**UNIT 9: COLOURS**

**Lesson 1: Parts 1, 2, 3**

**I. DESIRED OBJECTIVES**

By the end of this lesson, Students will be able to:

* use the words *blue, brown, red, yellow* related to the topic “colours”;

- use *What colour is it? – It’s \_\_\_\_\_\_\_* to ask and answer questions about colours of school things;

- listen to and demonstrate understanding of simple exchanges related to the topic “Colours”;

- read and write about the colours of school things.

**II. INSTRUCTIONAL RESOURCES**

**-** Teacher’s and students’ book Tieng Anh 3, laptop and projector, Website: sachmem.vn

**III. LEARNING EXPERIENCES**

**Warm up: Game *(5 minutes)***

Game: Who says fast?

- Hold a flashcard, then reveal it slowly. Ask the students *What is it?*

- The pupils guess the answer as fast as possible.

- This can be played in groups to make it more interesting.

**Activity 1: Look, listen and repeat. *(8 minutes)***

**Step 1:** Draw pupils’ attention to the pictures on the slide. (Say “Look at the picture, who’s this?”, elicit Mary and Minh). Ask questions to help them identify the contexts.

- What are Minh and Mary talking about? (pointing at the eraser)

- An eraser? Let’s check.

**Step 2:** Show the picture. Play the audio of the conversation between Mary and Minh.Do the same with the other picture.

**Step 3:** Let pupils listen and do choral and individual repetition, sentence by sentence, while pointing to the characters speaking. Then divide the class into two groups. Play the recording again and ask one group to repeat after Minh and the other repeat after Mary.

**Step 4:** Play the recording again for pupils to listen and repeat in chorus sentence by sentence.

**Step 5:** Invite a few pairs to the front of the class to listen and repeat the sentences in the recording.

**Activity 2: Listen, point and say. *(9 minutes)***

**Step 1:** Have pupils look at the pictures and elicit the names of the school things. Have the class repeat the words a few times.

**Step 2:** Have pupils point at Picture a (orange books), listen to the recording and repeat the word (orange). Follow the same procedure with the other three pictures.

**Step 3:** Point at the bubble *What colour are they?* and have pupils listen and repeat after the recording. Point at Picture a and have pupils listen and repeat after the recording (They’re orange.). Follow the same procedure with the other three pictures.

**Step 4:** Have pairs practice asking and answering the question *What colour are they? – They’re \_\_\_\_\_\_.*

**Step 5:** Invite a few pairs to point at the pictures and say the questions and answers in front of the class.

**Activity 3: Let’s talk. *(8 minutes)***

**Step 1:** Have pupils look at the school things on the desk and say their names, and then their colours.

**Step 2:** Have pupils look at the first speech bubble and read *What colour are they?* Then have them point at the school bags and complete the gapped answer in the second bubble (e.g. *They’re black*.). After that, let them say the question and the answer.

**Step 3:** Give pupils time to practise asking and answering the question *What colour are they? – \_\_\_\_\_\_.* in pairs. Circulate round the classroom and offer help or correct the pronunciation where necessary.

**Step 4:** Invite a few pairs to practise asking and answering questions about the colours of the school things on the desk in front of the class.

**Extension:** If time allows, let pupils point at the school things around them, ask and answer questions about their colours.

**Activity 4: Wrap-up. *(5 minutes)***

- Ask students to answer the following questions:

*1. What have you learnt from the lesson today?*

(summarize the main teaching point of the lesson)

*2. What’re the core value of the lesson?*

- Remind students to do exercises in the workbook and prepare the next lesson.

**UNIT 9: COLOURS**

**Lesson 1: Parts 4, 5, 6**

**I. DESIRED OBJECTIVES**

By the end of this lesson, Students will be able to:

- use the words *blue, brown, red, yellow* related to the topic “Colours”;

- use *What colour is it? – It’s \_\_\_\_\_\_.* to ask and answer questions about colours of school things;

- listen to and demonstrate understanding of simple exchanges related to the topic “Colours”;

- read and write about the colours of school things.

**II. INSTRUCTIONAL RESOURCES**

**-** Teacher’s and students’ book Tieng Anh 3, laptop and projector, Website: sachmem.vn

**III. LEARNING EXPERIENCES**

**Warm up: Game “Slap the board”** ***(5 minutes)***

- T sticks some pictures onto the board.

-T gives the rules and guides Ss to play.

- Ss play the game in an interesting way.

**Activity 1: Listen and tick. *(8 minutes)***

**Step 1:** Have pupils look at Pictures 1a and 1b. Ask them some questions such as *What’s this? What colour is it?* Draw pupils’ attention to the similarity and the difference between the two pictures. Check comprehension.

**Step 2**: Play the recording of the first dialogue for pupils to listen and tick the correct box next to the picture. If they answer incorrectly, have them listen to the recording again and tick the correct answer.

**Step 3:** Repeat Step 1 and 2 with Pictures 2a and 2b.

**Step 4**: Let pupils swap and check the answers before checking as a class.

**Key:** **1.** b **2.** a

**Activity 2: Look, read and complete. *(9 minutes)***

**Step 1**: Have pupils look at the pictures. Have them identify the things in the pictures and their colours.

**Step 2**: Have pupils look at the four incomplete dialogues. Draw their attention to the missing words in the sentences.

**Step 3**: Model with Picture 1. Have pupils look at the dialogue. Ask them what is missing in the answer. Then have them look at the picture and identify the colour. Then have them complete the gap (*It's yellow.*).

**Step 4**: Follow the same procedure with Pictures 2, 3 and 4.

**Step 5**: Have pupils complete the dialogues individually and ask a few pairs to read them aloud.

**Key:** **1.** yellow **2.** It’s red. **3.** What; brown **4.** What colour; blue

**Activity 3: Let’s play. *(8 minutes)***

**Step 1:** Tell pupils the goal of the game and how to play it. Then have them look at the word colours and the colour clues to find appropriate letters to complete the words.

**Step 2**: Give pupils a time limit to do the puzzle individually. Go around the classroom and offer help if needed.

**Step 3:** Have pupils work in pairs. One points and asks *What colour is it*? Their partner answers *It’s \_\_*

**Activity 4: Wrap-up. *(5 minutes)***

- T summarizes the main points of the lesson.

- Ss listen and remember.

**UNIT 9: COLOURS**

**Lesson 2: Parts 1, 2, 3**

**I. DESIRED OBJECTIVES**

By the end of this lesson, Students will be able to:

- use the words blue, brown, red, yellow, orange, green, white and black related to the topic “colours”;

- use What colour are they? – They’re \_\_\_\_\_\_\_ to ask and answer questions about colours of school things;

- listen to and demonstrate understanding of simple exchanges related to the topic “Colours”;

- read and write about the colours of school things.

**II. INSTRUCTIONAL RESOURCES**

**-** Teacher’s and students’ book Tieng Anh 3, laptop and projector, Website: sachmem.vn

**III. LEARNING EXPERIENCES**

**Warm up: Q-A to revise the sentence patterns *(5 minutes)***

Invite a few pairs of pupils to point at the school things in the classroom and ask and answer questions about the colours of the school things.

**Activity 1: Look, listen and repeat. *(8 minutes)***

**Step 1:** Have pupils look at Pictures a and b and identify the characters in the pictures.

**Step 2:** Ask pupils to look at the two contexts. Play the recording all the way through for them to become familiar with the sentence stress and intonation (say *Look and listen*.). Then play the recording again for them to listen and repeat until they feel confident. Correct their pronunciation if necessary.

**Step 3:** Work in groups. Divide the class into two groups. Play the recording again and ask one group to repeat Lucy’s sentences and the other group to repeat Minh’s sentences. Go around the class and offer help if necessary.

**Step 4:** Invite a few pairs to listen to the recording, to point to the pictures and say the language in front of the class. If they perform well, let them say by themselves, then compliment them.

**Activity 2: Listen, point and say. *(9 minutes)***

**Step 1:** Have pupils look at the pictures and elicit the names of the school things. Have the class listen to the recording and repeat the words a few times.  
**Step 2:** Have pupils point at Picture a (orange books), listen to the recording and repeat the word (orange). Follow the same procedure with the other three pictures. Ask 2 pupils to do as an example.

**Step 3:** Point at the bubble *What colour are they?* and have pupils listen and repeat after the recording. Point at Picture a and have pupils listen and repeat after the recording (They’re orange.). Have students use the model sentences to ask and answer with the other three pictures.

**Step 4:** Have pairs practise asking and answering the question *What colour are they? – They’re \_\_\_\_\_\_.*

**Step 5:** Invite a few pairs from different groups to the front of the class and make questions and answers. T can set this as a game between the groups, with “rock, scissors, paper”: who wins will ask, the other has to answer. Check answers with the class. Give points to the groups.

**Activity 3: Let’s talk. *(8 minutes)***

**Step 1:** Have pupils look at the school things on the desk and say their names, and then their colours.

**Step 2:** Have pupils look at the first speech bubble and read *What colour are they?* Then have them point at the school bags and complete the gapped answer in the second bubble (e.g. *They’re black*.) After that, let them say the question and the answer aloud.

**Step 3:** Give pupils time to practise asking and answering questions in pairs. Circulate round the classroom and offer help or correct the pronunciation where necessary.

**Step 4:** Invite a few pairs to practise asking and answering questions about the colours of the school things in front of the class.

**Activity 4: Wrap-up. *(5 minutes)***

- Ask students to answer the following questions:

*1. What have you learnt from the lesson today?*

(summarize the main teaching point of the lesson)

*2. What’re the core value of the lesson?*

- Remind students to do exercises in the workbook and prepare the next lesson.

**UNIT 9: COLOURS**

**Lesson 2: Parts 4, 5, 6**

**I. DESIRED OBJECTIVES**

By the end of this lesson, Students will be able to:

- use the words blue, brown, red, yellow, orange, green, white and black related to the topic “colours”;

- use What colour are they? – They’re \_\_\_\_\_\_\_./ What colour is it? – It’s\_\_\_\_\_\_\_\_\_. to ask and answer questions about colours of school things;

- listen to and demonstrate understanding of simple exchanges related to the topic “Colours”;

- read and write about the colours of school things.

**II. INSTRUCTIONAL RESOURCES**

**-** Teacher’s and students’ book Tieng Anh 3, laptop and projector, Website: sachmem.vn

**III. LEARNING EXPERIENCES**

**Warm – up: Chant *(5 minutes)***

**-** Review the chant in P3, U8, L3

**Activity 1: Listen and number. *(8 minutes)***

**Step 1:** Have pupils look at the pictures and ask them some questions such as *What is this?* *What colour is it? What are these? What colour are they?*

**Step 2:** Play the recording all the way through so that pupils can become familiar with the characters’ voices. Then play the recording for them to listen and number the pictures.

**Step 3:** Have pupils work in pairs, ask and answer about the pictures in the book.

**Step 4:** Let pupils swap and check their answers before checking as a class. Correct the answers as necessary.

**Key: 1.** b **2.** d  **3.** c **4.** a

**Activity 2: Look, complete and read. *(9 minutes)***

**Step 1:** Have pupils look at the first exchange. Ask them some questions such *as What is the dialogue about? and What is missing?* Then draw their attention to the picture. Have them answer some questions such as *What’s this?/ What are they? and What colour is it?/ What colour are they?* Draw pupils’ attention to the gap in the dialogue and say what they should write. Check comprehension.

**Step 2:** Have pupils look at the four incomplete dialogues. Draw their attention to the missing words in the sentences. Give pupils time to read the other gapped exchange, look at the pictures and fill in the gaps independently.

**Step 3:** Model with Picture 1. Have pupils look at the dialogue. Ask them what is missing in the answer. Then have them look at the picture and identify the colour. Then have them complete the gap (It's black.) Set a time limit for pupils to swap and check the answers. Correct the answers if necessary. Play game: “Pass the ball” to choose pupils to come to the board and say the answers.

**Step 4:** Follow the same procedure with Pictures 2, 3 and 4.

**Step 5:** Invite a few pairs to read the complete dialogues aloud in front of the class. Correct the answers.

**Activity 3: Let’s sing. *(8 minutes)***

**Step 1:** Draw pupils’ attention to the title and lyrics of the song. Check comprehension of the lyrics and give feedback.

**Step 2:** Play the recording all the way through. Encourage pupils to listen carefully to the pronunciation and the melody.

**Step 3:** Play the recording line by line for pupils to listen and repeat. Correct their pronunciation where necessary.

**Step 4:** Play the recording all the way through for pupils to sing along to.

**Step 5:** Introduce actions for pupils to do while they sing along with the recording.

**Extension:** Put pupils into groups to create actions for the song. Invite some groups to the front of the class to perform, while the rest of the class sings and / or claps along the song.

**Activity 4: Wrap-up. *(5 minutes)***

- T summarizes the main points of the lesson.

- Ss listen and remember.

**UNIT 9: COLOURS**

**Lesson 3: Parts 1, 2, 3**

**I. DESIRED OBJECTIVES**

By the end of this lesson, Students will be able to:

- pronounce the sounds of the consonant clusters ***bl*** and ***br*** in isolation, say the words blue and brown, and read the sentences *My school bag is blue.* and *The pencil cases are brown*.

- listen to two sentences and circle the correct options to complete the gaps in two gapped sentences.

- sing the chant using the correct pronunciation.

**II. INSTRUCTIONAL RESOURCES**

**-** Teacher’s and students’ book Tieng Anh 3, laptop and projector, Website: sachmem.vn

**III. LEARNING EXPERIENCES**

**Warm up: Sing *(5 minutes)***

- Sing the song in Unit 8, Lesson 2.

- Ask pupils to sing the song.

- Invite some of them to come to the board to role play, the rest of the pupils will sing.

**Activity 1: Listen and repeat. *(8 minutes)***

**Step 1:** Draw pupils’ attention to the consonant cluster ***bl***, the word *blue* and the sentence *My school bag is blue*. Play the recording for them to listen and repeat in chorus and individually. Correct the pronunciation if necessary.

**Step 2:** Repeat **Step 1** for the cluster ***br***. Go around the classroom and correct the pronunciation if necessary.

**Step 3:** Let pupils work in pairs or groups, pronouncing the sounds, saying the words, and reading the sentences until they feel confident.

**Step 4**: Ask a few pupils to say the letters / words / sentences in front of the class. The class listens and makes comments.

**Activity 2: Listen and circle. *(9 minutes)***

**Step 1:** Tell pupils the goal of the activity. Explain that they have to listen to the recording and circle the correct options. Check comprehension.

**Step 2:** Get pupils to read the gapped sentences and guess which option can be chosen to fill in each gap. Then play the recording twice for pupils to listen and circle the correct options.

**Step 3:** Let pupils swap and check the answers in pairs or groups before checking as a class. (or game: a/b/c? Let pupils use symbols or body language to give answers).

**Step 4:** Invite a few pupils to read the complete sentences aloud in front of the class.

**Key: 1.**b **2.**b

**Activity 3: Let’s chant. *(8 minutes)***

**Step 1:** Have pupils read the first verse of the chant and elicit its meaning. Draw pupils’ attention to the sounds of the consonant clusters ***bl*** and ***br*** in the words ***blue***and ***brown***in the second and fourth lines. Check comprehension.

**Step 2:** Play the recording for pupils to listen and repeat the first verse, line by line. Show them how to chant and clap.

**Step 3:** Repeat **Steps 1** and **2** for the second verse of the chant. Go around the classroom and offer help if necessary.

**Step 4:** When pupils become familiar with the rhythm and pronunciation, play the recording of the whole verse for pupils to do choral and individual repetition. Go around the classroom and correct pronunciation if necessary.

**Step 5:** Invite a few groups to the front of the class to chant. The rest of the class may clap along.

**Activity 4: Wrap-up. *(5 minutes)***

- Ask students to answer the following questions:

*1. What have you learnt from the lesson today?*

(summarize the main teaching point of the lesson)

*2. What’re the core value of the lesson?*

- Remind students to do exercises in the workbook and prepare the next lesson.

**UNIT 9: COLOURS**

**Lesson 3: Parts 4, 5, 6**

**I. DESIRED OBJECTIVES**

By the end of this lesson, Students will be able to:

- use the words blue, brown, red, yellow, orange, green, white and black related to the topic “colours”;

- read a short text and tick the colours of some school things.

- use the target language in a real context by writing a short paragraph about the colours of some of their school things.

- revise the target vocabulary items they have learnt in a real context.

- do a project on how to draw, colour and say the colours of school things.

**II. INSTRUCTIONAL RESOURCES**

**-** Teacher’s and students’ book Tieng Anh 3, laptop and projector, Website: sachmem.vn

**III. LEARNING EXPERIENCES**

**Warm up: Game “Slap the board”** ***(5 minutes)***

- T sticks some pictures onto the board.

-T gives the rules and guides Ss to play.

- Ss play the game in an interesting way.

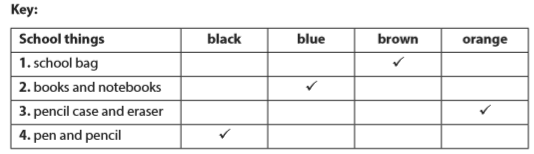
**Activity 1: Read and tick. *(8 minutes)***

**Step 1:** Tell the class the goal of this activity. Explain how to complete the task: read the text and tick the correct colours of the school things in the table. Check comprehension.

**Step 2:** Ask pupils to read the list of the school things in the first column of the table. Then have them look at the colours on the right side of the table. After that, have them read the text and tick the correct colours.

**Step 3:** Set a time limit for pupils to do the activity independently. Go around the classroom and offer help if necessary.

**Step 4:** Let pupils swap and check answers. Correct the answers if necessary.



**Step 5:** Ask some pupils to read the text aloud. Make it become a competition between groups. (Those who read correctly and make it with the shortest time will get more points.)

**Activity 2: Let’s write. *(9 minutes)***

**Step 1:** Tell the class the goal of this activity: Pupils read the gapped text and fill in the gaps with the colours of their school things. Check comprehension.

**Step 2:** Have pupils look at the picture on the screen and describe it as an example.Let pupils read the gapped text and fill in the gaps with the colours of their school things. Check comprehension.

**Step 3:** Have pupils complete the first gap together as an example. Ask them to look at the gap. Ask them what is missing. Then let them identify the colour of their school bag. After that, let them write down the suitable word in the gap.

**Step 4:** Give pupils time to complete the text independently*.* Go around the classroom and offer help if necessary.

**Step 5:** In pairs or groups, ask pupils to swap their complete texts before checking as a class

**Activity 3: Project. *(8 minutes)***

**Step 1:** Tell pupils about the goal of the activity. Explain that they are going to draw, colour, then show four school things that they have drawn and coloured and tell the class about the colours.

**Step 2:** Have pupils work in groups. Each member shows the piece of paper or notebook in which four school things are drawn and coloured and introduce them, e.g*. This is a school bag. It’s brown. These are the pens. They’re green.* Go around and praise pupils when they perform well.

**Step 3:** Invite one or two pupils to show their pictures of school things and tell what colour they are to the class.

**Activity 4: Wrap-up. *(5 minutes)***

- T summarizes the main points of the lesson.

- Ss listen and remember.