Date of planning: / /

Date of teaching: / /

**UNIT: MY SCHOOL THINGS**

**( 6 periods )**

**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.

- listen to and understand two communicative contexts in which pupils talk about the school things they have.

- read and complete the four gapped sentences with the help of the picture cues.

- sing the song School things with the correct pronunciation and melody

- understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on the questions and answers about having a school thing.

- correctly say the words and use *Do you have ……..? − Yes, I do. / No, I don’t*. to ask and answer questions about having a school thing.

- enhance the correct use of *Do you have …………..? − Yes, I do. / No, I don’t.* to ask and answer questions about having a school thing.

- listen to and understand four communicative contexts in which pupils ask and answer questions about having a school thing.

- read and match four simple exchanges with the correct pictures

- review vocabulary words for school things and use them in the sentence patterns *Do you have ………...? and Yes, I do. / No, I don’t.* by playing the matching game or *Pelmanism.*

- correctly repeat the sounds of the letter cluster *oo* and letter *a* in isolation, in the words *book* and *eraser*, and in the sentences *I have a book.* and *Do you have an eraser?* with correct pronunciation and intonation.

- identify the target words *book* and *eraser* while listening.

- say the chant with the correct rhythm and pronunciation.

- read and complete a gapped paragraph with the words provided.

- read, understand and complete the writing frame with Ss’ information.

- collect three school things from home and bring them to the classroom to present to their classmates

- ***Vocabulary:*** pen, ruler, book, school bag, have, pencil, pencil case, notebook, eraser

- ***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:**

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| **Teaching and learning activities** | **Classroom management** |
| **Week 13- Period 49: Lesson 1**  **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 able**to 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  - T invites a few pairs to the front of the class to practice.  - T checks pronunciation for ss.  **1. Vocabulary.**  - T elicits the new words  *+ pen : bút mực (realia)*  *+ ruler : thước kẻ (realia)*  *+ book :quyển sách (realia)*  *+ school bag: cặp sách (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 2** **2. Listen, point and say.**  ***\** Goal*:*** *Ss will be able**to 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 |

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| **Week 13- Period 50: Lesson 1**  **1.Warm- up: (5’)**  ***Sentence Puzzle***  - Divide the class into groups of four.  - Give each group a sentence that is broken/cut in to pieces.  - Ask Ss to arrange them to make a complete sentence, then read it aloud.  - The group makes it first will be the winner.  - Say “Open your book page 57” and look at *“Unit 8, Lesson 1 (4,5,6)”.*  **2.Practice: (27’)**  **Activity 1. Listen and tick:**  ***\*Goal:*** *Ss will be able**to* *listen to and understand two communicative contexts in which pupils talk about the school things they have.*  - Elicit the name of the school thing in each picture.  - Point at the pictures respectively to explain the context.  - T ask Ss to guess the answers.  + T writes Ss’guessing on the board.  - Listen to the tape:  + 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.  - Play the recording, sentence by sentence, for the class to listen and repeat in chorus.  *Key: 1. b 2. a*  **Activity 2.**  **Look, complete and read**  ***\*Goal:*** *Ss will be able**to* *read and complete the four gapped sentences with the help of the picture cues.*  - Have Ss look at the picture cues and identify the school things *(a pen, a book, a ruler and a school bag)*  - Have Ss look at the four incomplete sentences. Elicit and model with picture 1  + Ask Ss to read the sentence 1 in chorus.  + Ask Ss what word is missing in the gap (*pen*). Then have them complete the sentence (*I have a pen*).  -Have Ss work in pairs and complete the sentences 2, 3, 4.  - Ask a few Ss to stand up and read the sentences aloud.  -T gives feedbacks.  *Key:*  *1. pen 2. a book*  *3. have a ruler*  *4. I have a school bag*  **Activity 3. Let’s sing**  ***\*Goal:*** *Ss will be able to* *sing the song School things with the correct pronunciation and melody.*  - Play the recording for Ss to listen to the whole song.  + Have them repeat the title and lyrics line by line.  + Tell Ss to point at the pictures while singing.  - Play the recording all the way through for Ss to listen to pronunciation and melody of the song.  - Play the recording line by line for Ss to listen, repeat and point to the pictures  - Play the recording for Ss to sing and do actions.  - Ask Ss to practice singing and doing actions in pairs or groups.  - Invite groups to the front of the classroom to perform the song  - T gives feedback.  ***\** 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 praises some Ss who are hardworking / active/ good…. as well as encourage others to try more.  **3. Homework. (3’)**  **-** Practice part 5 again.  - Prepare the new lesson: *Unit 8, Lesson 2 (1,2,3).* | Whole class/ Individual work  Whole class/ Individual work  Whole class/ Individual work    Whole class/ Individual work |

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| **Week 13- Period 51: Lesson 2**  **1.Warm- up: (3’)**  ***Pass the school things.***  *\** ***Goal:*** *to create a friendly and active atmosphere in the class to beginning the lesson.*  ***\* New lesson***  **A. Presentation (16’)**  **Activity 1. Vocabulary.**  ***\* Goal:*** *Ss will be able**to know the vocabulary in front of starting the new lesson.*  **\*Procedure:**  -T elicits the new words  *+ pencil : bút chì (realia)*  *+ pencil case: hộp bút (realia)*  *+ notebook :quyển vở (realia)*  *+ eraser : cục tẩy (realia)*  - T models *(3 times).*    - T writes the words on the board.  - *Checking: Rub out and remember*  **Activity 2. Look, listen and repeat:**  ***\* Goal:*** *Ss will be able**to understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on the questions and answers about having a school thing.*  - Have Ss look at *Pictures a and b* and identify names of the speakers in the pictures.  - Play the audio twice (sentence by sentence). Correct their pronunciation where necessary.  - Have Ss to practice the dialogue  - T invites a few pairs to the front of the class to practice.  - T checks pronunciation for ss.  **Activity 3** **2. Listen, point and say.**  ***\* Goal:*** *Ss will be able**to correctly say the words and use Do you have ……….? − Yes, I do. / No, I don’t. to ask and answer questions about having a school thing.*  **\* *Model sentences:***  - T asks Ss look at *picture a, b* 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.  *A: Do you have a pen?*  *B: Yes, I do. / No, I don’t*  **3.Practice: (7’)**  ***\*Drill pictures***  - Have Ss look at the pictures and identify the school things.  - Have Ss to practise:  + T asks, Ss answer picture a  + Ss asks, T answers picture b  + Group A ask, group B answer picture c  + Group B ask, group A answer picture d  - Ask Ss to work in pairs.  - T controls and corrects.  - Invite a few pairs to come to the front of the classroom and point at the pictures and say the questions and answers in front of the class.  - T gives feedbacks.  **4.Production: (7’)**  **Activity 4. Let’s talk.**  ***\* Goal:*** *Ss will be able to enhance the correct use of Do you have …….? − Yes, I do. / No, I don’t. to ask and answer questions about having a school thing.*  - Have Ss look at the picture and elicit the question and the answer in context.  *+*  *Who are they?*  *+ What are they talking about?*  - Put Ss work in pairs to ask and answer with with yes/ no  - Invite some pairs to the front of the classroom to take turns to hold up a school thing in their classroom.  ***\** 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/ Individual work  Whole class/ Individual work  Whole class/ Individual work/ pair work |

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| **Week 13- Period 52: Lesson 2**  **Warm- up: (5’)**  *Game:* ***Who says fast?***  - Hold a school thing card, then reveal it slowly.  - Ask *What is it?*  - Ask the Ss guess the answer as fast as possible.  - Then have Ss do the same with the rest.  - This can be played in groups to make it more interesting.  - Say “Open your book page 59” and look at *“Unit 8, Lesson 2 (4,5,6)”.*  **\* New lesson**  **Practice: (27’)**  **Activity 1. Listen and number:**  ***\*Goal:*** *Ss will be able to* *listen to and understand four communicative contexts in which pupils ask and answer questions about having a school thing.*  - Elicit the words for the school thing in each picture.  - T ask Ss to guess the answers.  + T writes Ss’guessing on the board.  - Listen to the tape:  + 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.  - Play the recording, sentence by sentence, for the class to listen and repeat in chorus.  *Key: 1. c 2. d 3. a 4. b*  **Activity 2.**  **Read and match**  ***\*Goal:*** *Ss will be able**to* *read and match four simple exchanges with the correct pictures.*  - Get Ss to look at the pictures and identify the school things.  - Have Ss look at the four dialogues and the pictures. Elicit and model with number 1  + Get Ss to read number 1 in chorus. + Ask them what A and B are talking about.  + Write the word notebook on the board.  + Tell Ss to identify the picture of a notebook (*Picture d*).  + Then match *number 1* with *Picture d.*  -Have Ss work in pairs and match the sentences 2, 3, 4.  - Ask a few Ss to stand up and read the sentences aloud.  -T gives feedbacks.  *Key:*  *1. d 2. c 3. a 4. b*   1. **Activity 3. Let’s play**   ***\* Goal:*** *Ss will be able to* *review vocabulary words for school things and use them in the sentence patterns Do you have ………..? and Yes, I do. / No, I don’t. by playing the matching game or Pelmanism.*  - Explain how to play the game:  + Players take turns to flip over two matching cards.  + A picture matches with the name of the object in the picture.  *For example,* *a picture of a pen* matches with the word *pen*.  + If two cards match, they are left turned face up and the player scores one point.  + If they do not match, they are returned to their face down layout and play passes to the next player.  + Players that successfully match cards get to take another turn and try to match two more cards.  + This continues until that player fails to match a pair.  + The player with the most points is the winner.  - Set a time limit for Ss to play the game in pairs.  - When time runs out, show the cards one by one and invite a few pairs to ask and answer questions using the sentence patterns *Do you have ………? And Yes, I do. / No, I don’t.*  ***\** 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 praises some Ss who are hardworking / active/ good…. as well as encourage others to try more  **3. Homework. (3’)**  **-** Practice part 5 again.  - Prepare the new lesson: *Unit 8, Lesson 3 (1,2,3).* | Whole class/ Individual work  Whole class/ Individual work  Whole class/ Individual work  Whole class/ Individual work |

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| **Week 14- Period 53: Lesson 3**  **1.Warm- up: (5’)**  *Game:* ***Find and circle the words***  - Divide class into 2 groups  - Ask Ss to find and circle the words that they learnt.  - Which groups find the best correct words is winner.  - Give Ss time to play the game.  **Rows:** *book, school, look*  **Columns***: pencil case, eraser*  -T checks who’s winner?  - Say “Open your book page 60” and look at “*Unit 8, Lesson 3 (1,2,3)”.*  **2. Presentation (9’)**  **Activity 1. Listen and repeat:**  ***\*Goal:*** *Ss will be able**to correctly repeat the sounds of the letter cluster oo and letter a in isolation, in the words book and eraser, and in the sentences I have a book. and Do you have an eraser? with correct pronunciation and intonation.*  - T gives instruction to the letter ***oo*** and ***a,*** *book* and *erase, and in the sentences I have a book. and Do you have an eraser?*  - Play the recording for the letter ***oo, a.***  - Encourage Ss to point at the letter/ word/ sentence while listening.  - Play the recording again and encourage Ss to listen and repeat.  - Do this several times until Ss feel confident.  - T calls some Ss to practice.  - T gives feedbacks.  **3.Practice: (19’)**  **Activity 2.** **Listen and circle.**  ***\*Goal:*** *Ss will be able**to identify the target words book and eraser while listening.*  - Elicit the sentences and the gap-fill options.  - T ask Ss to guess the answers.  + T writes Ss’guessing on the board.  - Listen to the tape:  + 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.  - Play the recording, sentence by sentence, for the class to listen and repeat in chorus.  - Invite one or two Ss to stand up and read the completed sentences.  *Key: 1.b 2.c*  **Activity 3. Let’s chant**  ***\*Goal:*** *Ss will be able to say the chant with the correct rhythm and pronunciation*  - Introduce the title and lyrics of the chant.  - Play the recording for Ss to listen to the whole chant.  + Have them repeat the title and lyrics line by line.  + Ask Ss to attend to the sounds of the letters *oo* and *a* and the words *book* and *eraser.*  - Play the recording all the way through for Ss to listen to pronunciation and melody.  - Play the recording line by line for Ss to listen and repeat  - Play the recording for Ss to chant and clap along.  - Ask Ss to practice chant and clap along in pairs or groups.  - Invite groups to the front of the classroom to perform the chant  -T gives feedback.  ***\** 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 praises some Ss who are hardworking / active/ good…. as well as encourage others to try more.  **4. Homework. (2’)**  **-** Practice the chant more.  - Collect three school things  - Prepare the new lesson: *Unit 8, Lesson 3 (4, 5, 6).* | Whole class/ Individual work  Whole class/ Individual work  Whole class/ Individual work  Whole class/ Individual work | |
| **Week 14- Period 54: Lesson 3**  **1.Warm- up: (5’)**  *Game:* ***“Chant”***  - Ask Ss chant and do the actions in Unit 8, Lesson 3 page 60 in groups.  - Give point for the groups and encourage them.  - Say “Open your book page 61” and look at *“Unit 8, Lesson 3 (4, 5, 6)”.*  **2.Practice: (8’)**  **Activity 1. Read and complete:**  ***\*Goal:*** *Ss will be able**to* *read and complete a gapped paragraph with the words provided.*  **\*Procedure:**  - Elicit and introduce the paragraph to complete  - Elicit the missing word for the first gap (*have*)  - Then tell Ss to pay attention to the article *a / an* to select appropriate nouns in the box for the next two gaps  - Give Ss time to do the rest individually or in pairs.  - Tell Ss to swap their answers with a partner.  - Check answers as a class. Write the correct answers on the board for Ss to correct their answers.  - Have Ss read the text aloud.  *Key: 1. have 2. pen 3. eraser 4. my*   1. **Production: (19’)**   **Activity 2.** **Let’s write**  ***\*Goal:*** *Ss will be able**to read, understand and complete the writing frame with pupils’ information*  - Write the writing frame on the board.  - Have Ss read the sentences in chorus.  - When you reach the first gap, point to it and tell Ss to complete it with their name.  - Then read the next line and tell them to complete each gap with the school things they have.  - Give Ss time to do the task.  - Invite a few Ss to stand up and read their writing aloud.  *Key: Pupils’ answer*  **Activity 3. Project.**  ***\*Goal:*** *Ss will be able to collect three school things from home and bring them to the classroom to present to their classmates.*  - Tell Ss about the activity.  - Check their school things.  - Draw a school thing on the board and write the presentation language under it.  - Check comprehension and give feedback.  - Have Ss repeat the sentences until they can say them by themselves.  - Invite a pupil to the front of the class to model the presentation.  -Watch and offer your support with the language.  - Put Ss into groups to rehearse their presentation.  - Invite a few Ss from different groups to show and talk about their school things in front of the class.  - Create a class display of school things and vote for the best presentation.  ***\** 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 praises some Ss who are hardworking / active/ good…. as well as encourage others to try more.  **4. Homework. (3’)**  - Prepare the new lesson: *Unit 9, Lesson 1 (1, 2, 3).* | | Whole class/ Individual work  Whole class/ Individual work  Whole class/ Individual work |