

Week 10  
Period 37

Preparing date: November .....,  
Teaching date: November .....,

## Fun time 1

### A. OBJECTIVES:

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

#### 1. Knowledge:

- take part in three fun activities relating to their language knowledge and competences.
- **Vocabulary:** Review
- **Skills:** speaking, writing and listening

#### 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

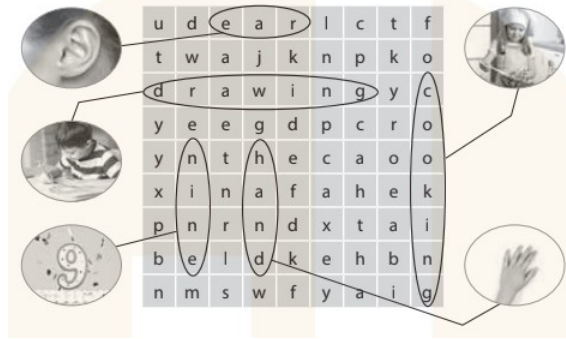
### B. TEACHING AIDS:

- **Teacher:** Teacher's guide Pages 76, 77, 78; website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.
- **Students:** Pupil's book Page 42, 43, notebooks, workbooks, school things.

### C. PROCEDURES:

| Stages/Time                 | Teacher's activities                                                                                                                                                                                                                                                                                                                                                                                                                 | Students' activities                                                                    |
|-----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| <b>1. Warm- up:</b><br>(3') | <p><i>Sing: Head, shoulders, knees and toes</i></p> <p><i>*Aims: to create a friendly and active atmosphere in the class to beginning the lesson.</i></p> <p><b>*Procedure:</b></p> <ul style="list-style-type: none"> <li>- Show the song on the screen.<br/><a href="https://www.youtube.com/watch?v=WX8HmogNyCY">https://www.youtube.com/watch?v=WX8HmogNyCY</a></li> <li>- Ask Ss to listen, sing and dance the song.</li> </ul> | <ul style="list-style-type: none"> <li>- Ss listen</li> <li>- Ss sing a song</li> </ul> |

|                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                               |
|---------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>2. Practice (30')</b></p> | <p>- Say "Open your book page 42, 43" and look at "<i>Fun time</i>".</p> <p><b>Activity 1. Find, circle and match:</b></p> <p><i>*Aims: Ss will be able to revise learnt vocabulary by doing the word search.</i></p> <p><b>*Procedure:</b></p> <ul style="list-style-type: none"> <li>- Have Ss look at the pictures and ask + <i>What's this?</i></li> <li>+ <i>What do you see in the pictures?</i></li> <li>- Write the words or stick the flash cards of the words, one by one, on the board.</li> <li>- Point at each word on the board and have Ss say the word as a class.</li> <li>- Point at the picture of an ear, and match the word "ear" that has been circled as an example.</li> <li>- Tell Ss to find the rest of the words in the word search.</li> <li>- Have Ss match the words in the word search with the pictures.</li> <li>- Have Ss check and correct their answers in pairs</li> <li>- Have Ss work in pairs, one points at the pictures and the other points at the circled words in the word search and say them aloud.</li> </ul> <p>Key:</p> | <ul style="list-style-type: none"> <li>-Ss look at the picture and answer</li> <li>- Ss note</li> <li>- Ss say the word</li> <li>- Ss look and match</li> <li>-Ss find the words</li> <li>-SS match the words with pictures</li> <li>-Ss check their answer</li> <li>-Ss say aloud</li> </ul> |
|---------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



### **Activity 2. Quiz time**

**\*Aims:** Ss will be able to revise vocabulary and sentence patterns learnt in Units 1–5.

**\*Procedure:**

- Put Ss into two teams, Team 1 and Team 2.
- Have one representative of each team stand next to their boxes, Box 1 and Box 2.
- Explain the rules: Two quiz masters will read different dialogues for each pair of Ss.

*Example:*

*Quiz master 1 (showing a flash card):*  
*What's this?*

*Quiz master 2: It's a hand.*

- After listening to the dialogue, each representative has to find the right flash card and put it in their team's box.
- The quicker representative earns one point for his / her team. Then, other pairs take turns to compete. The quiz continues until the end of the time limit (5 – 10 dialogues are

-Ss listen

-Ss listen and play game

-Ss play game

recommended).

- The team with most points wins.

### **Activity 3. Look and match**

**\*Aims:** *Ss will be able to learn the five senses and how they relate to our bodies.*

**\*Procedure:**

- T elicits the names of the body parts: *eye, ear, nose, hand, mouth.*



- Point to your eyes and ask Ss what they do with their eyes

- Write see on the board and model it for Ss to repeat.

- Have Ss complete the activity by drawing lines to match the body parts to the senses.

- Check answers together as a class.

*Key: 1-c 2-d 3-b 4-e 5-a*

**\*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*

- Ss look, listen and answer

- Ss answer

-Ss listen and repeat

-Ss work in pairs to practice

-Ss check their answer.

-Ss answer the questions

|                                            |                                                                                                                                                                                                                                                                                                         |                                                                                    |
|--------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
| <p><b>3. Homework.</b><br/><b>(2')</b></p> | <p><i>lesson today?</i><br/>+ <i>What are the core values of the lesson? (if the teacher can take from the lesson).</i><br/>- T praises some Ss who are hardworking / active/ good.... as well as encourage others to try more.<br/><br/>- Prepare the new lesson: <i>Unit 6, Lesson 1 (1,2,3).</i></p> | <p>-Ss listen and clap their hands<br/><br/><br/><br/>-Ss listen and take note</p> |
|--------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|

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

.....  
.....  
.....  
.....  
.....

Week 10

Preparing date: November .....,

Period 38

Teaching date: November .....,

**Unit 6: Our school****Lesson 1 (1, 2, 3)****A. OBJECTIVES:**

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

**1. Knowledge:**

- use the words *school, classroom, library, playground* in the sentence pattern: *Is this our .....? – Yes, it is. / No, it isn't.*
- use *Is this our..... ? – Yes, it is. / No, it isn't.* to ask and answer questions about their school.
- **Vocabulary:** school, classroom, library, playground
- **Skills:** speaking and listening

**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 79, 80, 81, audio Tracks 57, 58, website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.
- *Students:* Pupil's book Page 44, notebooks, workbooks, school things.

**C. PROCEDURES:**

| Stages/Time                | Teacher's activities                                                                                                                                                                                                                                                                                                | Students' activities                                                                                 |
|----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|
| <b>1.Warm- up:</b><br>(3') | <p><i>Sing: Jigsaw puzzle</i></p> <p><i>*Aims: to create a friendly and active atmosphere in the class to beginning the lesson.</i></p> <p><b>*Procedure:</b></p> <ul style="list-style-type: none"> <li>- Divide class into 4 groups: Tom, Jerry, Miu and Chit.</li> <li>- Ask Ss look at the pieces of</li> </ul> | <ul style="list-style-type: none"> <li>- Ss listen</li> <li>-Ss look at the pieces of the</li> </ul> |

|                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                      |
|-----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>2. Presentation</b><br/>(16')</p> | <p>picture.</p>  <ul style="list-style-type: none"> <li>- Ask Ss go to the board and jigsaw puzzle into the correct picture.</li> <li>- T checks who's the winner?</li> <li>- Say "Open your book page 44" and look at "Unit 6, Lesson 1 (1,2,3)".</li> </ul> <p><b>Activity 1. Vocabulary.</b></p> <p><i>*Aims: Ss will be able to know the vocabulary in front of starting the new lesson.</i></p> <p><b>*Procedure:</b></p> <ul style="list-style-type: none"> <li>- T elicits the new words</li> <li>+ <i>school</i> : trường học (picture)</li> <li>+ <i>library</i> : thư viện (picture)</li> <li>+ <i>classroom</i> : phòng học (picture)</li> <li>+ <i>playground</i> : sân chơi (picture)</li> <li>- T models (3 times).</li> <li>- T writes the words on the board.</li> <li>- <i>Checking: Matching</i></li> </ul> <p><b>Activity 2. Look, listen and repeat:</b></p> | <p>picture</p> <ul style="list-style-type: none"> <li>- Ss put into the correct picture</li> <li>- Ss check</li> <li>- Ss open their books</li> <li>- Ss listen and answer</li> <li>- Ss listen and repeat</li> <li>+ Choral repetition (3 times).</li> <li>+ Individual repetition (3 ss)</li> <li>- Ss take note</li> <li>- Ss look, remember and match</li> </ul> |
|-----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**\*Aims:** Ss will be able to understand and correctly repeat the sentences in two communicative contexts (pictures) to ask and answer questions about their school.

**\*Procedure:**

- Have Ss look at *Pictures a and b* and identify names of the speakers 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.

**Activity 3 Listen, point and say.**

**\*Aims:** Ss will be able to correctly

-Look at the pictures and say  
 + *In picture a:* Ms Hoa says: *Look at this picture. Is this our school?* Lucy answers: *Yes, it is. It's our school.*  
 + *In picture b:* Ms Hoa asks: *Is this our school?* Lucy answers: *No, it isn't.*

- Ss listen and repeat in chorus (*twice*)
- Ss work in pairs to practice
- Ss practice the dialogue
- Ss listen

|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>3.Practice: (7')</b></p> | <p>say the words and use <i>Is this our .....? – Yes, it is. / No, it isn't.</i> to ask and answer questions about their school.</p> <p><b>*Procedure:</b></p> <p><b>* Model sentences:</b></p> <ul style="list-style-type: none"> <li>- T asks Ss look at <i>picture a</i> and helps Ss know the structure from the dialogue.</li> <li>- T introduces new structure for Ss.</li> <li>- T explains, models and gives meaning.</li> <li>-Have Ss repeat the model sentences.</li> </ul> <p><b>*Drill pictures</b></p> <ul style="list-style-type: none"> <li>- Elicit and check comprehension the places of school</li> </ul> <div data-bbox="483 1199 1036 1549">  </div> <ul style="list-style-type: none"> <li>- Run through all the pictures.</li> <li>- Run through model sentences.</li> <li>+Run through the question sentences</li> <li>+Run through the answer sentences</li> <li>- Have Ss to practise:</li> <li>+ T asks, Ss answer picture a</li> <li>+ Ss ask, T answers picture b</li> </ul> | <ul style="list-style-type: none"> <li>-Ss look at the picture and answer.</li> <li>-Ss listen</li> <li>-Ss listen and repeat</li> <li>-Ss repeat to the place</li> </ul><br><ul style="list-style-type: none"> <li>- Ss look, listen and answer</li> <li>+ <i>Picture a: a school</i></li> <li>+ <i>Picture b: a classroom</i></li> <li>+ <i>Picture c: a library</i></li> <li>+ <i>Picture d: a playground</i></li> </ul><br><ul style="list-style-type: none"> <li>-Ss listen and repeat</li> <li>-Ss practice in chorus</li> </ul> |
|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                     |
|--------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>4.Production:</b><br/>(7')</p> | <p>+ Group A ask, group B answer picture c<br/>+ Group B ask, group A answer picture d<br/>- Ask Ss to work in pairs.<br/>- T controls and corrects.<br/>- Invite a few pairs to come to the front of the classroom and point at the pictures and say the questions and answers in front of the class.<br/>- T gives feedbacks.</p> <p><b><u>Activity 4.</u> Let's talk.</b><br/><i>*Aims: Ss will be able to enhance the correct use of <b>Is this our .....</b>? – <b>Yes, it is.</b> / <b>No, it isn't.</b> to ask and answer questions about their school.</i><br/><b>*Procedure:</b><br/>- Have Ss look at the picture and elicit the question and the answer in context.<br/>+ <i>What can you see in the picture?</i><br/>+ <i>How many pictures are there?</i><br/>- Stick the flash cards for <i>school, classroom, library and playground</i> on the wall at various places around the classroom and point at a certain flash card to elicit the question and answer.<br/>- Give Ss time to practise in pairs.<br/>- Invite some pairs of Ss to the front of the class to perform their conversations.</p> | <p>-Ss work in pairs to practice<br/><br/>-Ss point and say<br/><br/>-Ss listen.</p> <p>-Ss look at the picture and answer<br/>+ <i>I can see 4 places...</i><br/>+ <i>There are 4 pictures</i></p> <p>-Ss look and answer</p> <p>-Ss work in pairs<br/><br/>-Ss perform in front of the class.</p> |
|--------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                           |
|-------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| <p><b>5. Homework.</b><br/>(2')</p> | <p><b>*Consolidation</b><br/> <b>*Aims:</b> <i>Ss will be able consolidate and wrap up the content of the lesson.</i><br/> <b>*Procedure:</b><br/>           - T asks ss to answer the following questions:<br/>             + <i>What have you learnt from the lesson today?</i><br/>             + <i>What are the core values of the lesson? (if the teacher can take from the lesson).</i><br/>           - T review the vocabulary and model sentences.<br/>           - T praises some Ss who are hardworking / active/ good.... as well as encourage others to try more.<br/><br/>           - Learn the vocabulary and model sentences by heart<br/>           - Prepare the new lesson: <i>Unit 6, Lesson 1 (4,5,6).</i></p> | <p>-Ss answer the questions</p> <p>- Ss listen</p> <p>-Ss listen and clap their hands</p> <p>-Ss listen and take note</p> |
|-------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|

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

.....

.....

.....

.....

.....

Week 10  
Period 39

Preparing date: November .....,  
Teaching date: November .....,

## Unit 6: Our school

### Lesson 1 (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 their school
- read and complete three target sentence patterns with the help of picture cues.
- sing the song Our school with the correct pronunciation and melody.
- **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.

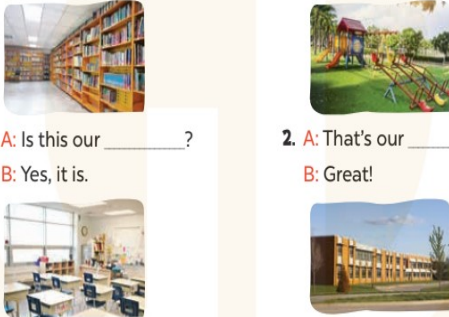
#### B. TEACHING AIDS:

- **Teacher**: Teacher's guide Pages 81,82,83; audio Tracks 59,60; website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.
- **Students**: Pupil's book Page 45, notebooks, workbooks, school things.

#### C. PROCEDURES:

| Stages/Time                 | Teacher's activities                                                                                                                                                                                                                                                                    | Students' activities                                                  |
|-----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|
| <b>1. Warm- up:</b><br>(5') | <p><i>Game: Matching game</i></p> <p><i>*Aims: to create a friendly and active atmosphere in the class to beginning the lesson.</i></p> <p><b>*Procedure:</b></p> <ul style="list-style-type: none"> <li>- Write 4 new words on the board and asks Ss to read (whole class).</li> </ul> | <ul style="list-style-type: none"> <li>- Ss read the words</li> </ul> |

|                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                        |
|-------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>2.Practice:</b><br/>(27')</p> | <ul style="list-style-type: none"> <li>- Ask 4 Ss to come to the board and write their school in the pieces of paper and keep them in secret.</li> <li>- Ask 1 Ss to come to the board and guess their school written in the paper (He has to write the answers in the small pieces of paper and stick to each 4 Ss.</li> <li>- Ask the Ss on the board to ask the question to find out the answers and give him or her point if correct (repeat the activities depending the time).</li> <li>- Say “Open your book page 45” and look at “Unit 6, Lesson 1 (4,5,6)”.</li> </ul> <p><b>Activity 1. Listen and tick:</b><br/> <i>*Aims: Ss will be able to listen to and understand two communicative contexts to ask and answer questions about a school.</i><br/> <b>*Procedure:</b></p> <ul style="list-style-type: none"> <li>- Elicit the word for the place in each picture</li> <li>- Point at the pictures respectively to explain the context.</li> </ul> <div data-bbox="483 1480 1036 1858"> <p>1.  </p> <p>2.  </p> </div> | <ul style="list-style-type: none"> <li>- Ss play game</li> <li>-Ss play game</li> <li>- Ss open their books</li> <li>-Look at the pictures and say:<br/> + Picture 1a: a library<br/> + Picture 1b: a playground<br/> + Picture 2a: a classroom<br/> + Picture 2b: a school</li> </ul> |
|-------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                 |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>- T ask Ss to guess the answers.<br/>         + T writes Ss' guessing on the board.<br/>         - Listen to the tape:<br/>         + Play the recording<br/>         + Play the recording again and get Ss to swap books with their partners.<br/>         + Play the recording again to check answers together as a class.<br/>         + Write the answers on the board for Ss to correct their answers. Then checks Ss' guessing.<br/>         - Play the recording, sentence by sentence, for the class to listen and repeat in chorus.<br/> <i>Key: 1. b 2. a</i></p> <p><b><u>Activity 2.</u> Look, complete and read</b></p> <p><i>*Aims: Ss will be able to complete three target sentence patterns with the help of picture cues.</i></p> <p><b>*Procedure:</b></p> <p>- Get Ss to look at the pictures and identify the places in the pictures.</p> <div data-bbox="479 1417 1036 1827">  <p>1. A: Is this our _____?<br/>B: Yes, it is.</p> <p>2. A: That's our _____.<br/>B: Great!</p> <p>3. A: Look! Is this your _____?<br/>B: No, it _____.</p> <p>4. A: Is that your _____?<br/>B: Yes, _____.</p> </div> <p>- Have Ss look at the four dialogue</p> | <p>-Ss guess the answers</p> <p>- Ss listen to the tape and tick<br/>         - Ss listen again, tick 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>and the pictures. Elicit and model with picture 1</p> <p>+ Ask Ss to read the sentence 1 in chorus.</p> <p>+ Ask them what is missing in the question (<i>library</i>). Then have them complete the gap (<i>Is this our library?</i>).</p> <p>-Have Ss work in pairs and complete the dialogue 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></p> <p><i>1. library    2. playground</i></p> <p><i>3. classroom; isn't</i></p> <p><i>4. school; it is</i></p> <p><b><u>Activity 3.</u>    Let's sing</b></p> <p><b>*Aims:</b> <i>Ss will be able to sing the song <i>Our school</i> with the correct pronunciation and melody.</i></p> <p><b>*Procedure:</b></p> <p>- Introduce the title and lyrics of the song: "<i>Our school</i>"</p> | <p>-Ss look and answer</p> <p>-Ss read</p> <p>-Ss say and complete</p> <p>-Ss work in pairs and complete</p> <p>-Ss read aloud</p> <p>- Ss listen</p> |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <div data-bbox="500 205 1036 592">  <p><b>6 Let's sing.</b> </p> <p><b>Our school</b></p> <p>Is this your school?<br/>Yes, it is. Yes, it is.<br/>This is my school.<br/>I like my school.</p> <p>Is this our school?<br/>Yes, it is. Yes, it is.<br/>This is our school.<br/>We like our school.</p> <p>Lesson 1 45</p> </div> <ul style="list-style-type: none"> <li>- Play the recording for Ss to listen to the whole song.</li> <li>+ Have them repeat the title and lyrics line by line.</li> <li>+ Tell Ss to point at the pictures while singing.</li> <li>- Play the recording all the way through for Ss to listen to pronunciation and melody of the song.</li> <li>- Play the recording line by line for Ss to listen, repeat and point to the pictures</li> <li>- Play the recording for Ss to sing and do actions.</li> <li>- Ask Ss to practice singing and doing actions in pairs or groups.</li> <li>- Invite groups to the front of the classroom to perform the song</li> <li>-T gives feedback.</li> </ul> <p><b>*Consolidation</b></p> <p><b>*Aims:</b> <i>Ss will be able consolidate and wrap up the content of the lesson.</i></p> | <ul style="list-style-type: none"> <li>-Ss listen to the song</li> <li>- Ss listen and repeat line by line without the action.</li> <li>-Ss point to the pictures while singing</li> <li>-Ss listen to melody of the song</li> <li>- Ss listen and sing line by line.</li> <li>- Ss sing and do actions.</li> <li>+ Ss work in groups (two groups) to sing.</li> <li>-Ss perform in front of the class.</li> <li>-Ss listen</li> <li>-Ss answer the questions</li> </ul> |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                     |
|--------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|
| <p><b>3. Homework.</b><br/><b>(3')</b></p> | <p><b>*Procedure:</b></p> <ul style="list-style-type: none"> <li>- T asks ss to answer the following questions: <ul style="list-style-type: none"> <li>+ <i>What have you learnt from the lesson today?</i></li> <li>+ <i>What are the core values of the lesson? (if the teacher can take from the lesson).</i></li> </ul> </li> <li>- T praises some Ss who are hardworking / active/ good.... as well as encourage others to try more.</li> <li>- Practice part 5 again.</li> <li>- Prepare the new lesson: <i>Unit 6, Lesson 2 (1,2,3).</i></li> </ul> | <ul style="list-style-type: none"> <li>-Ss listen and clap their hands</li> <li>-Ss listen and take note</li> </ul> |
|--------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|

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

.....

.....

.....

.....

.....

*Week 10*  
*Period 40*

*Preparing date: November .....,*  
*Teaching date: November .....,*

## Unit 6: Our school

### Lesson 2 (1, 2, 3)

#### A. OBJECTIVES:

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

##### 1. Knowledge:

- use the words school, classroom, library, playground, computer room, art room, music room and gym in the sentence pattern *Let's go to the .....*
- use *Let's go to the ..... – OK, let's go.* to make suggestions to go to a place at school and express agreement;
- **Vocabulary:** computer room, art room, music room and gym
- **Skills:** speaking and listening

##### 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 83, 84; audio Tracks 61, 62, website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.
- **Students:** Pupil's book Page 46, notebooks, workbooks, school things.

#### C. PROCEDURES:

| Stages/Time                 | Teacher's activities                                                                                                                                                                                                                                                                                                                                                                                   | Students' activities                                                                      |
|-----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
| <b>1. Warm- up:</b><br>(3') | <p><b>Game: <i>Guessing and Choosing</i></b></p> <p><b>*Aims:</b> <i>to create a friendly and active atmosphere in the class to beginning the lesson.</i></p> <p><b>*Procedure:</b></p> <ul style="list-style-type: none"> <li>- T shows 4 pictures of places and calls 4 Ss to come to the board and choose.</li> <li>- T asks 4 Ss to come to the board and choose 1 picture of place and</li> </ul> | <ul style="list-style-type: none"> <li>- Ss listen</li> <li>- Ss play the game</li> </ul> |

|                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                           |
|----------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>2.<br/><b><u>Presentation</u></b><br/>(16')</p> | <p>keep them in secret by covering them.</p> <ul style="list-style-type: none"> <li>- The others will write their place in the board at their desks and keep their ideas in secret.</li> <li>- The Ss on the board will 1 by 1 show their pictures they chose.</li> <li>- When the teacher says the word of the pictures 1 by 1 shown on the board, who has the same places will raise their board or raise their hands.</li> <li>- The Ss on the board will get the same points as the numbers of Ss raising their hands.</li> <li>- Say “Open your book page 46” and look at “<i>Unit 6, Lesson 2 (1,2,3)</i>”.</li> </ul> <p><b><u>Activity 1. Vocabulary.</u></b></p> <p><i>*Aims: Ss will be able to know the vocabulary in front of starting the new lesson.</i></p> <p><b>*Procedure:</b></p> <p>-T elicits the new words</p> <p>+ <i>art room</i> : <i>phòng mỹ thuật</i><br/>(picture)</p> <p>+ <i>computer room</i>: <i>phòng tin học</i><br/>(picture)</p> <p>+ <i>music room</i> : <i>phòng âm nhạc</i><br/>(picture)</p> <p>+ <i>gym</i> : <i>nhà thể chất</i><br/>(picture)</p> <p>- T models (3 times).</p> | <p>-Ss play game</p> <p>- Ss open their books</p> <p>-Ss listen and answer</p> <p>- Ss listen and repeat<br/>+ Choral repetition (3 times).<br/>+ Individual repetition (3 ss)</p> <p>- Ss take note<br/>- Ss look, remember and slap</p> |
|----------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

- T writes the words on the board.
- *Checking: What and where*

**Activity 2. Look, listen and repeat:**

**\*Aims:** *Ss will be able to understand and correctly repeat the sentences in two communicative contexts (pictures) to make suggestions to go to a place at school and express agreement.*

**\*Procedure:**

- Have Ss look at *Pictures a and b* and identify the characters 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

- Look at the pictures and get to know the characters in the pictures.

+ *In picture a:* Mary says: *Let's go to the art room.* And Minh says: *OK, let's go.*

– *In picture b:* Ben says: *Let's go to the music room.* And Lucy says: *OK, let's go.*

- Ss listen and repeat in chorus (*twice*)
- Ss work in pairs to practice
- Ss practice the dialogue

|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                              |
|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>3.Practice: (7')</b></p> | <p>the class to practice.<br/>- T checks pronunciation for ss.</p> <p><b>Activity 3. Listen, point and say.</b><br/> <b>*Aims:</b> <i>Ss will be able to correctly say the words and use <b>Let's go to the .....</b> .- <b>OK, let's go.</b> to make suggestions to go to a place at school and express agreement.</i><br/> <b>*Procedure:</b><br/> <b>* Model sentences:</b><br/>         - T asks Ss look at <i>picture a</i> and helps Ss know the structure from the dialogue.<br/>         - T introduces new structure for Ss.<br/>         - T explains, models and gives meaning.<br/>         - Have Ss repeat the model sentences.</p> <p><b>*Drill pictures</b><br/>         - Have Ss look at the pictures and elicit the names of the places</p> <div data-bbox="467 1507 1036 1837">  <p>a computer room      b art room<br/>c music room      d gym</p> </div> <p>- Run through all the pictures.</p> | <p>-Ss listen</p> <p>-Ss look at the picture and answer.</p> <p>-Ss listen</p> <p>-Ss listen and repeat</p> <p>-Ss repeat to the hobbies</p> <p>-Ss listen and answer<br/>         +Picture a: <i>a computer room</i><br/>         +Picture b. <i>an art room</i><br/>         +Picture c. <i>a music room</i><br/>         +Picture d. <i>a gym</i></p> <p>- Ss look, listen and repeat</p> |
|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                         |
|--------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>4.Production:</b><br/>(7')</p> | <ul style="list-style-type: none"> <li>- Run through model sentences.</li> <li>- Have Ss to practise:</li> <li>+ T say – Ss respond (change role).</li> <li>+ Ss – Ss (change role).</li> <li>- Ask Ss to work in pairs.</li> <li>- T controls and corrects.</li> <li>- Invite a few pairs to come to the front of the classroom, point at the pictures and say the questions and answers in front of the class.</li> <li>- T gives feedbacks.</li> </ul> <p><b>Activity 4. Let's talk.</b></p> <p><i>*Aims: Ss will be able to enhance the correct use of <b>Let's go to the .....</b> – <b>OK, let's go.</b> to make suggestions to go to a place at school and express agreement.</i></p> <p><b>*Procedure:</b></p> <ul style="list-style-type: none"> <li>- T asks ss to guess each character and what the children say.</li> <li>+ <i>What can you see in the picture?</i></li> <li>+ <i>Who are they?</i></li> <li>+ <i>Where are they?</i></li> <li>+ <i>What are they doing?</i></li> </ul>  <p>- Put Ss into pairs and encourage them to make suggestions to go to a place at school and express agreement using <b>Let's go to the.....</b> -</p> | <ul style="list-style-type: none"> <li>- Ss practice in chorus</li> <li>-Ss work in pairs to practice</li> <li>-Ss listen</li> <li>-Ss go to the board and point and say</li> <li>-Ss listen</li> <li>-Ss look at the picture and answer</li> <li>+ <i>Two Ss are standing in the hall and pointing to the four school rooms.</i></li> <li>-Ss work in pairs</li> </ul> |
|--------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                        |
|--------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>5. Homework.</b><br/><b>(2')</b></p> | <p><i>Ok, let's go.</i></p> <ul style="list-style-type: none"> <li>- Invite some pairs to stand up to perform their exchanges.</li> </ul> <p><b>*Consolidation</b></p> <p><b>*Aims:</b> <i>Ss will be able consolidate and wrap up the content of the lesson.</i></p> <p><b>*Procedure:</b></p> <ul style="list-style-type: none"> <li>- T asks ss to answer the following questions: <ul style="list-style-type: none"> <li>+ <i>What have you learnt from the lesson today?</i></li> </ul> </li> <li>- T review the vocabulary and model sentences.</li> <li>- T praises some Ss who are hardworking / active/ good.... as well as encourage others to try more.</li> <li>- Learn the vocabulary and model sentences by heart</li> <li>- Prepare the new lesson: <i>Unit 6, Lesson 2 (4,5,6).</i></li> </ul> | <ul style="list-style-type: none"> <li>-Ss ask and answer</li> <li>-Ss answer the questions</li> <li>- Ss listen</li> <li>-Ss listen and clap their hands</li> <li>-Ss listen and take note</li> </ul> |
|--------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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

.....

.....

.....