*Week 14*

 *Period 53*

**Unit 8: My school things**

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

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

- 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.*

**PROCEDURES:**

| **Teacher’s activities** | **Students’ activities** |
| --- | --- |
| **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*  | -Look at the pictures and say:*+ Picture a:*  *a notebook* *+ Picture b:*  *an esaser**+ 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 |

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

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*Period 54*

**Unit 8: My school things**

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

By the end of the lesson, 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.

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

- say the chant with the correct rhythm and pronunciation.

 **PROCEDURES:**

| **Teacher’s activities** | **Students’ activities** |
| --- | --- |
| **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* | - Ss recognize the differences about color of letter- - Ss listen - Ss listen and point- Ss listen again and repeat-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. |

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

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*Week 14*

 *Period 55*

**Unit 8: My school things**

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

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

- 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

 **PROCEDURES:**

| **Teacher’s activities** | **Students’ activities** |
| --- | --- |
| **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* | - 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 |

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

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*Week 14*

*Period 56*

**Unit 9: Colours**

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

By the end of the lesson, Ss 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

**PROCEDURES:**

| **Teacher’s activities** | **Students’ activities** |
| --- | --- |
| **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. | -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 |

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