*Week 16*

*Period 61*

**Unit 9: Colours**

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

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

- read a short text and tick the colours of some school things.

- use the target language in a real context by writing a short paragraph about the colours of some of their school things.

- revise the target vocabulary items they have learnt in a real context.

- do a project on how to draw, colour and say the colours of school things.

 **PROCEDURES:**

| **Teacher’s activities** | **Students’ activities** |
| --- | --- |
| **Activity 1. Read and tick:*****\*Aims:*** *Ss will be able**to* *read and understand a short text and tick the colours of some school things.***\*Procedure:**- Explain how to complete the task: read the text and tick the correct colours of the school things in the table. - Ask Ss to read the list of the school things in the first column of the table. - Ask Ss look at the colours on the right side of the table. - Ask Ss read the text and tick the correct colours.- Let Ss swap and check answers. - Check the answers- Ask some Ss to read the text aloud. *Key:*  | -Ss read and answer-Ss listen and read-Ss listen -Ss read and tick-Ss swap their answers-Ss check their answer-Ss read aloud |

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

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*Week 16*

*Period 62*

**Unit 10: Break time activities**

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

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

- understand and correctly repeat the sentences in two communicative contexts about school break time activities.

- correctly say the words and use *I …………..at break time*. to identify school break time activities.

- enhance the correct use of *I ………… at break time*. to identify school break time activities.

**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*+ chess : cờ (visual)**+ volleyball : bóng chuyền (picture)**+ basketball :bóng rổ (picture)**+ badminton : cầu lông (visual)**+ play: chơi (translation)* *+ break time: giờ giải lao (situation)*- 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 about school break time activities.***\*Procedure:**- Have Ss look at *Pictures a and b* and identify the characters *(Ben Minh and Lucy)* 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:*  Ben says: *It’s break time. Let’s play chess.* Lucy says: *OK!**+ In picture b:*  Lucy says: *I play volleyball at break time.* *What about you, Minh?* Minhanswers: *I play basketball.*-Ss listen and repeat in chorus *(twice)*-Ss work in pairs to practice-Ss practice the dialogue-Ss listen |

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

*Week 16*

*Period 63*

**Unit 10: Break time activities**

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

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

- listen to and understand two communicative contexts in which pupils talk about what they do at break time.

- complete four target sentence patterns with the help of the picture cues.

- sing the song “*It’s break time*” with the correct pronunciation and melody.

**PROCEDURES:**

| **Teacher’s activities** | **Students’ activities** |
| --- | --- |
| **Activity 1. Listen and tick:*****\*Aims:*** *Ss will be able**to* *listen to and understand two communicative contexts in which pupils talk about what they do at break time.***\*Procedure:**- Elicit the name of the activities 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. b 2. a* **Activity 2.**  **Look, complete and read*****\*Aims:*** *Ss will be able**to* *complete four target sentence patterns with the help of the picture cues.***\*Procedure:**- Have Ss look at the picture cues and identify the activity of the character.- Have Ss look at the four incomplete sentences. Elicit and model with picture 1+ Ask Ss to read the sentence 1 in chorus.+ Ask Ss what word is missing in the gap (*play volleyball*). Then have them complete the sentence (*I play volleyball at break time*).-Have Ss work in pairs and complete the sentences 2, 3, 4.- Ask a few Ss to stand up and read the sentences aloud.-T gives feedbacks.*Key:**1.play basketball* *2. play chess**3. play volleyball* *4. Play badminton*  | -Look at the pictures and say:*+ Picture 1a:*  *Linh is playing chess.* *+ Picture1 b:*  *Linh is playing volleyball.**+ Picture 2a:*  *Ben is playing basketball.**+ Picture 2b:*  *Ben is playing badminton.*-Ss guess the answers- Ss listen to the tape and tick- Ss listen again, tick 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 say and write-Ss work in pairs and complete-Ss read aloud |

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

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*Period 64*

**Unit 10: Break time activities**

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

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

- use the words *football, table tennis, chat, word puzzle* related to the topic school break time activities

- use *What do you do at break time? – I………* to ask and answer questions about school break time activites.

**PROCEDURES:**

| **Teacher’s activities** | **Students’ activities** |
| --- | --- |
|  *Game:* ***Act and Guess****\*****Aims:*** *to create a friendly and active atmosphere in the class to beginning the lesson.***\*Procedure:**- T divides class into 2 Teams (Boys and Girls)- 1 pupil of each team comes to the board and does actions for their team to guess the names of break time activities and sticks the right pictures.-The first Team to stick 4 correct pictures with right order is the winner.- Say “Open your book page 70” and look at “*Unit 10, Lesson 2 (1, 2, 3)”.***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*+ football : bóng đá (visual)**+ word puzzle : trò chơi ô chữ*  *(visual)**+ chat :trò chuyện (translation)* *+ table tennis : bóng bàn (visual)* - 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 school brek time activities.***\*Procedure:**- Have Ss look at *Pictures a and b* and identify the characters *(Bill and Mai)* 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.**-** Learn the vocabulary and model sentences by heart - Prepare the new lesson: *Unit 10, Lesson 2 (4,5,6).* | - Ss listen-Ss play 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 say*+ In picture a:*  Mai asks Bill if *What do you do at break time?*  Bill says that *I play football.**+ In picture b:*  Bill asks Mai: *What do you do at break time?* Mai answers: *I play badminton.*-Ss listen and repeat in chorus *(twice)*-Ss work in pairs to practice-Ss practice the dialogue-Ss listen-Ss listen and take note |

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

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