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**UNIT 7: OUR TIMETABLES**

**Lesson 1 – Period 45**

*Teaching day: 25/11 – 01/12/2024*

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| **I. OBJECTIVES**  By the end of the lesson, pupils will be able to: | |
| **Language knowledge & skills** | * 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. * Complete four gapped exchanges with the help of picture cues. * Review the target vocabulary items using the puzzle, then ask and answer questions about the subjects pupils have at school. |
| **Competences** | - Communication and collaboration: work in pairs and groups to complete the learning tasks  - Self-control & independent learning: perform listening tasks |
| **Attributes** | * Show their responsibility by following the timetable and preparing their subjects before school. |
| **II.** **RESOURCES AND MATERIALS** | |
|  | - Student’s book: Page 51  - Audio tracks 69  - Teacher’s guide: Pages 102, 103, 104  - Website *hoclieu.vn*  - Flash cards/ pictures and posters (Unit 7)  - Computer, projector, … |
| **III. PROCEDURE** | **Warm-up and review – Listen and tick or cross – Look, complete and read – Let’s talk – Fun corner and wrap-up** |

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| **Procedure** | **Teacher’s and pupils’ activities** | **Interaction** | | | **Note** |
| **Warm-up and review:**  5 minutes | | | | | |
|  | **Option 1:**  – Greet the class, then spend a few minutes revising the previous lesson by inviting a few pairs of pupils to come to the front of the class to ask and answer questions about what subjects they have, using *What subjects do you have today? – I have\_\_\_\_\_.*  – Ask pupils to open their books at page 51 and look at Unit 7, Lesson 1, Activity 4.  **Option 2:**   * Watch a youtube video about school subjects. | | Whole class/ Individual work | |  |
| **PRACTICE**  **Activity 4. Listen and tick or cross.**  5 minutes | | | | | |
| a. 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. | | | |  |
| b. Input | **Picture cues:**  1. A Vietnamese textbook 2. An English textbook  3. A maths textbook 4. A science textbook  **Audio script:**  *1. A: What subjects do you have today?*  *B: I have Vietnamese.*  *2. A: What subjects do you have today?*  *B: I have science.*  *3. A: What subjects do you have today?*  *B: I have maths.*  *4. A: What subjects do you have today?*  *B: I have English.* | | | |  |
| c. Outcome | Pupils can 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.  **Key:** 1. ✓ 2. ✕ 3. ✓ 4. ✕ | | | |  |
| d. Procedure | **Step 1:** Draw pupils’ attention to the pictures and ask questions such as *What subject is it?* Remind them to look at the book covers of the subjects and tick or cross the boxes while listening.  **Step 2:** Play the recording all the way through. Then play the recording for pupils to listen and tick or cross the boxes.  **Step 3:** Get pupils to swap books with a partner to check their answers before checking as a class. Correct the answers where necessary.  **Extension:** If time allows, play the recording, sentence by sentence, for pupils to listen and repeat in chorus. Correct their pronunciation where necessary. | | | Whole class    Individual work  Pair work  Whole class |  |
| e. Assessment | - Performance products: Pupils’ answers  - Assessment tools: Observation; Questions & Answers, Peer correction | | | |  |
| **PRACTICE**  **Activity 5. Look, complete and read.**  10 minutes | | | | | |
| a. Goal | To complete four gapped exchanges with the help of picture cues. | | | |  |
| b. Input | Four picture cues with four exchanges to complete | | | |  |
| c. Outcome | Pupils can complete four gapped exchanges with the help of picture cues.  **Key:** 1. Vietnamese 2. have maths  3. What subjects; science 4. do you have; English; maths | | | |  |
| d. Procedure | **Step 1:** Model the gapped **Exchange 1**. Have pupils read the exchange and guess the missing word in the answer. Then draw pupils’ attention to the picture and elicit the name of the subject that can be used to fill in the gap (Vietnamese).  **Step 2:** Give pupils time to do the task independently. Go around the classroom to offer help where necessary.  **Step 3:** Get pupils to swap books with a partner and check their answers before checking as a class. Nominate a pupil to write the answers on the board. Give further support to those pupils who find it difficult to do the task.  **Step 4:** Invite four pairs of pupils to act out four complete exchanges in front of the class. Correct their pronunciation where necessary. | | | Whole class/ Individual work  Individual work  Pair work  Whole class/ Pair work |  |
| e. Assessment | - Performance products: Pupils’ talks and interaction  - Assessment tools: Observation; answer keys | | | |  |
| **PRACTICE**  **Activity 6. Let’s play.** 8 minutes | | | | | |
| a. Goal | To review the target vocabulary items using the puzzle, then ask and answer questions about the subjects pupils have at school. | | | |  |
| b. Input | A puzzle with four answer spaces and given letters as well as picture cues and two speech bubbles | | | |  |
| c. Outcome | Pupils can review the target vocabulary items using the puzzle, then ask and answer questions about the subjects pupils have at school.  **Key:** 1. science 2. Vietnamese 3. maths 4. English | | | |  |
| d. Procedure | **Step 1:** Tell pupils the goal of the puzzle and how to play it. Then have them look at the spaces in the puzzle and give letters as well as picture cues to find appropriate letters to complete the words.  **Step 2:** Give pupils a time limit to do the puzzle individually. Go around the classroom and offer help if needed.  **Step 3:** Have pupils work in pairs. One points at the completed words or the clues and asks *What subjects do you have today?* and their partner answers *I have \_\_\_\_\_.*  **Step 4:** Invite a few pairs to the front of the classroom to ask and answer questions about what subjects they have today. | | | Group work/Pair work  Pair work  Group work/Pair work |  |
| e. Assessment | - Performance products: Pupils’ interaction and performance  - Assessment tools: Observation; questions & answers | | | |  |
| **Fun corner and wrap-up:** 5 minutes | | | | | |
|  | **Game: Playing archery**   * Pupils answer questions in groups. * If they answer correctly, the arrow will hit the target.   **Wrap-up:** Ask pupils to share what they have learnt in the lesson. | | | Whole class/ Group work |  |

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**UNIT 7: OUR TIMETABLES**

**Lesson 2 – Period 46**

*Teaching day: 25/11 – 01/12/2024*

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| **I. OBJECTIVES**  By the end of the lesson, pupils will be able: | |
| **Language knowledge & skills** | * Understand and correctly repeat the sentences in two communicative contexts in which characters ask and answer questions about a school timetable. * 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. |
| **Competences** | - Communication and collaboration: work in pairs and groups to complete the learning tasks  - Self-control & independent learning: perform listening tasks |
| **Attributes** | * Show their responsibility by following the timetable and preparing their subjects before school. |
| **II.** **RESOURCES AND MATERIALS** | |
|  | - Student’s book: Page 52  - Audio tracks 70, 71  - Teacher’s guide: Pages 104, 105, 106  - Website *hoclieu.vn*  - Flash cards/ pictures and posters (Unit 7)  - 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 and pupils’ activities** | **Interaction** | | | **Note** |
| **Warm-up and review:**  5 minutes | | | | | |
|  | **Option 1:**  – Greet the class, then invite a few pupils to the front of the class to play the game on page 51.  – Ask pupils to open their books at page 52 and look at Unit 7, Lesson 2, Activity 1. Tell pupils what they will learn in this unit.  **Option 2:**  – Play the game Slap the board. | | Whole class/ Individual work | |  |
| **EXPLORATION**  **Activity 1. Look, listen and repeat.**  5 minutes | | | | | |
| a. Goal | To understand and correctly repeat the sentences in two communicative contexts in which characters ask and answer questions about a school timetable. | | | |  |
| b. Input | – **Context a:**  Nam: What subjects do you have today?  Lucy: I have Vietnamese and science.  – **Context b:**  Nam: When do you have maths?  Lucy: I have it on Mondays and Fridays. | | | |  |
| c. Outcome | Pupils can understand and correctly repeat the sentences in two communicative contexts in which characters ask and answer questions about a school timetable. | | | |  |
| d. Procedure | **Step 1:** Ask pupils to look at Pictures **a** and **b** and identify the characters. Check comprehension.  **Step 2:** Ask pupils to look at Picture **a**. Play the recording for them to listen and familiarize themselves with the characters’ voices.  **Step 3:** Play the recording again, sentence by sentence, for pupils to listen and repeat individually and in chorus. Correct their pronunciation where necessary. Repeat the same procedure with Picture **b**.  **Step 4:** Invite a few pairs to the front of the classroom to listen to and act out the exchanges.  **Step 5:** 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).  **Extension:** Nominate pairs of pupils to act out the exchanges. | | | Whole class/ Individual work  Pair work  Pair work |  |
| e. Assessment | - Performance products: Student’s answers  - Assessment tools: Observation; Questions & Answers | | | |  |
| **KNOWLEDGE CONSTRUCTION**  **Activity 2. Listen, point and say.**  10 minutes | | | | | |
| a. Goal | To correctly say the words and use *When do you have \_\_\_\_\_? – I have it on \_\_\_\_\_.* to ask and answer questions about a timetable. | | | |  |
| b. Input | – Picture cues:  a. An art textbook and a calendar displaying Monday  b. A music textbook and a calendar displaying Wednesday  c. A history and geography textbook and two calendars displaying Tuesday and Friday  d. An English textbook and three calendars displaying Monday, Tuesday and Thursday  – Speech bubbles: *When do you have \_\_\_\_\_? – I have it on \_\_\_\_\_.*  ***Audio script:***  *a. art; Monday*  *b. music; Wednesday*  *c. history and geography; Tuesday, Friday*  *d. English; Tuesday, Thursday*  *a. A: When do you have art?*  *B: I have it on Mondays.*  *b. A: When do you have music?*  *B: I have it on Wednesdays.*  *c. A: When do you have history and geography?*  *B: I have it on Tuesdays and Fridays.*  *d. A: When do you have English?*  *B: I have it on Tuesdays and Thursdays.* | | | |  |
| c. Outcome | Pupils can correctly say the words and use *When do you have\_\_\_?-I have it on\_\_\_\_* to ask and answer questions about a timetable. | | | |  |
| d. Procedure | **Step 1:** Ask pupils to look at Picture **a** and identify the subject under the picture (art) and the day on the calendar (Monday). Play the recording for pupils to listen to and repeat the words in chorus and individually until they feel confident.  **Step 2:** Draw pupils’ attention to the speech bubbles and elicit the missing words in the question and the answer. Play the recording for pupils to repeat the sentences in both bubbles a few times. Remind pupils to point at the relevant picture when they are repeating.  **Step 3:** Repeat **Steps 1** and **2** for Pictures **b**, **c** and **d**. Go around the classroom and offer help where necessary.  **Step 4:** Invite a few pairs to act out the exchanges at the front of the class. | | | Whole class/ Individual work  Individual work  Whole class/ Individual work  Pair work |  |
| e. Assessment | - Performance products: Student's talks and interaction  - Assessment tools: Observation; questions & answers | | | |  |
| **PRACTICE**  **Activity 3. Let’s talk.** 8 minutes | | | | | |
| a. Goal | 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. | | | |  |
| b. Input | - Picture cue: a boy and a girl talking about a timetable  - Speech bubbles: *When do you have\_\_\_?-\_\_\_\_.* | | | |  |
| c. Outcome | Pupils can enhance the correct use of *When do you have \_\_\_\_\_? – \_\_\_\_\_.* to ask and answer questions about a timetable in a freer context. | | | |  |
| d. Procedure | **Step 1:** Ask pupils to look at the picture and identify the characters, the days of the week and the subjects taught on each day. Remind pupils that *When do you have \_\_\_\_\_?*  *– \_\_\_\_\_.* are used to ask and answer questions about a timetable. Check comprehension.  **Step 2:** 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.  **Step 3:** 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.  **Step 4:** Invite a few pairs to come to the front of the classroom and act out the roles.  **Extension:** If time allows, have some pupils ask and answer questions about their real timetable and act out their roles in front of the class. | | | Whole class/ Individual work  Pair work  Pair work  Individual work |  |
| e. Assessment | - Performance products: Student’s interaction and performance  - Assessment tools: Observation; questions & answers | | | |  |
| **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. | | | Whole class |  |

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**UNIT 7: OUR TIMETABLE**

**Lesson 2 – Period 47**

*Teaching day: 25/11 – 01/12/2024*

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| **I. OBJECTIVES** By the end of the lesson, pupils will be able to: | |
| **Language knowledge & skills** | * Listen to and understand two communicative contexts in which pupils ask and answer questions about timetables and tick the correct pictures. * Complete two gapped exchanges with the help of picture cues. * Sing the song *When do you have ...?* with the correct pronunciation, rhythm, and melody. |
| **Competences** | - Communication and collaboration: work in pairs and groups to complete the learning tasks.  - Self-control & independent learning: perform listening tasks. |
| **Attributes** | * Show their responsibility to follow the timetable and prepare their subjects before school. |
| **II.** **RESOURCES AND MATERIALS** | |
|  | - Student’s book: Page 53  - Audio tracks 72, 73  - Teacher’s guide: Pages 106, 107, 108  - Website *hoclieu.vn*  - Flash cards/ pictures and posters (Unit 7)  - 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 and pupils’ activities** | **Interaction** | | | **Note** |
| **Warm-up and review:**  5 minutes | | | | | |
|  | **Option 1:**  – Greet the class  – Spend a few minutes revising the previous lesson by inviting a few pairs of pupils to ask and answer questions about a timetable, using *When do you have \_\_\_\_\_? – I have it on \_\_\_\_\_.*  – Ask pupils to open their books at page 53 and look at Unit 7, Lesson 2, Activity 4.  **Option 2:**  – Watch a youtube video and sing the song. | | Whole class/Group work | |  |
| **PRACTICE**  **Activity 4. Listen and tick.**  5 minutes | | | | | |
| a. Goal | To listen to and understand two communicative contexts in which pupils ask and answer questions about timetables and tick the correct pictures. | | | |  |
| b. Input | **Picture cues:**  **1a.** A part of the timetable in which music is taught on Tuesdays  **1b.** A part of the timetable in which music is taught on Wednesdays  **2a.** A part of the timetable in which science is taught on Wednesdays and Thursdays  **2b.** A part of the timetable in which science is taught on Wednesdays and Fridays  **Audio script:**  *1. A: When do you have music?*  *B: I have it on Tuesdays.*  *A: Tuesdays?*  *B: Yes. On Tuesdays.*  *2. A: What subjects do you have today?*  *B: I have English and art.*  *A: When do you have science?*  *B: I have it on Wednesdays and Fridays.* | | | |  |
| c. Outcome | Pupils can listen to and understand two communicative contexts in which pupils ask and answer questions about timetables and tick the correct pictures.  **Key:** 1. a 2. B | | | |  |
| d. Procedure | **Step 1:** 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.  **Step 2:** 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.  **Step 3:** Repeat **Steps 1** and **2** with Pictures **2a** and **2b.**  **Step 4:** Get pupils to swap their books with a partner and check their answers before checking as a class. Correct the answers if needed.  **Extension**: If time allows, play the recording, sentence by sentence, for the class to listen to and repeat the dialogues. Correct their pronunciation if necessary. | | | Whole class    Individual work  Pair work  Whole class |  |
| e. Assessment | - Performance products: Student’s answers  - Assessment tools: Observation; Questions & Answers | | | |  |
| **PRACTICE**  **Activity 5. Look, complete and read.**  10 minutes | | | | | |
| a. Goal | To complete two gapped exchanges with the help of picture cues. | | | |  |
| b. Input | Two picture cues and two incomplete exchange | | | |  |
| c. Outcome | Pupils can complete the two gapped exchanges with the help of the picture cues.  **Key:** 1. What, Vietnamese and maths 2. science, Thursday and Friday | | | |  |
| d. Procedure | **Step 1:** Model the first gapped exchange. Have pupils read the sentences and guess the missing words. Then draw pupils’ attention to the picture and elicit the names of the subjects that can be used to fill in the gaps (What, Vietnamese and maths).  **Step 2:** 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 who find it difficult to do the task.  **Step 3:** 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.  **Extension:** Invite four pairs of pupils to act out the complete exchanges in front of the class. | | | Whole class/ Individual work  Pair work |  |
| e. Assessment | - Performance products: Student’s answers  - Assessment tools: Observation; Questions & Answers | | | |  |
| **PRODUCTION**  **Activity 6. Let’s sing.** 8 minutes | | | | | |
| a. Goal | To sing the song *What subjects do you have today?* with the correct pronunciation, rhythm, and melody. | | | |  |
| b. Input | The lyrics and the recording of the song *What subjects do you have today?* | | | |  |
| c. Outcome | Pupils can sing the song *What subjects do you have today?* with the correct pronunciation, rhythm and melody. | | | |  |
| d. Procedure | **Step 1:** Draw pupils’ attention to the title and lyrics of the song. Encourage them to point at the picture to reinforce their understanding.  **Step 2:** Have pupils read the first verse of the lyrics. Explain that the first verse is about the subjects they have today. Have pupils listen to the first verse, drawing their attention to the pronunciation, rhythm and melody. Then let them listen again and practise singing it, line by line, while clapping their hands.  **Step 3:** Repeat **Step 2** for the second verse. Explain that it is about when they have maths and Vietnamese. Check comprehension and give feedback.  **Step 4:** Ask pupils to listen to and sing the whole song while clapping their hands. Go around the classroom and offer help if needed.  **Step 5:** Invite a few groups to the front of the class to sing the song. The class may sing along and clap to reinforce the activity. | | | Whole class/ Individual work  Group work |  |
| e. Assessment | - Performance products: Student’s interaction and performance | | | |  |
| **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. | | | Whole class |  |

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**UNIT 7: OUR TIMETABLES**

**Lesson 3 – Period 48**

*Teaching day: 25/11 – 01/12/2024*

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| **I. OBJECTIVES**  By the end of the lesson, pupils will be able to: | |
| **Language knowledge & skills** | * 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. |
| **Competences** | - Communication and collaboration: work in pairs and groups to complete the learning tasks  - Self-control & independent learning: perform listening tasks |
| **Attributes** | - Show their responsibility to follow the timetable and prepare their subjects before school. |
| **II.** **RESOURCES AND MATERIALS** | |
|  | - Student’s book: Page 54  - Audio tracks 74, 75, 76  - Teacher’s guide: Pages 108, 109, 110  - Website *hoclieu.vn*  - Flash cards/ pictures and posters (Unit 7)  - Computer, projector, … |
| **III. PROCEDURE** | **Warm-up and review – Listen and repeat – Listen and circle – Let’s chant – Fun corner and wrap-up** |

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| **Procedure** | **Teacher’s and pupils’ activities** | **Interaction** | | | **Note** |
| **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.  – Remind pupils to prepare for the project on page 55 (Lesson 3, Activity 6) at home.  – Ask pupils to open their books at page 54 and look at Unit 7, Lesson 3, Activity 1. Tell them what they will learn in this lesson. | | Whole class/ Individual work | |  |
| **KNOWLEDGE CONSTRUCTION**  **Activity 1. Listen and repeat.**  5 minutes | | | | | |
| a. 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. | | | |  |
| b. Input | – The letters *se*, the word *Vietnamese*, and the question *When do you have Vietnamese?*  – The letters *ce*, the word *science*, and the sentence *We have science today.* | | | |  |
| c. Outcome | Pupils can 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. | | | |  |
| d. Procedure | **Step 1:** 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.  **Step 2:** 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.  **Step 3:** 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.  **Step 4:** Let pupils work in pairs or groups, pronouncing the sounds, saying the words and reading the sentences until they feel confident. | | | Whole class/  Individual work  Pair work/ Group work |  |
| e. Assessment | - Performance products: Student’s answers  - Assessment tools: Observation; Questions & Answers | | | |  |
| **PRACTICE**  **Activity 2. Listen and circle.**  10 minutes | | | | | |
| a. Goal | To identify the target words Vietnamese and science while listening. | | | |  |
| b. Input | Two sentences for completion, each with three answer options  ***Audio script:***  *1. When do you have science?*  *2. They have Vietnamese today.* | | | |  |
| c. Outcome | Pupils can identify the target words Vietnamese and science while listening.  **Key:** 1. a 2. c | | | |  |
| d. Procedure | **Step 1:** Tell the pupils the goal of the activity. Explain that they have to listen to the recording and circle the correct options. Check comprehension.  **Step 2:** Get pupils to read the gapped sentences and guess which options can be chosen to fill in the gaps.  **Step 3:** Play the recording for pupils to listen and circle the correct options. Get pupils to swap books with a partner and check their answers before checking as a class. Play the recording again for pupils to double-check their answers.  **Step 4:** Invite a few pupils to read the completed sentences in front of the class. Go around the classroom and correct their pronunciation if necessary. | | | Whole class/ Individual work  Pair work  Individual work |  |
| e. Assessment | - Performance products: Student's talks and interaction  - Assessment tools: Observation; answer keys | | | |  |
| **PRACTICE**  **Activity 3. Let’s chant.** 8 minutes | | | | | |
| a. Goal | To say the chant with the correct pronunciation and rhythm. | | | |  |
| b. Input | The lyrics and recording of the chant | | | |  |
| c. Outcome | Pupils can say the chant with correct pronunciation and rhythm. | | | |  |
| d. Procedure | **Step 1:** 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.  **Step 2:** Play the recording of the first verse. Play the recording again, line by line, for pupils to listen and repeat. Draw their attention to the rhythm and pronunciation. Encourage them to clap while chanting.  **Step 3:** Repeat **Steps 1** and **2** for the second verse of the chant. Draw pupils’ attention to the sound of the letters *se* in the word *Vietnamese* and the sentences *When do you have Vietnamese?* and *We have Vietnamese today.*  **Step 4:** Play the recording all the way through for pupils to chant and clap along. | | | Whole class/ Individual work |  |
| e. Assessment | - Performance products: Student’s interaction and performance  - Assessment tools: Observation; questions & answers | | | |  |
| **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 | | | Whole class/ … |  |