Date of preparing: ………………………………….

Date of teaching: ………………………………….

**Period……**

**UNIT 2: SCHOOL**

**Lesson 1 - Part 1 (Page 14) - Vocabulary and Listening**

**I. OBJECTIVES**

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

**1. Knowledge**

- talk about school subjects they like or don’t like.

- use some sentences / phrases to pass turn to someone after finishing speaking.

- listen for gist and details about school subjects.

**2. Ability**

- improve Listening and Speaking skills.

**3. Quality**

**-** have positive attitude in English language learning so that they actively participate in all classroom activities, especially with the topic “School” conducted by the teacher.

- love their school, identify their favorite subject(s) and even orient themselves to what they want to do in the future, using the knowledge from the subject(s) they like.

**II. TEACHING AIDS AND LEARNING MATERIALS**

Lesson plan, PPT slides, student’s book, workbook, notebook, personal computer (if any), projector/TV, speakers, DCR & DHA on EDUHOME, handouts…

**III. PROCEDURES**

**A. Warm up: (5’)**

**a) Objectives:** to introduce the new lesson and set the scene for Ss to acquire new language; to get students' attention at the beginning of the class by means of enjoyable and short activities as well as to engage them in the steps that follow.

**b) Content:** introduction of new words about subjects at school.

**c) Product:** Ss can review the names of some subjects they used to learn and getting to know some new ones.

**d) Competence**: collaboration, communication, critical thinking.

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s Activities** | **Students’ Activities** |
| - Give greetings  - Check attendance   * **Option 1: Game “CROSSWORD PUZZLE”**   - Explain the rules of the game  - Design the game “crossword Puzzle” with words and pictures about what Ss study at school  - Let Ss play the game, encourage Ss to guess the key word  - If any S can give the correct key word, T hasn’t confirmed yet, the game will be continued until the keyword is opened (to check whether his/her answer is correct or not and to let other Ss take part in the game eagerly)  - Give a small gift to the Ss who is the fastest to give the correct key word  - Give feedback and lead to the new lesson     * **Option 2: Game “DRAWING”**   - Ask Ss to work in groups of 4 or 5  - Ask each group to choose a subject they like best, then draw a simple picture to illustrate their subject, using a piece of paper (or extra board) given by the teacher  - Set limited time for drawing (about 2 minutes)  - Call Ss to hang their pictures on the board and ask Ss from different groups to look at the pictures and guess the name of the subjects  - Give feedback and lead to the new lesson | -Greet T  - Listen  - Take part in the game by answer the questions in horizontal line (not in order) and try to guess keyword in the vertical column  - Form groups  - Draw a picture to illustrate a subject  - Look and give answers |

**B. New lesson (35’)**

* **Activities 1: Vocabulary (15’)**

**a) Objective:** Ss know more about school subjects and talk about what subjects they like or don’t like.

**b) Content:**

**-** Vocabulary study

**-** Speaking

**c) Products:** Ss can know how to pronounce the new words correctly and use them in appropriate situations.

**d) Competence**: Communication, collaboration, presentation, analytical skill

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s Activities** | **Students’ Activities** |
| **a. Number the pictures. Listen and repeat**   * **Option 1: Matching**   - Divide class into 2 sides  - Give 8 pictures (A-H) to the first side and 8 vocabularies with the number (printed in 8 pieces of paper) to the other one  - Ask Ss to go round and try to match the vocabularies with the pictures  - Have Ss hang pairs of pictures and vocabularies on the board  - Play the audio for Ss to check their answers  - Make comments, correct Ss’ answers if needed  - Guide Ss to pronounce the vocabularies correctly, then ask them to read aloud   * **Option 2:**   - Ask Ss to work in pairs to number the pictures  - Play the audio for Ss to check their answers, let Ss repeat after listening to each word  - Call some Ss to read the words aloud, check pronunciation if necessary  **b. Note 3 more subjects. Discuss if you like them**   * **Option 1:**   - Have Ss note 3 more subjects they know (Ss can use words from the warmup activity – more than 3 answers: acceptable)  - Let Ss practice in pairs, asking and answering:  *Do you like…. (name of subject)?*  *Yes, I do / No, I don’t*  - Encourage Ss to be creative, add more information to make their dialogue more interesting  - Call some pairs to act out the dialogue in front of the class  - Make comments on Ss’ presentation, give evaluation (marks) if necessary   * **Option 2: Survey**   - Ask Ss to list more subjects they know  - Have Ss work in groups to ask, answer about the subjects they like or dislike and fill in the survey paper:    - Call some Ss to share their survey results with the class | - Receive the material  - Go and match  - Hang pictures and vocabularies  - Listen and check  **Answer keys**  A-8 B -4 C-1 D-5  E-6 F-7 G-3 H-2  - Listen and take notes  - Pronoun the words  - Work in pairs  - Listen and check  - Pronoun the words  - Work in pairs  - Practice  **Suggested dialogue**  A: Do you like Music?  B: Yes, I do  A: Why do you like it?  B: Because it’s interesting  A: Do you like Math?  B: No, I don’t / Not really  A: Why?  B: Because it’s difficult.  A: So, what is your favorite subject?  B: It’s English.  - Add more subjects  - Work in groups  **Expected answers/Sample answers**  *In my group, Lan likes Math and Music, but she doesn’t like Physics because it’s difficult.*  *Minh likes P.E because he’s very active.*  *Phong likes Math*  *….*  *In my group, the subject that has the most students like is Math.* |

* **Activity 2: Listening (20’)**

**a) Objective:** Ss can make questions or answer the questions to develop a conversation, and they can aslo finish the listening task in the textbook.

**b) Content:**  Listening to 2 students talking about school subjects, listening for gist and detail

**c) Products:** Ss can produce the new language successfully and apply the useful language to the listening task in everyday communication.

**d) Competence**: Collaboration, communication, critical thinking skills (guessing/ reasoning), presentation.

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s Activities** | **Students’ Activities** |
| * **Option 1:** Follow the order of activity: a, b, c   **a. Listen to Adrian and Sarah talking about school subjects. Who likes more school subjects?**  - Have Ss look at the questions and underline key words  - Play the audio once. Have Ss listen and answer the question  - Check answers as a whole class  **b. Now, listen and fill in the blanks**  - Have Ss look at the uncompleted sentences in this task  - Play the audio once. Have Ss listen and fill in the blanks  - Check answers as a whole class  **c. Conversation skill**  - Have Ss listen to the audio again and pay attention to the sentences / phrases that the speakers use to pass their turn  - Call Ss to give answers  - Give feedback, and provide more ways to pass turn  *How about you?*  *What about you?*  *And you?*  *What do you think?*  *…*  - Ask Ss to use these sentences / phrases to make up simple dialogues about school and subjects  - Have Ss present   * **Option 2:** Follow a different order of activities: c, a, b | - Look at the questions, underline key words  - Listen and answer the question  - Check answers  **Answer key:** Sarah  - Look and read  - Listen and fill in the blanks.  - Check answers  **Answer keys**  1. art 2. P.E  3. geography 4. P.E  - Listen to the dialogue again and find how the speakers pass their turn.  - Give answers  - Listen and take notes  - Work in pairs  - Act out the dialogue |

**C. Consolidation (3’)**

**\* School subjects**: P.E, I.T, music, geography, physics, literature, biology, math, English, history, chemistry…

**\* Asking and answering about school subjects you like / don’t like:**

Do you like…. (Name of subject)?

Yes, I do / No, I don’t

**\* Ways to pass your turn in speaking:**

How about you?

What about you?

And you?

What do you think?

**D. Homework (2’)**

- Learn by heart the vocabulary about subjects

- Practice asking and answering about school subjects, using some phrases / sentences to pass your turn

- Do exercises in Workbook: Lesson 1 - New words (page 8) and Listening (page 9)

- Prepare: Lesson 1 – Grammar (page 15 – SB)