*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):**