**Giáo án Tiếng anh 3 - Tuần 14**

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| **Week 14. Period 27. Unit 9. Lesson 1** | | |
| Objectives: | *Ss will be able to ask and answer questions about someone’s school things, using Is this/that +* (school thing)? | |
| Language focus: | *- New words: pencil sharpener, desk, pen, …*  *- Structures: Is this/that your +* (school thing)? | |
| Resources: | *Ss’ book, recording, fresh cards, puppets, posters, …* | |
| PROCEDURE |  |  |
| **Steps** | **Learning activities** | **Modes** |
| 1. Warm-up  (5 minutes) | Spend a few minutes revising the previous unit by having pupils say the chant the *Look! Look! Look!* chant. Draw pupils’ attention to the title of the unit and check comprehension. Have them repeat it once or twice. | Groups |
| 2. Look, listen & repeat  (10 minutes) | - Tell pupils that they are going to ask and answer the question *Is this/that your +* (school thing)? Give feedback and have pupils repeat the text in the bubbles a few times. Repeat the same procedure with the second picture.  - Do choral and individual repetition, pointing to the characters speaking.  - Play the recording for pupils to listen and say along. | Whole class  Individuals |
| 3. Point & say  (10 minutes)  *- New words: pencil sharpener, desk, pen - Structures: Is this/that your +* (school thing)? | - Tell pupils that they are going to practice asking and answering *Is this/that your* +(school thing)? Point to each picture have pupils repeat the words under it a few times. Elicit the word to fill the gap. Write the question and answer on the board and have pupils repeat them a few times.  - Do choral and individual repetition, using the pictures in the book.  - Get pupils to work in pairs. Check as a class.  **Language note:** Practice the rising intonation with ***yes/no*** questions and the falling intonation of the answers. | Individuals  Pairs  Groups |
| 4. Let’s talk  (10 minutes) | - Tell pupils that they are going to practice more with their friends. Give a few seconds for pupils to look at the school things in the pictures and check comprehension. Point to a school thing and elicit the words to fill the gaps. Write them on the board and get pupils to repeat them a few times. Get a pair to give demonstration of the dialogue before starting the activity.  - Get pupils to work in pairs. Go around to offer help and correct the pronunciation, if necessary.  - Call some pairs to act out the dialogue in front of the class. |
| 5. Home-link  (3 minutes) | Practice asking and answering the question *Is this/that your +* (school thing)? | Whole class |

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| **Week 14. Period 28. Unit 9. Lesson 2** | | |
| Objectives: | *Ss will be able to:*  *- use the words and phrases related to the topic Colours.*  *- ask and answer the questions about the colours of school things, using What colour is it/are they?* | |
| Language focus: | *- New words: blue, white, yellow, brown, green, red, orange, …*  *- Structures: What colour is /are …. ?* | |
| Resources: | *Ss’ book, recording, fresh cards, puppets, posters, …* | |
| PROCEDURE |  |  |
| **Steps** | **Learning activities** | **Modes** |
| 1. Warm-up  (5 minutes) | - Spend a few times revising the previous lesson. Call two groups of four to the front of the class. Have one group point to something that is near or far and ask *Is* *this* ….? or *Is that* … ? and the other group answer the question. | Groups |
| 2. Look, listen & repeat  (10 minutes) | - Tell pupils that they are going to practice asking and answering the questions about colours, using *What colour is/are +* (school things)? Draw pupils’ attention to the first picture and elicit the names of characters and what they say. Explain the new vocabulary. Have pupils repeat the text in the bubbles a few times. Repeat the same procedure with the second picture.  - Do choral and individual repetition, pointing to the characters speaking.  - Play the recording for pupils to listen and say along.  **Language note:** Remind pupils of the use of ***is*** and ***are*** in the question ***What colour … ?***  *What colour is +* singularnoun?  *What colour are +* plural noun? | Whole class |
| 3. Point & say  (10 minutes)  *- New words: blue, white, yellow, brown, green, red, orange*  *- Structures: What colour is /are …. ?* | - Tell pupils that they are going to practice asking and answering about *the* colours of school things). Draw pupils’ attention to the pictures. Check comprehension and teach the new vocabulary. Have pupils repeat each word a few times.  - Point to the pictures and elicit the words to fill in the gap. Put the sentence on the board. Have the class repeat the question and answer.  - Do choral and individual repetition, pointing to the pictures in the book.  - Get pupils to work in pairs. Check as a class. | Individuals  Pairs |
| 4. Let’s talk  (10 minutes) | - Tell pupils that they are going to practice more with their friends. Give pupils a few seconds to look at the picture and read the text. Check comprehension by pointing each school thing, eliciting its name and colour . Ask pupils to fill the gaps in the questions and answers. Put them on the board and have pupils repeat the questions and answers with different school things a few times.  - Get two pupils to give a demonstration of the dialogue before starting the activity.  - Get pupils to work in pairs. Go around to offer help and correct the pronunciation, if necessary.  - Call a few open pairs to act out the dialogue in front of the class. |
| 5. Home-link  (3 minutes) | - Lean the vocabulary about colours of school things. | Whole class |