Week:

Period:

Class: 7……….

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

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

**I. AIMS-OBJECTIVES**

T helps SS master the knowledge so that by the end of this lesson, Ss will be able to gain the following things:

**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. PREPARATIONS**

- Teacher: Lesson plan, Grade 7 text book, laptop, projector, pictures and cards.....

- Students : Text books, studying equipments…

**III. TEACHING WAYS:**

Teacher – whole class; Ss-Ss; group work; individual work; pair work; team work, communication approach

**IV. ANTICIPATED DIFFICULTIES AND SOLUTIONS**

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| **Anticipated difficulties** | **Solutions** |
| 1. Students may lack knowledge and experiences about the topic. | - Ask Sts to look up new words before class. |
| 2. Students may not have sufficient listening, speaking and co-operating skills. | - Play the recording, the replay depends on student’s need.  - Encourage students to work in pairs, in groups so that they can help one another.  - Provide feedback and help if necessary. |

**V. PROCEDURE:**

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| **1. WARM UP & INTRODUCTION ( 5’)** | |
| **Aims:**  **- To create a friendly/active atmosphere in the class before the lesson.**  **- To lead into the new unit**  **\* Content: Brain Storming and writing the words related to “ SCHOOL FACILITIES”**  **\* Outcome:** Write correct words about Health Ss know  **\* Organisation :** | |
| **Teacher’s Student’s activities** | **Content** |
| **+ Greeting : “ Good morning class. How are you today? I’m well,too. You look so excitied and now let’s play a game together”**  **+ Game: BrainStorming**  “ *You play the game in 2 teams in 2 minutes. I have a word : School facilities. You will think of it and write the reatated words in turn* . *You will be the winner if you are faster and have more correct answers”*  *-T checks understanding “ What are you going to do now?”*  *“ Ready? Let’s start”*  *-*At the end of the game, T checks and praises the winner.  - T elicits *“Do you know Chu Van An Secondary school?*  *“Yes. It’s one of the best schools in our neighbourhood.*  *“ Have you ever visited this school?”*  *Phong and Mi will have a visit to some where*  ( T shows the pictures of Mi and Phong)  *“ Tell me Where they are?”*  *“ What are they doing?”*  *Let’s start our lesson today and listen to their dialouge to know what they are talking about.”*  *-*T writes the title of the new lesson and has SS take note. | **+ Greeting**  **T-SS**  **\*Possible answer:**  **School facilities: computer room, library, gym, school garden, school playground,…**  T-SS  **UNIT 6 - A VISIT TO A SCHOOL**  **Lesson 1: Getting Started** |
| **2. PRESENTATION/ NEW LESSON ( 13’)** | |
| ACTIVITY 1:  **Aims:**  **- To provide SS with some new vocabularies.**  **- To prepare SS for the listening and reading tasks.**  **\* Content: -** Learn some new words  - Listen and read the conversation  **\* Outcome:-** Knowing more new words.  - Understanding the conversation  **\* Organisation :** | |
| **Teacher’s and Student’s activities** | **Content** |
| **Link: “To help you understand the lesson well, I will give you some new words”**  **\*Teach vocabulary:**  -T follows the steps to teach vocabulary  + T elicits the words for SS by using different techniques( realia, explaination,..)  + T has SS listen and repeat the words in English  +)Focusing on the whole-class,team, individual  +) Focusing on the stress and pronunciations  + T writes the words on the board, asking SS to copy them down.  -T leads-in*: To check your answers to 2 questions given : Where are Mi and Phong & What are they talking about,we will listen the conversation between Mi and Phong,read along and focus on the pronunciation and intonation”*  - After 1st listening, T asks sts *“ Can you have the answer about what they are talking about?*  *-*T confirms the answer.  *-* T has SS practice reading in pairs in 2 minutes  *-*After 2 minutes, T calls some pairs to role-play, checking SS’s pronunciation if necessary. | **1. Listen and read**  **\* Vocabulary**  **1. lower secondary school(n)**  **2.member(n)**  **3.remind(v)** |
| **3. PRACTICE ( 15’)** | |
| ACTIVITY 2:  **Aim: to help SS understand the conversation, get more specific information.**  **\* Content: Read conversation again and choose the best answer( task 2-p61).**  **\* Outcome:** Find out key words in the dialouge and do the task individually  **\* Organisation :** | |
| **Link: To make sure you understand the conversation well, let make it better in task 2.**  **-**T elicits SS:  “ How many sentences are there?  “ Can you read along 4 questions quickly?”  ( T calls 1 or 2 SS to read these questions)  “ What are you going to do now?”  -T instructs and asks SS to read the dialouge individually in 5 minutes to do the task.  -After 5 minutes T asks SS to share answers with their partners.  -T has SS give their answers in turn, giving the evidence.  **Example:**  *S: The answer of question 1 is B*  *T: Show me where you find the answer*  *S: In Mi’s speaking “ I’m preparing to visit Binh Minh Lower Secondary School”*  *T: That’s correct*  -T gives feedback and ask SS to know if they have all the correct answers  *“ Those who have all the correct answers raise your hands, please”*  -T praises and encourages SS. | **2. Read the conversation again and answer the questions by circling A, B, or C.**  **Key:**  **1.B**  **2.C**  **3.C**  **4.B** |
| ACTIVITY 3:  **Aim: To help Ss develop the vocabulary about the topic.**  **\* Content:**Name these places,using the words and phrases from the box  **\* Outcome:** Match the words/phrases with correct pictures  **\* Organisation :** | |
| **-**T has SS have a look at task 3 to know what they are going to do  -T gives SS a game: “ Who’s faster?” in 3 minutes  + T divides the class into 2 teams, giving each team a set of cards with names of places( based on task 3)  + T sticks 5 pictures on the board then has each team take turns to stick suitable cards under each picture.  + The team with more correct answers is the winner.  -After the game, T asks Ss to read aloud their answers, confirming the answers and praising the winner. | **3.Name these places, using the words and phrases from the box.**  **Key:**  **1.** boating **2.** computer room  **3.** school garden **4.** playground  **5.** school library |
| ACTIVITY 4:  **Aim: To help Ss how to use the words in task 3 correctly.**  **\* Content:**complete the sentence with the words and phrases in task 3  **\* Outcome:** -fill in correct words and phrase  **-**understand the meaning of these sentences  **\* Organisation :** | |
| **Teacher and Student’s activities** | **Content** |
| **-**T shows 5 sentences and asks:  “Are theses sentences completed?”  Let’s make it completed by filling one word/phrases in each gap  -T asks SS do the task in pairs in 3 minutes  -After 3 minutes, T has pairs give the answers by reading aloud whole sentences with suitable word for each gap, giving the key words.  **Example:**  1.The School **playground** is very small, so not many children can play in it…..The key word is **play**, so the answer is **playground**  -T gives feedback and ask Ssto know if they have all correct answers.  -T praises and encourages SS | **4. Complete the sentences with the words and phrases in 3**  **Key:**  1.playground  2.computer room  3.gym  4.school library  5.school garden |
| **4. PRODUCTION/ FURTHER PRACTICE ( 10’)** | |
| ACTIVITY 5:  **Aim: To help Ss practice in pairs talking about a timetable**  **\* Content:** Asking and answering about Nick’s timetable, using When and Where  **\* Outcome:** Actively join in speaking, using When and Where to make questions well.  **\* Organisation :** | |
| **Teacher’s Student’s activities** | **Content** |
| *Links: T asks SS some questions to elicit*  *T:“ Class, How many subjects do you have?”*  *S: 12*  *T: Can you list me names of them*  *S: Maths, Biology, IT, PE, History,…*  *T: Good. Do you know Nick? ( T shows a picture of him and his timetable)*  -T asks SS to look at Nick’s timetable,eliciting:  *+ How many columns?”-3*  *+ What are they?- Subject/Time/Place*  *+ To ask about time what the question word is?- When*  *+To ask about place what the question word is?- Where*  *+ Which tense do you use to ask timetable- Present simple tense*  -T instructs Ss to work in pairs, asking and answering about his time table using when and where.  + T models with a strong st  + T gives SS work in pairs in 5 minutes  + After 5 minutes, T calls some pairs to present, checking their pronunciation. | ***5.Work in pairs. Ask and answer questions about Nick’s timetable,using when and where***  *Example:*  *A: When does Nick have maths?*  *B: At 8a.m on Monday, Tuesday, and Friday.*  *A: And Where does he have it?*  *B: In his classroom, room 302* |
| **5. WRAP-UP & HOME WORK (2’)** | |
| \***WRAP-UP**  - Ask Ss to summarise what they have learnt in the lesson.  **“All of you have worked very hard. Can you tell me what have you learnt in this lesson?”**  **\* HOME WORK**  - Do more exercises in workbook.  - Prepare the vocabulary for the next lesson: A CLOSER LOOK 1.  **=========================** | |