*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):**