**UNIT 6: A VISIT TO A SCHOOL**

**Lesson 1: Getting started – A visit to Binh Minh Secondary School**

I. OBJECTIVES

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

**1. Knowledge**

- An overview about the topic *A visit to a school*

- Vocabulary to talk about school facilities

**2. Core competence**

- Develop communication skills and cultural awareness

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

**3. Personal qualities**

- Develop self-study skills

**II. MATERIALS**

- Grade 7 textbook, Unit 6, Getting started

- Computer connected to the internet

- Projector/ TV/ pictures and cards

- hoclieu.vn

**Language analysis**

| **Form** | **Pronunciation** | **Meaning** | **Vietnamese equivalent**  |
| --- | --- | --- | --- |
| 1. lower secondary school (n.phr.) | /ˈləʊər ˈsekəndrɪ skuːl/ | a school at a level between elementary and high school | trường trung học cơ sở |
| 2. member (n) | /ˈmembər/ | a person, animal, or thing that is part of a group | thành viên |
| 3. remind (v) | /rɪˈmaɪnd/ | to make someone think of something they have forgotten or might have forgotten | nhắc nhở, gợi nhớ  |

**Assumptions**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| - Students may have underdeveloped listening, speaking and cooperating skills.  | * Play the recording many times if any necessary.
* Encourage students to work in pairs, in groups so that they can help each other.
* Provide feedback and help if necessary.
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Board Plan

| *Date of teaching***UNIT 6: A VISIT TO A SCHOOL****Lesson 1: Getting started – A visit to Binh Minh Secondary School**\*Warm-up: ChattingI. Vocabulary1. lower secondary school (n.phr): trường trung học cơ sở2. member (n): thành viên3. remind (v): nhắc nhở/ gợi nhớ**II. Practice**Task 1: Listen and read.Task 2: Read the conversation again and answer the questions.Task 3: Name these places, using the words and phrases from the box.Task 4: Complete the sentences with the words and phrases in Task 3.Task 5: Work in pairs. Ask and answer questions about Nick’s timetable, using *when* and *where.***\*Homework** |
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**III. PROCEDURES**

***Notes:***

In each activity, each step will be represented as following:

\* Deliver the task

\*\* Implement the task

\*\*\* Discuss

\*\*\*\* Give comments or feedback

| **Stage** | **Stage aim** | **Procedure** | **Interaction** | **Time** |
| --- | --- | --- | --- | --- |
| WARM-UP | To activate students’ knowledge on the topic of the unit | **CHATTING** \* Teacher asks students some questions related to the topic:*- What did you see when you first came to our school?**- How did you feel?**- Have you ever had a visit to Chu Van An Lower Secondary School / a famous school in your area?*\*\* Students raise hands to answer the questions.\*\*\* Teacher and students discuss the questions.\*\*\*\* Teacher accept all students’ questions. | T-SsSsT-SsT-Ss | 5 mins |
| LEAD-IN | To lead in the topic  | \* Teacher draws students’ attention to the picture in the textbook and asks them some questions about it:*- What is the girl doing?**- What are they talking about?*\*\* Students raise hands to answer the questions.\*\*\* Teacher and students discuss the questions.\*\*\*\* Teacher accept all students’ questions. | T-Ss | 3 mins |
| PRESENTATION | - To provide students with vocabulary.- To prepare students for the listening and reading tasks. | **VOCABULARY**\* Teacher introduces the vocabulary by giving definitions / examples of the words.\*\* Teacher writes all students’ answers on the board.\*\*\* Teacher circles or highlights the following words and discuss the meanings of these words:1. lower secondary school (n.phr.)2. member (n)3. remind (v)\*\*\*\* Teacher checks students’ pronunciation and gives feedback. Teacher reveals that these words will appear in the reading text and asks students to open their textbook to discover further. | T-SsT-SsT-SsT-Ss | 5 mins |
| PRACTICE | To have students get to know the topic. | **TASK 1: LISTEN AND READ.** *(Ex 1, p. 60)*\* Teacher can play the recording more than once.\*\* Students listen and read.\*\*\* Teacher can invite some pairs of students to read aloud.\*\*\*\* Teacher check students’ pronunciation and give feedback. | T-SsSsPair workT-Ss | 4 mins |
| To help students understand the main idea of the conversation. | **TASK 2: READ THE CONVERSATION AGAIN AND ANSWER THE QUESTIONS BY CIRCLING A, B, OR C.** *(Ex 2, p. 62)*\* Teacher tells students to read the conversation again and work independently to find the answers.\*\* Students do the task individually.\*\*\* Other Ss correct if the previous answers are incorrect.\*\*\*\* Teacher calls some students to give the answers and gives feedback.***Answer key:****1. B**2. C**3. C**4. B* | T-SsSsSs-SsT-Ss | 5 mins |
| To help students identify school facilities. | **TASK 3: NAME THESE PLACES, USING THE WORDS AND PHRASES FROM THE BOX.** *(Ex 3, p. 61)***Game: Who is faster?**\* Teacher divides the class into 2 teams. Teacher explains instructions of the game: * Teacher sticks 5 pictures on the board and gives each team a set of cards with names of places.
* Members of each team take turns and stick the suitable card under each picture.
* The team with more correct answers is the winner.

\*\* Students play the games in teams.\*\*\* Teacher has students write down the correct answers on their books.\*\*\*\* Teacher confirms the answers and gives feedback. Teacher can ask for translation to check their understanding.***Answer key:****1. gym**2. computer room**3. school garden**4. playground**5. school library* | T-SsTeamworkT-SsT-Ss | 5 mins |
| To help Ss know how to use the words in Task 3 correctly. | **TASK 4**: **COMPLETE THE SENTENCES WITH THE WORDS / PHRASES IN TASK 3.** *(Ex 4, p. 61)*\* Teacher asks students to work individually to complete the task.\*\* Students fill in the blanks with the most suitable words/ phrases.\*\*\* Teacher allows students to share answers before discussing as a class.\*\*\*\* Teacher can ask for translation to check their understanding.***Answer key:****1. playground**2. computer room**3. gym**4. school library**5. school garden* | T-SsSPair workT-Ss | 7 mins |
| PRODUCTION | - To help Ss practise talking about a visit to a school.- To give students authentic practice in using target language. | **TASK 5**: **WORK IN PAIRS. ASK AND ANSWER QUESTIONS ABOUT NICK’S TIMETABLE, USING *WHEN* AND *WHERE.*** *(Ex 5, p. 61)*\* Teacher models this activity with a more able student first. \*\* Teacher asks students to work in pairs. \*\*\* Teacher can go around to help weaker students. \*\*\*\* Teacher calls on some pairs to practise in front of the class.***Example***:*A: When does Nick have maths?**B: At 8 a.m. on Monday, Tuesday, and Friday.**A: And where does he have it?**B: In his classroom, room 302.* | T-SPair workT-SsPair work | 8 mins |
| WRAP-UP | To consolidate what students have learnt in the lesson. | Teacher asks students to talk about what they have learnt in the lesson. | T-Ss | 2 mins |
| HOMEWORK | To help Ss memorise the target language and skills that they have learned | Exercises in the Workbook. | T-Ss | 1 min |

**UNIT 6: A VISIT TO A SCHOOL**

**Lesson 2: A closer look 1**

I. OBJECTIVES

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

**1. Knowledge:**

- Vocabulary: school activities

- Pronunciation: correctly pronounce words that contain the sounds: /tʃ/ and /dʒ/

**2. Core competence**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

**3. Personal qualities**

- Develop self-study skills

**II. MATERIALS**

- Grade 7 textbook, Unit 6, A closer look 1

- Computer connected to the Internet

- Projector/ TV/ pictures

- hoclieu.vn

**Language analysis**

| **Form** | **Pronunciation** | **Meaning** | **Vietnamese equivalent**  |
| --- | --- | --- | --- |
| 1. entrance exam (n) | /ˈentrəns ɪɡˈzæm/ | an exam that you take to be accepted into a school | kỳ thi đầu vào |
| 2. facility (n) | /fəˈsɪləti/ | something such as a place, building, or equipment used for a particular purpose or activity | thiết bị, tiện nghi |
| 3. midterm (n) | /ˈmɪdtɜːm/ | being at the end of the first half of a term | giữa học kì |
| 4. outdoor (adj) | /ˈaʊtdɔːr/ | existing, happening, or done outside, rather than inside a building | ngoài trời |
| 5. gifted (adj) | /ˈɡɪftɪd/ | clever, or having a special ability | năng khiếu |

**Assumptions**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| Students may have underdeveloped listening, speaking and co-operating skills. | * Encourage students to work in pairs, in groups so that they can help each other.
* Provide feedback and help if necessary.
 |

Board Plan

| *Date of teaching***UNIT 6: A VISIT TO A SCHOOL****Lesson 2: A closer look 1**\*Warm-up: Pass the secretI. Vocabulary1. entrance exam (n.phr.)2. facility (n)3. midterm (n)4. outdoor (adj)5. gifted (adj)Task 1: Match the words in columns A and B to form phrases. Then say them aloud.Task 2: Complete the sentences with the phrases in Task 1.Task 3: Work in pairs. Answer the questions about your school.**II. Pronunciation**Task 4: Listen and repeat the words. What letters can we use to make the /dʒ/ sound?Task 5: Listen and repeat the chant. Pay attention to the sounds /tʃ/ and /dʒ/.**\*Homework** |
| --- |

**III. PROCEDURES**

***Notes:***

In each activity, each step will be represented as following:

\* Deliver the task

\*\* Implement the task

\*\*\* Discuss

\*\*\*\* Give comments or feedback

| **Stage** | **Stage aim** | **Procedure** | **Interaction** | **Time** |
| --- | --- | --- | --- | --- |
| WARM-UP | To activate students’ knowledge. | **GAME: PASS THE SECRET** \* Teacher explains the game rules.\*\* Students play in teams. Teacher whispers some school facilities to one member from each team (*school playground, computer room, gym, school library, …)*. The students have to pass the secrets to the person next to him / her. The last student of each team says the word out loud. The team finishing more quickly and with more correct answers is the winner.\*\*\* Teacher and students discuss the answers.\*\*\*\* Teacher confirms the answers and gives feedback. | T-SsTeamworkSs-SsT-Ss | 6 mins |
| VOCABULARY | To introduce new words. | **VOCABULARY**\* Teacher introduces the vocabulary.\*\* Teacher introduces the vocabulary by:* providing the pictures
* providing the definition of the words.

1. entrance exam (n.phr)2. facility (n)3. midterm (n)4. outdoor (adj)5. gifted (adj)\*\*\* Teacher asks students to repeat. \*\*\*\* Teacher rubs out and checks. | T-SsT-Ss | 8 mins |
| To practice the targeted language and activate the background knowledge. | **TASK 1: MATCH THE WORDS IN COLUMNS A AND B TO FORM PHRASES. THEN SAY THEM ALOUD.** *(Ex 1, p. 62)*\* Teacher asks students to look at the two columns and checks if they understand the meanings of all the words. Remind students that these words / phrases will be used again in the upcoming lessons.\*\* Teacher gets students to do the exercise in individuals.\*\*\* Ask them to share their answers in pairs before checking the answers as a class.\*\*\*\* Teacher then encourages students to explain their answers. Correct if necessary.***Answer key:****1. d 2. c 3. b 4. e 5. a* | T-SsSsPair workT-Ss | 10 mins |
| To help students practice using the phrases related to the topic.  | **TASK 2: COMPLETE THE SENTENCES WITH THE PHRASES IN TASK 1.** *(Ex 2 p. 62)*\* Teacher asks students what KEYWORD is and to pay attention to the KEYWORDS in Ex 2.\*\* Teacher asks them to do Ex 2. Students do the task individually. \*\*\* Teacher asks students to share their answers in pairs before checking the answers as a class.\*\*\*\* Teacher then encourages students to explain their answers. Correct if necessary.***Answer key:****1. gifted students**2. mid-term test**3. outdoor activities**4. school facilities**5. entrance examination* | T-SsSsPair workSs-SsT-Ss |
| To let students practise asking and answering questions about their school. | **TASK 3:** **WORK IN PAIRS. ANSWER THE QUESTIONS ABOUT YOUR SCHOOL.** *(Ex 3, p. 62)*\* Teacher sets the scene, asks some Ss to explain and checks their understanding of their roles and the situations. \*\* Then let some pairs role play the conversations in front of the class. \*\*\* Teacher allows students to cross check first.\*\*\*\* Teacher then checks pronunciation, if necessary. | T-SsPair workT-SsT-Ss |
| PRONUNCIATION | To let students practise pronouncing the /tʃ/ and /dʒ/ sounds. | **TASK 4: LISTEN AND REPEAT THE WORDS. WHAT LETTERS CAN WE USE TO MAKE THE /dʒ/ SOUND?** *(Ex 4, p. 62)*\* Teacher shows a list of words on the screen and asks Ss to listen to the recording. - Teacher asks them to note down the words they hear in the correct order. Give students a few minutes to look at the words and ask some Ss to repeat. \*\* Teacher explains the difference between the sounds: /tʃ/ and /dʒ/. Then asks Ss to practice pronouncing words in Ex. 4. - Teacher plays the recording several times, if necessary, for students to listen and repeat the words. \*\*\* Teacher allows students to cross check first.\*\*\*\* Teacher then checks pronunciation and gives feedback, if necessary.(*Teacher may let students watch the pronunciation video for this unit at this link:* <https://www.youtube.com/watch?v=Oq_9Hq-U8W0>) | T-SsT-SsT-SsT-Ss | 10 mins |
| To help students recognise the targeted sounds. | **TASK 5: LISTEN AND REPEAT THE CHANT. PAY ATTENTION TO THE SOUNDS /tʃ/ AND /dʒ/.** *(Ex 5, p. 62)*\* Teacher plays the recording twice.\*\* Students practice the chant in pairs or groups.\*\*\* Teacher goes around to offer help or correct pronunciation, if necessary.\*\*\*\* Teacher calls some students to say the sentences in front of the class. Check their pronunciation if necessary.  | T-SsPair/group workT-SsT-Ss |
| PRODUCTION | To test students' quick reaction to the targeted sounds. | **GAME: “UP AND DOWN”**\*Teacher explains the rules:*Teacher says 10 words containing the sound /tʃ/ and /dʒ/. Students stand up for the ones with the /tʃ/ sound, sit down for /dʒ/ sound.* Teacher says 10 words in this order: maturity, teenager, exchange, project, jogging, chapped, originate, kitchen, picture, jeep.\*\* Students play the game in teams.\*\*\* Teacher helps students in the game.\*\*\*\* Teacher gives feedback. | T-SsTeam workT-SsT-SS | 8 mins |
| WRAP-UP | To consolidate what students have learnt in the lesson. | Teacher asks students to talk about what they have learnt in the lesson. | T-Ss | 2 mins |
| HOMEWORK |  | - Find some more words with the sounds /tʃ/ and /dʒ/.- Prepare vocabulary for the next lesson: A closer look 2. | T-Ss | 1 min |

**UNIT 6: A VISIT TO A SCHOOL**

**Lesson 3: A closer look 2**

I. OBJECTIVES

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

**1. Knowledge:**

- Use the prepositions of time and place

**2. Core competence:**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

**3. Personal qualities**

- Develop self-study skills

**II. MATERIALS**

- Grade 7 textbook, Unit 6, A closer look 2

- Computer connected to the internet

- Projector/ TV/ pictures and cards

- hoclieu.vn

**Language analysis**

|  | **Form** | **Meaning** |
| --- | --- | --- |
| Prepositions of time | 1. in | used to show a period of time that is longer or shorter than a day (*e.g. in the morning, in 2020, …*) |
| 2. on | used to show a day or part of a day (*e.g. on Monday, on January 18th , on Christmas Day, …*) |
| 3. at | used to show a point of time (*e.g. at six o’clock, at noon, at break time, …*) |
| Prepositions of place | 1. in | inside something / a place (e.g. *in the classroom, in the school garden, in the playground*)  |
| 2. on | on the surface of something (e.g. *on the board, on the wall, on the second floor*)  |
| 3. at | shows a certain point (e.g. *at home, at school, at work*) |

**Assumptions**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| 1. Students may find confused how to use the prepositions of time/ place. | Give short and clear explanations with legible examples for each case. |
| 2. Students may have underdeveloped speaking and co-operating skills. | * Give clear instructions, give examples before letting students work in groups.
* Provide feedback and help if necessary.
 |

Board Plan

| *Date of teaching***UNIT 6: A VISIT TO A SCHOOL****Lesson 3: A closer look 2****\*Warm-up**Game: Simon says**I. Grammar focus**Prepositions of timePrepositions of place**II. Practice**Task 1: Complete the sentences, using suitable prepositions of time.Task 2: Work in pairs. Ask and answer the questions about your school.Task 3: Complete the sentences with *at, in* or *on.*Task 4: Work in pairs. Look at the pictures and answer the questions.Task 5: Complete the passage with *at, on,* or *in.* Then discuss in groups.**\*Homework** |
| --- |

**III. PROCEDURES**

***Notes:***

In each activity, each step will be represented as following:

\* Deliver the task

\*\* Implement the task

\*\*\* Discuss

\*\*\*\* Give comments or feedback

| **Stage** | **Stage aim** | **Procedure** | **Interaction** | **Time** |
| --- | --- | --- | --- | --- |
| WARM-UP | - To activate students’ prior knowledge related to the targeted grammar: prepositions of place- To increase students’ interest. | **GAME: SIMON SAYS**\* Teacher divides the class into 2-3 groups and explains the game rules:- Teacher tells students what they must do using prepositions of place, beginning with “Simon says”. (*E.g. Simon says: put the pen in the pencil case; Simon says: sit on the chairs, Simon says: put your ruler on the table, …*)\*\* Students listen to the rules of the game and can discuss with other members in their groups.\*\*\* Students play in groups.\*\*\*\* Teacher informs which group is the winner. | T-SsGroup workGroup workT-Ss | 3 mins |
| LEAD-IN | To introduce the targeted grammar: prepositions of place and prepositions of time. | - Teacher draws students’ attention to the prepositions of place in the commands.- Teacher introduces the target of the lesson: prepositions of place and prepositions of time. | T-SsT-Ss | 2 mins |
| PRESENTATION(Prepositions of time) | To have students get to know about the prepositions of time: *in, on, at.* | \*Teacher asks students to study the Grammar box. - Teacher draws students’ attention to the meaning and use of *at, in, on.*\*\* Teacher then asks some more able students to give some more examples.\*\*\* Students find out the form and the usage of prepositions of time.\*\*\*\* Teacher gives comments and writes on the board the form and the usage.***Prepositions of time****- at* is used to show a point of time (e.g. *at six o’clock, at noon, at break time*).*- in* is used to show a period of time that is longer or shorter than a day (e.g. *in the morning, in December, in 2020*).*- on* is used to show a day or part of a day (e.g. *on Monday, on January 18th, on Christmas Day*)  | T-SsT-SsSsT-Ss | 5 mins |
| PRACTICE | To check students’ understanding of the prepositions of time. | **TASK 1: COMPLETE THE SENTENCES, USING SUITABLE PREPOSITIONS OF TIME.** *(Ex 1, p. 63)*\* Teacher has students work individually. \*\* Students work individually to complete the sentences.\*\*\* Teacher lets students work in pairs and exchange the answers before checking with the whole class (explain each sentence if necessary).\*\*\*\* Teacher confirms the answers and gives feedback.***Answer key:****1. at, at**2. in**3. in**4. on**5. at* | T-SsSsPair workT-Ss | 8 mins |
|  | To check students’ understanding of the prepositions of time. | **TASK 2: WORK IN PAIRS. ASK AND ANSWER THE QUESTIONS ABOUT YOUR SCHOOL.** *(Ex 2, p. 63)*\* Teacher has students read the questions individually. Remind them that the questions with *when* are used to ask about time and the prepositions of time (in, on, at) are used in the answers. \*\* Students work in pairs to ask and answer the questions.\*\*\* Teacher calls some pairs to ask and answer the questions in front of the class.\*\*\*\* Teacher confirms the answers and gives feedback. | T-SsPair workPair workT-Ss |
| PRESENTATION(Prepositions of place) | To help students understand the use of the prepositions of place: *in, on, at.* | \* Teacher asks students to study the Grammar box. - Teacher draws students’ attention to the meaning and use of *at, in, on.*\*\* Teacher then asks some more able students to give some more examples.\*\*\* Students find out the form and the usage of prepositions of time\*\*\*\* Teacher gives comments and writes on the board the form and the usage.***Prepositions of place****- at* shows a certain point (e.g. *at home, at school, at work*)*- in* means inside something / a place (e.g. *in the classroom, in the school garden, in the playground*) *- on* means on the surface of something (e.g. *on the board, on the wall, on the second floor*)  | T-SsT-SsSsT-Ss | 5 mins |
| PRACTICE | To check students’ understanding of the prepositions of place. | **TASK 3: COMPLETE THE SENTENCES WITH *AT, IN,* OR *ON.*** *(Ex 3, p. 63)*\* Teacher asks students to read the instructions to understand how to do the activity.\*\* Teacher asks students to do the exercise individually, draws their attention to the type of words after the gaps so that they can choose the appropriate prepositions (e.g. *he … third floor* shows the surface, so they write *on* in the gap).  \*\*\* Teacher then has them work in pairs, comparing their answers. Teacher can go around helping students.\*\*\*\* If there is time, have some Ss write the answers on the board. T and other Ss comment.  | T-SsSsPair workT-Ss | 8 mins |
| To check students’ understanding of the prepositions of place. | **TASK 4: WORK IN PAIRS. LOOK AT THE PICTURES AND ANSWER THE QUESTIONS.** *(Ex 4, p. 64)*\* Teacher has students read the instructions of the activity to understand what they are going to do. Remind them that questions with *where* are used to ask about places and prepositions of place (at, on, in) are used in the answers. Check comprehension. \*\* Teacher asks students to do the exercise in pairs. \*\*\* Then call on some pairs to ask and answer the questions in front of the class. \*\*\*\* Teacher confirms the answers and gives feedback.***Suggested answers:****1. At a school / lower secondary school2. In the school garden3. On the board4. On the stage (of the school, in the meeting room)* | T-SsPair workT-SsT-Ss |
| PRACTICE | To help Ss distinguish the use of prepositions of place and prepositions of time. | **TASK 5: COMPLETE THE PASSAGE WITH *AT, ON* OR *IN.* THEN DISCUSS IN GROUPS WHICH PREPOSITIONS EXPRESS TIME AND WHICH ONES EXPRESS PLACE.** *(Ex 5, p. 64)*\* Teacher has one or two Ss say how the prepositions of time and place are used. Then ask them to read the instructions of the activity to understand what they are going to do. \*\* Students do the task individually.\*\*\* Teacher lets Ss discuss in groups and decide which prepositions express time and which ones express place. T goes around and corrects mistakes or gives help when necessary. \*\*\*\* Teacher calls on some Ss to share their answers in front of the class. If time allows, select one or two Ss to read the complete passage in front of the class. T and other Ss comment. ***Answer key:****1. in* *2. in* *3. at* *4. at* *5. on* *6. on*  | T-SsSsGroup workT-Ss | 10mins |
| WRAP-UP | To consolidate what students have learnt in the lesson. | Teacher asks students to talk about what they have learnt in the lesson. | T-Ss | 3 mins |
| HOMEWORK | Reactivate the knowledge that students have gained. | - Do exercises in the Workbook.- Teacher asks students to make sentences about themselves, using the prepositions of time and place.  | T-Ss | 1 min |

**UNIT 6: A VISIT TO A SCHOOL**

**Lesson 4: Communication**

I. OBJECTIVES

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

**1. Knowledge:**

- Vocabulary: revise vocabulary related to topic *A visit to a school*

- Grammar: structures to ask for details

**2. Core competence:**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

**3. Personal qualities**

- Develop self-study skills

**II. MATERIALS**

- Grade 7 textbook, Unit 6, Communication

- Computer connected to the internet

- Projector/ TV/ pictures and cards

- hoclieu.vn

**Language analysis**

| **Form** | **Meaning** |
| --- | --- |
| Asking for details | *\* Can you tell me more?**\* Can you tell me how?**\* Can you tell me why?* |

**Assumptions**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| 1. Students may lack information about a school. | - Prepare some photos/posters of schools and suggestions on vocabularies and structures to describe a school. |
| 2. Students may have underdeveloped listening, speaking and co-operating skills. | - Play the recording many times if necessary.- Encourage students to work in pairs, in groups so that they can help each other.- Provide feedback and help if necessary. |

Board Plan

| *Date of teaching***UNIT 6: A VISIT TO A SCHOOL****Lesson 4: Communication**\*Warm-upConversation rearranging **I. Everyday English**Task 1: Listen and read the conversation. Pay attention to the highlighted sentence.Task 2: Work in pairs. Ask and answer questions about your visit to a famous school. **II. Welcome to our school!**Task 3: Make a list of what you want to show your overseas friends about your school.Task 4: Ask and answer questions about your plan.Task 5: Read the passage and complete the table about a high school in the UK. Then discuss and fill in the information about your school. **\*Homework** |
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**III. PROCEDURES**

***Notes:***

In each activity, each step will be represented as following:

\* Deliver the task

\*\* Implement the task

\*\*\* Discuss

\*\*\*\* Give comments or feedback

| **Stage** | **Stage aim** | **Procedure** | **Interaction** | **Time** |
| --- | --- | --- | --- | --- |
| WARM-UP | To activate students’ prior knowledge and vocabulary related to the targeted structures of asking for details. | **GAME: CONVERSATION REARRANGING (Conversation in Task 1)**\* Teacher divides the class into 4 groups. Teacher delivers a set of sentences in a conversation to each group.\*\* Students will have to work in groups to arrange the sentences to make a meaningful conversation. The group with the fastest correct conversation will be the winner.\*\*\* Teacher allows students to cross check first.\*\*\*\* Teacher plays the recording to check. | T-SsGroup workSs-SsT-Ss | 3 mins |
| EVERYDAY ENGLISH | To introduce ways to ask for details.  | **TASK 1: LISTEN AND READ THE CONVERSATION. PAY ATTENTION TO THE HIGHLIGHTED SENTENCE.** *(Ex 1, p. 64)*\* Teacher lets students listen to the examples in Ex 1 in the book. \*\* Teacher draws their attention to the form of ways to ask for details.\*\*\* Teacher and students discuss the form of ways to ask for details.\*\*\*\* Teacher confirms the answers and gives feedback. | T-SsSsT-SsT-Ss | 4 mins |
| To help students get to know the ways to ask for details.  | **TASK 2: WORK IN PAIRS. ASK AND ANSWER QUESTIONS ABOUT YOUR VISIT TO A FAMOUS SCHOOL. USE STRUCTURES OF ASKING FOR DETAILS.***(Ex 2, p. 64)*\* Teacher has students read the instructions to understand what they are going to do.\*\* Students work in pairs to ask and answer questions about their visit to a famous school.\*\*\* Teacher then asks students to exchange their answer among class. \*\*\*\* Teacher gives feedback. | T-SsPair workSs-SsT-Ss | 5 mins |
| WELCOME TO OUR SCHOOL! | To let students brainstorm ideas about things they want to show their friends at school. | **TASK 3: IMAGINE THAT SOME OVERSEAS FRIENDS ARE PLANNING TO VISIT YOUR SCHOOL. MAKE A LIST OF WHAT YOU WANT TO SHOW THEM, THEN FILL IN THE NOTE.** *(Ex 3, p. 65)*\* Teacher has students read the instructions to understand what they are going to do. \*\* Students work as individuals.\*\*\* Students discuss in groups to exchange ideas. \*\*\*\* Teacher goes around and offers help, if necessary. | T-SsSsGroup workT-Ss | 15 mins |
| To give students chances to practice asking and answering questions about their plans. | **TASK 4: WORK IN PAIRS. ASK AND ANSWER QUESTIONS ABOUT YOUR PLAN.** *(Ex 3, p. 65)*\* Teacher gives instructions and asks students to read the example to understand how to start and end the conversation. \*\* Students work in pairs, ask and answer questions about their plans.\*\*\* Teacher allows students to share their answers with other pairs.\*\*\*\* Teacher calls some pairs to act out the conversations in front of the class. Teacher and other Ss comment. | T-SsPair workSs-SsT-Ss |
|  | To let students practice talking about their school. | **TASK 5: WORK IN GROUPS. READ THE PASSAGE AND COMPLETE THE TABLE ABOUT A HIGH SCHOOL IN THE UK. THEN DISCUSS AND FILL IN THE INFORMATION ABOUT YOUR SCHOOL.** *(Ex 4, p. 65)*\* Teacher has read the instructions to understand what they are going to do. Remind them that they have to read the passage and fill the information from the passage in the column of *Wilson High School*. Ask Ss to look at the table to understand what information they need to find in the passage (e.g. number of students and teachers, the subjects they study and the facilities the school has). \*\* Ss read the passage individually and fill in the column of *Wilson High School*.\*\*\* Teacher asks Ss to work in pairs and compare.\*\*\*\* Teacher calls on one or two Ss to tell about Wilson School in front of the class. \*\*\* Ss work in groups, discuss and fill in the table information about their school. \*\*\*\* Teacher goes around and listen, make suggestions and corrections if needed | T-SsSsPair workT-SsGroup work T-Ss | 15mins |
| WRAP-UP | To consolidate what students have learnt in the lesson. | Teacher asks students to talk about what they have learnt in the lesson. | T-Ss | 2 mins |
| HOMEWORK | Reactivate the knowledge that students have gained. | Do exercises in their Workbook.  | T-Ss | 1 min |

**UNIT 6: A VISIT TO A SCHOOL**

**Lesson 5: Skills 1**

I. OBJECTIVES

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

**1. Knowledge:**

- Develop reading skill about a famous school

- Develop speaking skill: Talking about one’s school

**2. Core competence:**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and teamwork

- Develop presentation skill

- Actively join in class activities

**3. Personal qualities**

- Develop self-study skills

**II. MATERIALS**

- Grade 7 textbook, Unit 6, Skills 1

- Computer connected to the internet

- Projector/ TV/ pictures and cards

- hoclieu.vn

**Language analysis**

| **Form** | **Pronunciation** | **Meaning** | **Vietnamese equivalent**  |
| --- | --- | --- | --- |
| 1. found (v) | /faʊnd/ | to bring something into existence | thành lập |
| 2. well-known (adj) | /ˌwel ˈnəʊn/ | known or recognized by many people | nổi tiếng |
| 3. royal (adj) | /ˈrɔɪəl/ | belonging or connected to a king or queen or a member of their family | thuộc về hoàng gia |
| 4. projector (n) | /prəˈdʒektər/ | a device for showing films or images on a screen or other surface | máy chiếu |

**Assumptions**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| 1. Students may lack knowledge about some lexical items. | - Provide students with the meaning and pronunciation of words. |
| 2. Students may have underdeveloped reading, speaking and co-operating skills. | - Create a comfortable and encouraging environment for students to speak.- Encourage students to work in pairs, in groups so that they can help each other.- Provide feedback and help if necessary. |
| 3. Some students will excessively talk in the class.  | - Define expectation in explicit detail.- Have excessively talkative students practise.- Continue to define expectations in small chunks (before every activity).  |

Board Plan

| *Date of teaching*UNIT 6: A VISIT TO A SCHOOL**Lesson 5: Skills 1****\*Warm-up**Game: Who is faster?**I. Reading**Task 1: Look at the pictures and answer the questions.*Vocabulary*1. found (v)2. well-known (adj)3. royal (adj)4. projector (n)Task 2: Read the passage and answer the questions.Task 3: Read the passage again and complete the table. Then report it to the class.**II. Speaking**Task 4: Work in pairs. Answer the questions with the information in the table.Task 5: Work in groups. Tell about your school.**\*Homework** |
| --- |

**III. PROCEDURES**

***Notes:***

In each activity, each step will be represented as following:

\* Deliver the task

\*\* Implement the task

\*\*\* Discuss

\*\*\*\* Give comments or feedback

| **Stage** | **Stage aim** | **Procedure** | **Interaction** | **Time** |
| --- | --- | --- | --- | --- |
| WARM-UP | - To introduce the topic of reading.- To enhance students’ skills of cooperating with teammates. | **GAME: WHO IS FASTER?**\* Teacher divides the class into 2 teams.- Members from each team take turns to the board to write the correct school facilities under the posters.- The team with more correct answers will be the winner.\*\* Students play the game in team mode.\*\*\* Teacher and students discuss the answers.\*\*\*\* Teacher confirms the answers and gives feedback.***Answer key:****1. school playground**2. school gym**3. computer room**4. school library**5. swimming pool* | T-SsTeamworkSs-SsT-Ss | 4 mins |
| PRE-READING | To lead in the reading skills. | **TASK 1: LOOK AT THE PICTURES AND ANSWER THE QUESTIONS.** *(Ex 1, p. 66)*\* Teacher asks students to work in pairs, look at the pictures and answer the questions. Encourage them to focus on the details / ideas of the photos (color of the buildings, locations, surroundings, …)*1. What can you see in the picture?**2. What do you know about them?*\*\* Students work in pairs, look at the pictures and answer the questions.\*\*\* Teacher and students discuss the questions and answers.\*\*\*\* Teacher accepts all students’ questions. | T-SsPair workT-SsT-Ss | 5 mins |
| WHILE-READING | To provide students with some lexical items before reading the text. | **VOCABULARY**\* Teacher introduces the vocabulary.\*\* Teacher asks students to get the meaning in context and try to make up sentences with the following words:1. found (v)2. well-known (adj)3. royal (adj)4. projector (n)\*\*\* Teacher and students discuss the answers.\*\*\*\* Teacher confirms student’s answers and checks their pronunciation and gives feedback.  | T-SsT-SsT-SsT-Ss | 15 mins |
| To develop the reading skill for specific information. | **TASK 2: READ THE PASSAGE AND ANSWER THE QUESTIONS.** *(Ex 2, p. 66)*\* Teacher asks students to open the book, read through the text and do the task. Teacher sets a time limit for Ss to read and do the task individually.\*\* Students read the text and do the task individually.\*\*\* Teacher allows students to share their answers in pairs before discussing as a class and encourages them to give evidence.\*\*\*\* Teacher calls some students to give the answer, explains which sentence gives them the information.***Answer key:****1. It’s in Hue (on the bank of the Huong River).**2. They were Ho Chi Minh, Vo Nguyen Giap, Xuan Dieu.**3. They are intelligent and hard-working.**4. It has two English labs.* | T-SsSsPair workT-Ss |
| To develop the reading skill for specific information. | **TASK 3: READ THE PASSAGE AGAIN AND COMPLETE THE TABLE. THEN REPORT IT TO THE CLASS.** *(Ex 3, p. 66)*\* Teacher can set a longer time limit for students to read the text again.Teacher asks students to look at the table to understand what information they have to find in the text (e.g. the name, the location, the students, and the school facilities). Explain that this task helps them focus on the information they are going to find in the text.\*\* Students work in individuals to fill the table.\*\*\* Teacher allows students to compare their answers in groups before reporting to the class.\*\*\*\* Teacher selects one or two Ss to report the information in the table in front of the class. The class listens and comments.***Answer key***:

| Name | Quoc Hoc – Hue |
| --- | --- |
| Location | on the bank of the Huong River, in Hue |
| Students | intelligent and hard-working |
| School facilities | over 50 classrooms (with TVs, projectors, computers), a swimming pool, a library, two English labs, four computer rooms, and many other modern facilities. |

 | T-SsSsGroup workT-Ss |
| PRE-SPEAKING | To help students form the ideas for their speaking. | **TASK 4: WORK IN PAIRS. ANSWER THE QUESTIONS WITH THE INFORMATION IN THE TABLE.** *(Ex 4, p. 66)*\* Teacher has Ss read the instructions to identify how to do the task, then asks them to look at the table to understand what information they are going to discuss (e.g. the name, location, students, and the facilities of their school).\*\* Teacher asks students to work in pairs, asking and answering questions about the information in the table. \*\*\* Teacher can go around to help weaker students. \*\*\*\* Teacher calls on some pairs to practise in front of the class. | T-SsPair workT-SsSs-Ss | 5 mins |
| WHILE-SPEAKING | To help students use what they practice to give a long talk about their school. | **TASK 5: WORK IN GROUPS. TELL ABOUT YOUR SCHOOL.** *(Ex 5, p .66)*\* Teacher has students work in groups, talk about their schools based on the information from Task 4.\*\* Students work in groups to do the task.\*\*\* Teacher goes around to help students. \*\*\*\* After finishing, teacher can call some groups to give presentations in front of the class. | T-SsGroup workT-SsSs | 10 mins |
| POST-READING AND SPEAKING | - To help students improve next time.- To help some students enhance their presentation skill. | \* Teacher allows students to give comments for their friends and vote for the most interesting and informative presentation.\*\* Students give comments for their friends and vote for the most interesting and informative presentation.\*\*\* Teacher and students discuss the presentations.\*\*\*\* Teacher gives feedback and comments. | T-SsSs-SsT-SsT-Ss | 3 mins |
| WRAP-UP | To consolidate what students have learnt in the lesson. | Teacher asks students to talk about what they have learnt in the lesson. | T-Ss | 2 min |
| HOMEWORK | To prepare for the next lesson. | Prepare for the next lesson: Skills 2 | T-Ss | 1 min |

**UNIT 6: A VISIT TO A SCHOOL**

**Lesson 6: Skills 2**

I. OBJECTIVES

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

**1. Knowledge:**

- listen for general and specific information about school activities.

- write a paragraph about outdoor activities at one’s school.

**2. Core competence:**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

**3. Personal qualities**

- Develop self-study skills

**II. MATERIALS**

1. Textbooks, plan

2. Equipment: computer accessed to the Internet, projector, loudspeaker

3. hoclieu.vn

**Assumptions**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| 1. Students may be lack of knowledge about school’s outdoor activities | - Prepare some suggestions on vocabularies and structures or video clips about school’s outdoor activities. |
| 2. Students may have underdeveloped listening, speaking and co-operating skills. | - Play the recording many times if necessary.- Encourage students to work in pairs, in groups so that they can help each other.- Provide feedback and help if necessary. |

Board Plan

| *Date of teaching*Unit 6: A visit to a school**Lesson 6: Skills 2**\*Warm-upGame: The hidden word**I. Listening**Task 1: Work in pairs. Look at the pictures and discuss the questions.Task 2: Listen and circle A, B or C to complete each sentence.Task 3: Listen to the interview again and answer the questions.**II. Writing** Task 4: Work in pairs. Ask and answer questions about your school’s outdoor activities.Task 5: Write a paragraph about an outdoor activity at your school.Task 6: Class gallery**\*Homework** |
| --- |

**III. PROCEDURES**

***Notes:***

In each activity, each step will be represented as following:

\* Deliver the task

\*\* Implement the task

\*\*\* Discuss

\*\*\*\* Give comments or feedback

| **Stage** | **Stage aim** | **Procedure** | **Interaction** | **Time** |
| --- | --- | --- | --- | --- |
| WARM-UP | To waken up Ss’ interest. | **Game: The hidden word**\* Teacher divides the class into 2 teams and asks members of each team to look at the screen and answer the questions. - The team which has more points or can guess the hidden word first will be the winner.\*\* Students listen and follow teacher’s instructions.\*\*\* Students play in teams and discuss before giving the answers.\*\*\*\* Teacher confirms the answers and gives feedback.**O U T D O O R**

| 1. What is this?\_ \_ \_ \_ \_ \_ \_ \_ \_ \_ (PLAYGROUND) School Zone - Commercial Playground Bundle - All People Can Play |
| --- |
| 2. My favourite \_ \_ \_ \_ \_ \_ \_ is maths. (SUBJECT) |
| 3. Mi and Phong are members of *Go Green \_ \_ \_ \_.* (CLUB) |
| 4. Quoc Hoc - Hue was \_ \_ \_ \_ \_ \_ \_ in 1986. (FOUNDED) |
| 5. The school year usually begins \_ \_ September 5th every year. (ON) |

 | T-SsT-SsTeam workT-Ss | 5 mins |
| PRE-LISTENING | To lead in the lesson. | **TASK 1: WORK IN PAIRS. LOOK AT THE PICTURES AND DISCUSS THE QUESTIONS.** *(Ex 1, p. 67)*\* Teacher asks students to look at the pictures and think about the outdoor activities they do (e.g. clean the streets in picture a, grow vegetables in picture b) and why they do these activities (e.g. to clean the environment, …)\*\* Students quickly discuss with a partner. \*\*\* Teacher asks some pairs to act out the dialogue in front of the class.\*\*\*\* Teacher gives feedback. | T-SsPair workT-SsT-Ss | 3 mins |
| WHILE-LISTENING | To help students develop listening skills for general information.  | **Task 2: Listen to an interview between a reporter and two students. Circle the appropriate option (A, B, or C) to complete each sentence.**\* Teacher asks students to read the instructions and identify how to do the task, then has students read the questions and guess the option that can be used to complete the sentences. \*\* Teacher plays the recording once or twice, if necessary.\*\* Students listen and circle the answer.\*\*\* Teacher allows students to peer check first.\*\*\*\* Teacher confirms the answers and gives feedback.***Answer key***:*1. C**2. B**3. A**4. A****Audio script:****Reporter: Hello, Trang and Phong. Can you tell me something about your school outdoor activities?**Trang: Well. School is great. We are busy with our subjects, but we really enjoy the opportunities we have for outdoor activities.**Reporter: Great. What types of outdoor activities do you take part in?**Trang: I’m a member of a club called Go Green Club. And we do lots of activities.**Reporter: What activities, for example?**Trang: Well, our members clean streets on Saturday afternoons. We also encourage our classmates to recycle glass, cans, and paper.**Reporter: Wonderful! I’m sure your activities help us protect our environment. What about you, Phong? What outdoor activities do you do?**Phong: Well. I’m a member of the Green Garden Club. We grow vegetables in the school garden after school. Our school canteen uses the vegetables for our lunches.**Reporter: Sounds interesting. And …* | T-SsT-SsSsPair workT-Ss | 10 mins |
| To help students develop listening skills for specific information.  | **TASK 3: LISTEN AGAIN AND ANSWER THE QUESTIONS.** *(Ex 3, p. 67)*\* Teacher asks students to read the questions and to focus on the key information and underline the keywords.\*\* Teacher plays the audio again. Ask students to listen and give short answers.\*\*\* Teacher lets students peer-check with a partner. \*\*\*\* Teacher calls some students to give the answers to the class and correct the mistakes where necessary, encourages students to explain their answers, and shares some tips on finding the information. ***Answer key:***1*. They encourage their classmates to recycle glass, cans, and paper.**2. The reporter thinks their activities protect the environment.**3. They grow vegetables in the school garden after school.* | T-SsT-SsPair workT-Ss |
| PRE-WRITING | To prepare language material for students to write about school’s outdoor activities. | **TASK 4: WORK IN PAIRS. ASK AND ANSWER QUESTIONS ABOUT YOUR SCHOOL’S OUTDOOR ACTIVITIES.** *(Ex 4, p. 67)*\* Teacher asks students to read the questions individually. Draw the attention to three pieces of information.\*\* Students work in pairs, answer the questions and take notes.\*\*\* Teacher goes around and helps if needed. \*\*\*\* Others comment and write them in their notebooks | T-SsPair workT-SsSs-Ss | 5 mins |
| WHILE-WRITING | To teach students how to write a passage about school’s outdoor activities. | **TASK 5: WRITE A PARAGRAPH OF ABOUT 70 WORDS ABOUT AN OUTDOOR ACTIVITY AT YOUR SCHOOL.** *(Ex 5, p. 67)*\* Teacher shows a model of a short paragraph about a school’s outdoor activity. Then recalls students’ knowledge on the structure of a paragraph.\*\* Teacher tells students to write a paragraph about their school’s outdoor activities using the suggested ideas in Task 4. Teacher gives students some time to arrange the work within the groups and give each group a A2-sized plain card with some colors. * Teacher allows students time to write a paragraph (about 70 words).

\*\*\* Teacher allows students to cross check first.\*\*\*\* Teacher gives feedback. | T-SsGroup workSs-SsT-Ss | 15 mins |
| POST-LISTENING & WRITING | To peer check, cross check and final check students’ writing. | **Task 6: CLASS GALLERY** **🡪 Giving peer-reflection & evaluation**\* Teacher asks students to stick their “productions” onto the board. \*\* Students can go and see others’ work.\*\*\* Students then give comments to each other.\*\*\*\* Teacher then gives feedback as a class discussion. | T-SsSs-SsSs-SsT-Ss | 4 mins |
| WRAP-UP | To consolidate what students have learnt in the lesson. | Teacher asks students to talk about what they have learnt in the lesson. | T-Ss | 2 min |
| HOMEWORK | To allow students finalize their paragraph after being checked by friends and the teacher. | Prepare for the next lesson: Lesson 7 - Looking back and Project. | T-Ss | 1 min |

**UNIT 6: A VISIT TO A SCHOOL**

**Lesson 7: Looking back & Project**

I. OBJECTIVES

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

**1. Knowledge**

- Review the vocabulary and grammar of Unit 6

- Apply what they have learnt (vocabulary and grammar) into practice through a project

**2. Core competence**

- Develop communication skills and creativity

- Develop presentation skill

- Develop critical thinking skill

- Be collaborative and supportive in pair work and team work

- Actively join in class activities

**3. Personal qualities**

- Be more creative when doing the project

- Develop self-study skills

**II. MATERIALS**

- Grade 7 textbook, Unit 6, Looking back & Project

- Computer connected to the Internet

- Pictures, A0 paper

- Projector/ TV

- hoclieu.vn

**Assumptions**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| 1. Students may have underdeveloped speaking, writing and co-operating skills when doing the project. | - Encourage students to work in pairs, in groups so that they can help each other.- Provide feedback and help if necessary. |
| 2. Some students will excessively talk in the class.  | - Define expectation in explicit detail.- Have excessively talkative students practise.- Continue to define expectations in small chunks (before every activity).  |

Board Plan

| *Date of teaching*Unit 6: A visit to a school**Lesson 7: Looking back & Project****\* Warm-up**Brainstorming: School facilities**I. Looking back**Task 1: Find the words and phrases that match the definitions.Task 2: Complete the sentences with the words and phrases in Task 1.Task 3: Complete the sentences with appropriate prepositions of place or time.Task 4: Read the passage and fill in the gaps with prepositions of time or place.**II. Project**My favourite school**\*Homework** |
| --- |

**III. PROCEDURES**

***Notes:***

In each activity, each step will be represented as following:

\* Deliver the task

\*\* Implement the task

\*\*\* Discuss

\*\*\*\* Give comments or feedback

| **Stage** | **Stage aim** | **Procedure** | **Interaction** | **Time** |
| --- | --- | --- | --- | --- |
| WARM-UP | - To revise the vocabulary related to the topic and lead in the next part of the lesson.- To enhance students’ skills of cooperating with teammates. | **BRAINSTORMING: SCHOOL FACILITIES**\* Teacher divides the board, and divides the class into 2 teams.\*\* Members of each team take turns and write as many school facilities as possible in 2 minutes.\*\*\* Students cross check their answers first. \*\*\*\* Teacher confirms the answers and gives feedback. The group having more correct answers is the winner. | T-SsTeam workSs-SsT-Ss | 3 mins |
| LOOKING BACK | To help students revise vocabulary | **VOCABULARY****TASK 1: FIND THE WORDS AND PHRASES FROM THIS UNIT THAT MATCH THESE DEFINITIONS.** *(Ex 1, p. 68)*\* Teacher encourages students to complete the task individually.\*\* Students do the task individually.\*\*\* Students exchange their textbooks with their partners.\*\*\*\* Teacher gives feedback as a class discussion.***Answer key****:**1. well-known**2. (school) facilities**3. an entrance exam (examination)*4. gifted students5. outdoor activities | T-SsSsPair workT-Ss | 17 mins |
| To help students use the words / phrases in Task 1 to complete the sentences. | **TASK 2: COMPLETE THE SENTENCES WITH THE WORDS AND PHRASES IN TASK 1.** *(Ex 2, p. 68)*\* Teacher asks students to work in pairs, discussing what word / phrase can be used to complete each of the sentences.\*\* Students work in pairs and discuss.\*\*\* Teacher calls some students to read the complete sentences aloud.\*\*\*\* Teacher gives feedback and comments.***Answer key***:*1. gifted students**2. outdoor activities**3. (school) facilities**4. an entrance exam**5. well-known* | T-SsPair workT-SsT-Ss |
| To help students revise prepositions of time and place. | **GRAMMAR****TASK 3: COMPLETE THE SENTENCES WITH APPROPRIATE PREPOSITIONS OF PLACE OR TIME.** *(Ex 3, p. 68)*\* Teacher has Ss read the instruction to know what they have to do. Draw their attention to the prepositions of time and place that they have learnt in the unit and which one can be used to complete the sentences.\*\* Students complete the task individually.\*\*\* Students exchange their textbooks with their partners.\*\*\*\* Teacher gives feedback as a class discussion.***Answer key:***1. on 2. in 3. in 4. on 5. at | T-SsSsPair workT-Ss |
| To help students revise the use of prepositions of time and place in a context. | **TASK 4: READ THE PASSAGE AND FILL IN THE GAPS WITH PREPOSITIONS OF TIME OR PLACE.** *(Ex 4, p. 68)*\* Teacher asks students to do individually first. \*\* Students complete the task individually.\*\*\* Teacher then asks them to check their answers with a partner before discussing the answers as a class. \*\*\*\* Teacher reminds students to keep a record of their original answers so that they can use that information in their *Now I can...* statement.***Answer key***:1. at2. in3. in4. On5. in6. at | T-SsSsPair workT-Ss |
| PROJECT | To allow students to apply what they have learnt (vocabulary and grammar) into practice througha project. | **MY FAVOURITE SCHOOL**\* Teacher has students work in groups as divided in Lesson 1 and gives instructions to students as follow:1. Review about the information they have filled in the table at home:

| Name of the school |  |
| --- | --- |
| Location |  |
| Subjects at school |  |
| School facilities |  |
| Outdoor activities |  |

2. Discuss and finalize in groups.3. Look at the table and tell the class about that school\*\* Students do the project in groups.\*\*\* Students vote for the best presentation.\*\*\*\* Teacher gives feedback. | T-SsGroup workSs-SsT-Ss | 22 mins |
| WRAP-UP | To consolidate what students have learnt in the lesson. | Teacher asks students to talk about what they have learnt in the lesson. | T-Ss | 2 mins |
| HOMEWORK | To prepare for the next lesson. | Prepare for the next lesson: Unit 7 - Lesson 1:Getting started. | T-Ss | 1 min |