school? *and* There is \_\_\_\_. / There are \_\_\_\_. *to ask and answer questions about thequantity of school facilities in a freer context.*  - Draw pupils’ attention to the picture. Ask questions to help them identify the context  - Elicit the missing words in the speech bubbles and write them on the board. Get pupils to say the completed sentences.  - Have pairs of pupils practise asking and answering the questions about the quantity of school facilities in the picture. Go around the classroom to observe and provide help.  - Invite some pairs to practise asking and answering questions about the quantity of school facilities in front of the class. Give them corrections and feedback where necessary.  **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, then read it aloud.  The group that makes it first will be the winner.  **Homework.**  **-** Learn the vocabulary and model sentences by heart  - Prepare the new lesson: *Unit 6, Lesson 2 (4, 5, 6).*  **Period 4: Lesson 2 (4,5,6)**  **\* Warm-up and review:** (5 minutes)  *Game:* ***Slap the board***  - Divide class into 2 groups  - How to play:  + Each group chooses five Ss to play.  + Class will read aloud.  + Look at the picture, listen and slap the picture you heard.  + Who faster will get 1 mark.  + Which group with higher mark is the winner.  - T gives feedback.  - Lead to the new lesson *“Unit 6, Lesson 2 (4, 5, 6)”.*  **\* New lesson:**  **Activity 4. Listen and tick. (**8 minutes)  **Goal:** To listen to and understand two communicative contexts in which characters ask and answer questions about the quantity of school facilities, and tick the correct pictures.  - Draw pupils’ attention to Pictures 1a and 1b. Get them to talk about the differences between two pictures. Play the recording for Question 1.  - Play the recording again for pupils to do the task.  - Repeat the same procedure with the second dialogue.  - 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. a 2. a  **Activity 5. Look, complete and read. (**9 minutes)  **Goal:** To complete target sentence patterns in two dialogues with the help of picture cues.  **-** Have pupils look at the picture in Dialogue 1 and prompt them to ask and answer questions about school location. **-** Give pupils 1 - 2 minutes to complete the gaps in Dialogue 1, then have them compare their answers in pairs. Monitor and help where necessary.  **-** Go through the answer with the class. Ask some pairs to read aloud the dialogue.  **-** Repeat the same procedure with Dialogue 2. Encourage pupils to make use of the picture cues to fill the gaps.  Key: 1. mountains, one 2. How many; two; are there  **Activity 6. Let’s sing (**8 minutes)  **Goal:** To sing the song *Gardens and buildings at my school* with the correct pronunciation, rhythm 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.  **\* Fun corner and wrap-up: (**5 minutes)  - T asks Ss to play a game “ Who’s millionare ?  - T gives some tasks by listening and asks Ss to listen to choose the best answer  - Ss listen and answer the questions.  - T gives feedback  **\*Homelink:**  **-** Learn by heart vocabulary and practice model sentence.  - Prepare new lesson Unit 6- Lesson 3- P 1, 2, 3  **Period 5: Lesson 3 (1,2,3)**  **Warm- up:** (5 minutes)  - Greet the class.  - Spend a few minutes revising the previous lesson by asking pupils to sing the song *Gardens and buildings at my school.*  **Activity 1. Listen and repeat:** (8 minutes)  ***\*Goals:***  To correctly repeat the sounds of the letters **s** and **es** in isolation, as final consonants in the words m*ountains* and *villages* and in the sentences *My school is in the mountains* and *There are three villages near my school* with the correct pronunciation and intonation.  - Have pupils look at the letter *s*, listen to the recording and repeat the letter until they feel confident.  **-** Have pupils point at the word *mountains*, listen to the recording and repeat the word. **-** Get pupils to point at the sentence *My school is in the mountains*, listen to the recording and repeat it. Then get a few pupils to listen to and repeat the sentence in front of the class. Monitor their performance, give corrections and feedback where necessary.  **-** Repeat the same procedure with the letters *es*, the word *villages* and the sentence *There are three villages near my school.*  **-** Give pupils a time limit to practise pronouncing the letters, saying the words, and reading the sentences in pairs or groups.  **Activity 2.** **Listen and circle.** (7 minutes)  ***\*Goal:*** To identify the target words *mountains* and *villages* while listening.  - Have pupils read the incomplete sentences and the options a, b and c. Explain that they will listen to the recording and circle the correct options to complete the sentences.  - Play the recording for pupils to listen and circle the correct options. Get pupils to swap their books and check their answers in pairs or groups. Go through the answers with the class.  **-** Invite a few pupils to read the completed sentences in front of the class. Correct their pronunciation where necessary.  Key: 1. b 2. C  **Activity 3. Let’s chant** (8 minutes)  ***\*Aims:*** *Ss will be able to say the chant with the correct rhythm and pronunciation.*  **-** Draw pupils’ attention to the lyrics of the chant. Check their comprehension.  **-** Play the recording all the way through for pupils to listen to the whole chant. Encourage them to listen carefully to the rhythm and pronunciation. Draw pupils’ attention to the word mountains and the sentences It’s in the mountains and My school is in the mountains.  **-** 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 pupils to chant along. Encourage them to clap along while chanting.  **-** Divide the class into two groups to take turns listening to and repeating the chant while the rest of the class claps along.  **\* Fun corner and wrap up** (5 minutes)  - Play game: Pick up the letters  **Homework.**  **-** Practice the chant more.  - Prepare the new lesson: *Unit 1, Lesson 3 (4,5,6)*  **Period 6: Lesson 3 (4,5,6)**  **\* Warm-up and review:** (5 minutes)  *-* Greet the class.  - ﻿ ﻿Spend a few minutes revising the previous lesson by asking pupils to say the chant at page 48.  - Lead to the new lesson *“Unit 6, Lesson 3 (4, 5, 6)”.*  **\* New lesson:**  **Activity 1. Read and complete. (**8 minutes)  **Goal:** To read a paragraph about a school and complete four gapped sentences about its location and facilities.  - Have pupils look at the incomplete sentences and guess what the reading is about.  - Ask pupils to read Sentence 1 and focus on the sentence pattern *Our school is in the \_\_\_\_*. Get them to find out the missing word from the paragraph. Repeat the same procedure with Sentences 2, 3 and 4. Get pupils to do the activity independently.  - Have pupils swap books with a partner and check each other’s answers.  - Select a few pupils to read the sentences in front of the class. Check their answers, and give corrections and feedback if necessary.  **Activity 2. Let’s write. (**9 minutes)  **Goal:** To read, understand and complete a gapped paragraph about their own school locations and facilities.  **-** Explain to the class the goal of this activity. Show them how to complete the task. They should read each gapped sentence, guess the missing information and complete the sentence with their own information.  **-** Give pupils time to write their answers. Circulate round the classroom during the activity and oﬀer help where necessary.  **-** Get pupils to swap books and correct their answers in pairs.  **Extension:** If time allows, invite a pupil to stand up and read his/ her completed sentences.  **Activity 3. Project (**8 minutes)  **Goal:** To draw pupils’ schools and its facilities and present their drawings to the class.  **-** Point at the sample drawing and explain that pupils are going to talk about the drawings of their schools including its location and some of its facilities.  **-** Have pupils show their drawings that they have prepared for the project. Give pupils time to practise their presentations by themselves. Go around the classroom to monitor and oﬀer support.  **-** Give pupils some time to use their drawings to practise presenting in groups.  **-** Select a few pupils to give their presentations in front of the class. Get other pupils to give comments, and give corrections and feedback as necessary.  **\* Fun corner and wrap-up: (**5 minutes)  **Game: Spin the wheel**  - Divide the class into teams.  - Teacher calls pupils to answer the question.  - Pupils/ teacher click on the “spin” button to get points.  **\*Homework:** Learn by heart vocabulary and practice model sentence | Wholeclass/Individualwork  T- Whole class  Whole class  T- Whole class  Whole class/ Individual work  T- Whole class  T- Whole class    Whole class/ Individual work  T- Whole class  Whole class  Pair work  Pair work  Whole class/ Individual work  Pair work  Pair work  Group work  Whole class  Group work  Whole class  Individual work  Pair work  Whole class  Whole class/  Individual work  Pair work  Individual work  Whole class  Individual work  Whole class  Whole class  / Group work  Whole class/ Individual work  Whole class/ Individual work  Whole class  Whole class/ Individual work  Pair work  Pair work  Whole class/ Individual work  Pair work  Group work  Whole class  Group work  Whole class  Individual work  Pair work  Whole class  Whole class/  Individual work  Pair work  Individual work  Whole class  Whole class/  Individual work  Group work  Whole class  Whole class  Whole class/ Individual work  Whole class/ individual work  Whole class  Pair work/ Group work  T- Whole class  Whole class  Pair work  Whole class  T- Whole class  Whole class  Whole class  Pair work/ Group work  Whole class  Whole class  Group work  Whole class/  Individual work  Individual work  Pair work  Whole class  Whole class/ Individual work  Pair work  Whole class  Group work  Whole class/  Individual work  Group work |

**Comments:**

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