

WEEK: 8

Period 29: UNIT 5: ARE THEY YOUR FRIENDS?

Lesson 3: Part 1-2-3

I. Objectives:

1. Knowledge: By the end of the lesson Ps will be able to: introduce one's friend and respond to the introduction, ask and answer questions about friends. Pronounce the sounds in the letters *a, e* correctly.

2. Skills:

- Develop Ss writing and listening skills

3. Language focus:

- Sentence Partners:

- Vocabulary:

II. Teaching aids:

1. *Teacher's*: student's and teacher's book, pictures, cassette.

2. *Students'*: books, notebooks, workbooks.

III. Teaching processes:

1. Class organization:

- Greeting

- Checking for the students' attendance.

2. Oral test:

- Have pupils greet and introduce their names.

3. New lesson

Teacher's actions	Students' actions
<p>Warm up: Chatting</p> <p>- T asks Ss to make question and answer about how to spell one's name</p> <p>1.Listen and repeat.</p> <p>Tell Ps that they are going to practice saying the letters, words, sentences in the book. Put the phonics letters <i>a</i> and <i>e</i> on the board and say them a few times. Ask Ps to repeat after you. Prompt Ps to say the words and sentences, paying attention to the target phonics letters. Do choral repetition of the words and sentences unit Ps feel confident.</p> <p>2. Listen and write.</p> <p>Tell Ps that they are going to do a dictation. Give Ps a few seconds Ps a few seconds to read the in the silence before starting the dictation.</p> <p>Get Ps to swap and check their answers before checking as class. Write the correct answers on the board for Ps to copy down their notebooks.</p> <p>Get Ps to work in pairs and practice saying sentences.</p> <p>3. Let's chant.</p>	<p>Ask ps to practice in pairs</p> <p>Listen and repeat</p> <p>Read 2 sentences</p> <p>Listen and fill in the blank</p>

I. Objectives:

1. Knowledge: By the end of the lesson Ps will be able to:

- Perform their abilities in listening, reading identifying specific information, speaking and writing related to the topics from units 1-5, using the phonics, vocabulary and sentence patterns they have learnt.

2. Skills:

- Develop Ss speaking, listening and writing skills.

3. Language focus:

- Sentence Partners: Revisions.

- Vocabulary: Revisions.

II. Teaching aids:

1. *Teacher's*: student's and teacher's book, cassette.

2. *Students'*: books, notebooks, workbooks.

III. Teaching processes:

1. Class organization:

- Greeting

- Checking for the students' attendance.

2. Oral test:

-Ask Ss to write the new words and do exercises in workbook

3. New lesson:

Teacher's actions	Students' actions
<p>Warm up: - Review the model sentences from unit1 to unit 5</p> <p>1.Listen an tick Tell Ps that they are going to listen and tick the correct boxes. Give a few seconds for Ps to look at the pictures. Check comprehension and give feedback. Play the recording three times for Ps to listen, do the task and check their answers. Get Ps to swap and check their answers before checking as class. Explain the answers and give the further support to Ps who got more than half of the answering wrong <i>Answers:</i> 1 – b; 2 – a; 3 – a; 4 – b; 5- b</p> <p>2. Listen and number Tell Ps that they are going to listen and number the pictures. Give a few seconds for Ps to look at the pictures. Check comprehension and give feedback. Play the recording three times for Ps to listen, do the task and check their answers. Get Ps to swap and check their answers before checking as class. Explain the answers and give the further support to Ps who got more than half of the</p>	<p>Ask ps to practice in pairs</p> <p>Give the identification</p> <p>Listen and tick</p> <p>Work individually</p> <p>Listen and number</p>

<p>answering wrongrrr Answer: 1.c 2.b 3.d 4.a</p> <p>3. Read and complete Tell Ps that they are going to read the text and answer fill the gaps. Give Ps a few seconds to read the text in silence. Check comprehension and give feedback Give Ps time to do the task. Go around to offer help, if necessary. Get Ps to swap and check their answers before checking as a class. Write the correct answers on the board for Ps to copy down their notebooks. Do choral and individual repetition of the text. <i>Answer: 1. Hello 2. name 3. friends 4. nine</i></p> <p>4. Read and match Tell Ps that they are going to read the sentences on the left and pair them with those on the right by drawing a line between them. Check understanding. Give Ps a few seconds to read the text in silence. Check comprehension. Give Ps time to do the task. Go around to offer help, if necessary. Get Ps to swap and check their answers before checking as class. Get Ps to work in pairs act out the dialogue. <i>Answer: 1.e 2. d 3. b 4.a 5. c</i></p> <p>5. Look and say. Tell Ps that they are going to do some dialogues. Give Ps a few seconds for Ps to look at the pictures. Check the comprehension and elicit the words to fill in the gaps and give feedback Give Ps time to do the task. Go around to offer help, if necessary. Get Ps to work in pairs act out the dialogue. Give the feedback and praise Ps who did well and encourage Ps to listen and make improvement. <i>Key: a. Hello/ Hello Mary b. How are you/ And you?/ Fine, thanks c. How are you/ I'm d. they your/ they are.</i></p> <p><u>5.Homework</u> - Do exercises in workbook, review the new words and structure</p>	<p>Work individually</p> <p>Work individually</p> <p>Work in pairs</p> <p>Work in pair</p> <p>Do exercises in the workbook</p>
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Period 32: SHORT STORY

I. Objectives:

1. Knowledge: By the end of the lesson Ps will be able to: read, listen and understand a short story

- Review the phonics, vocabulary and sentence patterns from units 1 - 5.

2. Skills:

- Develop Ss speaking, listening and reading skills.

3. Language focus:

- Sentence Partners: Revisions.

- Vocabulary: Revisions.

- Phonic: Revisions

II. Teaching aids:

1. *Teacher's*: student's and teacher's book, cassette.

2. *Students'*: books, notebooks, workbooks.

III. Teaching processes:

1. Class organization:

- Greeting

- Checking for the students' attendance.

2. Oral test:

-Ps ask Ps some questions

3. New lesson:

<p>Warm up: - Review the model sentences from unit1 to unit 5</p> <p>1. Read and Listen to the story This is the first of the four cartoons about <i>Miu and Cat</i> and <i>chit and mouse</i>. To help Ps get the idea of the story, simply let them read and listen to this episode. In later episodes, the initial task will be more challenging. Before listen, ask them to look at the pictures and ask them questions. (apart from the cat and mouse, what can you see? A chair, a door, a window, ...) Ply the tape and let the Ps read and listen.</p> <p>2. Complete the conversation Tell Ps that they are going to read and fill the gaps. Give them a few seconds to read the text in silence, and check their comprehension. Give Ps time to do the task. Ask Ps to swap and check their answers before checking as a class. <i>Answer: 1. I'm 2. Are you 3. fine 4. Your 5. I'm 6. Meet 7. Do you spell</i></p> <p>3. Work in pairs. Have a similar conversation with</p>	<p>Ask ps to practice in pairs</p> <p>Give the identification</p> <p>Listen and answer T's questions</p> <p>Work in pairs</p>
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<p>a partner. Use the names. Tell Ps that they are going to practice the dialogues, using their own names Ask groups of Ps to sit face to face and practice the dialogue. Call a few pairs to act out the dialogue. Correct the pronunciation if necessary</p> <p>4. Match the questions with the answers - Whole class. Have pupils turn their books to page 38. Tell pupils that they are going to read the story to get the information in order to match the questions on the left to the answers on the right. Give them a few seconds to read the text and check comprehension. -Give Ps time to do the task. Ask Ps to swap and check their answers before checking as a class. Call a few pair to read the dialogue aloud <i>Answer: 1. c 2. a 3. d 4. b</i></p> <p><u>4.Consolidation</u> Summary the lesson</p> <p><u>5.Homework</u> - Do exercises in workbook, review the phonics, vocabulary and sentence patterns from units 1 - 5.</p>	<p>Work in pairs</p> <p>Work individually</p> <p>Work in pairs</p> <p>Do exercises in the workbook</p>
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WEEK 10

Period 37: UNIT 6: STAND UP!

Lesson 1: Part 4-5-6

I. Objectives:

1. Knowledge: By the end of the lesson Ps will be able to make and respond to instructions. Listening comprehension and tick the picture they hear, and looking the pictures and writing the suitable words.

2. Skills:

- Develop Ss writing and listening skills

3. Language focus:

- Sentence Partners

- Vocabulary:

II. Teaching aids:

1. *Teacher's*: student's and teacher's book, pictures, cassette.

2. *Students'*: books, notebooks, workbooks.

III. Teaching processes:

1. Class organization:

- Greeting

- Checking for the students' attendance.

2. Oral test:

- Have pupils write the new words.

3. New lesson:

Teacher's actions	Students' actions
<p>Warm up Play game: Simon says</p> <p>4. Listen and tick. Tell Ps that they are going to listen and tick the correct boxes. Give a few seconds for Ps to look at the pictures. Check comprehension and give feedback. Play the recording three times for Ps to listen, do the task and check their answers. Get Ps to swap and check their answers before checking as class. Key: 1.a, 2,c 3, c</p> <p>5. Read and write. Tell Ps that they are going to look at the pictures and complete the sentences. Give Ps a few seconds to read the text in silence. Check comprehension. Give Ps time to do the task. Get Ps to swap and check their answers before writing the correct answers on the board for Ps to copy down their notebooks. Call some Ps to read sentences aloud <i>Answers: 1. Open 2. Quiet 3. Close</i></p>	<p>Play game</p> <p>Identify the characters in each picture</p> <p>Listen and tick</p> <p>Identify the characters in each picture</p> <p>Work in pairs</p>

Tell Ps that they are going to practice asking for permission using: *May I...?* Draw Ps' attention to the first picture and elicit the names of characters. Then explain what they say. Have Ps repeat the text a few times. Repeat the procedure with the second picture. Do choral and individual repetition, pointing to the characters speaking.

Play the recording for Ps to listen and say along. Have Ps to find out the new structure. Whole class repeats it for several times

2. Point and say.

- Teach vocabulary:

Speak

Write

May I

Can

can't = can not

- Elicits the structures

May I come in, Mr Loc? – Yes, you can

May I go out, Mr Loc? – No you can't

Tell Ps that they are going practice asking for permission using: *May I...?* Point to each picture and elicit the meaning of new words. Use the first picture as an example. Put the question and answer on the board and have Ps repeat them a few times.

Do choral and individual repetition, using the pictures in the book.

Get Ps to work in pairs. Check as a class.

3. Let's talk.

Tell Ps that they are going to practice more with their friends. Give a few seconds for Ps to look at the picture and check comprehension Ps say the words to fill the gaps. Write the question on the board and have Ps repeat them a few times.

Have Ps work in pairs. Go around to offer help and correct the pronunciation, if necessary.

Call a few pairs to act out the dialogue in front of the class.

4.Consolidation

Summary the lesson

5.Homework

- Do exercises in workbook, learn by heart the new words

Look at the pictures in the book

Listen and repeat

Look at 4 pictures

Point to the pictures and practice

Play role and speak out.

Work in pair practice talking:

Do exercises in the workbook

WEEK 10

Period 39: UNIT 6: STAND UP!

Lesson 2: Part 4-5-6

I. Objectives:

1. Knowledge:

- By the end of this lesson, Students will be able to Ask for and give permission. Listening comprehension and numbering the pictures they hear. Reading comprehension then matching.

2. Skills:

- Develop Ss reading, writing and listening skills

3. Language focus:

- Sentence Partners:

- Vocabulary:

II. Teaching aids:

1. *Teacher's*: student's and teacher's book, pictures, cassette.

2. *Students'*: books, notebooks, workbooks.

III. Teaching processes:

1. Class organization:

- Greeting

- Checking for the students' attendance.

2. Oral test:

- Have pupils Ask for and give permission.

3. New lesson

Teacher's actions	Students' actions
<p>Warm up: Order the words</p> <p>4. Listen and number Tell Ps that they are going to listen and number the pictures. Give a few seconds for Ps to look at the pictures. Check comprehension and give feedback. Play the recording three times for Ps to listen, do the task and check their answers. Get Ps to swap and check their answers before checking as class. Key: a.4 b.1 c.2 d.3</p> <p>5. Read and match. Tell Ps that they are going to read the sentences on the left and pair them with those on the right by drawing a line between them. Check understanding. Give Ps a few seconds to read the text in silence. Check comprehension. Give Ps time to do the task. Go around to offer help, if necessary. Get Ps to swap and check their answers before</p>	<p>Work individually</p> <p>Look at the pictures in the book Listen and number Ps answer</p> <p>Look at 3 pictures</p> <p>Work Individually</p> <p>Read the dialogues in</p>

<p>checking as class. Do choral and individual repetition <i>Answers: 1 – c; 2 – d; 3-a, 4-b</i></p> <p>6. Let's write Tell Ps that they are going to look at the pictures and complete the dialogues. Give Ps a few seconds to look at the pictures and read the text in silence. Check comprehension. Give Ps time to do the task. Go around to offer help, if necessary. Get Ps to swap and check their answers before checking as class. Call four Ps to write their answers on the board. Then write the correct answers on the board to copy down into their notebooks. Call a few pairs to read the dialogue aloud <i>Answer: 1. Come in 2. Sit down</i> <i> 3 close my book 4. open my book</i></p> <p><u>4.Consolidation</u> Summary the lesson</p> <p><u>5.Homework</u> - Do exercises in workbook, learn by heart the new words</p>	<p>pairs</p> <p>Individually work</p> <p>Practise in pairs</p> <p>Do exercises in the workbook</p>
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WEEK 10

Period 40: UNIT 6: STAND UP!

Lesson 3: Part 1-2-3

I. Objectives:

1. Knowledge: By the end of the lesson Ps will be able to: give and respond to instructions, ask for and give permission. Pronounce the sounds in the letters /k/, /d/ correctly.

2. Skills:

- Develop Ss writing and listening skills

3. Language focus:

- Sentence Partners:

- Vocabulary:

II. Teaching aids:

1. *Teacher's*: student's and teacher's book, pictures, cassette.

2. *Students'*: books, notebooks, workbooks.

III. Teaching processes:

1. Class organization:

- Greeting

- Checking for the students' attendance.

2. Oral test:

- Have pupils ask for and give permission.

3. New lesson

Teacher's actions	Students' actions
<p><i>Warm up: jumped words</i></p> <p>1.Listen and repeat. Tell Ps that they are going to practice saying the letters, words, sentences in the book. Put the phonics letters <i>c</i> and <i>d</i> on the board and say them a few times. Ask Ps to repeat after you. Prompt Ps to say the words and sentences, paying attention to the target phonics letters. Do choral repetition of the words and sentences until Ps feel confident.</p> <p>2. Listen and write. Tell Ps that they are going to do a dictation. Give Ps a few seconds to read the in the silence before starting the dictation. Get Ps to swap and check their answers before checking as class. Write the correct answers on the board for Ps to copy down their notebooks. Get Ps to work in pairs and practice saying sentences.</p> <p>3. Let's chant. Tell Ps that they are going to say the <i>Come in and sit down</i> chant. Say the chant and check comprehension. Have Ps repeat every line of the chant. When they are familiar with the rhythm, show them how to say the chant and do the actions. Divide the class into three groups to say the chant. Get groups of Ps to sit face to face and practice chanting and doing the actions. Get around and offer help, if necessary. Call two groups to the front of the class to chant. The whole class claps along the rhythm.</p> <p><u>4.Consolidation</u> Summary the lesson</p> <p><u>5.Homework</u> - Do exercises in workbook, learn by heart the new words</p>	<p>Work individually</p> <p>Listen and repeat</p> <p>Read 2 sentences</p> <p>Listen and fill in the blank</p> <p>Ps listen to the tape and chant</p> <p>Do exercises in the workbook</p>

WEEK 11

Period 41: UNIT 6: STAND UP!

Lesson 3: Part 4-5-6

I. Objectives:

1. Knowledge: By the end of the lesson Ps will be able to: give and respond to instructions, ask for and give permission. Reading comprehension then matching. Reading comprehension then writing.

2. Skills:

- Develop Ss reading, writing and listening skills

3. Language focus:

- Sentence Partners:

- Vocabulary:

II. Teaching aids:

1. *Teacher's*: student's and teacher's book, pictures, cassette.

2. *Students'*: books, notebooks, workbooks.

III. Teaching processes:

1. Class organization:

- Greeting

- Checking for the students' attendance.

2. Oral test:

- Have pupils give and respond to instructions, ask for and give permission.

3. New lesson

Teacher's actions	Students' actions
<p>Warm up: Sing the Come in and sit down song</p> <p>4. Read and match. Tell Ps that they are going to read the sentences on the left and pair them with those on the right by drawing a line between them. Check understanding. Give Ps a few seconds to read the text in silence. Check comprehension. Give Ps time to do the task. Go around to offer help, if necessary. Get Ps to swap and check their answers before checking as class. Do choral and individual repetition <i>Answers:</i> 1 – c; 2 – e; 3 – b; 4 – d, 5- a.</p> <p>5. Look, read and write. Tell Ps that they are going to look at the pictures, read the text and fill the gaps. Give Ps a few seconds to read the text in silence. Check comprehension and give feedback Get Ps time to do the task. Go around to offer help, if necessary.</p>	<p>Sing the song</p> <p>Read the sentences in the book Read and Work individually</p> <p>Work in pairs</p> <p>Fill the suitable words in the blanks</p>

<p>1. Look, listen and repeat. Tell Ps that they are going to talk about school and school facilities. Draw Ps' attention to the first picture and elicit the names of characters and what are they saying. Have Ps repeat the text a few times. Repeat the procedure with the second picture. Do choral and individual repetition, pointing to the characters speaking. Play the recording for Ps to listen and say along. Have Ps to find out the new structure. Whole class repeats it for several times</p> <p>2. Point and say. Teach vocabulary: School Big Small Gym Library computer room playground check vocab: slap the board Model sentence: that's the gym Tell Ps that they are going to practice saying about school and school facilities. Point to each picture and elicit the meaning of new words. Point to the first picture and elicit the word to fill the gap. Put the question and answer on the board and have Ps repeat them a few times. Do choral and individual repetition, using the pictures in the book. Get Ps to work in pairs. Check as a class.</p> <p>3. Let's talk. Tell Ps that they are going to practice more with their friends. Give a few seconds for Ps to look at the picture and check comprehension by pointing to and eliciting the name of each school facilities. Put the sentences on the board and do choral and individual repetition. Have Ps work in pairs. Go around offer help and correct the pronunciation, if necessary. Call a few pairs to act out the dialogue in front of the class. If there is time, tell Ps to talk about their own school.</p> <p><u>4. Consolidation</u> Summary the lesson</p> <p><u>5. Homework</u> - Do exercises in workbook, learn by heart the new words</p>	<p>Look at the pictures in the book</p> <p>Listen and repeat</p> <p>Look and find out the model sentences</p> <p>Point the pictures and practise</p> <p>Practise in pairs</p> <p>Do exercises in the workbook</p>
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WEEK 11

Period 43: UNIT 7: THAT'S MY SCHOOL

Lesson 1: Part 4-5-6

I. Objectives:

1. Knowledge: By the end of the lesson Ps will be able to talk about school facilities. Listening comprehension and tick the pictures they hear. Reading and writing the suitable words.

2. Skills:

- Develop Ss writing and listening skills

3. Language focus:

- Sentence Partners

- Vocabulary:

II. Teaching aids:

1. *Teacher's*: student's and teacher's book, pictures, cassette.

2. *Students'*: books, notebooks, workbooks.

III. Teaching processes:

1. Class organization:

- Greeting

- Checking for the students' attendance.

2. Oral test:

- Have pupils talk about school facilities.

3. New lesson:

Teacher's actions	Students' actions
<p>Warm up: Jumped words</p> <p>4. Listen and tick. Tell Ps that they are going to listen and tick the correct boxes. Give a few seconds for Ps to look at the pictures. Check comprehension and give feedback. Play the recording three times for Ps to listen, do the task and check their answers. Get Ps to swap and check their answers before checking as class. <i>Key: 1.b 2.c 3.a</i></p> <p>5. Look, read and write. Tell Ps that they are going to look at the pictures, read the text and fill the gaps. Give Ps a few seconds to read the text in silence. Check comprehension and give feedback Get Ps time to do the task. Go around offer help, if necessary. Get Ps to swap and check their answers before checking as a class. Write the correct answers on the board for Ps to copy down their notebooks. Call some Ps to read the text and sentences aloud</p>	<p>Do exercises</p> <p>Identify the characters in each picture</p> <p>Listen and tick</p> <p>Identify the characters in each picture</p> <p>Work individually</p>

<p><i>Answers: 1.class 2. Library</i> <i>3. Computer room 4.gym</i></p> <p>6. Let's sing - Introduce <i>The This is the way to go to school song</i>, Page 13 Read each line and check comprehension. Sing each line and have Ps repeat it. When Ps are familiar with the tune, ask them to sing and do the actions. Ask groups of Ps to sit face to face and practice singing and doing the actions. Call a group of five to sing the song and do the actions. Have the whole sing the song and do the actions.</p> <p><u>4.Consolidation</u> Asking Ps to focus on the structure once again. - Retell the content of the lesson.</p> <p><u>5. Homework</u> Do exercises in the workbook. Learn by heart the new words and structures.</p>	<p>Listen and sing</p> <p>Do exercises in the book</p>
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WEEK 11

Period 44: UNIT 7: THAT'S MY SCHOOL.

Lesson 2: Part 1- 2-3

I. Objectives:

1. Knowledge:

- By the end of this lesson, Students will be able to ask and answer question about school facilities

2. Skills:

- Develop Ss speaking and listening skills.

3. Language focus:

- Sentence Partners: Is your school big?- Yes, it is/ No, it isn't. It's small.

- Vocabulary: new, old, large, small,

II. Teaching aids:

1. *Teacher's*: student's and teacher's book, pictures, cassette.

2. *Students'*: books, notebooks, workbooks.

III. Teaching processes:

1. Class organization:

- Greeting

- Checking for the students' attendance.

2. Oral test:

- Ask Ss to write the new words

3. New lesson:

Teacher's actions	Students' actions
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<p>Warm up: Sing <i>This is the way to go to school</i> song</p> <p>1. Look, listen and repeat. Tell Ps that they are going to practice asking and answering question about school facilities: <i>Is the.....?</i> Draw Ps' attention to the first picture and elicit the names of characters and what are they saying. Have Ps repeat the text a few times. Repeat the procedure with the second picture. Do choral and individual repetition, pointing to the characters speaking. Play the recording for Ps to listen and say along. Have Ps to find out the new structure. Whole class repeats it for several times</p> <p>2. Point and say. - Teach vocabulary: New Old Large small Check vocab: what and where - Elicits the structures Is your school big?- Yes, it is/ No, it isn't. It's small Tell Ps that they are going to practice asking and answering question about school facilities: <i>Is the.....?</i> Point to each school facility and elicit the meaning of new words. Point to the first picture and elicit the word to fill the gap. Put the question and answer on the board and have Ps repeat them a few times. Do choral and individual repetition, using the pictures in the book. Get Ps to work in pairs. Check as a class.</p> <p>3. Let's talk. Tell Ps that they are going to practice more with their friends. Give a few seconds for Ps to look at the picture and check comprehension by pointing to and eliciting the name of school facility and adj to fill the gaps. Put them on the board and have Ps repeat them a few times. Call a few pairs to act out the dialogue in front of the class. If there is time, tell Ps to ask and answer questions about their own school.</p> <p><u>4.Consolidation</u> Summary the lesson</p> <p><u>5.Homework</u> - Do exercises in workbook, learn by heart the new words</p>	<p>Sing the song</p> <p>Look at the pictures in the book</p> <p>Listen and repeat</p> <p>Look at 4 pictures</p> <p>Point to the pictures and practise</p> <p>Play role and speak out. Work in pair practice talking:</p> <p>Do exercises in the workbook</p>
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WEEK 12

Period 45: UNIT 7: THAT'S MY SCHOOL.

Lesson 2: Part 4-5-6

I. Objectives:

1. Knowledge:

- By the end of this lesson, Students will be able to ask and answer question about school facilities. Listening comprehension to number the pictures they hear, then reading comprehension and circle the right words.

2. Skills:

- Develop Ss reading, writing and listening skills

3. Language focus:

- Sentence Partners:

- Vocabulary:

II. Teaching aids:

1. *Teacher's*: student's and teacher's book, pictures, cassette.

2. *Students'*: books, notebooks, workbooks.

III. Teaching processes:

1. Class organization:

- Greeting

- Checking for the students' attendance.

2. Oral test:

- Have pupils write the new words.

3. New lesson

Teacher's actions	Students' actions
<p><i>Warm up: Chatting</i></p> <p>- T asks Ss to make question and answer about school facilities.</p> <p>4. Listen and number</p> <p>Tell Ps that they are going to listen and number the pictures. Give a few seconds for Ps to look at the pictures. Check comprehension and give feedback. Play the recording three times for Ps to listen, do the task and check their answers. Get Ps to swap and check their answers before checking as class.</p> <p><i>Key a.3 b.1 c.4 d.2</i></p> <p>5. Read and circle.</p> <p>Tell Ps that they are going to read the text and circle the correct words. Give Ps a few seconds to read the text in silence. Check comprehension and give feedback. Get Ps time to do the task. Go around offer help, if necessary.</p>	<p>Practise in pairs</p> <p>Look at the pictures in the book</p> <p>Listen and number</p> <p>Look at the pictures</p> <p>Work Individually</p>

<p>Get Ps to swap and check their answers before checking as a class. Write the correct answers on the board for Ps to copy down their notebooks. Call some Ps to read the sentences aloud <u>Answers: 1 – big; 2 – small; 3-new; 4-big</u> 6. Write about your school. - Have pupils open their books to Page 49. Tell pupils that they are going to write about their school. Ps read the text in silence check comprehension and give feedback then do the task. Ask Ps to swap and check their answers before checking as class. Call 4 Ps to write their answers on the board <u>4.Consolidation</u> Summary the lesson <u>5.Homework</u> - Do exercises in workbook, learn by heart the new words</p>	<p>Read the paragraph</p> <p>Work individually</p> <p>Do exercises in the workbook</p>
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WEEK 12

Period 46: UNIT 7: THAT'S MY SCHOOL.

Lesson 3: Part 1-2-3

I. Objectives:

1. Knowledge: By the end of the lesson Ps will be able to: talk, ask and answer question about school facilities. Pronounce the sounds in the letters /g/, /l/ correctly.

2. Skills:

- Develop Ss writing and listening skills

3. Language focus:

- Sentence Partners:

- Vocabulary:

II. Teaching aids:

1. *Teacher's*: student's and teacher's book, pictures, cassette.

2. *Students'*: books, notebooks, workbooks.

III. Teaching processes:

1. Class organization:

- Greeting

- Checking for the students' attendance.

2. Oral test:

- Have pupils write the new words.

3. New lesson

Teacher's actions	Students' actions
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<p>Warm up: Chatting - T asks Ss to make question and answer about school facilities</p> <p>1. Listen and repeat. Tell Ps that they are going to practice saying the letters, words, sentences in the book. Put the phonics letters g and l on the board and say them a few times. Ask Ps to repeat after you. Prompt Ps to say the words and sentences, paying attention to the target phonics letters. Do choral repetition of the words and sentences until Ps feel confident.</p> <p>2. Listen and write. Tell Ps that they are going to do a dictation. Give Ps a few seconds to read in the silence before starting the dictation. Get Ps to swap and check their answers before checking as class. Write the correct answers on the board for Ps to copy down their notebooks. Get Ps to work in pairs and practice saying sentences.</p> <p>3. Let's chant. Tell Ps that they are going to say the <i>Is your school new?</i> chant. Say the chant and check comprehension. Have Ps repeat every line of the chant. When they are familiar with the rhythm, show them how to say the chant and do the actions. Divide the class into three groups to say the chant. Get groups of Ps to sit face to face and practice chanting and doing the actions. Get around and offer help, if necessary. Call two groups to the front of the class to chant. The whole class claps along the rhythm.</p> <p><u>4. Consolidation</u> Summary the lesson</p> <p><u>5. Homework</u> - Do exercises in workbook, learn by heart the new words</p>	<p>Ask ps to practice in pairs</p> <p>Listen and repeat</p> <p>Read 2 sentences Listen and fill in the blank</p> <p>Ps listen to the tape and chant</p> <p>Do exercises in the workbook</p>
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WEEK 12

Period 47: UNIT 7: THAT'S MY SCHOOL.

Lesson 3: Part 4-5-6

I. Objectives:

1. Knowledge: By the end of the lesson Ps will be able to: talk, ask and answer question about school facilities. Reading comprehension to match and complete the paragraph.

2. Skills:

- Develop Ss reading, writing and listening skills

3. Language focus:

- Sentence Partners:

- Vocabulary:

II. Teaching aids:

1. *Teacher's*: student's and teacher's book, pictures, cassette.

2. *Students'*: books, notebooks, workbooks.

III. Teaching processes:

1. Class organization:

- Greeting

- Checking for the students' attendance.

2. Oral test:

- Have pupils ask and answer about school facilities.

3. New lesson

Teacher's actions	Students' actions
<p>Warm up: - Ask Ss to read the chant.</p> <p>4. Read and match. Tell Ps that they are going to read the sentences on the left and pair them with those on the right by drawing a line between them. Check understanding. Give Ps a few seconds to read the text in silence. Check comprehension. Give Ps time to do the task. Go around offer help, if necessary. Get Ps to swap and check their answers before checking as class. Do choral and individual repetition <i>Answers:</i> 1 – d; 2 – c; 3 – a; 4 – b.</p> <p>5. Read and complete. Tell Ps that they are going to read the text and fill the gaps. Give Ps a few seconds to read the text in silence. Check comprehension and give feedback Get Ps time to do the task. Go around offer help, if necessary. Get Ps to swap and check their answers before checking as a class. Write the correct answers on the</p>	<p>Ps read the chant</p> <p>Read the sentences in the book Read and Work individually</p> <p>Work in pairs</p> <p>Fill the suitable words in the blanks</p>

<p>board for Ps to copy down their notebooks. Call some Ps to read the text and sentences aloud Answer: 1. playground 2. It 3. Gym 4. Classroom 5. nice</p> <p>6. Project - Tell Ps that they are going to write the names of the rooms in school. Check Ps understanding and get Ps to prepare necessary school things. Give Ps time to do project in groups. Go around offer help, if necessary. Call some Ps to the front of the class to present their labels. EX: This is the gym</p> <p><u>4.Consolidation</u> Summary the lesson</p> <p><u>5.Homework</u> - Do exercises in workbook, learn by heart the new words</p>	<p>Work individually</p> <p>Do exercises in the workbook</p>
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WEEK 12

Period 48: UNIT 8: THIS IS MY PEN.

Lesson 1: Part 1-2-3

I. Objectives:

1. Knowledge: By the end of the lesson Ps will be able to: identify school things.

2. Skills:

- Develop Ss speaking and listening skills

3. Language focus:

- Sentence Partners: This/That is my pen.

- Vocabulary: pen, rubber=eraser, pencil, pencil case=pencil box, school bag, notebook, book, pencil sharpener

II. Teaching aids:

1. *Teacher's*: student's and teacher's book, pictures, cassette.

2. *Students'*: books, notebooks, workbooks.

III. Teaching processes:

1. Class organization:

- Greeting

- Checking for the students' attendance.

2. Oral test:

- Have pupils ask and answer about school things

3. New lesson

Teacher's actions	Students' actions
<p><i>Warm up:</i> Read the chant</p> <p>1. Look, listen and repeat.</p>	<p>Read the chant</p>

<p>Tell Ps that they are going to practice talking about school things using <i>This/That is.....</i> Draw Ps' attention to the first picture and elicit the names of characters and what are they saying. Have Ps repeat the text a few times. Repeat the procedure with the second picture.</p> <p>Do choral and individual repetition, pointing to the characters speaking.</p> <p>Play the recording for Ps to listen and say along. Have Ps to find out the new structure. Whole class repeats it for several times</p> <p>2. Point and say. Teach vocabulary: Pen rubber=eraser Pencil pencil case=pencil box school bag notebook book pencil sharpener check vocab: rub out and remember Model sentence: This/That is my pen</p> <p>Tell Ps that they are going to practice talking about school things using <i>This/That is.....</i> Point to each picture and elicit the meaning of new words. Point to the first picture and elicit the word to fill the gap. Put the question and answer on the board and have Ps repeat them a few times.</p> <p>Do choral and individual repetition, using the pictures in the book. Get Ps to work in pairs. Check as a class.</p> <p>3. Let's talk. Tell Ps that they are going to practice more with their friends. Give a few seconds for Ps to look at the picture and check comprehension by pointing to and eliciting the words to fill the gaps. Get Ps to repeat them a few times.</p> <p>Have Ps to practice the dialogue. Go around offer help and correct the pronunciation, if necessary.</p> <p>Call a few Ps to act out the dialogue in front of the class.</p> <p><u>4.Consolidation</u> Summary the lesson</p> <p><u>5.Homework</u> - Do exercises in workbook, learn by heart the new words</p>	<p>Look at the pictures in the book</p> <p>Listen and repeat</p> <p>Look and find out the model sentences</p> <p>Point the pictures and practise</p> <p>Pactise in pairs</p> <p>Do exercises in the workbook</p>
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WEEK 13

Period 49: UNIT 8: THIS IS MY PEN

Lesson 1: Part 4-5-6

I. Objectives:

1. Knowledge: By the end of the lesson Ps will be able to identify school things. Listening comprehension to tick pictures they hear and reading comprehension to write the suitable words.

2. Skills:

- Develop Ss writing and listening skills

3. Language focus:

- Sentence Partners:

- Vocabulary:

II. Teaching aids:

1. *Teacher's*: student's and teacher's book, pictures, cassette.

2. *Students'*: books, notebooks, workbooks.

III. Teaching processes:

1. Class organization:

- Greeting

- Checking for the students' attendance.

2. Oral test:

- Have pupils write the new words.

3. New lesson:

Teacher's actions	Students' actions
<p>Warm up Talk about school things Ss have</p> <p>4. Listen and tick. Tell Ps that they are going to listen and tick the correct boxes. Give a few seconds for Ps to look at the pictures. Check comprehension and give feedback. Play the recording three times for Ps to listen, do the task and check their answers. Get Ps to swap and check their answers before checking as class. <i>Key: 1.b 2.c 3.a</i></p> <p>5. Look, read and write. Tell Ps that they are going to look at the pictures, read the sentences and fill the gaps. Give Ps a few seconds to look and read the text in silence. Check comprehension and give feedback Get Ps time to do the task. Go around offer help, if necessary. Get Ps to swap and check their answers before checking as a class. Write the correct answers on the board for Ps to</p>	<p>Pair work</p> <p>Identify the characters in each picture</p> <p>Listen and tick</p> <p>Identify the characters in each picture</p> <p>Work individually</p>

<p>copy down their notebooks. Call some Ps to read the sentences aloud <i>Answers: 1. Ruler/is 2. pen/It is</i></p> <p>6. Let's play - Introduce the game <i>Slap the board</i> to pupils. Put the cards of school things on the board and elicit the word for each object. - Call two teams of four to the board and start the game. - Put the scores of the groups on the board</p> <p><u>4. Consolidation</u> Asking Ps to focus on the structure once again. - Retell the content of the lesson.</p> <p><u>5. Homework</u> Do exercises in the workbook. Learn by heart the new words and structures.</p>	<p>Play game</p> <p>Do exercises in the workbook</p>
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WEEK: 13

Period 50: UNIT 8: THIS IS MY PEN.

Lesson 2: Part 1- 2-3

I. Objectives:

1. Knowledge:

- By the end of this lesson, Students will be able to talk about school things.

2. Skills:

- Develop Ss speaking and listening skills.

3. Language focus:

- Sentence Partners: These/Those are my books

- Vocabulary: notebooks, pens, pencil cases, rubbers, books, pencils (plural nouns)

II. Teaching aids:

1. *Teacher's*: student's and teacher's book, pictures, cassette.

2. *Students'*: books, notebooks, workbooks.

III. Teaching processes:

1. Class organization:

- Greeting

- Checking for the students' attendance.

2. Oral test:

- Ask Ss to talk about school things

3. New lesson:

Teacher's actions	Students' actions
<p><i>Warm up:</i> Jumped words 1. Look, listen and repeat.</p>	<p>Sing the song</p>

Tell Ps that they are going to talk about school things *These/ Those are my books*. Draw Ps' attention to the first picture and elicit the names of characters and the activities. Have Ps repeat the text a few times. Repeat the procedure with the second picture. Give feedback and check the new vocabulary.

Play the recording for Ps to listen and say along. Have Ps to find out the new structure. Whole class repeat it for several times

2. Point and say.

- Teach grammar:
 - Most singular nouns + s => plural nouns
 - Ex: books/ notebooks/ pencils/ pens/ pencil cases/ rubbers
 - Notes: how to pronounce plural nouns
 - Elicits the structures: These/ Those are my books.

Tell Ps that they are going to practice saying about school things *These/ Those are my books*. Point to each picture and elicit the meaning of new words. Point to the first picture and elicit the word to fill the gap. Put the sentence on the board. Have Ps to read it a few times.

Do choral and individual repetition, using the pictures in the book or objects in the classroom.

Get Ps to work in pairs. Check as a class.

3. Let's talk

Tell Ps that they are going to practice more with their friends. Give a few seconds for Ps to look at the picture and check comprehension by eliciting the words for school things in the pictures. Get Ps to talk about School things, using pictures or objects in classroom.

Call difference groups to act out the dialogue in front of the class. Correct the pronunciation, if necessary.

4. Consolidation

Summary the lesson

5. Homework

- Do exercises in workbook, learn by heart the new words and structures

Look at the pictures in the book

Listen and repeat

Look at 4 pictures
Point to the pictures and practise

Practice talking individually

Do exercises in the workbook

WEEK: 13

Period 51: UNIT 8: THIS IS MY PEN.

Lesson 2: Part 4-5-6

I. Objectives:

1. Knowledge:

- By the end of this lesson, Students will be able to talk about school things. Listening comprehension to number the pictures they hear, and reading comprehension to write the suitable words.

2. Skills:

- Develop Ss reading, writing and listening skills

3. Language focus:

- Sentence Partners:

- Vocabulary: desk, school bag, nice, school things, new, old, too, table

II. Teaching aids:

1. *Teacher's*: student's and teacher's book, pictures, cassette.

2. *Students'*: books, notebooks, workbooks.

III. Teaching processes:

1. Class organization:

- Greeting

- Checking for the students' attendance.

2. Oral test:

- Have pupils greet and introduce, spell their names.

3. New lesson

Teacher's actions	Students' actions
<p>Warm up: Chatting</p> <p>- T asks Ss to talk about their school things.</p> <p>4. Listen and number</p> <p>Tell Ps that they are going to listen and number the pictures. Give a few seconds for Ps to look at the pictures. Check comprehension and give feedback. Play the recording three times for Ps to listen, do the task and check their answers.</p> <p>Get Ps to swap and check their answers before checking as class.</p> <p><i>Key a.3 b.4 c.2 d.1</i></p> <p>5. Read and write.</p> <p>Tell Ps that they are going to read the text and complete the sentences about Nam and his school things. Give Ps a few seconds to read the text in silence. Check comprehension and give feedback</p> <p>Get Ps time to do the task. Go around offer help, if necessary.</p> <p>Get Ps to swap and check their answers before</p>	<p>Practise individually</p> <p>Look at the pictures in the book</p> <p>Listen and number</p> <p>Look at the picture</p> <p>Work Individually</p>

<p>checking as a class. Write the correct answers on the board for Ps to copy down their notebooks. Call some Ps to read questions and answers <i>Answers: 1. name; 2. Small/ nice; 3. School bag; 4. books/ notebooks; 5. Pencil cases/ pens</i></p> <p>6. Let's write Tell Ps that they are going to look at the pictures and fill the blanks. Give Ps time to read the text in silence Check comprehension and give feedback. Get Ps to do the task in pairs. Get Ps to swap and check their answers before checking as a class. Get Ps to swap and check their answers before checking as a class. Write the correct answers on the board for Ps to copy down their notebooks. <i>Key: 1. are/ books/ pens 2. Are/ pencils/ rulers</i></p> <p><u>4.Consolidation</u> Summary the lesson</p> <p><u>5.Homework</u> - Do exercises in workbook, learn by heart the new words</p>	<p>Read the paragraph</p> <p>Practise individually</p> <p>Do exercises in the workbook</p>
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WEEK: 13

Period 52: UNIT 8: THIS IS MY PEN.

Lesson 3: Part 1-2-3

I. Objectives:

1. Knowledge: By the end of the lesson Ps will be able to: identify and talk about school things. Pronounce the sounds in the letters r, th correctly.

2. Skills:

- Develop Ss writing and listening skills

3. Language focus:

- Sentence Partners:

- Vocabulary:

II. Teaching aids:

1. *Teacher's*: student's and teacher's book, pictures, cassette.

2. *Students'*: books, notebooks, workbooks.

III. Teaching processes:

1. Class organization:

- Greeting

- Checking for the students' attendance.

2. Oral test:

- Have pupils write the school things in plural

3. New lesson

Teacher's actions	Students' actions
<p><i>Warm up: Chatting</i> - T asks Ss to talk about school things</p> <p>1. Listen and repeat. Tell Ps that they are going to practice saying the letters, words, sentences in the book. Put the phonics letters <i>r</i> and <i>th</i> on the board and say them a few times. Ask Ps to repeat after you. Prompt Ps to say the words and sentences, paying attention to the target phonics letters. Do chorally repetition of the words and sentences until Ps feel confident.</p> <p>2. Listen and write. Tell Ps that they are going to do a dictation. Give Ps a few seconds to read the in the silence before starting the dictation. Get Ps to swap and check their answers before checking as class. Write the correct answers on the board for Ps to copy down their notebooks. Get Ps to work in pairs and practice saying sentences. Keys: ruler</p> <p>3. Let's chant. Tell Ps that they are going to say the <i>Look! Look! Look!</i> chant. Say the chant and check comprehension. Have Ps repeat every line of the chant. When they are familiar with the rhythm, show them how to say the chant and do the actions. Divide the class into three groups to say the chant. Get groups of Ps to sit face to face and practice chanting and doing the actions. Get around and offer help, if necessary. Call two groups to the front of the class to chant. The whole class claps along the rhythm.</p> <p><u>4. Consolidation</u> Summary the lesson</p> <p><u>5. Homework</u> - Do exercises in workbook, learn by heart the new words</p>	<p>Ask ps to practice</p> <p>Listen and repeat</p> <p>Read 2 sentences</p> <p>Listen and fill in the blank</p> <p>Ps listen to the tape and chant</p> <p>Do exercises in the workbook</p>

WEEK: 14

Period 53: UNIT 8: THIS IS MY PEN.

Lesson 3: Part 4-5-6

I. Objectives:

1. Knowledge: By the end of the lesson Ps identify and talk about school things. Reading comprehension to do the exercises.

2. Skills:

- Develop Ss reading, writing and listening skills

3. Language focus:

- Sentence Partners:

- Vocabulary:

II. Teaching aids:

1. *Teacher's*: student's and teacher's book, pictures, cassette.

2. *Students'*: books, notebooks, workbooks.

III. Teaching processes:

1. Class organization:

- Greeting

- Checking for the students' attendance.

2. Oral test:

- Have pupils talk about school things they have.

3. New lesson

Teacher's actions	Students' actions
<p><i>Warm up:</i> read the chant</p> <p>4. Read and match. Tell Ps that they are going to read the sentences on the left and pair them with those on the right by drawing a line between them. Check understanding. Give Ps a few seconds to read the text in silence. Check comprehension. Give Ps time to do the task. Go around offer help, if necessary. Get Ps to swap and check their answers before checking as class. Do choral and individual repetition <i>Answers:</i> 1 – b; 2 – d; 3 – a; 4 – c.</p> <p>5. Read and write. Tell Ps that they are going to read and fill the gaps with the appropriate words. Give Ps a few seconds to read the text in silence. Check comprehension and give feedback Get Ps time to do the task. Go around offer help, if necessary.</p>	<p>Ask ps to read the chant</p> <p>Read the sentences in the book Read and Work individually</p> <p>Work in pairs</p> <p>Fill the suitable words in the blanks</p>

<p>Get Ps to swap and check their answers before checking as a class. Write the correct answers on the board for Ps to copy down their notebooks. Call some Ps to read questions and answers Do choral and individual repetition. <i>Answer: 1. name 2. This is 3. Those are/ pencils/ books 4. that's 5. Those</i></p> <p>6. Project - Tell Ps that they are going to draw the school things and color them, write two school things. Present them to the class. Check understanding and get Ps to prepare the school things. - Call several Ps to the front of the class to present their work.</p> <p>4. Consolidation Summary the lesson</p> <p>5. Homework - Do exercises in workbook, learn by heart the new words</p>	<p>Work individually</p> <p>Work individually</p> <p>Do exercises in the workbook</p>
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WEEK 14

Period 54: UNIT 9: WHAT COLOUR IS IT?

Lesson 1: Part 1-2-3

I. Objectives:

1. Knowledge: By the end of the lesson Ps will be able to: ask and answer questions about school things.

2. Skills:

- Develop Ss speaking and listening skills

3. Language focus:

- Sentence Partners: Is this your school bag? – Yes, it is/ No, it isn't
- Vocabulary:

II. Teaching aids:

1. *Teacher's*: student's and teacher's book, pictures, cassette.

2. *Students'*: books, notebooks, workbooks.

III. Teaching processes:

1. Class organization:

- Greeting
- Checking for the students' attendance.

2. Oral test:

- Have pupils talk about school things.

3. New lesson

Teacher's actions	Students' actions
<p>Warm up: read the chant</p> <p>1. Look, listen and repeat. Tell Ps that they are going to ask and answer questions about school things <i>Is that/ this your...?</i> Draw Ps' attention to the first picture and elicit the names of characters and what are they saying. Have Ps repeat the text a few times. Repeat the procedure with the second picture. Do choral and individual repetition, pointing to the characters speaking. Play the recording for Ps to listen and say along. Have Ps to find out the new structure. Whole class repeats it for several times</p> <p>2. Point and say. Tell Ps that they are going to practice asking and answering questions : <i>Is this your school bag? – Yes, it is.</i> <i>Is that your pen? – No, it isn't</i> Point to each picture and elicit the meaning of new words. Point to the first picture and elicit the word to fill the gap. Put the question and answer on the board and have Ps repeat them a few times. Do choral and individual repetition, using the pictures in the book. Get Ps to work in pairs. Check as a class.</p> <p>3. Let's talk. Tell Ps that they are going to practice more with their friends. Give a few seconds for Ps to look at the picture and check comprehension by pointing to and elicit words about the school things. Call a pair to give a demonstration of the dialogue before starting the activity. Have Ps work in pairs. Go around offer help and correct the pronunciation, if necessary. Call a few pairs to act out the dialogue in front of the class.</p> <p>4. Consolidation Summary the lesson</p> <p>5. Homework - Do exercises in workbook, learn by heart the new words and structures</p>	<p>Read the chant</p> <p>Look the pictures in the book</p> <p>Listen and repeat</p> <p>Look and find out the model sentences</p> <p>Point the pictures and practise</p> <p>Pactise in pairs</p> <p>Do exercises in the workbook</p>

WEEK 14

Period 55: UNIT 9: WHAT COLOUR IS IT?

Lesson 1: Part 4-5-6

I. Objectives:

1. Knowledge: By the end of the lesson Ps will be able to ask and answer questions about school things. Listening comprehension to tick the pictures they hear and reading comprehension to write the suitable words.

2. Skills:

- Develop Ss writing, reading, and listening skills

3. Language focus:

- Sentence Partners

- Vocabulary:

II. Teaching aids:

1. *Teacher's*: student's and teacher's book, pictures, cassette.

2. *Students'*: books, notebooks, workbooks.

III. Teaching processes:

1. Class organization:

- Greeting

- Checking for the students' attendance.

2. Oral test:

- Have pupils ask and answer questions about school things.

3. New lesson:

Teacher's actions	Students' actions
<p>Warm up</p> <p>- Play chain game</p> <p>4. Listen and tick.</p> <p>Tell Ps that they are going to listen and tick the correct boxes. Give a few seconds for Ps to look at the pictures. Check comprehension and give feedback.</p> <p>Play the recording three times for Ps to listen, do the task and check their answers.</p> <p>Get Ps to swap and check their answers before checking as class.</p> <p><i>Key: 1.b 2.a 3.b</i></p> <p>5. Look, read and write.</p> <p>Tell Ps that they are going to read and answer questions about school things. Give Ps a few seconds to read the text in silence. Check comprehension and give feedback</p> <p>Get Ps time to do the task. Go around offer help, if necessary.</p> <p>Get Ps to swap and check their answers before checking as a class. Write the correct answers on the board for Ps to copy down their notebooks.</p>	<p>Play game</p> <p>Identify the characters in each picture</p> <p>Work in pairs</p> <p>Read and write</p>

- Ask Ss to ask and answer questions about school things

3. New lesson:

Teacher's actions	Students' actions
<p><i>Warm up:</i> talk about school things</p> <p>1. Look, listen and repeat. Tell Ps that they are going to practice asking and answering questions about colors, using <i>What colour is your box? – It's red</i> <i>What colour are your pencils? – They're green</i> Draw Ps' attention to the first picture and elicit the names of characters and what they say. Have Ps repeat the text a few times. Repeat the procedure with the second picture. Give feedback and check the new vocabulary. Play the recording for Ps to listen and say along. Have Ps to find out the new structure. Whole class repeat it for several times</p> <p>2. Point and say. Have Ss look at the pictures on page 60 - Teach vocabulary: <i>colour white Red yellow</i> <i>Green brown Blue orange</i> Elicits the structures <i>What colour is your box? – It's red</i> <i>What colour are your pencils? – They're green</i> Tell Ps that they are going to practice asking and answering questions about colors. Point to each picture and elicit the meaning of new words. Point to the first picture and elicit the word to fill the gap. Put the question and answer on the board and have Ps repeat them a few times. Do choral and individual repetition, using the pictures in the book. Get Ps to work in pairs. Check as a class.</p> <p>3. Let's talk Tell Ps that they are going to practice more with their friends. Give a few seconds for Ps to look at the picture and check comprehension by pointing to and eliciting the name of each school thing. Call a pair to give a demonstration of the dialogue before starting the activity. Have Ps work in pairs. Go around offer help and correct the pronunciation, if necessary.</p>	<p>Practice</p> <p>Look at the pictures in the book</p> <p>Look at 4 pictures</p> <p>Point to the pictures and practise</p> <p>Play role and speak out.</p> <p>Work in pair practice talking:</p>

<p>Call a few pairs to act out the dialogue in front of the class.</p> <p><u>4. Consolidation</u> Summary the lesson</p> <p><u>5. Homework</u> - Do exercises in workbook, learn by heart the new words and structures</p>	<p>Do exercises in the workbook</p>
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WEEK 15

Period 57: UNIT 2: WHAT COLOUR IS IT?

Lesson 2: Part 4-5-6

I. Objectives:

1. Knowledge:

- By the end of this lesson, Students will be able to make question and answer about how to spell one's name. Listening comprehension to number the pictures they hear, and reading comprehension to match.

2. Skills:

- Develop Ss reading, writing and listening skills

3. Language focus:

- Sentence Partners:
- Vocabulary:

II. Teaching aids:

1. *Teacher's*: student's and teacher's book, pictures, cassette.
2. *Students'*: books, notebooks, workbooks.

III. Teaching processes:

1. Class organization:

- Greeting
- Checking for the students' attendance.

2. Oral test:

- Have pupils write new words.

3. New lesson

Teacher's actions	Students' actions
<p><i>Warm up: Chatting</i> - T asks Ss to ask and answer about colour.</p> <p><i>4. Listen and number</i> Tell Ps that they are going to listen and number the pictures. Give a few seconds for Ps to look at the pictures. Check comprehension and give feedback. Play the recording three times for Ps to listen, do the task and check their answers.</p>	<p>Practise in pairs</p> <p>Look at the pictures in the book</p> <p>Listen and number</p>

<p>Get Ps to swap and check their answers before checking as class. <i>Key a.3 b.2 c.4 d.1</i> 5. Read and match. Tell Ps that they are going to read the sentences on the left and pair them with the pictures on the right by drawing a line between them. Check understanding. Give Ps a few seconds to read the text in silence. Check comprehension. Give Ps time to do the task. Go around offer help, if necessary. Get Ps to swap and check their answers before checking as class. Do choral and individual repetition <i>Answers: 1 – b; 2 – d; 3-a; 4- e; 5-c</i> 6. Let's sing. Tell Ps that they are going to sing the <i>My new pen</i> song. Read each line and check comprehension. Sing each line and have Ps repeat it. When Ps are familiar with the tune, ask them to sing and do the actions. Ask groups of Ps to sit face to face and practice singing and doing the actions. Call a group of five to sing the song and do the actions. Have the whole sing the song and do the actions. 4. Consolidation Summary the lesson 5. Homework - Do exercises in workbook, learn by heart the new words</p>	<p>Look at 3 pictures</p> <p>Work Individually</p> <p>Read the sentences then match</p> <p>Sing the song</p> <p>Do exercises in the workbook</p>
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WEEK 15

Period 58: UNIT 9: WHAT COLOUR IS IT?

Lesson 3: Part 1-2-3

I. Objectives:

1. Knowledge: By the end of the lesson Ps will be able to: ask and answer questions about school things and colours. Pronounce the sounds in the letters m, p correctly .

2. Skills:

- Develop Ss writing and listening skills

3. Language focus:

- Sentence Partners:

- Vocabulary:

II. Teaching aids:

1. *Teacher's*: student's and teacher's book, pictures, cassette.
2. *Students'*: books, notebooks, workbooks.

III. Teaching processes:

1. Class organization:

- Greeting
- Checking for the students' attendance.

2. Oral test:

- Have pupils write new words.

3. New lesson

Teacher's actions	Students' actions
<p>Warm up: Chatting - T asks Ss to make question and answer about colours</p> <p>1. Listen and repeat. Tell Ps that they are going to practice saying the letters, words, sentences in the book. Put the phonics letters <i>i</i> and <i>o</i> on the board and say them a few times. Ask Ps to repeat after you. Prompt Ps to say the words and sentences, paying attention to the target phonics letters. Do chorally repetition of the words and sentences until Ps feel confident.</p> <p>2. Listen and write. Tell Ps that they are going to do a dictation. Give Ps a few seconds to read the in the silence before starting the dictation. Get Ps to swap and check their answers before checking as class. Write the correct answers on the board for Ps to copy down their notebooks. Get Ps to work in pairs and practice saying sentences. Key: 1. It 2. orange</p> <p>3. Let's chant. Tell Ps that they are going to say the <i>What colour is it?</i> chant. Say the chant and check comprehension. Have Ps repeat every line of the chant. When they are familiar with the rhythm, show them how to say the chant and do the actions. Divide the class into three groups to say the chant. Get groups of Ps to sit face to face and practice chanting and doing the actions. Get around and offer help, if necessary. Call two groups to the front of the class to chant. The whole class claps along the rhythm.</p>	<p>Ask ps to practice in pairs</p> <p>Listen and repeat</p> <p>Read 2 sentences Listen and fill in the blank</p> <p>Ps listen to the tape and chant</p>