*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):**