Week: 11, 12 Date of planning:

Period: 43- 48 Date of teaching:

**UNIT 7: OUR TIMETABLES**

**(6 Periods)**

**I. OBJECTIVES:**

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

**1. Knowledge:**

* Understand and correctly repeat the sentences in two communicative contexts in which characters ask and answer questions about what subjects they have.
* Correctly say the words and use *What subjects do you have today? - I have \_\_\_.* to ask and answer questions about school subjects.

- Enhance the correct use of *What subjects do you have today? – I have \_\_\_.* to ask and answer questions about school subjects in a freer context.

* Correctly say the words and use *When do you have \_\_\_\_\_? – I have it on \_\_\_\_\_.* to ask and answer questions about a timetable.

- Enhance the correct use of *When do you have \_\_\_\_\_? – I have it on \_\_\_\_\_.* to ask and answer questions about a timetable in a freer context.

* Correctly repeat the sounds of the letters se and ce in isolation, in the words Vietnamese and science, and in the sentences *When do you have Vietnamese?* and *We have science today.* with the correct pronunciation and intonation.
* Identify the target words Vietnamese and science while listening.

Say the chant with the correct pronunciation and rhythm.

**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 their responsibility to follow the timetable and prepare their subjects before school.

**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.- Sing along the song: School subjects <https://www.youtube.com/watch?v=JoDm0RC5gk8>  -Lead to the new lesson Unit 7: School subjects  **A. PRESENTATION**  **\* New lesson:**  **Activity 1. Look, listen and repeat:** (5 minutes)  ***\*Goals:*** *To understand and correctly repeat the sentences in two communicative contexts (pictures) in which pupils ask and answer questions about someone’s abilities.*  **Set the context:**  - Have pupils look at pictures a, b and identify the characters in the pictures.  **-** 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.  - Invite a few pairs to the front of the class to listen to and repeat the sentences in the recording.  **-** Draw pupils’ attention to the question *What subjects do you have today?* and the answer *I have English and maths*. Explain that they are used to ask and answer questions about what subjects pupils have.  **B. PRACTICE**  **Activity 2**. **Listen, point and say.** (10 minutes)  ***Goals:*** To correctly say the words and use *What subjects do you have today? – I have \_\_\_.* to ask and answer questions about school subjects.   * ***Teach vocabulary****.*   *+ Vietnamese : mônTiếng Việt (picture)*  *+ English : Môn Tiếng Anh ( picture )*  *+ Maths : Môn Toán (picture)*  *+ Science : Môn Khoa học (picture)*  - T models *(3 times).*  -Ask Ss to say the words.  - *Checking: Matching*  **\* Model sentences**  - T asks Ss look at *picture* 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.  - Ask pupils to look at pictures a, b, c, and d and identify the names in 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 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 ask and answer the questions about what the pupils in the pictures can or can’t do.  - T gives feedbacks.  **C. PRODUCTION**  **Activity 3. Let’s talk.** (7 minutes)  ***\*Goals:*** To enhance the correct use of *What subjects do you have today? – I have \_\_\_.* to ask and answer questions about school subjects in a freer context.  **-** Draw pupils’ attention to the picture. Ask questions to help them identify the context (see Input).  **-** Elicit the missing words in the speech bubble and write them on the board. Get pupils to say the completed sentences.  **-** Put pupils into pairs to practise the exchanges. Go around the classroom to offer support where necessary.  **-** Invite a few pairs to point at the pictures and ask and answer questions about school subjects. If time allows, get a few pairs to ask and answer questions about the real subjects they have.  - T gives feedback  **Fun corner and wrap-up: (**5 minutes)  **Game: *Pass the secrete***  \* Preparation for the project:  Tell pupils about the project on page 55. Ask them to prepare for it at home by making their timetables. Remind pupils to bring their timetables to the class at Project time in Lesson 3  **Homework.**  **-** Learn the vocabulary and model sentences by heart.  - Prepare the new lesson: *Unit 7- Lesson 1 (4,5,6).*  **Period 2: Lesson 1 (4,5,6)**  **\* Warm-up and review:** (5 minutes)  - Greet  - Play a game: *Who’s faster*?  - Lead to the new lesson *“Unit 7, Lesson 1 (4,5,6)”.*  **\* New lesson:**  **Activity 4. Listen and tick. (**8 minutes)  **Goal:** To listen to and understand four communicative contexts in which pupils ask and answer questions about the subjects they have and tick or cross the pictures.  **-** Draw Ss’ attention to the pictures and ask questions to elicit the subjects in the pictures. Tell them about these subjects and show them how to do the task.  - T ask Ss to guess the answers.  + T writes Ss’guessing on the board.  - Listen to the first conversation.  + Play the recording.  + Play the recording again and get Ss to swap books with their partners.  + Play the recording again to check answers together as a class.  + Write the answers on the board for Ss to correct their answers. Then checks Ss’ guessing.  - Follow the same procedure with the second conversation.  - Play the recording, sentence by sentence, for the class to listen and repeat in chorus.  *Key:* 1. ✓ 2. ✕ 3. ✓ 4. ✕  **Activity 5. Look, complete and read. (**9 minutes)  **Goal:** To complete four gapped exchanges with the help of picture cues  **-** Have pupils read and guess the missing word in the answer. Then elicit the name of the subject that can be used to fill in the gap (Vietnamese).  **-** Give pupils time to do the task independently. Go around the classroom to offer help where necessary.  **-** Get pupils to swap books with a partner check their answers before checking as a class.  - Invite four pairs of pupils to act out four complete exchanges in front of the class. Correct their pronunciation where necessary.  **Key:** 1. Vietnamese 2. have maths  3. What subjects; science 4. do you have; English; maths  **Activity 6. Let’s play (**8 minutes)  **Goal:** To review the target vocabulary items using the puzzle, then ask and answer questions about the subjects that pupils have at school.  - Have SS look at the spaces in the puzzle and give letters as well as picture cues to find appropriate letters to complete the words.  **-** Give pupils a time limit to do the puzzle individually. Go around the classroom and offer help if needed.  **-** Have pupils work in pairs. One points at the completed words or the clues and asks and their partner answers  **-** Invite a few pairs to the front of the classroom to ask and answer questions about what subjects they have today.  **\* Fun corner and wrap-up: (**5 minutes)  - T asks Ss to play a game “*Passing the ball*”  - T gives feedback.  **\*Homelink:**  **-** Learn by heart vocabulary and practice model sentence.  - Prepare new lesson Unit 7- 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** (8 minutes)  ***\*Goals:*** To understand and correctly repeat the sentences in two communicative contexts in which characters ask and answer questions about a school timetable.  **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.  Draw pupils’ attention to the question *When do you have maths?* and the answer *I have it on Mondays and Fridays.* Explain that they are used to talk about a timetable (when they have a subject).  **B. PRACTICE**  **Activity 2**. **Listen, point and say.** (10 minutes)  ***\*Goals:*** To correctly say the words and use *When do you have \_\_\_\_\_? – I have it on \_\_\_\_\_.* to ask and answer questions about a timetable.  **\**Vocabulary****.*  *+ art : Môn mĩ thuật (mime)*  *+ Music : Môn âm nhạc (mime)*  *+ history : môn lịch sử (picture)*  *+ geography :môn địa lý (picture)*  - T models *(3 times).*  **-** Ask Ps to say the words.  - Have Ps copy down.  - *Checking: Unscrambles*  - 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:  *When do you have…? I have it on…….*  **-** look at Picture **a** and identify the subject under the picture (art) and the day on the calendar (Monday)  - Run through all the pictures and 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 *When do you have \_\_\_\_\_? – I have it on \_\_\_\_\_.* to ask and answer questions about a timetable in a freer context  - Ss identify the characters, the days of the week and the subjects taught on each day. Using *When do you have \_\_\_\_\_?– \_\_\_\_\_.* are used to ask and answer questions about a timetable. Check comprehension.  **-** Elicit the missing words in the speech bubbles and write them on the board. Get pupils to say the completed sentences. Correct their pronunciation where necessary.  **-** Put pupils into pairs and have them take turns playing the role of each character in the picture, using the speech bubbles and a given timetable. Go around the classroom to offer support.  **-** Invite a few pairs to come to the front of the classroom and act out the roles.  **Fun corner and wrap-up:** (5 minutes)  **Game: Pop the balloon**  Pupils take turns picking the balloon to answer the corresponding question. Pupils will get points for each correct answer.  **Homework.**  **-** Learn the vocabulary and model sentences by heart  - Prepare the new lesson: *Unit 7, Lesson 2 (4,5,6).*  **Period 4: Lesson 2 (4,5,6)**  **\* Warm-up and review:** (5 minutes)  **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.  - Lead to the new lesson *“Unit 7, 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 pupils ask and answer questions about timetables and tick the correct pictures.  **-** Ask pupils to look at Pictures **1a** and **1b** and identify a part of the timetables and the subject. Draw their attention to the days of the week when music is taught. Check comprehension.  **-** Play the recording of the first dialogue for pupils to listen and tick the correct box. Play the recording again for pupils to check their answers.  **-** Repeat **Steps 1** and **2** with Pictures **2a** and **2b.**  **-** Get pupils to swap their books with a partner and check their answers before checking as a class. Correct the answers if needed.  **-** If time allows, play the recording, for the class to listen to and repeat the dialogues. Correct their pronunciation if necessary.  **Activity 5. Look, complete and read. (**9 minutes)  **Goal:** To complete two gapped exchanges with the help of picture cues.  - Have pupils read the sentences and guess the missing words. Then elicit the names of the subjects that can be used to fill in the gaps (What, Vietnamese and maths).  **-** Give pupils a time limit to read the gapped **Exchange 2**, have them look at the picture and fill in the gaps independently. Go around the classroom and give further support to pupils  **-** Get pupils to swap books with a partner and check their answers before checking as a class.  - Invite one pupil to write the answers on the board.  - Invite some pairs of pupils to act out the complete exchanges in front of the class.  **Key:** 1. What, Vietnamese and maths 2. science, Thursday and Friday  **Activity 6. Let’s sing (**8 minutes)  **Goal:** To sing the song *Things they can do* 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.  - Invite a few groups to the front of the class to sing the song. The class may sing along and clap hands to reinforce the activity.  **\* Fun corner and wrap-up: (**5 minutes)  **Game: Pop the balloon**  Pupils take turns picking the balloon to answer the corresponding question. Pupils will get points for each correct answer.  **\*Homelink:**  **-** Learn by heart vocabulary and practice model sentence.  - Prepare new lesson Unit 5- Lesson 3- P 1, 2, 3  **Period 5: Lesson (1,2,3)**  **\* Warm-up and review: (**5 minutes)  – Greet the class, then invite one or two groups of pupils to come to the front of the class and sing the song *What subjects do you have today?* The class may sing along and clap their hands.  – Ask pupils to open their books at page 54 and look at Unit 7, Lesson 3, Activity 1.  **\* New lesson:**  **Activity 1. Listen and repeat. (5** minutes)  **Goal*:*** To correctly repeat the sounds of the letters se and ce in isolation, in the words Vietnamese and science, and in the sentences *When do you have Vietnamese? and We have science today.* with the correct pronunciation and intonation.  - Have pupils point at the letters *se*, the word *Vietnamese*, and the question *When do you have Vietnamese?* Play the recording for them to listen and repeat in chorus and individually until they feel confident. Correct their pronunciation if necessary.  **-**  Invite a few pupils to listen to and repeat the sound, the word, and the question in front of the class. Praise them when their pronunciation is good.  **-** Repeat **Steps 1** and **2** for the letters, word and sentence in the second line. Go around the classroom and correct their pronunciation if necessary.  **-** Let pupils work in pairs or groups, pronouncing the sounds, saying the words and reading the sentences until they feel confident.  **Activity 2. Listen and circle.** (10 minutes)  **Goal:** To identify the target words Vietnamese and science while listening.  - Tell pupils the goal of the activity. Explain that they have to listen to the recording and circle the correct options. Check comprehension.  - Get pupils to read the sentences and guess which option can be chosen to fill in the gaps. Then ask them to read the sentences and the words aloud.  - Play the recording once or twice for pupils to listen and circle the correct options.  - Let pupils swap and check their answers in pairs or groups before checking as a class.  Extension: Invite a few pupils to read the completed sentences aloud in front of the class.  ***Audio script:***  *1. When do you have science?*  *2. They have Vietnamese today.*  **Key:** 1. a 2. b  **Activity 3. Let’s chant. (**8 minutes)  **Goal:** *To say the chant with the correct rhythm and pronunciation.*  - Have pupils read the first verse of the chant and draw their attention to the sound of the letters *ce* in the word *science* and the sentences *When do you have science?* and *I have science today*. Check comprehension.  - Play the recording for pupils to listen and repeat the first verse, line by line. Show them how to chant and clap hands.  - Play the recording of the first verse again, more than once if necessary, for pupils to do choral and individual repetition.  - Then invite one or two groups of pupils to listen and repeat the verse in front of the class. Praise them to encourage their performance.  - Put the class into two groups to practise chanting and clapping hands. Each of the groups should sing one verse of the chant. Then invite a few groups to the front of the class to chant and clap hands. The rest of the class may clap along.  **Fun corner and wrap up: (**5 minutes)  **Game: Listen and clap**  Pupils listen and clap if they hear the sound /s/ and if not they do not clap (Teacher should prepare some short series of words)  Ex: Maths /z/- no clap  Vietnamese /s/- clap  **Homelink:**  Prepare part 4,5,6  **Period 6: Lesson 3 (4,5,6)**  **\* Warm-up and review: (**5 minutes)  **Game:** Brainstorming:  - Greet the class, then invite one or two groups of pupils to the front of the class to say the chant on page  **\* New lesson:**  **Activity 1. Read and circle.**  (8 minutes)  **Goal:** To read and show understanding of the text by choosing the best options to complete the sentences.  **-** Tell pupils the goal of the activity and explain that they should read the sentences and choose the correct options. Check comprehension.  **-** Do **Sentence 1** as an example. First, have pupils read the sentence and guess the missing words. Then have them read the text and choose the correct option.  **-** Set a time limit for pupils to do the task independently. Go around the classroom and offer help if necessary.  **-** Get pupils to swap their books with a partner and check their answers before checking as a class. Correct the answers where necessary.  **Extension:** Invite one or two pupils to read the text and the completed sentences in front of the class. You may ask pupils to correct the false sentences where necessary.  **Key:** 1. b 2. a 3. b 4. b  **Activity 2. Let’s write.**  (10 minutes)  **Goal:** To read, understand and complete a gapped text about pupils’ timetables using the target language.  **-** Tell the class the goal of the activity and explain that they should read the gapped text and fill in the gaps with their own information. Explain that the gaps in the text focus on their names and their timetables. Check comprehension.  **-** Have pupils do the first gapped sentence together as an example. Ask them to read the sentence and elicit the names. Then have them write their names in the gap.  **-** Give pupils time to complete the text independently. Go around the classroom and offer help if necessary.  **Extension**: Invite one or two pupils to read their completed texts in front of the class.  **Activity 3. Project (**8 minutes)  **Goal:** To make and present their timetables to the class.  **-** Tell pupils the goal of the activity. Explain that they must show the timetables that they have prepared at home and present them to the class.  **-**  Have pupils work in groups of three. Each pupil shows his / her timetable and tells the group about it, e.g., Look at the timetable. I have Vietnamese and maths every day. I have English on Mondays, Wednesdays, and Fridays. I have music on Thursdays. Go around the classroom and offer help if necessary.  **-**  Invite a few pupils to show their timetables and tell the class about them. Praise pupils when they do the task well.  **Fun corner and wrap-up: (**5 minutes)  **Game: Reorder the words**  Pupils take turns to reorder the words and make the correct sentences.  **Homelink:** - Prepare the new lesson Unit 8 (lesson 1) | Whole class  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  Individual work  Pair work  Whole class  Whole class/  Individual work  Pair work  Pair work  Whole class/  Individual work  Whole class/ Pair work  Pair work  Whole class/  Individual work  Whole class  / Group work  Whole class/ Individual work  Whole class/ Individual work  Whole class  Whole class/ Individual work  Whole class/ Individual work  Pair work  Pair work  Whole class/ Individual work  Pair work  Pair work  Whole class  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  Individually.  Whole class/ Individual work  Whole class/ Individual work  Pair work  Whole class/ Individual work  Whole class    Whole class/ Individual work  Pair work  Whole class/ Individual work  Whole class/ Individual work  Whole class  Whole class/ Individual work  Group work  Group work  Whole class  Whole class  Group work    Whole class/ Individual work  Whole class/ Individual work  Pair work  Whole class/ Individual work  Whole class    Whole class/ Individual work  Group work  Individual work  Whole class  Whole class/ Group work  Whole class |

**Comments:**

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