

Week 17
Period 65

Preparing date: December,
Teaching date: December,

Unit 10: Break time activities

Lesson 2 (4, 5, 6)

A. OBJECTIVES:

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

1. Knowledge:

- listen to and understand four communicative context in which Ss ask and answer question about school break time activities
- read and match four target sentences with four pictures
- practice the target language by playing *Miming game*.
- *Vocabulary*: Review
- *Skills*: speaking, listening, reading and writing.

2. Competences:

- Critical Thinking: look, complete and read
- Co-operation: ready to help friends in pair work/ group work.
- Self-control and independent learning: perform listening tasks.

3. Attitude/ Qualities:

- Kindness: Help partners to complete learning tasks.
- Honesty: tell the truth about feelings and emotions.
- Diligence: complete learning tasks.

B. TEACHING AIDS:

- *Teacher*: Teacher's guide Pages 128, 129; audio Tracks 103; website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.
- *Students*: Pupil's book Page 71, notebooks, workbooks, school things.

C. PROCEDURES:

Stages/Time	Teacher's activities	Students' activities
1. Warm- up: (5')	<i>Game: Who says fast?</i> <i>*Aims: to create a friendly and active atmosphere in the class to beginning the lesson.</i>	

<p>2.Practice: (27')</p>	<p>*Procedure:</p> <ul style="list-style-type: none"> - Hold a school break time activities card, then reveal it slowly. - Ask <i>What do you do at break time?</i> - Ask the Ss guess the answer as fast as possible. - Then have Ss do the same with the rest. - This can be played in groups to make it more interesting. - Say “Open your book page 72” and look at “Unit 10, Lesson 2 (4,5,6)”. <p>Activity 1. Listen and number:</p> <p>*Aims: <i>Ss will be able to listen to and understand four communicative context in which Ss ask and answer question about school break time activities.</i></p> <p>*Procedure:</p> <ul style="list-style-type: none"> - Elicit the action of the character in each picture. + <i>Who are they?</i> + <i>What are they doing?</i> <div data-bbox="483 1388 1036 1791">  </div> <ul style="list-style-type: none"> - T ask Ss to guess the answers. 	<ul style="list-style-type: none"> - Ss listen - Ss play game -Ss play game - Ss open their books <ul style="list-style-type: none"> -Look at the pictures and say: + <i>Picture a: a girl play table tennis</i> + <i>Picture b: a boy playing football</i> + <i>Picture c: a girl doing word puzzle</i> + <i>Picture d: a boy chatting with his friends</i>
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	<p>+ 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. <i>Key: 1. b 2. a 3. d 4. c</i></p> <p><u>Activity 2. Read and match</u> <i>*Aims: Ss will be able to read and match four target sentences with four pictures</i> *Procedure: - Get Ss to look at the pictures and elicit the characteres' actions.</p>  <p>- Have Ss look at the first sentence and the pictures. Elicit and model with number 1: <i>I play table tennis</i> + Ask Ss read and find the correct</p>	<p>-Ss guess the answers</p> <p>- Ss listen to the tape and write - Ss listen again, write and swap books with their partners.</p> <p>- Ss check their answers and guessing</p> <p>-Ss listen and repeat.</p> <p>-Ss look at the picture and say</p> <p>-Ss look and answer</p> <p>-Ss read</p>
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	<p>picture on the right to match.</p> <p>+ When Ss answer picture b, tell Ss draw a line to match the sentence and the picture</p> <p>-Have Ss work in pairs and match the sentences 2, 3, 4.</p> <p>- Ask a few Ss to stand up and read the sentences aloud.</p> <p>-T gives feedbacks.</p> <p><i>Key:</i> <i>1. b 2. c 3. d 4. a</i></p> <p>Activity 3. Let's play</p> <p><i>*Aims: Ss will be able to practice the target language by playing</i></p> <p>Miming game.</p> <p>*Procedure:</p> <div data-bbox="479 1108 1036 1423" data-label="Image"> </div> <p>-Elicit the language that Ss need to talk about break time activities (<i>play football, play chess, play volleyball, do word puzzles, chat with friends, play table tennis...</i>)</p> <p>-Explain how the game is played:</p> <p>+One Ss mimes the action of doing an activity.</p> <p>+Other Ss look at him/ her, guess the</p>	<p>-Ss answer and match</p> <p>-Ss work in pairs and match</p> <p>-Ss read aloud</p> <p>-Ss listen and answer</p> <p>-Ss listen</p> <p>- Ss look and guess</p>
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<p>3. Homework. (3')</p>	<p>action and what it is, <i>ex: play football.</i></p> <ul style="list-style-type: none"> -Model the game with two Ss -Divide class into four groups, each group, choose a pupil to do the actions while the resr guesses the words. +Ss get one point for each correct answer. -The group with most point wins <p>*Consolidation</p> <p>*Aims: <i>Ss will be able consolidate and wrap up the content of the lesson.</i></p> <p>*Procedure:</p> <ul style="list-style-type: none"> - T asks ss to answer the following questions: <ul style="list-style-type: none"> + <i>What have you learnt from the lesson today?</i> +<i>What are the core values of the lesson? (if the teacher can take from the lesson).</i> - T praises some Ss who are hardworking / active/ good.... as well as encourage others to try more. <p>- Practice part 5 again.</p> <p>- Prepare the new lesson: <i>Unit 10, Lesson 3 (1,2,3).</i></p>	<ul style="list-style-type: none"> -Ss model with the teacher - Ss play game <p>-Ss answer the questions</p> <p>-Ss listen and clap their hands</p> <p>-Ss listen and take note</p>
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D. ADJUSTMENTS (if necessary):

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Week 17
Period 66

Preparing date: December,
Teaching date: December,

Unit 10: Break time activities

Lesson 3 (1, 2, 3)

A. OBJECTIVES:

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

1. Knowledge:

- correctly repeat the sounds of the letter *f* and letter *v* in isolation, in the words *football* and *volleyball*, and in the sentences *I play football at break time.* and *I play volleyball at break time.* with correct pronunciation and intonation.
- identify the target words *football* and *volleyball* while listening.
- say the chant with the correct rhythm and pronunciation.
- ***Vocabulary:*** Review
- ***Skills:*** speaking, listening, reading and writing.

2. Competences:

- Co-operation: ready to help friends in pair work/ group work.
- Sociability: Talk to each other, say good words to others.

3. Attitude/ Qualities:

- Kindness: Help partners to complete learning tasks.
- Honesty: tell the truth about feelings and emotions

B. TEACHING AIDS:

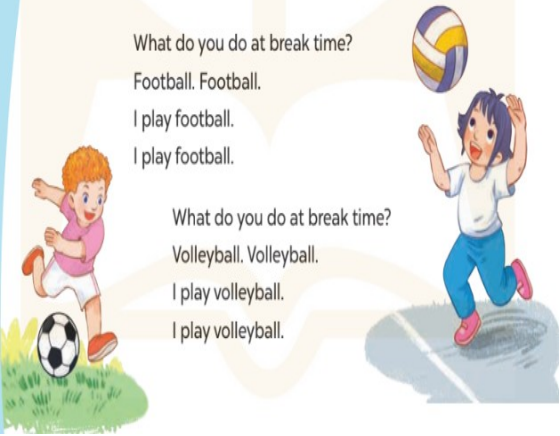
- *Teacher*: Teacher's guide Pages 130, 131; audio Tracks 104, 105, 106; website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.
- *Students*: Pupil's book Page 72, notebooks, workbooks, school things.

C. PROCEDURES:

Stages/Time	Teacher’s activities	Students’ activities																																																																																										
1.Warm- up: (5’)	<p><i>Game: Find and circle the words</i></p> <p><i>*Aims: to create a friendly and active atmosphere in the class to beginning the lesson.</i></p> <p>*Procedure:</p> <p>*Procedure:</p> <table><tr><td>F</td><td>M</td><td>V</td><td>C</td><td>E</td><td>P</td><td>S</td><td>V</td><td>B</td></tr><tr><td>O</td><td>C</td><td>T</td><td>H</td><td>N</td><td>E</td><td>B</td><td>O</td><td>B</td></tr><tr><td>O</td><td>L</td><td>U</td><td>E</td><td>A</td><td>V</td><td>X</td><td>L</td><td>O</td></tr><tr><td>T</td><td>E</td><td>L</td><td>S</td><td>N</td><td>N</td><td>T</td><td>L</td><td>X</td></tr><tr><td>B</td><td>B</td><td>S</td><td>S</td><td>M</td><td>K</td><td>K</td><td>E</td><td>V</td></tr><tr><td>A</td><td>C</td><td>D</td><td>K</td><td>O</td><td>K</td><td>K</td><td>Y</td><td>E</td></tr><tr><td>L</td><td>R</td><td>O</td><td>E</td><td>E</td><td>C</td><td>V</td><td>B</td><td>A</td></tr><tr><td>L</td><td>H</td><td>B</td><td>B</td><td>W</td><td>W</td><td>N</td><td>A</td><td>A</td></tr><tr><td>D</td><td>F</td><td>O</td><td>O</td><td>T</td><td>S</td><td>O</td><td>L</td><td>S</td></tr><tr><td>V</td><td>O</td><td>B</td><td>L</td><td>Y</td><td>Y</td><td>Z</td><td>L</td><td>W</td></tr></table> <p>- Divide class into 2 groups</p> <p>- Ask Ss to find and circle the words that they learnt.</p> <p>- Which groups find the best correct words is winner.</p> <p>- Give Ss time to play the game.</p> <p>Rows: foot</p> <p>Columns: football, volleyball, chess</p> <p>-T checks who’s winner?</p> <p>- Say “Open your book page 72” and look at “Unit 10, Lesson 3 (1,2,3)”.</p>	F	M	V	C	E	P	S	V	B	O	C	T	H	N	E	B	O	B	O	L	U	E	A	V	X	L	O	T	E	L	S	N	N	T	L	X	B	B	S	S	M	K	K	E	V	A	C	D	K	O	K	K	Y	E	L	R	O	E	E	C	V	B	A	L	H	B	B	W	W	N	A	A	D	F	O	O	T	S	O	L	S	V	O	B	L	Y	Y	Z	L	W	<p>- Ss listen</p> <p>-Ss play game</p> <p>- Ss open their books</p>
F	M	V	C	E	P	S	V	B																																																																																				
O	C	T	H	N	E	B	O	B																																																																																				
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<p>2. Presentation (9')</p>	<p>Activity 1. Listen and repeat: <i>*Aims: Ss will be able to correctly repeat the sounds of the letter f and letter v in isolation, in the words football and volleyball, and in the sentences <i>I play football at break time.</i> and <i>I play volleyball at break time.</i> with correct pronunciation and intonation.</i> *Procedure: - T gives instruction to the letter f and v, football and volleyball, and in the sentences <i>I play football at break time.</i> and <i>I play volleyball at break time.</i> - Play the recording for the letter f, v. - 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.</p>	<p>- Ss recognize the differences about color of letter</p> <p>- Ss listen</p> <p>- Ss listen and point</p> <p>- Ss listen again and repeat</p> <p>-Ss listen again and repeat</p> <p>-Ss practice</p> <p>-Ss listen</p>
<p>3.Practice: (19')</p>	<p>Activity 2. Listen and circle. <i>*Aims: Ss will be able to identify the target words football and volleyball while listening.</i> *Procedure: - Elicit the sentences and the gap-fill</p>	<p>-Ss listen and say: + <i>Number 1: I play</i></p>

	<p>options.</p> <ul style="list-style-type: none"> - 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. <p><i>Key: 1.a 2.b</i></p> <p><u>Activity 3.</u> Let's chant</p> <p><i>*Aims: Ss will be able to say the chant with the correct rhythm and pronunciation</i></p> <p>*Procedure:</p> <ul style="list-style-type: none"> - Introduce the title and lyrics of the chant. 	<ul style="list-style-type: none"> + <i>Number 2: I play.....</i> -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.
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	 <p>What do you do at break time? Football. Football. I play football. I play football.</p> <p>What do you do at break time? Volleyball. Volleyball. I play volleyball. I play volleyball.</p> <ul style="list-style-type: none"> - Play the recording for Ss to listen to the whole chant. + Have them repeat the title and lyrics line by line. + Ask Ss to attend to the sounds of the letters <i>f</i> and <i>v</i> and the words <i>football</i> and <i>volleyball</i>. - Play the recording all the way through for Ss to listen to pronunciation and melody. - Play the recording line by line for Ss to listen and repeat - Play the recording for Ss to chant and clap along. - Ask Ss to practice chant and clap along in pairs or groups. - Invite groups to the front of the classroom to perform the chant -T gives feedback. <p>*Consolidation</p> <p>*Aims: <i>Ss will be able consolidate and wrap up the content of the lesson.</i></p>	<ul style="list-style-type: none"> -Ss listen to the chant - Ss listen and repeat line by line without clap their hands -Ss note the sounds, words -Ss listen to melody of the chant - Ss listen and chant line by line. - Ss chant and clap along. - Ss work in groups (two groups) to chant -Ss perform in front of the class. -Ss listen -Ss listen. -Ss answer the questions
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4. Homework. (2')	<p>*Procedure:</p> <ul style="list-style-type: none"> - T asks ss to answer the following questions: <ul style="list-style-type: none"> + <i>What have you learnt from the lesson today?</i> + <i>What are the core values of the lesson? (if the teacher can take from the lesson).</i> - T praises some Ss who are hardworking / active/ good.... as well as encourage others to try more. - Practice the chant more. - Prepare the new lesson: <i>Unit 10, Lesson 3 (4, 5, 6).</i> 	<ul style="list-style-type: none"> -Ss listen and clap their hands -Ss listen and take note
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D. ADJUSTMENTS (if necessary):

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Week 17
Period 67

Preparing date: December,
Teaching date: December,

Unit 10: Break time activities
Lesson 3 (4, 5, 6)

A. OBJECTIVES:

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

1. Knowledge:

- read the exchange and tick the correct boxes in the table about Mary's, Lucy's, Bill's and Minh's break time activities
- use the target language in a real context by completing a gapped text about their school break time activities
- revise the target by asking and answering questions about school break time activities and talking about them to the class.
- **Vocabulary:** Review
- **Skills:** speaking, listening, reading and writing.

2. Competences:

- Written communication: write about the colours of school things
- Critical thinking: complete a task in reading a text.
- Co-operation: ready to help friends in pair work/ group work.
- Self-control and independent learning: perform listening tasks.

3. Attitude/ Qualities:

- Kindness: Help partners to complete learning tasks.
- Honesty: tell the truth about feelings and emotions.
- Diligence: complete learning tasks.

B. TEACHING AIDS:

- *Teacher:* Teacher's guide Pages 132 133; website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.
- *Students:* Pupil's book Page 73, notebooks, workbooks, school things.

C. PROCEDURES:

Stages/Time	Teacher's activities	Students' activities
1. Warm- up: (5')	<p><i>Game: "Chant"</i></p> <p><i>*Aims: to review the vocabulary and structure about greet and respond to greetings.</i></p> <p>*Procedure:</p> <ul style="list-style-type: none"> - Ask Ss chant and do the actions in Unit 10 , Lesson 3 page 66 in groups. - Give point for the groups and 	- Ss listen and chant

	<p>encourage them.</p> <p>- Say “Open your book page 67” and look at “<i>Unit 10, Lesson 3 (4, 5, 6)</i>”.</p>	<p>- Ss open their books</p>																									
<p>2.Practice: (8’)</p>	<p><u>Activity 1. Read and tick:</u></p> <p><i>*Aims: Ss will be able to read the exchange and tick the correct boxes in the table about Mary’s, Lucy’s, Bill’s and Minh’s break time activities</i></p> <p>*Procedure:</p> <p>- Explain how to complete the task: read the dialogue and tick the correct break time activities in the table.</p> <p>- Ask Ss to read the list of the break time activities in the first column of the table.</p> <p>- Ask Ss look at the name on the right side of the table.</p> <p>- Ask Ss read the text and tick the correct activities</p> <p>- Let Ss swap and check answers.</p> <p>- Check the answers</p> <p>- Ask some Ss to read the text aloud.</p> <p><i>Key:</i></p> <table><tr><th>Break time activities</th><th>Mary</th><th>Lucy</th><th>Bill</th><th>Minh</th></tr><tr><td>1. football</td><td></td><td></td><td></td><td>✓</td></tr><tr><td>2. chess</td><td>✓</td><td></td><td></td><td></td></tr><tr><td>3. word puzzles</td><td></td><td>✓</td><td></td><td></td></tr><tr><td>4. volleyball</td><td></td><td></td><td>✓</td><td></td></tr></table>	Break time activities	Mary	Lucy	Bill	Minh	1. football				✓	2. chess	✓				3. word puzzles		✓			4. volleyball			✓		<p>-Ss read and answer</p> <p>-Ss listen and read</p> <p>-Ss listen</p> <p>-Ss read and tick</p> <p>-Ss swap their answers</p> <p>-Ss check their answer</p> <p>-Ss read aloud</p>
Break time activities	Mary	Lucy	Bill	Minh																							
1. football				✓																							
2. chess	✓																										
3. word puzzles		✓																									
4. volleyball			✓																								
<p>3.Production: (19’)</p>	<p><u>Activity 2. Let’s write</u></p>																										

	<p>*Aims: <i>Ss will be able to use the target language in a real context by completing a gapped text about their school break time activities</i></p> <p>*Procedure:</p> <ul style="list-style-type: none"> - Check comprehension and elicit to Ss read the gapped text and fill in the gaps. - Let Ss read the gapped text and fill in the gaps. - Have Ss complete the first gap together as an example: <i>I am in the school</i> - Ask Ss to look at the gap and ask them what is missing. Then let them identify the <i>playground</i>. After that, let them write down the suitable word in the gap. - Give Ss time to complete the text independently. - In pairs or groups, ask Ss to swap their complete texts before checking as a class. - Invite some Ss to come to the board and read the answer. <p><i>Key: Pupils' answer</i></p> <p><u>Activity 3.</u> Project.</p> <p>*Aims: <i>Ss will be able to revise the target by asking and answering questions about school break time activities and talking about them to the class.</i></p>	<p>-Ss listen and read</p> <p>-Ss read in chorus</p> <p>-Ss write</p> <p>-Ss do the task</p> <p><i>It's break time. I am in the school.....I play..... I like playing.....</i></p> <p>-Ss swap the book and check</p> <p>-Ss listen and repeat</p>
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***Procedure:**

Our break time activities

Name	Break time activities				
	football	badminton	chess	volleyball	basketball
Nam			✓		✓

- Elicit the language needed to do the task: *What do yo do at break time?* – *I.....* Write it on the board.
- Model with one Ss, asking: *What do you do at break time?* And the Ss answer: *I play football.* Put a tick in the column *football* in the table.
- Ask Ss to work in groups of six.
- Invite some Ss to report on their work using the language learnt.
- Have Ss tick their notes on the walls of the classroom as a display.

***Consolidation**

***Aims:** *Ss will be able consolidate and wrap up the content of the lesson.*

***Procedure:**

- T asks ss to answer the following questions:
 - + *What have you learnt from the lesson today?*
 - + *What are the core values of the lesson? (if the teacher can take from the lesson).*
- T praises some Ss who are hardworking / active/ good.... as

- Ss listen and answer

-Ss answer

-Ss work in groups

-Ss report

-Ss tick on the wall

-Ss answer the questions

-Ss listen and clap their hands

4. Homework. (3')	well as encourage others to try more. - Prepare the new lesson: <i>Review 2</i> (1, 2, 3).	-Ss listen and take note
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D. ADJUSTMENTS (if necessary):

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Week 17
Period 68

Preparing date: December,
Teaching date: December,

Review 2

Parts 1, 2

A. OBJECTIVES:

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

1. Knowledge:

- correctly use the following sentence patterns:

correctly use the following sentence patterns:

+ *Is this our? – Yes, it is. / No, it isn't.*

+ *Let's go to the..... – OK, let's go.*

+..... , *please.*

+ *May I.....? – Yes, you can. / No, you can't.*

+ *I have.....*

+ *Do you have.....? – Yes, I do. / No, I don't.*

+ *What colour is it? – It's.....*

+ *What colour are they? – They're*

+ *I..... at break time.*

+ *What do you do at break t time? – I*

- **Vocabulary:** Review

- **Skills:** speaking, listening, reading and writing.

2. Competences:

- Critical Thinking: self-introduce

- Co-operation: ready to help friends in pair work/ group work.
- Self-control and independent learning: perform listening tasks.

3. Attitude/ Qualities:

- Kindness: Help partners to complete learning tasks.
- Honesty: tell the truth about feelings and emotions.
- Diligence: complete learning tasks.

B. TEACHING AIDS:

- *Teacher*: Teacher's guide Pages 134, 135; Track 107, 108; website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.
- *Students*: Pupil's book Page 74, notebooks, workbooks, school things.

C. PROCEDURES:

Stages/Time	Teacher's activities	Students' activities
1. Warm- up: (5')	<p><i>Game: Whispering</i></p> <p><i>*Aims: to review the vocabulary and structure about greet and respond to greetings.</i></p> <p><i>*Procedure:</i></p> <ul style="list-style-type: none"> - Divide class into 2 groups. - Ask 5 Ss in each group stand in a straight line. - T says a word or phrase to the first pupil in this line. - Then, the first pupil whispers what she/ he hear to the second person in line; the second one whispers what he/ she hears to the third one and so on until the last pupil in group hears the word or phrase. - The last pupil says the word or phrase out loud. - The faster group has correct word or phrase is the winner. - Say "Open your book page 74" and 	<ul style="list-style-type: none"> - Ss listen - Ss play game

<p>2.Practice: (27')</p>	<p>look at <i>Review 2</i>.</p> <p>Activity 1. Listen and tick:</p> <p><i>*Aims: Ss will be able to listen to and understand five communicative contexts</i></p> <p>*Procedure:</p> <ul style="list-style-type: none"> - Elicit the context in each picture and what they do. <div data-bbox="479 661 1036 1564"> </div> <ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - Ss open their books <ul style="list-style-type: none"> -Look at the pictures and say: + <i>Picture 1a. a book being closed</i> + <i>Picture 1b. a book being opened</i> + <i>Picture 2a. a pen</i> + <i>Picture 2b. a pencil</i> + <i>Picture 3a. a brown school bag</i> + <i>Picture 3b. a blue school bag</i> + <i>Picture 4a. a boy playing football</i> + <i>Picture 4b. a boy playing basketball</i> + <i>Picture 5a. a music room</i> + <i>Picture 5b. a computer room</i> <ul style="list-style-type: none"> -Ss guess the answers <ul style="list-style-type: none"> - Ss listen to the tape and tick - Ss listen again, tick and swap books with their partners.
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	<p>+ Play the recording again to check answers together as a class.</p> <p>+ Write the answers on the board for Ss to correct their answers. Then checks Ss' guessing.</p> <p>- Play the recording, sentence by sentence, for the class to listen and repeat in chorus.</p> <p><i>Key: 1. b 2. a 3. b 4. b 5. b</i></p> <p><u>Activity 2. Listen and number</u></p> <p><i>*Aims: Ss will be able to listen to and understand four communicative contexts</i></p> <p>*Procedure:</p> <p>- Elicit the content and context of each picture.</p> <div data-bbox="483 1115 1015 1417">  </div> <p>- T ask Ss to guess the answers.</p> <p>+ T writes Ss' guessing on the board.</p> <p>- Listen to the tape:</p> <p>+ Play the recording</p> <p>+ Play the recording again and get Ss to swap books with their partners.</p> <p>+ Play the recording again to check answers together as a class.</p> <p>+ Write the answers on the board for</p>	<p>- Ss check their answers and guessing</p> <p>-Ss listen and repeat.</p> <p>-Look at the pictures and say:</p> <p>+ <i>Picture a: Mai is asking permission to enter the classroom.</i></p> <p>+ <i>Picture b: A library</i></p> <p>+ <i>Picture c: Two girls are playing badminton.</i></p> <p>+ <i>Picture d: five green books</i></p> <p>-Ss guess the answers</p> <p>- Ss listen to the tape and write the number</p> <p>- Ss listen again, write number and swap books with their partners.</p>
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<p>3. Homework.</p>	<p>Ss to correct their answers. Then checks Ss' guessing.</p> <ul style="list-style-type: none"> - Play the recording, sentence by sentence, for the class to listen and repeat in chorus. <p><i>Key: 1. b 2. d 3. a 4. c</i></p> <p>* Game: Chain game</p> <ul style="list-style-type: none"> - Play the game "chain game". + Divide the class into a lot of groups. There are four or five Ss in each group. + T says a sentence. Then, the first S repeats T's sentence and adds to it. Next, the second S repeats what the first S has said and adds to it, ect. - T gives feedback by a game <p>*Consolidation</p> <p>*Aims: <i>Ss will be able consolidate and wrap up the content of the lesson.</i></p> <p>*Procedure:</p> <ul style="list-style-type: none"> - T asks ss to answer the following questions: <ul style="list-style-type: none"> + <i>What have you learnt from the lesson today?</i> + <i>What are the core values of the lesson?</i> - T praises some Ss who are hardworking / active/ good.... as well as encourage others to try more. - Prepare the new lesson: <i>review 2 (3,4,5)</i> 	<ul style="list-style-type: none"> - Ss check their answers and guessing -Ss listen and repeat. -Ss listen and play game -Ss listen and answer -Ss listen and clap their hands -Ss listen and take note
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(3')		
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D. ADJUSTMENTS (if necessary):

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