*Week: 14 Preparing date: December 2nd, 2023*

 *Period: 53 Teaching date: December 4th, 2023*

**Unit 8: My school things**

**Lesson 2 (4, 5, 6)**

**A. OBJECTIVES:**

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

**1. Knowledge:**

- listen to and understand four communicative contexts in which pupils ask and answer questions about having a school thing.

- read and match four simple exchanges with the correct pictures

- review vocabulary words for school things and use them in the sentence patterns *Do you have ………...? and Yes, I do. / No, I don’t.* by playing the matching game or *Pelmanism.*

- ***Vocabulary:*** Review

- ***Skills***: speaking, listening, reading and writing.

**2. Competences:**

- Critical Thinking: self-introduce

- Co-operation: ready to help friends in pair work/ group work.

- Self-control and independent learning: perform listening tasks.

**3. Attitude/ Qualities:**

- Kindness: Help partners to complete learning tasks.

- Honesty: tell the truth about feelings and emotions.

- Diligence: complete learning tasks.

**B. TEACHING AIDS:**

- *Teacher:* Teacher’s guide Pages 105, 106, 107; audio Tracks 83; website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Pupil’s book Page 59, notebooks, workbooks, school things.

**C. PROCEDURES:**

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| --- | --- | --- |
| **Stages/Time** | **Teacher’s activities** | **Students’ activities** |
| **1.Warm- up:** **(5’)****2.Practice: (27’)****3. Homework. (3’)** | *Game:* ***Who says fast?****\*****Aims:*** *to create a friendly and active atmosphere in the class to beginning the lesson.***\*Procedure:**- Hold a school thing card, then reveal it slowly. - Ask *What is it?*- Ask the Ss guess the answer as fast as possible.- Then have Ss do the same with the rest.- This can be played in groups to make it more interesting.- Say “Open your book page 59” and look at *“Unit 8, Lesson 2 (4, 5, 6)”.***Activity 1. Listen and number:*****\*Aims:*** *Ss will be able to* *listen to and understand four communicative contexts in which pupils ask and answer questions about having a school thing.***\*Procedure:**- Elicit the words for the school thing in each picture.- T ask Ss to guess the answers.+ T writes Ss’ guessing on the board.- Listen to the tape:+ Play the recording+ Play the recording again and get Ss to swap books with their partners.+ Play the recording again to check answers together as a class. + Write the answers on the board for Ss to correct their answers. Then checks Ss’ guessing.- Play the recording, sentence by sentence, for the class to listen and repeat in chorus. *Key: 1. c 2. d 3. a 4. b***Activity 2.**  **Read and match*****\*Aims:*** *Ss will be able**to* *read and match four simple exchanges with the correct pictures.***\*Procedure:**- Get Ss to look at the pictures and identify the school things.- Have Ss look at the four dialogues and the pictures. Elicit and model with number 1+ Get Ss to read number 1 in chorus. + Ask them what A and B are talking about. + Write the word notebook on the board. + Tell Ss to identify the picture of a notebook (*Picture d*). + Then match *number 1* with *Picture d.*-Have Ss work in pairs and match the sentences 2, 3, 4.- Ask a few Ss to stand up and read the sentences aloud.-T gives feedbacks.*Key:**1. d 2. c 3. a 4. b* 1. **Activity 3. Let’s play**

***\*Aims:*** *Ss will be able to* *review vocabulary words for school things and use them in the sentence patterns Do you have ………..? and Yes, I do. / No, I don’t. by playing the matching game or Pelmanism.***\*Procedure:**- Explain how to play the game: + Players take turns to flip over two matching cards.+ A picture matches with the name of the object in the picture. *For example,* *a picture of a pen* matches with the word *pen*. + If two cards match, they are left turned face up and the player scores one point. + If they do not match, they are returned to their face down layout and play passes to the next player. + Players that successfully match cards get to take another turn and try to match two more cards. + This continues until that player fails to match a pair. + The player with the most points is the winner.- Set a time limit for Ss to play the game in pairs. - When time runs out, show the cards one by one and invite a few pairs to ask and answer questions using the sentence patterns *Do you have ………? And Yes, I do. / No, I don’t.****\*Consolidation******\*Aims:*** *Ss will be able consolidate and wrap up the content of the lesson.***\*Procedure:**- T asks ss to answer the following questions: *+ What have you learnt from the lesson today?* *+What are the core values of the lesson? (if the teacher can take from the lesson).*- T praises some Ss who are hardworking / active/ good…. as well as encourage others to try more.**-** Practice part 5 again. - Prepare the new lesson: *Unit 8, Lesson 3 (1, 2, 3).* | - Ss listen- Ss play game- Ss open their books-Look at the pictures and say:*+ Picture a:*  *a notebook* *+ Picture b:*  *an eraser**+ Picture c: a pencil case**+ Picture d:* *a pencil.*-Ss guess the answers- Ss listen to the tape and write- Ss listen again, write and swap books with their partners. - Ss check their answers and guessing-Ss listen and repeat.-Ss look at the picture and say-Ss look and answer-Ss read-Ss answer-Ss write-Ss listen and match-Ss work in pairs and complete-Ss read aloud- Ss listen - Ss play game -Ss ask and answer the questions-Ss answer the questions-Ss listen and clap their hands-Ss listen and take note |

**D. SELF – EVALUATION:**

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*Week: 14 Preparing date: December 2nd, 2023*

 *Period: 54 Teaching date: December 5th, 2023*

**Unit 8: My school things**

**Lesson 3 (1, 2, 3)**

**A. OBJECTIVES:**

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

**1. Knowledge:**

- correctly repeat the sounds of the letter cluster *oo* and letter *a* in isolation, in the words *book* and *eraser*, and in the sentences *I have a book.* and *Do you have an eraser?* with correct pronunciation and intonation.

- identify the target words *book* and *eraser* while listening.

- say the chant with the correct rhythm and pronunciation.

- ***Vocabulary:*** Review

- ***Skills***: speaking, listening, reading and writing.

**2. Competences:**

- Co-operation: ready to help friends in pair work/ group work.

- Sociability: Talk to each other, say good words to others.

**3. Attitude/ Qualities:**

- Kindness: Help partners to complete learning tasks.

- Honesty: tell the truth about feelings and emotions

**B. TEACHING AIDS:**

- *Teacher:* Teacher’s guide Pages 107, 108; audio Tracks 84, 85, 86; website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Pupil’s book Page 60, notebooks, workbooks, school things.

**C. PROCEDURES:**

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| **Stages/Time** | **Teacher’s activities** | **Students’ activities** |
| **1.Warm- up:** **(5’)****2. Presentation****(9’)****3.Practice: (19’)****4. Homework. (2’)** | *Game:* ***Find and circle the words****\*****Aims:*** *to create a friendly and active atmosphere in the class to beginning the lesson.***\*Procedure:**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **B** | **O** | **O** | **K** | E | **P** | S | C | **E** | T |
| H | C | T | H | N | **E** | H | C | **R** | H |
| C | L | U | A | A | **N** | A | O | **A** | I |
| L | E | L | N | N | **C** | T | S | **S** | N |
| A | A | W | K | E | **I** | O | E | **E** | K |
| **S** | **C** | **H** | **O** | **O** | **L** | I | I | **R** | B |
| S | R | O | E | E | **C** | V | C | A | H |
| **L** | **O** | **O** | **K** | I | **A** | S | D | A | Y |
| D | T | S | S | R | **S** | O | T | S | M |
| A | C | E | B | F | **E** | Z | Y | W |  |

- Divide class into 2 groups- Ask Ss to find and circle the words that they learnt.- Which groups find the best correct words is winner.- Give Ss time to play the game. **Rows:** *book, school, look***Columns***: pencil case, eraser*-T checks who’s winner?- Say “Open your book page 60” and look at “*Unit 8, Lesson 3 (1, 2, 3)”.***Activity 1. Listen and repeat:*****\*Aims:*** *Ss will be able**to correctly repeat the sounds of the letter cluster oo and letter a in isolation, in the words book and eraser, and in the sentences I have a book. and Do you have an eraser? with correct pronunciation and intonation.***\*Procedure:**- T gives instruction to the letter ***oo*** and ***a,*** *book* and *erase, and in the sentences I have a book. and Do you have an eraser?*- Play the recording for the letter ***oo, a.*** - Encourage Ss to point at the letter/ word/ sentence while listening. - Play the recording again and encourage Ss to listen and repeat. - Do this several times until Ss feel confident. - T calls some Ss to practice.- T gives feedbacks.**Activity 2.** **Listen and circle.*****\*Aims:*** *Ss will be able**to identify the target words book and eraser while listening.***\*Procedure:**- Elicit the sentences and the gap-fill options.- T ask Ss to guess the answers.+ T writes Ss’ guessing on the board.- Listen to the tape:+ Play the recording+ Play the recording again and get Ss to swap books with their partners.+ Play the recording again to check answers together as a class. + Write the answers on the board for Ss to correct their answers. Then checks Ss’ guessing.- Play the recording, sentence by sentence, for the class to listen and repeat in chorus. - Invite one or two Ss to stand up and read the completed sentences.*Key: 1.b 2.c***Activity 3. Let’s chant*****\*Aims:*** *Ss will be able to say the chant with the correct rhythm and pronunciation* **\*Procedure:**- Introduce the title and lyrics of the chant.- Play the recording for Ss to listen to the whole chant.+ Have them repeat the title and lyrics line by line.+ Ask Ss to attend to the sounds of the letters *oo* and *a* and the words *book* and *eraser.*- Play the recording all the way through for Ss to listen to pronunciation and melody.- Play the recording line by line for Ss to listen and repeat - Play the recording for Ss to chant and clap along.- Ask Ss to practice chant and clap along in pairs or groups.- Invite groups to the front of the classroom to perform the chant-T gives feedback.***\*Consolidation******\*Aims:*** *Ss will be able consolidate and wrap up the content of the lesson.***\*Procedure:**- T asks ss to answer the following questions: *+ What have you learnt from the lesson today?* *+What are the core values of the lesson? (if the teacher can take from the lesson).*- T praises some Ss who are hardworking / active/ good…. as well as encourage others to try more.**-** Practice the chant more. - Collect three school things - Prepare the new lesson: *Unit 8, Lesson 3 (4, 5, 6).* | - Ss listen -Ss play game- Ss open their books- Ss recognize the differences about color of letter- - Ss listen - Ss listen and point- Ss listen again and repeat-Ss practice-Ss listen-Ss listen and say:*+ Number 1: I have .…….**+ Number 2: Do you have …?*-Ss guess the answers- Ss listen to the tape and circle- Ss listen again, circle and swap books with their partners. - Ss check their answers and guessing-Ss listen and repeat.-Ss read the sentences- Ss look and listen.-Ss listen to the chant- Ss listen and repeat line by line without clap their hands-Ss note the sounds, words-Ss listen to melody of the chant- Ss listen and chant line by line.- Ss chant and clap along.- Ss work in groups (two groups) to chant-Ss perform in front of the class.-Ss listen-Ss listen.-Ss answer the questions-Ss listen and clap their hands-Ss listen and take note |

**D. SELF – EVALUATION:**

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*Week: 14 Preparing date: December 2nd, 2023*

 *Period: 55 Teaching date: December 6th, 2023*

**Unit 8: My school things**

**Lesson 3 (4, 5, 6)**

**A. OBJECTIVES:**

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

**1. Knowledge:**

- read and complete a gapped paragraph with the words provided.

- read, understand and complete the writing frame with Ss’ information.

- collect three school things from home and bring them to the classroom to present to their classmates

- ***Vocabulary:*** Review

- ***Skills***: speaking, listening, reading and writing.

**2. Competences:**

- Listening: Listen to the teacher and classmates in communicating.

- Critical Thinking: complete a task in reading a text.

- Co-operation: ready to help friends in pair work/ group work.

- Self-control and independent learning: perform listening tasks.

**3. Attitude/ Qualities:**

- Kindness: Help partners to complete learning tasks.

- Honesty: tell the truth about feelings and emotions.

- Diligence: complete learning tasks.

**B. TEACHING AIDS:**

- *Teacher:* Teacher’s guide Pages 109, 110; website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Pupil’s book Page 61, notebooks, workbooks, school things.

**C. PROCEDURES:**

|  |  |  |
| --- | --- | --- |
| **Stages/Time** | **Teacher’s activities** | **Students’ activities** |
| **1.Warm- up:** **(5’)****2.Practice: (8’)****3.Production: (19’)****4. Homework. (3’)** | *Game:* ***“Chant”****\*****Aims:*** *to review the vocabulary and structure about greet and respond to greetings.* **\*Procedure:**- Ask Ss chant and do the actions in Unit 8, Lesson 3 page 60 in groups. - Give point for the groups and encourage them.- Say “Open your book page 61” and look at *“Unit 8, Lesson 3 (4, 5, 6)”.***Activity 1. Read and complete:*****\*Aims:*** *Ss will be able**to* *read and complete a gapped paragraph with the words provided.***\*Procedure:**- Elicit and introduce the paragraph to complete - Elicit the missing word for the first gap (*have*)- Then tell Ss to pay attention to the article *a / an* to select appropriate nouns in the box for the next two gaps - Give Ss time to do the rest individually or in pairs. - Tell Ss to swap their answers with a partner. - Check answers as a class. Write the correct answers on the board for Ss to correct their answers.- Have Ss read the text aloud.*Key: 1. have 2. pen 3. eraser 4. my***Activity 2.** **Let’s write*****\*Aims:*** *Ss will be able**to read, understand and complete the writing frame with pupils’ information* **\*Procedure:**- Write the writing frame on the board. - Have Ss read the sentences in chorus. - When you reach the first gap, point to it and tell Ss to complete it with their name. - Then read the next line and tell them to complete each gap with the school things they have.- Give Ss time to do the task. - Invite a few Ss to stand up and read their writing aloud. *Key: Pupils’ answer***Activity 3. Project.*****\*Aims:*** *Ss will be able to collect three school things from home and bring them to the classroom to present to their classmates.***\*Procedure:**- Tell Ss about the activity. - Check their school things. - Draw a school thing on the board and write the presentation language under it. - Check comprehension and give feedback. - Have Ss repeat the sentences until they can say them by themselves. - Invite a pupil to the front of the class to model the presentation. -Watch and offer your support with the language.- Put Ss into groups to rehearse their presentation. - Invite a few Ss from different groups to show and talk about their school things in front of the class.- Create a class display of school things and vote for the best presentation.***\*Consolidation******\*Aims:*** *Ss will be able consolidate and wrap up the content of the lesson.***\*Procedure:**- T asks ss to answer the following questions: *+ What have you learnt from the lesson today?* *+What are the core values of the lesson? (if the teacher can take from the lesson).*- T praises some Ss who are hardworking / active/ good…. as well as encourage others to try more.- Prepare the new lesson: *Unit 9, Lesson 1 (1, 2, 3).* | - Ss listen and chant- Ss open their books- Ss look at the pictures and answer-Ss read and complete the first sentence-Ss listen and answer-Ss do the task-Ss swap their answers-Ss check their answer-Ss read aloud-Ss look and listen-Ss read-Ss write-Ss do the task*My name is…….Look at my school things. I have……..**and……….*-Ss listen and repeat- Ss listen- Ss listen - Ss look and note-Ss listen and answer-Ss repeat the sentences-Ss present-Ss listen-Ss present into groups-Ss talk about their school things-Ss vote for the best presentation-Ss answer the questions-Ss listen and clap their hands-Ss listen and take note |

**D. SELF – EVALUATION:**

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*Week: 14 Preparing date: December 2nd, 2023*

 *Period: 56 Teaching date: December 8th, 2023*

**Unit 9: Colours**

**Lesson 1 (1, 2, 3)**

**A. OBJECTIVES:**

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

**1. Knowledge:**

- 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

- ***Vocabulary:*** blue, brown, red, yellow, colour

- ***Skills***: speaking and listening

**2. Competences:**

- Self-control and independent learning: perform listening tasks.

- Communication and collaboration: work in pairs or groups.

- Sociability: talk to each other, say good words to others.

**3. Attitude/ Qualities:**

- Kindness: Help partners to complete learning tasks.

- Honesty: tell the truth about feelings and emotions

**B. TEACHING AIDS:**

- *Teacher:* Teacher’s guide Pages 111, 112, audio Tracks 87, 88, website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Pupil’s book Page 62, notebooks, workbooks, school things.

**C. PROCEDURES:**

|  |  |  |
| --- | --- | --- |
| **Stages/Time** | **Teacher’s activities** | **Students’ activities** |
| **1.Warm- up:** **(3’)****2. Presentation****(16’)****3.Practice: (7’)****4.Production: (7’)****5. Homework. (2’)** | ***Jigsaw puzzle****\*****Aims:*** *to create a friendly and active atmosphere in the class to beginning the lesson.***\*Procedure:**- Divide class into 4 groups: Tom, Jerry, Miu and Chit.- Ask Ss look at the pieces of picture.- Ask Ss go to the board and jigsaw puzzle into the correct picture.-T checks who’s the winner? - Say “Open your book page 62” and look at “*Unit 9, Lesson 1 (1, 2, 3)”.***Activity 1. Vocabulary.*****\*Aims:*** *Ss will be able**to know the vocabulary in front of starting the new lesson.* **\*Procedure:**-T elicits the new words*+ blue : màu xanh da trời (visual)**+ brown : màu nâu (visual)**+ red :màu đỏ (visual)**+ yellow : màu vàng (visual)**+ colour: màu sắc (translation)* - T models *(3 times).* - T writes the words on the board.- *Checking: Rub out and remember***Activity 2. Look, listen and repeat:*****\*Aims:*** *Ss will be able**to understand and correctly repeat the sentences in two communicative contexts (pictures) to talk about colours.***\*Procedure:**- Have Ss look at *Pictures a and b* and identify the characters *(Minh and Mary)* in the pictures.- Play the audio twice (sentence by sentence). Correct their pronunciation where necessary.- Have Ss to practice the dialogue- T invites a few pairs to the front of the class to practice.- T checks pronunciation for ss.**Activity 3** **2. Listen, point and say.*****\*Aims:*** *Ss will be able**to correctly use What colour is it? It’s ……. for asking and answering questions about the colours of school things.***\*Procedure:****\* *Model sentences:***- T asks Ss look at *picture b* and helps Ss know the structure from the dialogue.- T introduces new structure for Ss.- T explains, models and gives meaning.-Have Ss repeat the model sentences.*A: What colours is it?**B: It’s* ***blue****.****\*Drill pictures***- Have Ss look at the pictures and identify the names of the school things in the pictures- Run through all the pictures.- Run through model sentences.+Run through question sentence+Run through answer sentence- Have Ss to practise:+ T asks, Ss answer picture a+ Ss asks, T answers picture b+ Group A ask, group B answer picture c+ Group B ask, group A answer picture d- Ask Ss to work in pairs.- T controls and corrects.- Invite a few pupils to stand up, point at each school thing in the picture and say the sentence aloud.- T gives feedbacks.**Activity 4. Let’s talk.*****\*Aims:*** *Ss will be able to enhance the correct use of What colour is it? – It’s …….. for asking and answering questions about the colour of a school thing.***\*Procedure:**- Have Ss look at the picture and elicit the question and the answer in context.*+ What are they?**+ Where are they?**+ What colours is it?*- Have Ss look at the school things on the desk and say their names, and then their colours.- Have Ss 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 (Ex: *They’re black*.). After that, let them say the question and the answer.- Give Ss time to practise asking and answering the question *What colour are they? – …….* in pairs. - 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.- If time allows, let Ss point at the school things around them, ask and answer questions about their colours.***\*Consolidation******\*Aims:*** *Ss will be able consolidate and wrap up the content of the lesson.***\*Procedure:**- T asks ss to answer the following questions: *+ What have you learnt from the lesson today?* *+What are the core values of the lesson? (if the teacher can take from the lesson).*- T review the vocabulary and model sentences.- T praises some Ss who are hardworking / active/ good…. as well as encourage others to try more.**-** Learn the vocabulary and model sentences by heart - Prepare the new lesson: *Unit 9, Lesson 1 (4, 5, 6).* | - Ss listen-Ss look at the pieces of the picture-Ss put into the correct picture-Ss check-Ss open their books-Ss listen and answer- - Ss listen and repeat + Choral repetition *(3 times).* + Individual repetition *(3 ss)*- Ss take note- Ss look, remember and write-Look at the pictures and say*+ In picture a:* Mary asks Minh: *Do you have an eraser?*Minh replies: *Yes, I do.**+ In picture b:* Mary asks Minh: *What colour is it?*Minh replies: *It’s blue.*-Ss listen and repeat in chorus *(twice)*-Ss work in pairs to practice-Ss practice the dialogue-Ss listen-Ss look at the picture and answer.-Ss listen-Ss listen and repeat-Ss repeat - Ss look, listen and answer*+ Picture a:*  *a blue eraser + Picture b:* *a brown ruler**+ Picture c:*  *a red pen* *+ Picture d:*  *a yellow pencil*-Ss listen and repeat-Ss practice in chorus, individuals.-Ss work in pairs-Ss point and say-Ss listen.-Ss look at the picture and answer*+ a blue pen, a red pencil, a yellow ruler, and a brown eraser on a desk.*-Ss point and say-Ss read the sentence-Ss point and complete-Ss ask and answer-Ss work in pairs, point and ask and answer-SS practice to ask and answer-Ss ask and answer about their colours-Ss answer the questions- Ss listen-Ss listen and clap their hands-Ss listen and take note |

**D. SELF – EVALUATION:**

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