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 classIndividual workWhole class/ Individual workWhole class/ Individual workWhole classWhole classWhole class/ Individual workWhole 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 workWhole class/ Individual workWhole class/ Individual workWhole 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 workWhole class/ Individual workWhole class/ Individual workWhole class/ Individual workWhole class/ Individual workWhole 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 workWhole class/ Individual workWhole class/ Individual workWhole 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 workWhole class/ Individual workWhole class/ Individual workWhole 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 workWhole class/ Individual workWhole class/ Individual work |