*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:**

|  |  |  |
| --- | --- | --- |
| **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:**

|  |  |  |
| --- | --- | --- |
| **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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