Period 46  **UNIT 7: CLASSROOM INSTRUCTIONS**

 Lesson 2 – A 1-3/Period 3

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| I**. OBJECTIVES** |  |
| Language | By the end of the lesson, pupils will be able to:use the words open, close, stand up, sit down, go out, come in, speak, English, Vietnamese and please in relation to the topic “Classroom instructions”;use May I \_\_\_\_? – Yes, you can. / No, you can’t. to ask for and give permission ;listen to and demonstrate understanding of communicative contexts in asking for and giving permissionask for and give permission correctly and confidently. |
| Core competencies | communication, planning and organization, stress tolerance, and initiative |
| General competencies | Oral Communication: practice asking for and giving permissionSelf-control & independent learning: perform listening & speaking tasksCommunication and collaboration: work in pairs or groupsSociability: talk to each other, say good words to others |
| Attributes | Diligence: complete learning tasksLeadership: collaborate with teachers to enhance language skills |
| **II. RESOURCES AND MATERIAL**: |
|  | Student’s book Page 52Audio Tracks 70, 71Teacher’s guide Pages 93, 94, 95Website sachmem.vnFlashcards/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 activities | Pupils’ activities | Note |
| Warm-up and review: 5 minutes |
|  | Greet the class.Option 1: Sing the song in Unit 3, Lesson 1.Ask pupils to sing the songInvite some of them to come to the board to role play, the rest of the pupils will sing.Option 2: Play game Sit down, please! (Unit 7, Lesson 1).Ask pupils to give instructions for his / her group to act out. Give points for the groups and encourage them.Option 3: Game: Jigsaw PuzzleDivide the class into 2 teams. Have pupils guess, complete the jigsaw puzzle pictures and say the right sentences. | Whole classGroup workIndividual work/ Group work |  |
| **EXPLORATION**: Activity 1. Look, listen and repeat. 8 minutes |
| a. Goal: | To correctly say the words and use May I \_\_\_\_\_? and Yes, you can. / No, you can’t. to ask for and give permission. |  |
| b. Input: | – Context a: Ben: May I open the book? Mr Long: No, you can’t.– Context b: Mai: May I go out? Mr Long: Yes, you can. |  |
| c. Outcome: | Pupils can understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on asking for and giving permission. |  |
| d. Procedure: | Step 1: Have pupils look at Pictures a and b and identify the characters in the pictures.Step 2: Ask pupils to look at Picture a. Play the recording for them to listen. Play the recording again, sentence by sentence, for pupils to listen and repeat. Follow the same procedure with Picture. b Correct their pronunciation where necessary.Step 3: Play the recording again for pupils to listen and repeat in chorus sentence by sentence.Step 4: Invite a few pairs to the front of the class to listen and repeat the sentences in the recording.Step 5: Draw their attention to the question May I open the book? and the answers No, you can’t. and Yes, you can. Tell pupils that they are used to asking for and give permission. | Whole classWhole classWhole class/ Individual workPair workIndividual work |  |
| KNOWLEDGE CONSTRUCTION:Activity 2. Listen, point and say. 9 minutes |
| a. Goal: | To correctly say the words and use May I \_\_\_\_ ? and Yes, you can. / No, you can’t. To ask for and give permission |  |
| b. Input: | – Picture cues:a. A boy asks Mr Long for his permission to leave the classroom.b. A boy asks Mr Long for his permission to speak Vietnamese.c. A girl asks the teacher for her permission to open her book.d. A boy asks Ms Hoa for her permission to sit down.– Speech bubbles: May I \_\_\_\_\_? – Yes, you can. / No, you can’t. Audio script:a. go out / yes                     b. speak Vietnamese, yesc. open the book / no          d. sit down, no A: May I go out? B: Yes, you can.A: May I open the book? B: No, you can’t |  |
| c. Outcome: | Pupils can correctly say the words and use May I \_\_\_\_\_ ? and Yes, you can. / No, you can’t. to ask for and give permission. |  |
| d. Procedure: | Step 1: Have pupils look at the pictures and identify the characters.Step 2: Have pupils point at Picture a, listen to the recording and repeat the phrase and word (go out / yes). Follow the same procedure with the other three pictures.Step 3: Point at Picture a and have pupils listen and repeat after the recordings Point at Picture c and have pupils listen and repeat after the recording (May I open the book? – No, you can’t).Step 4: Have pairs practise asking for and giving permission using May I \_\_\_\_\_\_? – Yes, you can. / No, you can’t. with Pictures b and d.Step 5: Invite a few pairs to point at the pictures and say the questions and answers in front of the class. Game: Slap the board.Divide the class into four teams. Stick the pictures of activities on the board. Teacher says a sentence, a pupil from each team has to point/slap the right picture and says the sentence again. The one says faster will get points.  | Whole class/ Individual workWhole class/ Individual workWhole class/ Individual workPair workPair workGroup work |  |
| PRACTICE: Activity 3. Let’s talk. 8 minutes |
| a. Goal: | To enhance the correct use of May I ? and Yes, you can. / No, you can’t. to ask for and give permission |  |
| b. Input: | – Picture cue: A picture of a classroom in which pupils are asking the teacher for her permission to open the book / speak Vietnamese / come in / go out– Speech bubbles: May I ? –Yes, / No, I . |  |
| c. Outcome: | Pupils can enhance the correct use of May I ? and Yes, you can. / No, you can’t. to ask for and give permission. |  |
| d. Procedure: | Step 1: Draw pupils’ attention to the picture. Ask questions to help them identify the context (see Input).Step 2: Put pupils into pairs and encourage them to ask for permission and give answers. Go around the classroom to offer support.Step 3: Invite some pairs of pupils to come to the front of the class to perform.Matching gamePrepare pictures and  sentence cards. Three pupils hold the pictures and three others hold the sentences. Ask them to find and match. Praise the ones who finish the matching. Then ask the class to look and say aloud. | Whole class/ Individual workPair workPair workIndividual work/ Whole class |  |
| Fun corner and wrap-up: 5 minutes |  |
|  | Option 1:Use sachmem.vn, have pupils look at the words in the pictures of Lesson 2 and repeat after the recordings.Option 2:Game: Sentence PuzzleDivide the class into groups of four. Give each group a sentence that is broken/cut into pieces. Ask them to arrange them to make a complete sentence, then read it aloud.The group that makes it first will be the winner.Option 3: Game: Candy or chilly?- Divide the class into 2 teams.- Each team chooses one square to go to the question.- Have pupils look, read and choose the right option.- Back to the menu for another question.- Pupils continue taking turns to play until all the squares are revealed.- The team with more points is the winner. | Whole classGroup workGroup work |  |

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