

Week 14
Period 53

Preparing date: December,
Teaching date: December,

Unit 8: My school things

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 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*.
- **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 105, 106, 107; audio Tracks 83; website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.
- *Students:* Pupil's book Page 59, 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</i>	

<p>2.Practice: (27')</p>	<p><i>beginning the lesson.</i></p> <p>*Procedure:</p> <ul style="list-style-type: none"> - Hold a school thing card, then reveal it slowly. - Ask <i>What is it?</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 59” and look at “Unit 8, Lesson 2 (4,5,6)”. <p><u>Activity 1. Listen and number:</u></p> <p>*Aims: <i>Ss will be able to listen to and understand four communicative contexts in which pupils ask and answer questions about having a school thing.</i></p> <p>*Procedure:</p> <ul style="list-style-type: none"> - Elicit the words for the school thing in each picture. <div data-bbox="480 1331 1036 1738">  <p>The image shows four school items arranged in a 2x2 grid, each in a dashed yellow box with a label in a blue circle: 'a' shows a spiral notebook, 'b' shows a red and blue eraser, 'c' shows a blue pencil case with pencils, and 'd' shows a single pencil. Each item has a small empty square box next to it for labeling.</p> </div> <ul style="list-style-type: none"> - T ask Ss to guess the answers. + T writes Ss' guessing on the board. 	<ul style="list-style-type: none"> - Ss listen - Ss play game -Ss play game - Ss open their books -Look at the pictures and say: + <i>Picture a: a notebook</i> + <i>Picture b: an esaser</i> + <i>Picture c: a pencil case</i> + <i>Picture d: a pencil.</i> -Ss guess the answers
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	<p>- 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.</p> <p><i>Key: 1. c 2. d 3. a 4. b</i></p> <p>Activity 2. Read and match <i>*Aims: Ss will be able to read and match four simple exchanges with the correct pictures.</i> *Procedure: - Get Ss to look at the pictures and identify the school things.</p> <div data-bbox="483 1218 1036 1606"> <p>1. A: Do you have a notebook? B: Yes, I do.</p> <p>2. A: Do you have a school bag? B: No, I don't. I have a pencil case.</p> <p>3. A: Do you have an eraser? B: Yes, I do.</p> <p>4. A: Do you have a pen? B: No, I don't. I have a pencil.</p> </div> <p>- 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</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 -Ss read -Ss answer</p>
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	<p>talking about.</p> <p>+ Write the word notebook on the board.</p> <p>+ Tell Ss to identify the picture of a notebook (<i>Picture d</i>).</p> <p>+ Then match <i>number 1</i> with <i>Picture d</i>.</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. d 2. c 3. a 4. b</i></p> <p>1. Activity 3. Let's play</p> <p><i>*Aims: Ss will be able to review vocabulary words for school things and use them in the sentence patterns <i>Do you have?</i> and <i>Yes, I do. / No, I don't.</i> by playing the <i>matching game or Pelmanism</i>.</i></p> <p>*Procedure:</p> <p>- Explain how to play the game:</p> <p>+ Players take turns to flip over two matching cards.</p> <p>+ A picture matches with the name of the object in the picture. <i>For example, a picture of a pen matches with the word <i>pen</i>.</i></p> <p>+ If two cards match, they are left turned face up and the player scores one point.</p>	<p>-Ss write</p> <p>-Ss listen and match</p> <p>-Ss work in pairs and complete</p> <p>-Ss read aloud</p> <p>- Ss listen</p> <p>- Ss play game</p>
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3. Homework. (3')	well as encourage others to try more. - Practice part 5 again. - Prepare the new lesson: <i>Unit 8, Lesson 3 (1,2,3).</i>	-Ss listen and take note
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D. ADJUSTMENTS (if necessary):

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Week 14
Period 54

Preparing date: December,
Teaching date: December,

Unit 8: My school things
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 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.
- **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

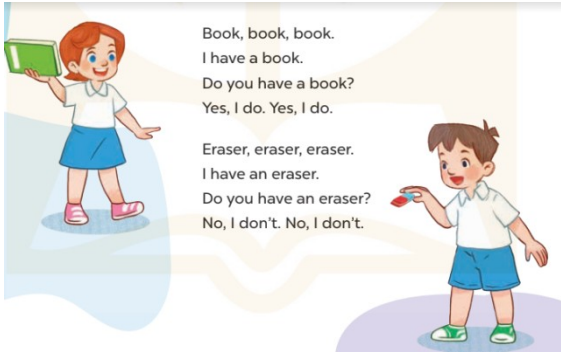
B. TEACHING AIDS:

- *Teacher:* Teacher's guide Pages 107, 108; audio Tracks 84, 85, 86; website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.
- *Students:* Pupil's book Page 60, notebooks, workbooks, school things.

C. PROCEDURES:

Stages/Time	Teacher’s activities	Students’ activities																																																																																										
1.Warm- up: (5’)	<i>Game: Find and circle the words</i> <i>*Aims: to create a friendly and active atmosphere in the class to beginning the lesson.</i> <i>*Procedure:</i>																																																																																											
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<p>2. Presentation (9')</p>	<p>Activity 1. Listen and repeat: <i>*Aims:</i> 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>I have a book.</i> and <i>Do you have an eraser?</i> with correct pronunciation and intonation. *Procedure: <ul style="list-style-type: none"> - T gives instruction to the letter oo and a, book and erase, and in the sentences <i>I have a book.</i> and <i>Do you have an eraser?</i> - 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. </p>	<ul style="list-style-type: none"> - 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
<p>3.Practice: (19')</p>	<p>Activity 2. Listen and circle. <i>*Aims:</i> Ss will be able to identify the target words book and eraser while listening. *Procedure: <ul style="list-style-type: none"> - Elicit the sentences and the gap-fill options. </p>	<ul style="list-style-type: none"> -Ss listen and say: + Number 1: I have + Number 2: Do you have ...? -Ss guess the answers

	<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.b 2.c</i></p> <p>Activity 3. 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. <div data-bbox="479 1470 1036 1822">  <p>Book, book, book. I have a book. Do you have a book? Yes, I do. Yes, I do.</p> <p>Eraser, eraser, eraser. I have an eraser. Do you have an eraser? No, I don't. No, I don't.</p> </div> <ul style="list-style-type: none"> - Play the recording for Ss to listen 	<ul style="list-style-type: none"> - 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. -Ss listen to the chant
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	<p>to the whole chant.</p> <p>+ Have them repeat the title and lyrics line by line.</p> <p>+ Ask Ss to attend to the sounds of the letters <i>oo</i> and <i>a</i> and the words <i>book</i> and <i>eraser</i>.</p> <ul style="list-style-type: none"> - 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> <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 	<ul style="list-style-type: none"> - 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 -Ss listen and clap their hands
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4. Homework. (2')	well as encourage others to try more. - Practice the chant more. - Collect three school things - Prepare the new lesson: <i>Unit 8, Lesson 3 (4, 5, 6).</i>	-Ss listen and take note
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D. ADJUSTMENTS (if necessary):

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Week 14
Period 55

Preparing date: December,
Teaching date: December,

Unit 8: My school things
Lesson 3 (4, 5, 6)

A. OBJECTIVES:

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

1. Knowledge:

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

2. Competences:

- Listening: Listen to the teacher and classmates in communicating.
- 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 109, 110; website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.
- *Students:* Pupil's book Page 61, 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 8, Lesson 3 page 60 in groups. - Give point for the groups and encourage them. - Say "Open your book page 61" and look at "Unit 8, Lesson 3 (4, 5, 6)". 	<ul style="list-style-type: none"> - Ss listen and chant - Ss open their books
2.Practice: (8')	<p><u>Activity 1. Read and complete:</u></p> <p><i>*Aims: Ss will be able to read and complete a gapped paragraph with the words provided.</i></p> <p>*Procedure:</p> <ul style="list-style-type: none"> - Elicit and introduce the paragraph to complete - Elicit the missing word for the first gap (<i>have</i>) 	<ul style="list-style-type: none"> - Ss look at the pictures and answer -Ss read and complete the first sentence

<p>3.Production: (19')</p>	<ul style="list-style-type: none"> - Then tell Ss to pay attention to the article <i>a / an</i> 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. <p><i>Key: 1. have 2. pen 3. eraser 4. my</i></p> <p><u>Activity 2. Let's write</u></p> <p><i>*Aims: Ss will be able to read, understand and complete the writing frame with pupils' information</i></p> <p>*Procedure:</p> <ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> -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 <i>My name isLook at my school things. I have..... and.....</i> -Ss listen and repeat
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	<p><i>Key: Pupils' answer</i></p> <p>Activity 3. Project.</p> <p><i>*Aims: Ss will be able to collect three school things from home and bring them to the classroom to present to their classmates.</i></p> <p>*Procedure:</p> <ul style="list-style-type: none"> - Tell Ss about the activity. - Check their school things. - Draw a school thing on the board and write the presentation language under it. - Check comprehension and give feedback. - Have Ss repeat the sentences until they can say them by themselves. - Invite a pupil to the front of the class to model the presentation. - Watch and offer your support with the language. - Put Ss into groups to rehearse their presentation. - Invite a few Ss from different groups to show and talk about their school things in front of the class. - Create a class display of school things and vote for the best presentation. <p>*Consolidation</p> <p><i>*Aims: Ss will be able consolidate and wrap up the content of the</i></p>	<ul style="list-style-type: none"> - Ss listen - Ss listen - Ss look and note -Ss listen and answer -Ss repeat the sentences -Ss present -Ss listen -Ss present into groups -Ss talk about their school things -Ss vote for the best presentation
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<p>4. Homework. (3')</p>	<p><i>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. - Prepare the new lesson: <i>Unit 9, Lesson 1 (1, 2, 3).</i> 	<ul style="list-style-type: none"> -Ss answer the questions -Ss listen and clap their hands -Ss listen and take note
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D. ADJUSTMENTS (if necessary):

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Week 14
Period 56

Preparing date: December,
Teaching date: December,

Unit 9: Colours
Lesson 1 (1, 2, 3)

A. OBJECTIVES:

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

1. Knowledge:

- 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
- **Vocabulary:** blue, brown, red, yellow, colour

- **Skills:** speaking and listening

2. **Competences:**

- Self-control and independent learning: perform listening tasks.
- Communication and collaboration: work in pairs or groups.
- Sociability: talk to each other, say good words to others.

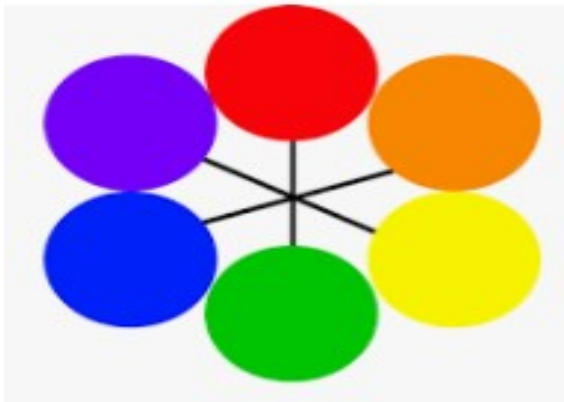
3. **Attitude/ Qualities:**

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

B. **TEACHING AIDS:**

- **Teacher:** Teacher's guide Pages 111, 112, audio Tracks 87, 88, website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.
- **Students:** Pupil's book Page 62, notebooks, workbooks, school things.

C. **PROCEDURES:**

Stages/Time	Teacher's activities	Students' activities
1.Warm- up: (3')	<p>Jigsaw puzzle</p> <p><i>*Aims: to create a friendly and active atmosphere in the class to beginning the lesson.</i></p> <p>*Procedure:</p> <ul style="list-style-type: none"> - Divide class into 4 groups: Tom, Jerry, Miu and Chit. - Ask Ss look at the pieces of picture.  <ul style="list-style-type: none"> - Ask Ss go to the board and jigsaw puzzle into the correct picture. -T checks who's the winner? 	<ul style="list-style-type: none"> - Ss listen -Ss look at the pieces of the picture -Ss put into the correct picture -Ss check

<p>2. Presentation (16')</p>	<p>- Say "Open your book page 62" and look at "<i>Unit 9, Lesson 1 (1,2,3)</i>".</p> <p>Activity 1. Vocabulary. <i>*Aims: Ss will be able to know the vocabulary in front of starting the new lesson.</i> *Procedure: -T elicits the new words + <i>blue</i> : màu xanh da trời (visual) + <i>brown</i> : màu nâu (visual) + <i>red</i> : màu đỏ (visual) + <i>yellow</i> : màu vàng (visual) + <i>colour</i>: màu sắc (translation) - T models (3 times). - T writes the words on the board. - <i>Checking: Rub out and remember</i></p> <p>Activity 2. Look, listen and repeat: <i>*Aims: Ss will be able to understand and correctly repeat the sentences in two communicative contexts (pictures) to talk about colours.</i> *Procedure: - Have Ss look at <i>Pictures a and b</i> and identify the characters (<i>Minh and Mary</i>) in the pictures.</p>	<p>-Ss open their books</p> <p>-Ss listen and answer</p> <p>- Ss listen and repeat + Choral repetition (3 times). + Individual repetition (3 ss) - Ss take note - Ss look, remember and write</p> <p>-Look at the pictures and say + <i>In picture a:</i> Mary asks Minh: <i>Do you have an eraser?</i> Minh replies: <i>Yes, I do.</i> + <i>In picture b:</i> Mary asks</p>
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- 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.

Activity 3 2. Listen, point and say.

Aims: Ss will be able to correctly use **What colour is it? It's for asking and answering questions about the colours of school things.*

***Procedure:**

*** Model sentences:**

- T asks Ss look at *picture b* and helps Ss know the structure from the dialogue.
- T introduces new structure for Ss.

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

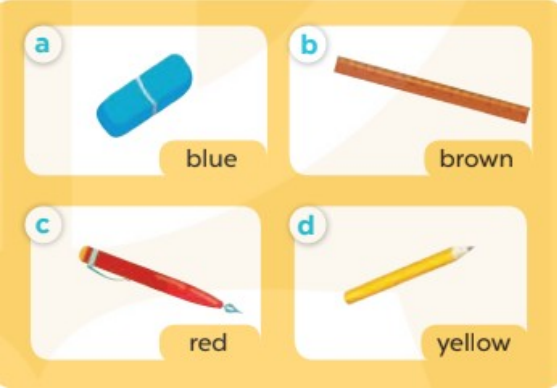
-Ss listen

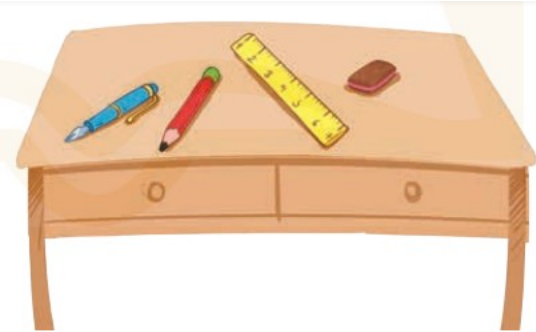
-Ss look at the picture and answer.

-Ss listen

-Ss listen and repeat

-Ss repeat

<p>3.Practice: (7')</p>	<ul style="list-style-type: none"> - T explains, models and gives meaning. -Have Ss repeat the model sentences. <p><i>*Drill pictures</i></p> <ul style="list-style-type: none"> - Have Ss look at the pictures and identify the names of the school things in the pictures  <ul style="list-style-type: none"> - Run through all the pictures. - Run through model sentences. +Run through question sentence +Run through answer sentence - Have Ss to practise: + T asks, Ss answer picture a + Ss asks, T answers picture b + Group A ask, group B answer picture c + Group B ask, group A answer picture d - Ask Ss to work in pairs. - T controls and corrects. - Invite a few pupils to stand up, point at each school thing in the picture and say the sentence aloud. 	<ul style="list-style-type: none"> - Ss look, listen and answer + <i>Picture a: a blue eraser</i> + <i>Picture b: a brown ruler</i> + <i>Picture c: a red pen</i> + <i>Picture d: a yellow pencil</i> <ul style="list-style-type: none"> -Ss listen and repeat <ul style="list-style-type: none"> -Ss practice in chorus, individuals. <ul style="list-style-type: none"> -Ss work in pairs <ul style="list-style-type: none"> -Ss point and say <ul style="list-style-type: none"> -Ss listen.
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<p>4.Production: (7')</p>	<p>- T gives feedbacks.</p> <p>Activity 4. Let's talk.</p> <p><i>*Aims: Ss will be able to enhance the correct use of What colour is it?</i></p> <p><i>– It's for asking and answering questions about the colour of a school thing.</i></p> <p>*Procedure:</p>  <p>- Have Ss look at the picture and elicit the question and the answer in context.</p> <p>+ <i>What are they?</i></p> <p>+ <i>Where are they?</i></p> <p>+ <i>What colours is it?</i></p> <p>- Have Ss look at the school things on the desk and say their names, and then their colours.</p> <p>- Have Ss look at the first speech bubble and read <i>What colour are they?</i></p> <p>- Then have them point at the <i>school bags</i> and complete the gapped answer in the second bubble (Ex:</p>	<p>-Ss look at the picture and answer</p> <p>+ <i>a blue pen, a red pencil, a yellow ruler, and a brown eraser on a desk.</i></p> <p>-Ss point and say</p> <p>-Ss read the sentence</p> <p>-Ss point and complete</p> <p>-Ss ask and answer</p>
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<p>5. Homework.</p>	<p><i>They're black.</i>). After that, let them say the question and the answer.</p> <ul style="list-style-type: none"> - Give Ss time to practise asking and answering the question <i>What colour are they?</i> – in pairs. - Invite a few pairs to practise asking and answering questions about the colours of the school things on the desk in front of the class. - If time allows, let Ss point at the school things around them, ask and answer questions about their colours. <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 review the vocabulary and model sentences. - T praises some Ss who are hardworking / active/ good.... as well as encourage others to try more. - Learn the vocabulary and model sentences by heart 	<ul style="list-style-type: none"> -Ss work in pairs, point and ask and answer -SS practice to ask amd answer -Ss ask and answer about their colours -Ss answer the questions - Ss listen -Ss listen and clap their hands -Ss listen and take note
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(2')	- Prepare the new lesson: <i>Unit 9, Lesson 1 (4,5,6)</i> .	
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D. ADJUSTMENTS (if necessary):

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