**WEEK 10: (07/11 – 11/11/2022)**

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| **School**  **Grade**  **Teacher**  **Date of teaching**  **Attendance** | *Cam Hoang Primary School*  ………………………………  ………………………………  ………………………………  ……………………………… |

**Period: 37**

**Fun time**

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| **I. OBJECTIVES** | |
| **Language** | By the end of the lesson, pupils will:   * take part in three fun activities relating to their language knowledge and competences. |
| **Core competencies** | decision making, teamwork, problem-solving, communication, stress tolerance |
| **General competencies** | Oral communication: let’s talk  Self-control & independent learning: perform reading tasks  Communication and collaboration: work in pairs or groups |
| **Attributes** | Kindness: help partners to complete learning tasks  Diligence: complete learning tasks |
| **II.** **RESOURCES AND MATERIAL:** | |
|  | * Pupil’s book Page 42 * Teacher’s guide Pages 76, 77, 78 * Website *sachmem.vn* * Computer, projector, … |
| **III. PROCEDURE** | **Warm-up and review – Find, circle and match – Quiz time – Look and match – Fun corner and wrap-up** |

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| **Procedure** | **Teaching and learning activities** | **Pupils’ activities** | **Note** |
| **Warm-up and review:** 6 minutes | | | |
|  | Greet the class.  **Game:** Who is faster?   * Divide the class into 2 big groups. Each group has a leader to check their group’s work. * Teacher sticks the flashcards and writes numbers 1 - 6 on the board. * Teacher says a number, each member from 2 groups says the word.   ***Example:*** | Whole class  Group work |  |
| **Activity 1. Find, circle and match.** 8 minutes | | | |
| a. Goal: | To revise target vocabulary by doing a word search | |  |
| b. Input: | – The word search  – Picture cues: number 9, an ear, a girl cooking, a boy drawing, a hand  – Flash cards for nine, an ear, cooking, drawing and a hand | |  |
| c. Outcome: | Pupils can find the words in the word search and match each of them with the relevant picture.  Key: | |  |
| d. Procedure: | **Step 1:** Have pupils look at the activity. Point at the pictures and ask “What’s this?” or “What do you see in the pictures?” Write the words or stick the flash cards of the words, one by one, on the board. Point at each word on the board and have pupils say the word as a class.  **Step 2:** Point at the picture of an ear, and draw pupils' attention to the word ear that has been circled as an example. Tell pupils to find the rest of the words in the word search.  **Step 3:** Have pupils match the words in the word search with the pictures. Have them check and correct their answers in pairs. Check the answers as a class.  **Step 4**: Have pupils work in pairs, one points at the pictures and the other points at the circled words in the word search and say them aloud. | Whole class  Whole class/ Individual work  Individual work  Pair work/  Whole class |  |
| **Activity 2.** **Quiz time.** 10 minutes | | | |
| a. Goal: | To revise vocabulary and sentence patterns learnt in Units 1–5. | |  |
| b. Input: | – Two sets of flash cards showing different target words, e.g. ear, face, eye, hand, nose, and name.  – Boxes for the flash cards labelled Box 1 and Box 2. | |  |
| c. Outcome: | Pupils can demonstrate their understanding and ability to use the target vocabulary and sentence patterns learnt in Units 1 – 5. | |  |
| d. Procedure: | **Step 1:** Put pupils into two teams, **Team 1** and **Team 2**.  **Step 2:** Have one representative of each team stand next to his/her box, **Box 1** and **Box 2**.  **Step 3:** Explain the rules: Two quizmasters will read different dialogues for each pair of pupils.  Example:  Pupil 3 (showing the flash card): What’s this?  Pupil 4: It’s a hand.  After listening to the dialogue, Pupils 1 and 2 must race to find the right flash card and put it in their team’s box. Whoever is quickest earns one point for his / her team. Other pairs then take turns to compete. The quiz continues until the end of the time limit (5 – 10 dialogues are recommended). The team with the most points wins. | Group work  Individual work  Group work |  |
| **Activity 3. Look and match.** 5 minutes | | | |
| a. Goal | To learn the five senses and how they relate to our bodies | |  |
| b. Input | - Five pictures showing the body parts that we use for the five senses, labelled eye, ear, nose, hand, mouth.  - Five pictures showing children tasting, smelling, seeing, hearing and touching. | |  |
| c. Outcome | Pupils have learnt the five senses and how they relate to our bodies. | |  |
| d. Procedure | **Step 1:** Draw pupils’ attention to Pictures 1 to 5 and elicit the names of the body parts: eye, ear, nose, hand, mouth.  **Step 2:** Point to your eyes and ask pupils what they do with their eyes. Encourage pupils to share their ideas, then explain that we see with our eyes. Write see on the board and model it for pupils to repeat.  **Step 3:** Repeat Step 2 for Pictures 2 to 5 (hear, smell, touch, taste).  **Step 4:** Have pupils complete the activity by drawing lines to match the body parts to the senses. Check answers together as a class. | Whole class  Whole class/ Individual work |  |
| **Fun corner and wrap-up:** 5 minutes | | | |
|  | Review vocabulary (using flashcards) | Whole class |  |

**IV. ADJUSTMENTS AFTER TEACHING:**

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| **School**  **Grade**  **Teacher**  **Date of teaching**  **Attendance** | *Cam Hoang Primary School*  ………………………………  ………………………………  ………………………………  ……………………………… |

**Period 38**

**UNIT 6: OUR SCHOOL**

**Lesson 1 – 1, 2, 3**

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| **I. OBJECTIVES** | |
| **Language:** | By the end of the lesson, pupils will be able to:  - use the words *school, classroom, library, playground* in the sentence pattern: *Is this our \_\_\_\_\_\_\_\_\_\_\_\_? – Yes, it is. / No, it isn’t.*  - use *Is this our ? – Yes, it is. / No, it isn’t.*  to ask and answer questions about their school. |
| **Core Competencies:** | teamwork, reliability, motivation, communication and initiative. |
| **General Competences:** | Listening: listen and recognize the names, then repeat.  Critical Thinking: talk about school, answer yes/ no questions.  Oral Communication: talk about schools and places in the room, answer some questions.  Self-control & independent learning: perform listening tasks.  Communication and collaboration: work in pairs or groups. |
| **Attributes:** | - Diligence: complete learning tasks  - Leadership: collaborate with teachers to enhance language skills |
| **II.** **RESOURCES AND MATERIAL:** | |
|  | * Student’s book Page 44 * Audio Tracks 57, 58 * Teacher’s guide Pages 79 - 81 * Website *sachmem.vn* * Flash cards/ pictures and posters (Unit 6) * Computer, projector, … |
| **III. PROCEDURE** | **Warm-up and review – Look, listen and repeat – Listen, point and say – Let’s talk – Fun corner and wrap-up** |

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| **Procedure** | **Teacher’s activities** | **Pupils’ activities** | **Note** |
| **Warm-up and review:** 5 minutes | | |  |
|  | Greet the class.  Sing the song *My hobby* in Unit 5,  Lesson 2  - Ask pupils to sing the song.  - Invite some of them come to the board to role play, the rest of the pupils will sing. | Whole class  Group work |  |
| **EXPLORATION**  **Activity 1. Look, listen and repeat.** 8 minutes | | | |
| a. Goal: | To understand and correctly repeat the sentences in two communicative contexts (pictures) to ask and answer questions about their school. | |  |
| b. Input: | – Context **a:** *Ms Hoa: Look at this picture. Is this our school?*  *Lucy: Yes, it is. It’s our school.*  – Context **b:** *Ms Hoa: Is this our school?*  *Lucy: No, it isn’t.* | |  |
| c. Outcome: | Pupils can understand and correctly repeat the sentences in two communicative contexts (pictures) to ask and answer questions about their school. | |  |
| d. Procedure: | **Step 1: Learn new words**  Have pupils look at the pictures and elicit the places at school. Have the class repeat the words a few times. Hold up the flash cards for *school, classroom, library* and *playground* and have pupils say the words.  Check their new vocabulary with the game *Look and guess*.  **Step 2:** Draw pupils’ attention to the pictures. Point at each picture, ask questions to help them identify names of the speakers in the pictures.  **Step 3:** Have pupils look at Picture **a**. Play the recording for them to listen. Play the recording again, sentence by sentence, for pupils to listen and repeat. Do this several times until they feel confident. Follow the same procedure with Picture **b**. Correct their pronunciation where necessary.  **Step 4:** Play the recording again for pupils to listen and repeat in chorus sentence by sentence.  **Step 5:** Invite a few pairs to the front of the class to listen and repeat the sentences.  **Step 6:** Draw their attention to the question *Is this our school?* and the answers *Yes, it is.* and *No, it isn't.* Tell pupils that they are used to ask and answer about their school. | Whole class    Whole class  Whole class/ Individual work  Whole class  Pair work  Whole class/ Individual work |  |
| **KNOWLEDGE CONSTRUCTION**  **Activity 2. Listen, point and say.** 9 minutes | | | |
| a. Goal: | To correctly say the words and use *Is this our ? – Yes, it is.* / *No, it isn't.* to ask and answer questions about their school. | |  |
| b. Input: | – Picture cues: **a.** a school **b.** a classroom  **c.** a library **d.** a playground   * + - Speech bubbles: *Is this our \_\_\_\_? – Yes, it is. / No, it isn't.*     - Flash cards for *school, classroom, library* and *playground*  *Audio script:* ***a.*** *school / yes* ***b.*** *classroom / no*  ***c.*** *library / yes* ***d.*** *playground / no*  *A: Is this our school? A: Is this our classroom?*  *B: Yes, it is. B: No, it isn't.* | |  |
| c. Outcome: | Pupils can correctly say the words and use *Is this our ? – Yes, it is.* / *No, it isn't.* to ask and answer questions about their school. | |  |
| d. Procedure: | **Step 1:** Have pupils point at Picture **a** (school), listen to the recording and repeat the word. Follow the same procedure with the other three pictures.  **Step 2:** Point at the question in the bubble and Picture **a** and have pupils listen to the recording and repeat the question *(Is this our school?).* Point at Picture **a** and have pupils listen to the recording and repeat the answer *(Yes, it is.)*. Follow the same procedure with the other three pictures.  **Step 3:** Point at one of the pictures randomly to elicit the question and then the answer.  If possible, prepare some photos of the school, classroom, library and playground to elicit  *Yes, it is*. in the real context.  **Step 4:** Give pupils time to practise asking and answering the question *Is this our* \_\_\_\_\_*?  – Yes, it is.* / *No, it isn't.* in pairs. Remind them that they can select any of the four pictures to point and say. Go around the classroom to offer support.  **Step 5:** Invite a few pairs to point at the pictures, ask and answer the question in front of the class. | Whole class/ Individual work  Whole class/ Individual work  Whole class/ Individual work  Pair work  Pair work |  |
| **PRACTICE**  **Activity 3. Let’s talk.** 8 minutes | | | |
| a. Goal | To enhance the correct use of *Is this our \_\_\_\_\_\_\_? – Yes, it is.* / *No, it isn't.* to ask and answer questions about their school. | |  |
| b. Input | To enhance the correct use of *Is this our \_\_\_\_\_\_\_? – Yes, it is.* / *No, it isn't.* to ask and answer questions about their school.   * + - Speech bubbles: *Is this our \_\_\_\_\_\_\_\_\_? – Yes, / No, \_\_\_\_\_.*     - Flash cards for *school, classroom, library* and *playground* | |  |
| c. Outcome | Pupils can correctly use *Is this our \_\_\_\_\_\_\_? – Yes, it is. / No, it isn't.* to ask and answer questions about their school. | |  |
| d. Procedure | **Step 1:** Have pupils look at the picture. Point at a certain room to elicit the question and the answer in context. Stick the flash cards for *school, classroom, library* and *playground* on the wall at various places around the classroom and point at a certain flash card to elicit the question and answer. If possible, prepare some photos of the school to create the right context for pupils to talk.  **Step 2:** Give pupils time to practise in pairs.  One pupil points at a prompt picture or a school room flash card and asks and another pupil answers in context. Go around the classroom to offer support.  **Step 3:** Invite some pairs of pupils to the front of the class to perform their conversations. | Whole class/ Individual work  Pair work    Pair work |  |
| **Fun corner and wrap-up:** 5 minutes | | |  |
|  | **Preparation for the project:**  Tell pupils about the project on page 49. Ask them to prepare at home. Ask them to prepare a poster about their school in order to introduce their school to a new pupil. They need to prepare the sentences that they are going to talk about. In *Lesson 2, Period 4*, remind pupils of what they need to prepare for the project. | Group work |  |

**IV. ADJUSTMENTS AFTER TEACHING:**

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| **School**  **Grade**  **Teacher**  **Date of teaching**  **Attendance** | *Cam Hoang Primary School*  ………………………………  ………………………………  ………………………………  ……………………………… |

**Period 39**

**UNIT 6: OUR SCHOOL**

**Lesson 1 – 4, 5, 6**

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| **I. OBJECTIVES** | |
| **Language** | By the end of the lesson, pupils will be able to:  - use the words *school, classroom, library, playground,* in the sentence pattern: *Is this our \_\_\_\_\_\_\_\_? – Yes, it is. / No, it isn’t.*  - use *Is this our \_\_\_\_\_\_\_\_? – Yes, it is. / No, it isn’t.* to ask and answer questions about their school; |
| **Core Competencies:** | decision making, teamwork, work standards, reliability, motivation, communication, planning and organization |
| **General Competences:** | Listening: listen and recognize the school, then repeat.  Oral communication: speak about school, ask and answer the questions  Self-control & independent learning: perform listening tasks  Written communication: practise writing about school  Self-control & independent learning: perform listening tasks  Communication and collaboration: work in pairs or groups |
| **Attributes:** | - Diligence: complete learning tasks  - Leadership: collaborate with teachers to enhance language skills |
| **II.** **RESOURCES AND MATERIAL:** | |
|  | * Student’s book Page 45 * Audio Tracks 59, 60 * Teacher’s guide Pages 81 - 83 * Website *sachmem.vn* * Flash cards/ pictures and posters (Unit 6) * Computer, projector, … |
| **III. PROCEDURE** | **Warm-up and review – Listen and tick – Look, complete and read –  Let’s sing – Fun corner and wrap-up** |

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| **Procedure** | **Teacher’s activities** | **Pupils’ activities** | **Note** |
| **Warm-up and review:** 5 minutes | | |  |
|  | Greet the class.  **Game:** Pass the ball  - Divide the class into 3 teams.  - Each team has 1 sticky ball.  - Play the music. Pupils in each team take turns to pass the ball. After the music ends, 3 pupils who have the ball stand up and say the words *school, classroom, library, playground,* then make sentences using the sentence model. | Group work  Individual work/ Group work |  |
| **PRACTICE**  **Activity 4. Listen and tick.** 8 minutes | | |  |
| a. Goal: | To listen to and understand two communicative contexts to ask and answer questions about a school. | |  |
| b. Input: | – Picture cues: **1a.** a library **1b.** a playground  **2a.** a classroom **2b.** a school *Audio script:*  1. *A: Is this our playground?*   *B: Yes, it is.*   1. *A: Is this your classroom?*   *B: Yes, it is. It's my classroom.* | |  |
| c. Outcome: | Pupils can listen to and understand two communicative contexts to ask and answer questions about a school.  **Key: 1.** b **2.** a | |  |
| d. Procedure: | **Step 1:** Have pupils look at Pictures **1a** and **1b**. Elicit the word for the place in each picture. Tell pupils about the activity. Play the recording of the first exchange. Play the recording again for pupils to do the task. Play the recording the third time to give pupils another listening opportunity.  **Step 2:** Repeat **Step 1** for Pictures **2a** and **2b**.  **Step 3:** Have pupils swap books with a partner, then check answers together as a class. Write the correct answers on the board.  **Extension:** If time allows, play the recording sentence by sentence for the class to listen and repeat in chorus. Correct their pronunciation where necessary. | Whole class  Whole class  Pair work  Whole class/ Individual work |  |
| **PRACTICE**  **Activity 5. Look, complete and read.** 9 minutes | | | |
| a. Goal: | To complete three target sentence patterns with the help of picture cues. | |  |
| b. Input: | Four picture cues and four incomplete dialogues. | |  |
| c. Outcome: | Pupils can complete the four incomplete sentence patterns with the help of the picture cues.  **Key: 1.** library **2.** playground  **3.** classroom; isn’t **4.** school; it is | |  |
| d. Procedure: | **Step 1:** Have pupils look at the pictures.  Have them identify the places in the pictures.  **Step 2:** Have pupils look at the four incomplete dialogues. Draw their attention to the missing words in the sentences.  **Step 3:** Model with Picture **1**. Have pupils look at the picture and identify the place. Have them look at the dialogue. Ask them what is missing in the question *(library).* Then have them complete the gap *(Is this our library?)*.  **Step 4:** Follow the same procedure with Pictures **2**, **3** and **4**. Draw pupils’ attention to two gaps in the dialogues **3** and **4**.  **Step 5:** Have pupils complete the dialogues individually. Get pupils to swap and correct their answers in pairs. Check the answers as a class. Ask a few pairs to read the dialogues aloud. | Whole class/ Individual work  Whole class/ Individual work  Whole class/ Individual work  Individual work  Pair work |  |
| **PRACTICE**  **Activity 6. Let’s sing.** 8 minutes | | | |
| a. Goal | To sing the song *Our school* with the correct pronunciation and melody. | |  |
| b. Input | The lyrics and the recording of the song *Our school* | |  |
| c. Outcome | Pupils can sing the song *Our school* with the correct pronunciation. | |  |
| d. Procedure | **Step 1:** Have pupils look at the picture illustrating the song lyrics and elicit what they can see in the picture.  **Step 2:** Play the recording and ask pupils to clap when they hear the word *school*. Play the recording again for the class to listen to the word and clap. Play the recording again and ask pupils to do a TPR action when they hear the word *like*.  **Step 3:** Play the recording line by line for pupils to listen and repeat. Correct their pronunciation where necessary.  **Step 4:** Play the recording a few times for them to practise singing, clapping and doing the actions.  **Extension:** Put pupils into groups to make up their own actions for the song. Invite groups to the front of the class to perform while the rest of the class sings and/ or claps along. Encourage the class to praise or cheer the performers. | Whole class/ group work  Individual work  Individual work/ Whole class  Individual work/ Whole class  Group work |  |
| **Fun corner and wrap-up:** 5 minutes | | | |
|  | Use *sachmem.vn*, have pupils look at the words in the picture of Activities 4, 5 and repeat after the recordings. | Whole class |  |

**IV. ADJUSTMENTS AFTER TEACHING:**

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| **School**  **Grade**  **Teacher**  **Date of teaching**  **Attendance** | *Cam Hoang Primary School*  ………………………………  ………………………………  ………………………………  ……………………………… |

**Period 40**

**UNIT 6: OUR SCHOOL**

**Lesson 2 – 1, 2, 3**

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| **I. OBJECTIVES** | |
| **Language:** | By the end of the lesson, pupils will be able to:  - use the words *school, classroom, library, playground, computer room, art room, music room* and *gym* in the sentence pattern *Let’s go to the \_\_\_\_;*  - use *Is this our ? – Yes, it is. / No, it isn’t.* to ask and answer questions about their school;  - use *Let’s go to the . – OK, let’s go.* to make suggestions to go to a place at school and express agreement;  - listen to and understand simple exchanges in relation to the topic  “Our school”; |
| **Core Competencies:** | teamwork, work standards, motivation, adaptability, communication, and initiative. |
| **General Competences:** | Critical Thinking: talk about school, look and guess the hidden pictures.  Oral Communication: speak about school, ask and answer the questions  Self-control & independent learning: perform listening tasks  Communication and collaboration: work in pairs or groups  Problem-solving and creativity: answer comprehension questions  Sociability: talk to each other |
| **Attributes:** | * Kindness: help partners to complete learning tasks * Diligence: complete learning tasks * Leadership: collaborate with teachers to enhance language skills |

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| **II.** **RESOURCES AND MATERIAL:** | |
|  | * Student’s book Page 46 * Audio Tracks 61, 62 * Teacher’s guide Pages 83, 84 * Website *sachmem.vn* * Flash cards/ pictures and posters (Unit 6) * Computer, projector, … |
| **III. PROCEDURE** | **Warm-up and review – Look, listen and repeat – Listen, point and say – Let’s talk – Fun corner and wrap-up** |

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| **Procedure** | **Teacher’s activities** | **Pupils’ activities** | **Note** |
| **Warm-up and review:** 5 minutes | | |  |
|  | Greet the class.  Spend a few minutes revising the previous lesson by asking the class to play the *Slap the board* game. Game: Guess the pictures - Write any words on the board.  - The first pupil has to take the last four or three letters of that word and form a new word.  - The second pupil does the same, and the chain continues until a pupil can’t form a word.  - The pupil who fails to form a word or misspells it is out of the game. | Individual work/ Group work |  |

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| **EXPLORATION**  **Activity 1. Look, listen and repeat.** 8 minutes | | | |  |
| a. Goal: | | To understand and correctly repeat the sentences in two communicative contexts (pictures) to make suggestions to go to a place at school and express agreement. | |  |
| b. Input: | | - Context **a**: Mary: *Let’s go to the art room.* Minh: *OK, let’s go.*  - Context **b**: Ben: *Let’s go to the music room.* Lucy: *OK, let’s go.* | |  |
| c. Outcome: | | Pupils can understand and correctly repeat the sentences in two communicative contexts to make suggestions to go to a place at school and express agreement. | |  |
| d. Procedure: | | **Step 1: Learn new words**  Have pupils look at the pictures and elicit the places at school. Have the class repeat the words a few times. Hold up the flash cards for *school, classroom, library* and *playground* and have pupils say the words.  Check their new vocabulary with the game *Look and guess.*  **Step 2:** Draw pupils’ attention to the pictures. Point at each picture, ask questions to help them identify names of the speakers in the pictures.  **Step 3:** Have pupils look at Picture **a**. Play the recording for them to listen. Play the recording again, sentence by sentence, for pupils to listen and repeat. Do this several times until they feel confident. Follow the same procedure with Picture **b**. Correct their pronunciation where necessary.  **Step 4:** Play the recording again for pupils to listen and repeat in chorus sentence by sentence.  **Step 5:** Invite a few pairs to the front of the class to listen and repeat the sentences.  **Step 6:** Draw their attention to the sentence *Let’s go to the \_\_\_\_\_.* and the agreement *OK, let’s go*. Tell pupils that the sentences are used to make suggestions and express agreement. | Whole class  Whole class  Whole class/ Individual work  Whole class/ Individual work  Pair work  Pair work  Individual work |  |
| **KNOWLEDGE CONSTRUCTION**  **Activity 2. Listen, point and say.** 9 minutes | | | | |
| a. Goal: | | To correctly say the words and use *Let's go to the \_\_\_\_\_\_\_\_*.  – *OK, let’s go.* to make suggestions to go to a place at school and express agreement. | |  |
| b. Input: | | - Picture cues: **a**. a computer room **b**. an art room  **c.** a music room **d.** a gym  - Speech bubbles: *Let’s go to the \_\_\_.* – *OK, let’s go.*  - Flash cards for *computer room, art room, music room* and *gym*  *Audio script:* ***a.*** *computer room* ***b.*** *art room* ***c.*** *music room* ***d.*** *gym*  *A: Let’s go to the computer room.*  *B: OK, let’s go.* | |  |
| c. Outcome: | | Pupils can correctly say the words and use *Let's go to the* . – *OK, let's go.* to make suggestions to go to a place at school and express agreement. | |  |
| d. Procedure: | | **Step 1:** Have pupils point at Picture **a** (computer room), listen to the recording and repeat the word. Follow the same procedure with the other three pictures.  **Step 2:** Point at Picture **a** and have pupils listen and repeat after the recording *(Let's go to the computer room.)*. Point at the bubble and have pupils listen and repeat after the recording (*OK, let's go.*). Follow the same procedure with the other three pictures.  **Step 3:** Point at one of the pictures randomly to elicit the suggestion and then the agreement.  **Step 4:** Give pupils time to practise making suggestions and expressing agreement in pairs. Remind them that they can select any of the four pictures to point and say. Go around the classroom to offer support.  **Step 5:** Invite a few pairs to point at the pictures and make dialogues. | Whole class/ Individual work  Whole class/ Individual work  Whole class/ Individual work  Individual work  Pair work |  |
| **PRACTICE**  **Activity 3. Let’s talk.** 8 minutes | | | | |
| a. Goal: | | To enhance the correct use of *Let's go to the \_\_\_\_*. – *OK, let's go.* to make suggestions to go to a place at school and express agreement. | |  |
| b. Input: | | - The picture shows two pupils standing in the hall and pointing to the four school rooms.  - Speech bubbles: *Let's* \_\_\_\_\_\_\_\_\_. – \_\_\_\_\_. | |  |
| c. Outcome: | | Pupils can enhance the correct use of *Let's go to the \_\_\_\_\_\_*. – *OK, let's go.* to make suggestions to go to a place at school and express agreement. | |  |
| d. Procedure: | | **Step 1:** Have pupils look at the picture. Point at the rooms to elicit their names. Point at a certain room to elicit the missing words in the gapped bubbles to complete the sentences. Stick the flash cards for *computer room, art room, music room, library, playground* and *gym* around the classroom. Point at a certain flash card to elicit the suggestion and agreement.  **Step 2:** Put pupils into pairs to make suggestions to go to a place at school and express agreement. Go around the classroom to offer support.  **Step 3:** Invite some pairs to the front of the class to interact with each other, pointing at the rooms in the picture in their books or flash cards around the classroom. | Whole class/ Individual work  Pair work  Pair work/ Whole class |  |
| **Fun corner and wrap-up:** 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. | | Group work |  |

**IV. ADJUSTMENTS AFTER TEACHING:**

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