**UNIT 6: OUR SCHOOL FACILITIES**

**Lesson 1 – Activity 1 - 3**

**I. OBJECTIVES**

By the end of the lesson, pupils will be able to:

**1.** **Language knowledge & skills**

- Understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about the location of a school*.*

- Correctly say the words and use *Where’s your school? – It’s in the \_\_\_\_\_.* to ask and answer questions about the location of a school.

- Enhance the correct use of *Where’s your school? – It’s in the \_\_\_.* to ask and answer questions about the location of a school in a freer context.

**2.** **Competences**

- Communication and collaboration: work in pairs and groups to complete the learning tasks

- Self-control & independent learning: perform listening tasks

**3.** **Attributes**

- Show pride in where they’re from and great respect for other people’s locations by using appropriate gesture and intonation when asking and answering about school locations.

**II.** **RESOURCES AND MATERIALS**

- Student’s book: Page 44

- Audio tracks 57, 58

- Teacher’s guide: Pages 87, 88, 89

- Website *hoclieu.vn*

- Flash cards/ pictures and posters (Unit 6)

- Computer, projector, …

**III. PROCEDURE**

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| **Procedure** | **Teacher’s activities** | **Pupils’ activities** |
| **Warm-up and review:** 5 minutes | | |
|  | Greet the class.  - Sing the song in *Unit 5 - Lesson 2: Things they can do* | Whole class |
| **EXPLORATION**  **Activity 1. Look, listen and repeat.**  5 minutes | | |
| a. Goal | ﻿To understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about the location of a school. | |
| b. Input | – Context a: ﻿  Hung: *Where’s your school, Lucy?*  Lucy: *It’s in the city.*  – Context b:  ﻿Lucy: *And where’s your school, Hung?*  Hung: *It’s in the mountains.* | |
| c. Outcome | ﻿Pupils can understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about the location of a school. | |
| d. Procedure | **﻿Step 1:** Ask pupils to look at Pictures *a* and *b* and guess the locations of the schools.  **Step 2:** Ask pupils to look at Picture *a*. Play the recording for them to listen.  **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 repeat the sentences in the recording.  **Step 5:** Draw pupils’ attention to the question *Where’s your school?* and the answers: *It's in the city.* and *It’s in the mountains*. Tell pupils that they are a question and answers about the location of a school | Whole class/ Individual work  Pair work  Whole class/ Individual work |
| **KNOWLEDGE CONSTRUCTION**  **Activity 2. Listen, point and say.**  10 minutes | | |
| a. Goal | ﻿To correctly say the words and use *Where’s your school? – It’s in the* \_\_\_\_\_. to ask and answer questions about the location of a school. | |
| b. Input | – Picture cues:  ﻿**a.** a school in the mountains  **b.** a school in the village  **c.** a school in the city  **d**. a school in the town  – Speech bubbles: *Where’s your school? – It’s in the \_\_\_\_\_.* Audio script: *﻿****a****. mountains* ***b.*** *village* ***c.*** *city* ***d.*** *town*  ***a.*** *A: Where’s your school?*  *B: It’s in the mountains.*  ***b.*** *A: Where’s your school?*  *B: It’s in the village.*  ***c.*** *A: Where’s your school?*  *B: It’s in the city.*  ***d.*** *A: Where’s your school?*  *B: It’s in the town.* | |
| c. Outcome | Pupils can correctly say the words and use *Where’s your school? – It’s in* *the \_\_\_\_\_.* to ask and answer questions about the location of a school. | |
| d. Procedure | ﻿**Step 1:** Have pupils look at the pictures and elicit the locations of schools.  **Step 2:** Have pupils point at Picture *a* (*mountains*), listen to the recording and repeat the word (*mountains*). Repeat the same procedure with Pictures *b, c* and *d*. Have the class repeat the words a few times.  **Step 3:** Point at the first bubble and have pupils listen to and repeat after the recording (*Where’s your school?*). Point at Picture *a* and have pupils listen to and repeat after the recording (*It’s in the mountains.*). Repeat the same procedure with the other three pictures.  ﻿**Step 4:** Divide the class into two groups to take turns repeating the question and the answer in Picture *a* until they feel confident. Repeat the same procedure with Pictures *b,* *c* and *d*.  **Step 5:** Put pupils in pairs and have them practise asking and answering with the pictures. Invite a few pairs to point at the pictures and say the questions and answers in front of the class. Correct their pronunciation where necessary. | Whole class/ Individual work  Group work  Pair work |
| **PRACTICE**  **Activity 3. Let’s talk.** 8 minutes | | |
| a. Goal | ﻿To enhance the correct use of *Where’s your school?* *– It’s in the \_\_\_.* to ask and answer questions about the location of a school in a freer context. | |
| b. Input | ﻿– Picture cues: some paintings of schools; the boy painting one of them and talking with the girl  – Speech bubbles: *Where’s your school? – \_\_\_\_\_.* | |
| c. Outcome | ﻿Pupils can enhance the correct use of *Where’s your school? – It’s in the \_\_\_\_\_.* to ask and answer questions about the location of a school in a freer context. | |
| d. Procedure | ﻿**Step 1:** Draw pupils’ attention to the two speech bubbles. Read the question aloud and ask pupils to repeat it. Ask pupils to look at the second bubble and identify what the answer should be. Give an example answer *It’s in the* *village*. Get pupils to repeat the question and the answer several times.  **Step 2:** Have pairs of pupils practise asking and answering questions about the locations of the schools in the paintings. Go around the classroom to observe and provide help.  **Step 3:** Invite some pairs to practise asking and answering questions about the locations of the schools in front of the class and correct their pronunciation where necessary. | Whole class/ Individual work  Pair work |
| **Fun corner and wrap-up:** 5 minutes | | |
|  | + Play a game: **Doraemon English Game**  - Divide the class into 3 groups.  - Pupils look at the pictureand choose the correct words or fill in the blank to complete the sentences.  - Give point to the winner.  + Ask students to answer the following questions:  1. *What have you learnt from the lesson today?*  (﻿Use *Where’s your school? – It’s in the \_\_\_.* to ask and answer questions about the location of a school.)  2. *What are the core values of the lesson?*  (Show pride in where they’re from and great respect for other people’s locations by using appropriate gesture and intonation when asking and answering about school locations.) | Group work |