Week 2 Preparing date: September 20th,

 *Period 5 Teaching date: September 23rd,*

**Unit 1: Hello**

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

**A. OBJECTIVES:**

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

**1. Knowledge:**

- use the names Ben, Mai, Minh, Lucy, the words hello, hi.

- use *Hello/ Hi. I’m \_\_\_\_\_. and Hello, / Hi, \_\_\_\_. I’m \_\_\_.* to greet,

self-introduce and respond to greetings.

- listen to and demonstrate understanding of simple communicative contexts in relation to the topic “*Greetings”*

- ***Vocabulary:***Hello, Hi, I

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

**2. Competences:**

- Critical Thinking: self-introduce

-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 17, 18, 19, audio Tracks 5,6, website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:*Pupil’s book Page 10, notebooks, workbooks, school things.

**C. PROCEDURES:**

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| --- | --- | --- |
| **Stages/Time** | **Teacher’s activities** | **Students’ activities** |
| **1.Warm- up:** **(3’)****2.Presentation****(16’)****3.Practice: (7’)****4.Production: (7’)****5. Homework. (2’)** | *Game:* ***Pick the number****\*****Aims:*** *to create a friendly and active atmosphere in the class to beginning the lesson.***\*Procedure:**- T says the numbers for the pupils to choose.- Give points to the pupils with the correct choosing and encourage them.- Say “Open your book page 10” and look at “*Unit 1, Lesson 1 (1,2,3)”.***Activity 1. Vocabulary.*****\*Aims:*** *Ss will be ableto know the vocabulary in front of starting the new lesson.***\*Procedure:**-T elicitsthe new words*+Hello = Hi : xin chào (situation)**+I: tôi (translation)**+ I’m = I am: tôi là (translation)*- T models *(3 times).*- T writes the words on the board.- *Checking: Rub out and remember***Activity 2. 1. Listen, point and repeat:*****\*Aims:*** *Ss will be ableto understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on greetings, self- introducing, and responding to greetings.***\*Procedure:**- Have Ss look at *Pictures a and b*and identify the characters in the pictures.-Play the audio twice(sentence by sentence). Correct their pronunciation where necessary.- Have Ss to practice the dialogue-Tinvites a few pairs to the front of the class to practice.- T checkspronunciation for ss.**Activity 32. Listen, point and say.*****\*Aims:*** *Ss will be ableto correctly say the character names and use Hello. /Hi. I’m \_\_\_\_. and Hello,/ Hi,\_\_\_\_\_\_. I’m \_\_\_\_. to greet, self-introduce and respond to greetings.***\*Procedure:****\* *Model sentences:***-T asks Ss look at *picture a* 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: Hello. I’m Ben.**B: Hi, Ben. I’m Mai.**\*Hi* is more friendly than *Hello* in conversation.***\*Drill pictures***- Elicit and check comprehension the name of each character.- Run through all the pictures.- Run through model sentences.+ Run through the self-introduce.+ Run through respond to greetings.- Have Ss to practise:+ T says the first – Ss respond to greetings (change role).+ Ss – Ss (change role).- Ask Ss to work in pairs.- T controls and corrects.- Invite a few pairs to come to the front of the classroom,point at the relevant character in each picture, and act out his/her role.- Encourage Ss to practise speaking English.- T gives feedbacks.**Activity 4. Let’s talk.*****\*Aims:*** *Ss will be able to enhance the correct use of Hello./Hi. I’m \_\_\_\_. and Hello,/Hi,\_\_\_\_. I’m \_\_\_\_\_. to greet, self-introduce and respond to greetings.***\*Procedure:**- T asks ss to guess each character and what the children say.*+ What can you see in the picture?**+Who are they?**+Where are they?**+What are they saying?*- T fills the gaps and writes the sentences on the board.- T models- T asks Ss to greet, self-introduce and respond to greetings (groups of four)- Invite some groups to perform. - Give feedbacks***\*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 number by heart- Prepare the new lesson: *Unit 1, Lesson 1 (4,5,6).* | - Ss listen and choose the numbers-Ss play the game- 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 get to know the characters in the pictures.*+ They’re Ben and Mai in picture a.**+ They’re Minh and Lucy in picture b.*-Ss listenand 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 to the introduce and respond to greetings.- Ss look, listen and repeat-Ss practice in chorus-Ss work in pairs to practice-Ss point and say-Ss listen.-Ss listen-Ss look at the picture and answer*+ Lucy meets Minh in the school playground. They greet, self-introduce and respond to greetings.*-Ss note- Ss say the completed sentences.-Ss work in groups-Ss perform in front of the class.-Ss answer the questions- Ss listen-Ss listen and clap their hands-Ss listen and take note |

**D. ADJUSTMENTS (if necessary):**

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*Week 2 Preparing date: September 20th,*

 *Period 6 Teaching date: September 23rd,*

**Unit 1: Hello**

**Lesson 1 (4,5,6)**

**A. OBJECTIVES:**

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

**1. Knowledge:**

- use the names Ben, Mai, Minh, Lucy, the words hello, hi.

- use *Hello/ Hi. I’m \_\_\_\_\_.* and *Hello, / Hi, \_\_\_\_. I’m \_\_\_.* to greet, self-introduce and respond to greetings.

- listen to and demonstrate understanding of simple communicative contexts in relation to the topic “Greetings”

- ***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 19, 20; audio Tracks 7, 8; website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Pupil’s book Page 11, 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:* ***“Passing the puppet”****\*****Aims:*** *to create a friendly and active atmosphere in the class to beginning the lesson.***\*Procedure:**- T gives Ss a puppet.- T asks Ss to listen to music and transfer a puppet around the class.- When the music stops, Ss who keep a puppet have to practice with partner using: *Hello/ Hi. I’m \_\_\_\_\_.*and*Hello, / Hi, \_\_\_\_. I’m \_\_\_.*- T gives feedback.- Say “Open your book page 11” and look at *“Unit 1, Lesson 1 (4,5,6)”.***Activity 1. 4. Listenand circle:*****\*Aims:*** *Ss will be abletolisten, understand and circle the correct pictures relevant to two communicative contexts (pictures) in which two pupils greet, self-introduce and respond to greetings.***\*Procedure:**- Elicit the names of the characters in the pictures.- Point at the pictures respectively to explain the context.- 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 Ssto 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.b 2.a***Activity 2.5. Look, complete and read.*****\*Aims:*** *Ss will be ableto complete the gapped sentences and read them aloud with the help of the picture cues.***\*Procedure:**- Get Ss to look at the pictures and identify the characters - Have Ss look at the four incomplete sentences and elicits the missing words in the sentences.- T models with sentence 1+ Ask Ss what is missing in the sentence.+ Have Ss look at the picture and complete the gap, then read the completed sentence in chorus.-Have Ss work in groups and complete the sentences 2,3 and 4.- Ask a few Ss to stand up and read the completed sentences aloud.-T gives feedbacks.*Key:**1. Hello/Hi 2. Hello/Hi* *3. I’m 4. Hello/Hi; I’m***Activity 3. 6. Let’s sing.*****\*Aims:*** *Ss will be able to sing the song Hello with the correct pronunciation and melody.* **\*Procedure:**- Introducethe title and lyrics of the song:“Hello” song.-Play the recording for Ss to listen to the whole song.+Have them repeat the title and lyrics line by line.+Tell Ss to point at the relevant character while singing his or her name.- Play the recording all the way through for Ss to listen to pronunciation and melody of the song.- Play the recording line by line for Ss to listen, repeat and point at the relevant character.- Play the recording for Ss to sing and do actions.- Ask Ss to practice singing and doing actions in pairs or groups.-Invite groups to the front of the classroom to perform the song -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.**-** Learn the number by heart- Prepare the new lesson: *Unit 1, Lesson 2 (1,2,3).* | - Ss listen and keep the puppet- Ss listen to music and play the game-Ss listen- Ss open their books-Look at the pictures and say:*+ Picture 1a: Lucy and Ben first meet each other.* *+ Picture 1b: Lucy and Minh first meet each other.* *+ Picture 2a: Ben and Mai first meet each other.* *+ Picture 2b: Ben and Lucy first meet each other.* -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 look at the picture and say:*+ They’re Ben, Lucy, Mai and Ben, Minh and Lucy.*-Ss look and answer-Ss answer: *Hello/ Hi*-Ss look, complete and read the completed sentence in chorus.-Ss complete the sentence -Ss read aloud-Ss look and listen.-Ss listen to the song-Ss listen and repeat line by line without the action.-Ss point to the character while singing-Ss listen to melody of the song- Ss listen and sing line by line.- Ss sing and do actions.+ Ss work in groups (two groups) to sing. -Ss performin front of the class.-Ss listen-Ss answer the questions-Ss listen and clap their hands-Ss listen and take note |

**D. ADJUSTMENTS (if necessary):**

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*Week 2 Preparing date: September ……..,*

 *Period 7 Teaching date: September ……..,*

**Unit 1: Hello**

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

**A. OBJECTIVES:**

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

**1. Knowledge:**

- understand and correctly repeat the sentences in two communicative contexts focusing on greetings, responding to greetings and saying goodbye.

- use the names *Ben, Mai, Minh, Lucy*, the words *hello, hi, bye, goodbye*, and the sentence patterns *Hello, / Hi, I’m \_\_\_\_\_.; How are you? and Fine, thank you*. in relation to the topic “Greetings”.

– use *Hi. How are you? and Fine, thank you.* to greet others, respond to greetings and use *Goodbye / Bye \_\_\_\_\_\_.* to say goodbye.

- ***Vocabulary:***how, fine, thank you, goodbye, bye.

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

**2. Competences:**

- Critical Thinking: self-introduce

-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 21, 22; audio Tracks 9,10, website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Pupil’s book Page 12, 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’)** | *Game:* ***Pass the ball****\*****Aims:*** *to create a friendly and active atmosphere in the class to beginning the lesson.***\*Procedure:**- T gives Ss a ball.- T asks Ss to listen to music and transfer a ball around the class.- When the music stops, Ss who keep a ball have to practice with partner using: *Hello/ Hi. I’m \_\_\_\_\_.*and*Hello, / Hi, \_\_\_\_. I’m \_\_\_.*- T gives feedback.- Say “Open your book page 12” and look at “*Unit 1, Lesson 2 (1,2,3)”.***Activity 1. Vocabulary.*****\*Aims:*** *Ss will be ableto know the vocabulary in front of starting the new lesson.***\*Procedure:**-T elicits the new words*+ How : như thế nào* *(translation)**+ Fine : khỏe (situation)**+ you : bạn (translation)**+ thank you= thanks : cảm ơn* *(situation)**+ Goodbye= bye : tạm biệt* *(situation)*- T models *(3 times).*- T writes the words on the board.- *Checking: Rub out and remember***Activity 2. 1. Listen, point and repeat:*****\*Aims:*** *Ss will be ableto understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on greetings, responding to greetings and saying goodbye.* **\*Procedure:**- Have Ss look at *Pictures a and b* and identify the characters in the pictures.-Play the audio twice(sentence by sentence). Correct their pronunciation where necessary.- Have Ss to practice the diaguage-Tinvites a few pairs to the front of the class to practice.- T checkspronunciation for ss.**Activity 3**.**2. Listen, point and say.*****\*Aims:*** *Ss will be ableto correctly say the words and use Hi. How are you? Fine, thank you. to greet, respond to greetings and Goodbye./ Bye. to say goodbye.***\*Procedure:****\* *Model sentences:***- T asks Ss look at *picture a*, *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: Hi. How are you?**B: Fine, thank you.**A: Goodbye.**B: Bye.**\*Bye*is more friendly than*Goodbye*in conversation.***\*Drill pictures***- Elicit and check comprehension the name of each character.- Run through all the pictures.- Run through model sentences.+ Run through the self-introduce.+ Run through respond to greetings.- Have Ss to practise:+ T says the first – Ss respond to greetings (change role).+ Ss – Ss (change role).- Ask Ss to work in pairs.- T controls and corrects.- Invite a few pairs to come to the front of the classroom,point at the relevant character in each picture, and act out his/her role.- Invite Ss to go to the board and role play. Encourage Ss to practise speaking English.- T gives feedbacks.**Activity 4. 3. Let’s talk.*****\*Aims:*** *Ss will be able to enhance the correct use of Hi. How are you? and Fine, thank you. to respond to greetings, and Goodbye. / Bye to say goodbye.***\*Procedure:**- T asks ss to guess each character and what the children say.*+ What can you see in the picture?**+Who are they?**+Where are they?**+What are they saying?*- T fills the gaps and writes the sentences on the board.- T models- T asks Ss *use of Hi. How are you? and Fine, thank you.* to respond to greetings, and*Goodbye. / Bye*to say goodbye (groups of four)- Invite some groups to perform. - Give feedbacks***\*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 number by heart- Prepare the new lesson: *Unit 1, Lesson 2 (4,5,6).* | - Ss listen and keep the ball- Ss listen to music and play the game- 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 get to know the characters in the pictures.*+ In picture a:* Ben say *Hi, Mai. How are you?*And Mai respond*Fine, thank you.**–In picture b:* Ben say*Goodbye, Mai.* And Mai respond:*Bye, Ben.*-Ss listen and repeat in chorus *(twice)*-Ss work in pairs to practice-Ss practice the diaguage-Ss listen-Ss look at the picture and answer.-Ss listen-Ss listen and repeat-Ss repeat to the introduce and respond to greetings.- Ss look, listen and repeat-Ss practice in chorus- Ss practice in chorus-Ss work in pairs to practice-Ss listen-Ss point and say-Ss go to the board and rold play.-Ss listen-Ss look at the picture and answer*+ A picture of two pairs of pupils in the school playground. One pair greets and responds to each other’s greetings and the other says goodbye to each other* -Ss note- Ss say the completed sentences.-Ss work in groups-Ss perform in front of the class.-Ss answer the questions- Ss listen-Ss listen and clap their hands-Ss listen and take note |

**D. ADJUSTMENTS (if necessary):**

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*Week 2 Preparing date: September ………,*

 *Period 8 Teaching date: September ………,*

**Unit 1: Hello**

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

**A. OBJECTIVES:**

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

**1. Knowledge:**

- understand and correctly repeat the sentences in two communicative contexts focusing on greetings, responding to greetings and saying goodbye.

- use the names *Ben, Mai, Minh, Lucy*, the words *hello, hi, bye, goodbye*, and the sentence patterns *Hello, / Hi, I’m \_\_\_\_\_.; How are you? and Fine, thank you*. in relation to the topic “Greetings”.

– use *Hi. How are you? and Fine, thank you.* to greet others, respond to greetings and use *Goodbye / Bye \_\_\_\_\_\_.* to say goodbye.

- ***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 23, 24; audio Tracks 11; website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Pupil’s book Page 13, notebooks, workbooks, school things.

**C. PROCEDURES:**

|  |  |  |
| --- | --- | --- |
| **Stages/Time** | **Teacher’s activities** | **Students’ activities** |
| **1.Warm- up:** **(5’)****2.Practice: (27’)****3. Homework. (3’)** | *Sing a song:* ***“how are you”****\*****Aims:*** *to create a friendly and active atmosphere in the class to beginning the lesson.***\*Procedure:**- Show the song on the screen.<https://www.youtube.com/watch?v=O13gITUS5t4>- Askpupils to listen, sing and dance the song.- Say “Open your book page 13” and look at *“Unit 1, Lesson 2 (4,5,6)”.***Activity 1. 4.Listenand number:*****\*Aims:*** *Ss will be abletolisten to and understand four communicative contexts in which pupils greet each other, respond to each other’s greetings with thanks, and say goodbye.***\*Procedure:**- Elicit the names of the characters in the pictures.- Point at the pictures respectively to explain the context.- 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.d 2. c 3. a 4. b***Activity 2.5. Read and match.*****\*Aims:*** *Ss will be abletoread and match pairs of target sentence patterns.***\*Procedure:**-Elicit the context and give feedback.- T models with sentence 1. + Get Ss to read Sentence 1 in chorus.+Draw the line connecting Sentence 1 with Sentence b+ Have Ss read the completed sentence in chorus.-Have Ss work in pairs and match the sentences 2 and 3.- Invite pairs of pupils to stand up and read aloud the matched exchanges.-T gives feedbacks.*Key: 2. c 3. a* **Activity 3. 6.Let’s play.*****\*Aims:*** *Ss will be able to practise using target sentence patterns by playing the game Hello and goodbye.***\*Procedure:**- Tell Ss about the activity. Elicit the language that Ss need to greet, self-introduce, respond to greetings and say goodbye. - Write the language on the board. Get the class to read the sentences in chorus.- Invite two groups of four to the front of the classroom to model the two contexts.+ *Context 1:Three players are sitting and talking together. One player pretends to be a newcomer, goes to the place, greets the group, and introduces himself or herself (Hello./ Hi. I'm \_\_\_.) The group responds to his/ her greetings (Hello, / Hi, \_\_\_.). Then he/ she sits down to join the group. One of the previous sitters stands up and goes out to pretend to be a newcomer. He/ She repeats the procedure. One by one, each member of the group repeats the procedure until the last one.**+Context 2: Four players are sitting together talking happily. One of them stands up to leave. He/ She says goodbye to the group (Goodbye./ Bye.). The group responds to the leaver (Goodbye./ Bye.).* *One by one, each member of the group repeats the procedure until the last one.*- Give Ss time to play the game. - Give feedbacks***\*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.**-** Learn the number by heart- Prepare the new lesson: *Unit 1, Lesson 3 (1,2,3).* | - Sing and dance the song in chorus.- Ss open their books-Look at the pictures and say:*+ Picture a:Lucy and Minh meet each other again.**+ Picture b:Lucy and Minh say goodbye to each other.* *+ Picture c:Ben and Mai say goodbye to each other.* *+ Picture d:Ben and Mai first meet each other.*-Ss guess the answers- Ss listen to the tape and write number- Ss listen again, write number and swap books with their partners. - Ss check their answers and guessing-Ss listen and repeat.-Ss look at the sentences and say

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| --- | --- | --- |
| 1.Hi. I’m Mai |  | a.Fine, thank you. |
| 2.Goodbye, Mai. | b.Hello, Mai. I’m Ben. |
| 3.How are you, Mai? | c.Bye, Ben. |

-Ss read and match-Ss readaloud the matched exchanges.- Ss listen and answer-Ss look and read in chorus-Ss make a model-Ss play the game-Ss listen and take note |

**D. ADJUSTMENTS (if necessary):**

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