

Week 2
Period 5

Preparing date: September 20th,
Teaching date: September 23rd,

Unit 1: Hello

Lesson 1 (1, 2, 3)

A. OBJECTIVES:

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

1. Knowledge:

- use the names Ben, Mai, Minh, Lucy, the words hello, hi.
- use *Hello/ Hi. I'm _____. and Hello, / Hi, _____. I'm ____.* to greet, self-introduce and respond to greetings.
- listen to and demonstrate understanding of simple communicative contexts in relation to the topic "Greetings"
- **Vocabulary:** Hello, Hi, I
- **Skills:** speaking and listening

2. Competences:

- Critical Thinking: self-introduce
- 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 17, 18, 19, audio Tracks 5,6, website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.
- *Students:* Pupil's book Page 10, notebooks, workbooks, school things.

C. PROCEDURES:

Stages/Time	Teacher's activities	Students' activities
1.Warm- up: (3')	<p><i>Game: Pick the number</i></p> <p><i>*Aims: to create a friendly and active atmosphere in the class to beginning the lesson.</i></p> <p>*Procedure:</p> <p>- T says the numbers for the pupils</p>	- Ss listen and choose the

<p>2. Presentation (16')</p>	<p>to choose.</p> <ul style="list-style-type: none"> - Give points to the pupils with the correct choosing and encourage them. - Say “Open your book page 10” and look at “<i>Unit 1, Lesson 1 (1,2,3)</i>”. <p>Activity 1. Vocabulary.</p> <p><i>*Aims: Ss will be able to know the vocabulary in front of starting the new lesson.</i></p> <p>*Procedure:</p> <ul style="list-style-type: none"> -T elicits the new words + <i>Hello = Hi : xin chào (situation)</i> + <i>I : tôi (translation)</i> + <i>I'm = I am: tôi là (translation)</i> - T models (3 times). - T writes the words on the board. - <i>Checking: Rub out and remember</i> <p>Activity 2. 1. Listen, point and repeat:</p> <p><i>*Aims: Ss will be able to understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on greetings, self- introducing, and responding to greetings.</i></p> <p>*Procedure:</p> <ul style="list-style-type: none"> - Have Ss look at <i>Pictures a and b</i> 	<p>numbers</p> <ul style="list-style-type: none"> - Ss play the game - Ss open their books -Ss listen and answer - Ss listen and repeat + Choral repetition (3 times). + Individual repetition (3 ss) - Ss take note - Ss look, remember and write -Look at the pictures and get to know the characters in the
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	<p>and identify the characters in the pictures.</p> <ul style="list-style-type: none"> - 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. <p><u>Activity 3</u> 2. Listen, point and say.</p> <p><i>*Aims: Ss will be able to correctly say the character names and use Hello. /Hi. I'm ____. and Hello,/ Hi, ____. I'm ____.</i> to greet, self-introduce and respond to greetings.</p> <p>*Procedure:</p> <p>* Model sentences:</p> <ul style="list-style-type: none"> - T asks Ss look at <i>picture a</i> and helps Ss know the structure from the dialogue. - T introduces new structure for Ss. - T explains, models and gives meaning. -Have Ss repeat the model sentences. 	<p>pictures.</p> <ul style="list-style-type: none"> + <i>They're Ben and Mai in picture a.</i> + <i>They're Minh and Lucy in picture b.</i> <p>-Ss listen and repeat in chorus (<i>twice</i>)</p> <p>-Ss work in pairs to practice</p> <p>-Ss practice the dialogue</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 introduce and respond to greetings.</p>
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<p>5. Homework. (2')</p>	<p>+ <i>Who are they?</i> + <i>Where are they?</i> + <i>What are they saying?</i></p> <p>- T fills the gaps and writes the sentences on the board. - T models</p> <p>- T asks Ss to greet, self-introduce and respond to greetings (groups of four) - Invite some groups to perform. - Give feedbacks</p> <p>*Consolidation *Aims: <i>Ss will be able consolidate and wrap up the content of the lesson.</i> *Procedure: - T asks ss to answer the following questions: + <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.</p>	<p><i>respond to greetings.</i> -Ss note</p> <p>- Ss say the completed sentences. -Ss work in groups</p> <p>-Ss perform in front of the class.</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>
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	<ul style="list-style-type: none"> - Learn the number by heart - Prepare the new lesson: <i>Unit 1, Lesson 1 (4,5,6).</i> 	
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D. ADJUSTMENTS (if necessary):

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Week 2
Period 6

Preparing date: September 20th,
Teaching date: September 23rd,

Unit 1: Hello

Lesson 1 (4,5,6)

A. **OBJECTIVES:**

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

1. **Knowledge:**

- use the names Ben, Mai, Minh, Lucy, the words hello, hi.
- use *Hello/ Hi. I'm _____*. and *Hello, / Hi, _____*. *I'm _____*. to greet, self-introduce and respond to greetings.
- listen to and demonstrate understanding of simple communicative contexts in relation to the topic "Greetings"
- **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 19, 20; audio Tracks 7, 8; website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.
- **Students:** Pupil's book Page 11, notebooks, workbooks, school things.

C. **PROCEDURES:**

Stages/Time	Teacher's activities	Students' activities
1. Warm- up: (5')	<p><i>Game: "Passing the puppet"</i></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"> - T gives Ss a puppet. - T asks Ss to listen to music and transfer a puppet around the class. 	<ul style="list-style-type: none"> - Ss listen and keep the puppet - Ss listen to music and play the game

<p>2.Practice: (27')</p>	<ul style="list-style-type: none"> - When the music stops, Ss who keep a puppet have to practice with partner using: <i>Hello/ Hi. I'm _____.</i> and <i>Hello, / Hi, _____. I'm ____.</i> - T gives feedback. - Say "Open your book page 11" and look at "Unit 1, Lesson 1 (4,5,6)". <p>Activity 1. 4. Listen and circle:</p> <p><i>*Aims: Ss will be able to listen, understand and circle the correct pictures relevant to two communicative contexts (pictures) in which two pupils greet, self-introduce and respond to greetings.</i></p> <p>*Procedure:</p> <ul style="list-style-type: none"> - Elicit the names of the characters in the pictures. - Point at the pictures respectively to explain the context. <div data-bbox="483 1199 1036 1549"> </div> <ul style="list-style-type: none"> - T ask Ss to guess the answers. + T writes Ss'guessing on the board. - Listen to the tape: + Play the recording 	<ul style="list-style-type: none"> -Ss listen - Ss open their books <ul style="list-style-type: none"> -Look at the pictures and say: <ul style="list-style-type: none"> + <i>Picture 1a: Lucy and Ben first meet each other.</i> + <i>Picture 1b: Lucy and Minh first meet each other.</i> + <i>Picture 2a: Ben and Mai first meet each other.</i> + <i>Picture 2b: Ben and Lucy first meet each other.</i> <ul style="list-style-type: none"> -Ss guess the answers <ul style="list-style-type: none"> - Ss listen to the tape and circle - Ss listen again, circle and
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	<p>+ Play the recording again and get Ss to swap books with their partners.</p> <p>+ Play the recording again to check answers together as a class.</p> <p>+ Write the answers on the board for Ss to correct their answers. Then checks Ss' guessing.</p> <p>- Play the recording, sentence by sentence, for the class to listen and repeat in chorus.</p> <p><i>Key: 1.b 2.a</i></p> <p><u>Activity 2. 5. Look, complete and read.</u></p> <p><i>*Aims: Ss will be able to complete the gapped sentences and read them aloud with the help of the picture cues.</i></p> <p>*Procedure:</p> <p>- Get Ss to look at the pictures and identify the characters</p> <p>- Have Ss look at the four incomplete sentences and elicits the missing words in the sentences.</p> <p>- T models with sentence 1</p> <p>+ Ask Ss what is missing in the sentence.</p> <p>+ Have Ss look at the picture and complete the gap, then read the completed sentence in chorus.</p> <p>-Have Ss work in groups and complete the sentences 2,3 and 4.</p> <p>- Ask a few Ss to stand up and read</p>	<p>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: + <i>They're Ben, Lucy, Mai and Ben, Minh and Lucy.</i></p> <p>-Ss look and answer</p> <p>-Ss answer: <i>Hello/ Hi</i></p> <p>-Ss look, complete and read the completed sentence in chorus.</p> <p>-Ss complete the sentence</p> <p>-Ss read aloud</p>
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the completed sentences aloud.

-T gives feedbacks.



1. _____. I'm Ben.



2. _____. I'm Lucy.



3. Hi, Ben. _____ Mai.



4. _____, Lucy.
_____ Minh.

Key:

1. Hello/Hi 2. Hello/Hi

3. I'm 4. Hello/Hi; I'm

Activity 3. 6. Let's sing.

***Aims:** Ss will be able to sing the song Hello with the correct pronunciation and melody.

***Procedure:**

- Introduce the title and lyrics of the song: "Hello" song.



- Play the recording for Ss to listen to the whole song.

+ Have them repeat the title and lyrics line by line.

+ Tell Ss to point at the relevant character while singing his or her name.

- Play the recording all the way through for Ss to listen to pronunciation and melody of the

- Ss look and listen.

-Ss listen to the song

- Ss listen and repeat line by line without the action.

-Ss point to the character while singing

-Ss listen to melody of the song

<p>3. Homework. (3')</p>	<p>song.</p> <ul style="list-style-type: none"> - Play the recording line by line for Ss to listen, repeat and point at the relevant character. - Play the recording for Ss to sing and do actions. - Ask Ss to practice singing and doing actions in pairs or groups. - Invite groups to the front of the classroom to perform the song -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 well as encourage others to try more. <p>- Learn the number by heart</p> <p>- Prepare the new lesson: <i>Unit 1, Lesson 2 (1,2,3).</i></p>	<ul style="list-style-type: none"> - Ss listen and sing line by line. - Ss sing and do actions. + Ss work in groups (two groups) to sing. -Ss perform in front of the class. -Ss listen -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 2
Period 7

Preparing date: September;
Teaching date: September,

Unit 1: Hello

Lesson 2 (1, 2, 3)

A. OBJECTIVES:

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

1. Knowledge:

- understand and correctly repeat the sentences in two communicative contexts focusing on greetings, responding to greetings and saying goodbye.
- use the names *Ben, Mai, Minh, Lucy*, the words *hello, hi, bye, goodbye*, and the sentence patterns *Hello, / Hi, I'm _____; How are you? and Fine, thank you.* in relation to the topic “Greetings”.
- use *Hi. How are you? and Fine, thank you.* to greet others, respond to greetings and use *Goodbye / Bye _____.* to say goodbye.
- ***Vocabulary:*** how, fine, thank you, goodbye, bye.

- **Skills:** speaking and listening

2. **Competences:**

- Critical Thinking: self-introduce
- 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 21, 22; audio Tracks 9,10, website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.
- **Students:** Pupil's book Page 12, notebooks, workbooks, school things.

C. **PROCEDURES:**

Stages/Time	Teacher's activities	Students' activities
1.Warm- up: (3')	<p>Game: Pass the ball</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"> - T gives Ss a ball. - T asks Ss to listen to music and transfer a ball around the class. - When the music stops, Ss who keep a ball have to practice with partner using: <i>Hello/ Hi. I'm ____.</i> and <i>Hello, / Hi, ____ . I'm ____.</i> - T gives feedback. - Say "Open your book page 12" and look at "Unit 1, Lesson 2 (1,2,3)". 	<ul style="list-style-type: none"> - Ss listen and keep the ball - Ss listen to music and play the game - Ss open their books
2. Presentation (16')	<p>Activity 1. Vocabulary.</p> <p><i>*Aims: Ss will be able to know the vocabulary in front of starting the new lesson.</i></p>	

	<p>*Procedure:</p> <ul style="list-style-type: none"> -T elicits the new words + <i>How</i> : <i>như thế nào</i> (translation) + <i>Fine</i> : <i>khỏe</i> (situation) + <i>you</i> : <i>bạn</i> (translation) + <i>thank you= thanks</i> : <i>cảm ơn</i> (situation) + <i>Goodbye= bye</i> : <i>tạm biệt</i> (situation) - T models (3 times). - T writes the words on the board. - <i>Checking: Rub out and remember</i> <p>Activity 2. 1. Listen, point and repeat:</p> <p>*Aims: <i>Ss will be able to understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on greetings, responding to greetings and saying goodbye.</i></p> <p>*Procedure:</p> <ul style="list-style-type: none"> - Have Ss look at <i>Pictures a and b</i> and identify the characters in the pictures. 	<ul style="list-style-type: none"> -Ss listen and answer - Ss listen and repeat + Choral repetition (3 times). + Individual repetition (3 ss) - Ss take note - Ss look, remember and write -Look at the pictures and get to know the characters in the pictures. + <i>In picture a:</i> Ben say <i>Hi, Mai. How are you?</i> And Mai respond <i>Fine, thank you.</i> – <i>In picture b:</i> Ben say <i>Goodbye, Mai.</i> And Mai respond: <i>Bye, Ben.</i>
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- Play the audio twice (sentence by sentence). Correct their pronunciation where necessary.
- Have Ss to practice the diaguage
- 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 say the words and use **Hi. How are you? Fine, thank you. to greet, respond to greetings and **Goodbye./ Bye.** to say goodbye.*

***Procedure:**

*** Model sentences:**

- T asks Ss look at *picture a, b* and helps Ss know the structure from the dialogue.
- T introduces new structure for Ss.
- T explains, models and gives meaning.
- Have Ss repeat the model sentences.

-Ss listen and repeat in chorus *(twice)*

- Ss work in pairs to practice
- Ss practice the diaguage

-Ss listen

-Ss look at the picture and answer.

- Ss listen
- Ss listen and repeat

-Ss repeat to the introduce and respond to greetings.

- Ss look, listen and repeat

<p>5. Homework.</p>	<ul style="list-style-type: none"> - T asks ss to guess each character and what the children say. + <i>What can you see in the picture?</i> + <i>Who are they?</i> + <i>Where are they?</i> + <i>What are they saying?</i> - T fills the gaps and writes the sentences on the board. - T models - T asks Ss <i>use of Hi. How are you? and Fine, thank you.</i> to respond to greetings, and <i>Goodbye. / Bye</i> to say goodbye (groups of four) - Invite some groups to perform. - Give feedbacks *Consolidation *Aims: <i>Ss will be able consolidate and wrap up the content of the lesson.</i> *Procedure: - 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 	<p><i>playground. One pair greets and responds to each other's greetings and the other says goodbye to each other</i></p> <p>-Ss note</p> <p>- Ss say the completed sentences.</p> <p>-Ss work in groups</p> <p>-Ss perform in front of the class.</p> <p>-Ss answer the questions</p> <p>- Ss listen</p> <p>-Ss listen and clap their hands</p>
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(2')	hardworking / active/ good.... as well as encourage others to try more. - Learn the number by heart - Prepare the new lesson: <i>Unit 1, Lesson 2 (4,5,6).</i>	-Ss listen and take note
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D. ADJUSTMENTS (if necessary):

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Week 2
Period 8

Preparing date: September,
Teaching date: September,

Unit 1: Hello
Lesson 2 (4, 5, 6)

A. OBJECTIVES:

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

1. Knowledge:

- understand and correctly repeat the sentences in two communicative contexts focusing on greetings, responding to greetings and saying goodbye.
- use the names *Ben, Mai, Minh, Lucy*, the words *hello, hi, bye, goodbye*, and the sentence patterns *Hello, / Hi, I'm _____; How are you? and Fine, thank you.* in relation to the topic "Greetings".
- use *Hi. How are you? and Fine, thank you.* to greet others, respond to greetings and use *Goodbye / Bye _____.* to say goodbye.
- **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 23, 24; audio Tracks 11; website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.
- *Students*: Pupil's book Page 13, notebooks, workbooks, school things.

C. PROCEDURES:

Stages/Time	Teacher's activities	Students' activities
1.Warm- up: (5')	<p><i>Sing a song: "how are you"</i></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"> - Show the song on the screen. https://www.youtube.com/watch?v=O13gITUS5t4 - Ask pupils to listen, sing and dance the song. - Say "Open your book page 13" and look at "Unit 1, Lesson 2 (4,5,6)". 	<ul style="list-style-type: none"> - Sing and dance the song in chorus. - Ss open their books
2.Practice: (27')	<p><u>Activity 1.</u> 4. Listen and number:</p> <p><i>*Aims: Ss will be able to listen to and understand four communicative contexts in which pupils greet each other, respond to each other's greetings with thanks, and say goodbye.</i></p>	

	<p>*Procedure:</p> <ul style="list-style-type: none"> - Elicit the names of the characters in the pictures. - Point at the pictures respectively to explain the context.  <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. <p><i>Key: 1. d 2. c 3. a 4. b</i></p> <p><u>Activity 2.</u> 5. Read and match.</p> <p>*Aims: Ss will be able to read and match pairs of target sentence</p>	<ul style="list-style-type: none"> -Look at the pictures and say: <ul style="list-style-type: none"> + <i>Picture a: Lucy and Minh meet each other again.</i> + <i>Picture b: Lucy and Minh say goodbye to each other.</i> + <i>Picture c: Ben and Mai say goodbye to each other.</i> + <i>Picture d: Ben and Mai first meet each other.</i> -Ss guess the answers - Ss listen to the tape and write number - Ss listen again, write number and swap books with their partners. - Ss check their answers and guessing -Ss listen and repeat.
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	<p><i>patterns.</i></p> <p>*Procedure:</p> <ul style="list-style-type: none"> - Elicit the context and give feedback. - T models with sentence 1. + Get Ss to read Sentence 1 in chorus. + Draw the line connecting Sentence 1 with Sentence b + Have Ss read the completed sentence in chorus. <ul style="list-style-type: none"> - Have Ss work in pairs and match the sentences 2 and 3. - Invite pairs of pupils to stand up and read aloud the matched exchanges. - T gives feedbacks. <p><i>Key: 2. c 3. a</i></p> <p><u>Activity 3.</u> 6. Let's play.</p> <p>*Aims: <i>Ss will be able to practise using target sentence patterns by playing the game Hello and goodbye.</i></p> <p>*Procedure:</p> <ul style="list-style-type: none"> - Tell Ss about the activity. Elicit the language that Ss need to greet, self-introduce, respond to greetings and say goodbye. - Write the language on the board. <p>Get the class to read the sentences in</p>	<p>-Ss look at the sentences and say</p> <table border="1" data-bbox="1068 298 1529 701"> <tr> <td data-bbox="1068 298 1218 432">1.Hi. I'm Mai</td><td data-bbox="1218 298 1367 432"></td><td data-bbox="1367 298 1529 432">a.Fine, thank you.</td></tr> <tr> <td data-bbox="1068 432 1218 567">2.Goodbye, Mai.</td><td data-bbox="1218 432 1367 567"></td><td data-bbox="1367 432 1529 567">b.Hello, Mai. I'm Ben.</td></tr> <tr> <td data-bbox="1068 567 1218 701">3.How are you, Mai?</td><td data-bbox="1218 567 1367 701"></td><td data-bbox="1367 567 1529 701">c.Bye, Ben.</td></tr> </table> <p>-Ss read and match</p> <p>-Ss read aloud the matched exchanges.</p> <p>- Ss listen and answer</p> <p>-Ss look and read in chorus</p>	1.Hi. I'm Mai		a.Fine, thank you.	2.Goodbye, Mai.		b.Hello, Mai. I'm Ben.	3.How are you, Mai?		c.Bye, Ben.
1.Hi. I'm Mai		a.Fine, thank you.									
2.Goodbye, Mai.		b.Hello, Mai. I'm Ben.									
3.How are you, Mai?		c.Bye, Ben.									

	<p><i>and wrap up the content of the lesson.</i></p> <p>*Procedure:</p> <ul style="list-style-type: none"> - T asks ss to answer the following questions: <ul style="list-style-type: none"> + <i>What have you learnt from the lesson today?</i> + <i>What are the core values of the lesson? (if the teacher can take from the lesson).</i> - T praises some Ss who are hardworking / active/ good.... as well as encourage others to try more. 	-Ss listen and take note
<p>3. Homework. (3')</p>	<ul style="list-style-type: none"> - Learn the number by heart - Prepare the new lesson: <i>Unit 1, Lesson 3 (1,2,3).</i> 	

D. ADJUSTMENTS (if necessary):

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