**UNIT 14 – TRAVELLING**

**LESSON 1 – PERIOD 1**

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| **Week 32- Period 126** | |
| **Class** | **Teaching date** |
| **4A** | **23/04/2024** |

1. **OBJECTIVES:**

**By the end of the lesson, students will be able to** **achieve the following objectives:**

1. **Knowledge:**

* Vocabulary: Remember words about places *(island, mountain, village, waterfall)* and means of transport *(coach, taxi, train)* and understand their meanings.

1. **Skills:**

* Listening: Recognize the words about places and means of transport.
* Reading: Comprehend or translate the words about places and means of transport.
* Speaking: Say the words about places and means of transport fluently.
* Writing: Remember and write the words about places and means of transport correctly.

1. **Competencies:**

* Self-study: Students can perform individual tasks and solve problems by themselves.
* Co-operation: Students are ready to help friends in pair work/ group work.
* Communication: Students are confident in communicating with their friends/teachers.
* Linguistic: Students can understand and use vocabulary/ structures learnt to meet specific communication needs.

1. **Qualities:**

* Be friendly and respectful to others.
* Love English, friends and teachers.
* Be honest; be confident to raise their opinion.
* Be hard-working and willing to get involved in the lesson and complete the required exercises/tasks.

1. **TEACHING AIDS:**

Text books, flash cards, board, chalks, computer, projector or TV,…

1. **TEACHING PROCEDURE:**

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| **1. Warm up (5’)** | | | | |
| **1.1. Aim:**   * Create a friendly and exciting atmosphere before the lesson. * Students have positive energy to start the lesson.   **1.2. Content:**   * Play a warm-up song. * Group division. * Class rules.   **1.3. Outcome:**   * Students get engaged in the lesson, well behaved and stay focused | | | | |
| **Procedure:** | | **Teacher’s activities** | **Student’s activities** | |
| * Greet students. * Divide the class into 3-4 groups. * Ask students some questions to recognize their teams. * Play a warm-up song: Let's Go on a Trip   [*https://www.youtube.com/watch?v=\_J6SysVkR9g*](https://www.youtube.com/watch?v=_J6SysVkR9g)   * Remind students of the words and structure they learnt in previous lesson by flashcards and book. | * Greet teacher. * Listen and follow the class rules. * Answer teacher’s questions. * Sing a song. * Review previous lesson. | |
| **2. Presentation (10’): Act 1. Listen and repeat.** | | | | |
| **2.1. Aim:**   * Students get seven words about places and means of transport. * Develop students’ listening skills. * Develop students’ reading skills. * Develop students’ speaking skills.   **2.2. Content:**   * Listen and repeat. * Drilling.   **2.3. Outcome:**   * Remember the words about places and means of transport and understand their meanings. * Get correct pronunciation. * Create a fun and productive learning environment. | | | | |
|  | | **Teacher’s activities** | **Student’s activities** | |
| **Procedure:** | | * Focus students’ attention by asking some questions: *“Class, where do you usually go on holidays or weekends? How do you go there?”* * Ask students to look at the picture in the book (or show it on the screen) and say: *“There are a lot of beautiful places in the picture. People travel there by different means of transport.”.* * Ask students to look at the screen and listen to the audio CD *(Track 84)* twice. * Ask students to listen and repeat word by word. | - Answer the questions.  - Listen to the audio. | |
| * Do choral and individual repetition and check students' pronunciation. * Use flashcards to practice by raising high and low. If the teacher raises the flashcards high, students read aloud and if the teacher raises them low, students read softly. * Correct students’ pronunciation mistakes and instructs students to say using proper intonation.   **Game: Slow Motion**   * Each turn, teacher reveals the flashcards slowly to the whole class. * Which student guess it fast and correctly will gain 1 star for the whole team. * Call that student to read the full word with the flashcard and have the class repeat. * Teacher can make adaptations by showing the flashcards faster/ half of the flashcard. | - Listen and repeat.  - Play the game. | |
| **3. Practice (10’): Act 2. Tick (🗸) the correct picture. Say.** | | | | |
| **3.1. Aim:**   * Help students to practice and memorize what they have learnt. * Develop students’ reading skills. * Develop students’ speaking skills.   **3.2. Content:**   * Tick (🗸) the correct picture. * Say the sentences.   **3.3. Outcome:**   * Identify and understand the words about places and means of transport. * Do the task correctly. | | | | |
| **Procedure:** | | **Teacher’s activities** | **Student’s activities** | |
| * Ask students to look at the picture and ask students *“Who can say the names of the items in the picture?”* and pick one students to answer. * Tell students that they are going to read some sentences about places/ means of transport and tick the correct pictures. * Model the example with Sentence **a** and explain. * Give students time to read and tick. * Remind students to tick the correct pictures with their pencils. * Ask students to share their answers with their partners. * Call some students to give their answers. * Check and give correct answers. * Point at each sentence randomly and ask students to read aloud in chorus and individually * Check students' pronunciation.   **Keys:** | - Answer the questions.  - Do the task.  - Work in pairs  - Give answers. | |
| **4. Production (8’): Act 3. Write the sentences.** | | | | |
| **4.1. Aim:**   * Help students to practice and memorize what they have learnt. * Develop students’ writing skills**.**   **4.2. Content:**   * Write the sentences.   **4.3. Outcome:**   * Identify and understand the words about places and means of transport. * Do the task correctly. | | | | |
|  | **Teacher’s activities** | | | **Student’s activities** |
| **Procedure:** | * Tell students that they are going to write the sentences using the given prompts. * Model the example with the first sentence. * Have the class read the prompts and guess the meaning of the sentences. * Recall the structure with the word “live” if necessary. * Ask two students to write the full sentencees on the board and check the answer. * Remind students that they do not need to change the form of the words. * Let students guess the meaning of the sentences in pairs. * Give students time to do the task invidually. * Let students check their answers in pairs before checking as a class. * Ask some students to read the answers aloud.   **Keys:**  *b. There are not/aren’t any waterfalls in my hometown.*  *c. A train is slower than a plane.*  *d. I like climbing the mountains with my father.* | | | - Guess the meaning of the sentences.  - Work in pairs.  - Do the task.  - Give answers. |
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| **Sum-up (2’)** | | | | |
|  | * Review all the words they have learned by using flashcards. * Count the stars. * Give compliments. | | | * Look and say. * Count the stars. |

1. **EVALUATION (POST-TEACHING):**

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