Date of planning: ….. /….. /2022

Date of teaching: ….. /…../ 2022

**Week 15**  **UNIT 10: WHEN WILL SPORTS DAY BE?**

**Period 60**  **Lesson 1 (1-2-3)**

**I. Objectives:**

- By the end of the lesson Ps will be able to:

**1. Knowledge:**

- Ask and answer questions about when a school event will happen.

- Sentence Patterns: When will \_\_\_\_ be? – It’ll be on \_\_\_\_.

- Vocabulary: Sports Day, Saturday / Teachers’ Day, Sunday / Independence Day, Thursday / Children’s Day, Friday

**2. Skills.**

- Listening and speaking.

**3. Attitude/ Quality**:

- Have concentration, listen carefully, express idea during lesson

- Confident in communicating with classmates

- To help Ss loving English, love sports and school events.

- Practicing sports do good for your health.

**4. Forming competence:**

- Easy to get to know, easy to make friends

- Can perform individual tasks and solve a problem themselves.

**II. Methods**:

- Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

**III. Preparation.**

1.Teacher’s preparation: CDs player, stereo, book.

2.Student’s preparation: Students’ aids: books, notebooks, workbooks.

**IV. Procedures.**

|  |  |  |
| --- | --- | --- |
| **Content** | **Teacher’s activities** | **Students’ activities** |
| **A.Warm up**  (5’)  **B. New lesson**  (30’)  **C. Production**  (3’)  **D. Homework**  (2’) | - Get some pupils to talk about where they were and what they did the day before.  - Lead into new lesson.  *Task 1. Look, listen and repeat.*  - Ask pupils to look at the picture to point at each character and elicit their answers to the questions:  *Who’s this? Where are they? What are they doing?*  - Play the recording for pupils to listen to the tape.  - Play the recording again for them to repeat line by line.  - Ask pupils to practice in pairs to act out the dialogue.  - Go round and check pupils can repeat and understand the dialogue.  - Check some pairs. Ask other pupils to give comments.  - Give comments.  *Task 2. Point and say.*  - Tell the class that they are going to practice asking and answering questions about when school events will be, using:  \* Structure:  *When will ... be? It’ll be on ...*  - Explain new words: *Sports Day, take part in, Teachers’ Day, Independence Day, Children’s Day.*  - Say aloud them, then ask pupils to repeat the words a few times  - Have pupils write down them into their notebook.  - Read aloud the phrases in each picture for pupils to repeat.  - Have pupils practice asking and answering in pairs.  - Call some pairs to practice in front of the class  - Give feedback and correct mistakes of pronunciation.  *Task 3. Let’s talk*  - Tell the class that they are going to practice further by asking and answering questions in their books.  - Get pupils time to work in pairs to ask and answer, using the structure*.*  - Invite a few pairs to act out their conversations in front of the class.  - Give feedback  - Summary the lesson  - Tell pupils to read the part 1 again.  - Do exercises in workbook, learn by heart the new words and the structure. | - Talk in front of the class.  - Look at the pictures and give the answers  - Listen carefully  - Listen and repeat.  - Work in pairs.  - Practice in front of class. Other give comments  - Listen to the T's instruction.  - Repeat.  - Write down.  - Listen and repeat.  - Work in pairs  - Practice in front of the class  - Listen to the T's instruction.  - Practice in pairs  - Act out in front of class  - Listen and remember  - Take note. |

Date of planning: ….. /….. /2022

Date of teaching: ….. /…../ 2022

**Week 16**  **UNIT 10: WHEN WILL SPORTS DAY BE?**

**Period 61**  **Lesson 1 (4-5-6)**

**I. Objectives:**

- By the end of the lesson Ps will be able to:

**1. Knowledge:**

- Ask and answer questions about school events.

- Look, listen, and match the pictures together.

- Read and match the questions with the answers.

- Sing the song When will Sports Day be?

- Sentence Patterns: Revision

- Vocabulary: The song lyrics

**2. Skills.**

- Listening, reading and speaking.

**3. Attitude/ Quality**:

- Have concentration, listen carefully, express idea during lesson

- Confident in communicating with classmates

- To help Ss loving English, love sports.

**4. Forming competence:**

- Easy to get to know, easy to make friends

- Can perform individual tasks and solve a problem themselves

- Use language to talk about how someone learns English.

**II. Methods**:

- Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

**III. Preparation.**

1.Teacher’s preparation: CDs player, stereo, book.

2.Student’s preparation: Students’ aids: books, notebooks, workbooks.

**IV. Procedures**

|  |  |  |
| --- | --- | --- |
| **Content** | **Teacher’s activities** | **Students’ activities** |
| **A.Warm up**  (5’)  **B. New lesson**  (30’)  **C. Production**  (3’)  **D. Homework**  (2’) | - Invite two pairs to act out the story in activity 1.  - Call two pairs of pupils to ask and answer the question, using: *When will ... be? It’ll be on ...*  - Lead into new lesson.  *Task 1. Listen and match.*  **-** Tell the class that they are going to listen to the recording and draw lines to match Pictures 1–3 with Pictures a–c.  - Have pupils look at the pictures to identify the people and activities.  - Play the recording the second time for pupils to listen and match.  - Get them to compare their answers before checking as a class.  - Ask pupils to give answers  - Play the recording again for pupils to listen and check  - Give correct answers.  Key: 1 c 2 a 3 b  *Task 2. Read and match*  **-** Tell the class that they are going to read and match the questions with the answers.  - Give time for pupils to do the task independently.  - Go around and offer help, if necessary.  - Ask pupils to give answers and other pupils to give comments.  - Give correct answers.  \*Key: 1. b 2. c 3. e 4. a 5. d *Task 3. Let’s sing*  - Tell pupils that they are going to sing the *When will Sports Day be?* song.  - Get pupils to read the lyrics in silence. Check their comprehension.  - Play the recording all the way through for pupils to get familiarized with the pronunciation, the stress, the rhythm and the intonation of the song.  - Play the recording again, pausing after each line for pupils to repeat.  - Play the recording once more for pupils to repeat the whole song.  - Then have them practice in groups.  - Call on some groups to sing the song in front of the class. The rest of the class clap their hands at rhythms.  - Summary the lesson  **-** Tell pupils to do exercises in workbook.  - Ask pupils to practice singing at home. | - Act out in front of class.  - Ask and answer.  - Listen to the T's instruction.  - Guess  **-** Listen and match.  - Compare the answers  **-** Give the answers.  **-** Listen and check    - Listen to the T's instruction.  - Do the task  - Give answers and other pupils give comments.  - Listen to the T's instruction.  - Read  - Listen  - Listen and repeat.  - Listen and repeat once more.  - Work in groups  - Sing and clap the hands at rhythms.  - Listen and remember.  - Take note |

Date of planning: ….. /….. /2022

Date of teaching: ….. /…../ 2022

**Week 16**  **UNIT 10: WHEN WILL SPORTS DAY BE?**

**Period 62**  **Lesson 2 (1-2-3)**

**I. Objectives:**

- By the end of the lesson Ps will be able to:

**1. Knowledge:**

- Ask and answer questions about what the other speaker is going to do onSports Day.

- Sentence Patterns: What are you going to do on Sports Day? − I’m going to \_\_\_.

- Vocabulary: play, basketball, football, table tennis, badminton

**2. Skills.**

- Listening and speaking.

**3. Attitude/ Quality**:

- Have concentration, listen carefully, express idea during lesson

- Confident in communicating with classmates

- To help Ss loving English, animals

**4. Forming competence:**

- Easy to get to know, easy to make friends

- Can perform individual tasks and solve a problem themselves

- Use language to talk about animals.

**II. Methods**:

- Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

**III. Preparation.**

1. Teacher’s preparation: CDs player, stereo, book.

2. Student’s preparation: Students’ aids: books, notebooks, workbooks.

**IV. Procedures.**

|  |  |  |
| --- | --- | --- |
| **Content** | **Teacher’s activities** | **Student’s activities** |
| **A.Warm up**  (5’)  **B. New lesson**  (30’)  **C. Production**  (3’)  **D. Homework**  (2’) | - Have the class sing the song: *What did you see at the zoo?*  - Call two pairs of pupils to ask and answer the question, using: *What did you see at the zoo?* *I saw………….*  - Lead into new lesson  *Task 1. Look, listen and repeat.*  - Have them look at the pictures and guess what Nam and Phong is talking about.  - Check their comprehension by pointing at each picture and eliciting their answers to these questions:  *Who are they? What are they talking about? What are they doing?*  *-* Explain new words: *roared, moved, cute, slowly.*  - Say aloud the word, then ask pupils to repeat these words a few times.  - Have pupils write down the new words into their notebook  - Play the recording and ask pupils to look at their book and listen to the tape  - Play it again for them to repeat line by line.  - Ask pupils to work in pairs to practice the dialogue.  - Go around and check pupils can repeat and understand the dialogue.  - Check some pairs.  - Others give comments.  - Give comments.  *Task 2. Point and say*  \* Structure: *What did the ... do when you were there?*  *🡪 They ………*  - Say aloud the structure and the phrases under each picture, then ask pupils to repeat them a few times.  - Call some pupils to read aloud the structure and the phrases.  - Ask pupils to write down the structure into their notebook.  - Ask pupils to work in pairs, then point at the pictures to ask and answer using the structure.  - Call some pairs to practice in front of the class.  - Give feedback and correct mistakes of pronunciation.  *Task 3. Let’s talk*  - Tell the class that they are going to practice further by talking about books/stories they like reading., using:  *+ What are your favourite animals at the zoo?*  *🡪 They’re ………………*  *+ What did the ... do when you were there?*  *🡪 They ………*  - Set a time limit for the class to practice talking in pairs.  - Go around the class and offer help, if necessary.  - Invite a few pairs to act out the exchanges in front of the class.  - Give feedback.  - Summary the lesson  - Tell pupils to read the part 1 again.  - Do exercises in workbook, learn by heart the new words and the pattern. | - Sing the song  - Ask and answer the question  - Look and guess.  - Answer the questions.  - Listen and repeat  - Write  - Listen.  - Listen and repeat  - Work in pairs.  - Practice in front of class.  - Give comments  - Listen to the T's instruction.  - Listen and repeat  - Read aloud  **-** Write down  - Work in pairs  - Practice in front of class  - Listen to the T's instruction.  - Practice in pairs  - Act out in front of class  - Listen  - Take note |

Date of planning: ….. /….. /2022

Date of teaching: ….. /…../ 2022

**Week 16**  **UNIT 10: WHEN WILL SPORTS DAY BE?** **Period 63**  **Lesson 2 (4-5-6)**

**I. Objectives:**

- By the end of the lesson Ps will be able to:

**1. Knowledge:**

- Ask and answer about what someone is going to do/play on Sports Day.

- Listen, and number the pictures in the correct order.

- Read and complete an open conversation.

- Play the game Pass the secret.

- Sentence Patterns: Revision

- Vocabulary: Revision

**2. Skills.**

- Listening, reaing, writing and speaking.

**3. Attitude/ Quality**:

- Have concentration, listen carefully, express idea during lesson

- Confident in communicating with classmates

- To help Ss loving English, animals and treat animals well.

**4. Forming competence:**

- Easy to get to know, easy to make friends

- Can perform individual tasks and solve a problem themselves

- Use language to talk about animals.

**II. Methods**:

- Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

**III. Preparation.**

1. Teacher’s preparation: CDs player, stereo, book.

2. Student’s preparation: Students’ aids: books, notebooks, workbooks.

**IV. Procedures.**

|  |  |  |
| --- | --- | --- |
| **Content** | **Teacher’s activities** | **Student’s activities** |
| **A.Warm up**  (5’)  **B. New lesson**  (30’)  **C. Production**  (3’)  **D. Homework**  (2’) | - Get two pairs of pupils to ask and answer the questions: *What did the ... do when you were there? They ...*  - Lead into new lesson  *Task 1. Listen and circle a or b.*  **-** Tell the class that they are going to listen and circle a or b.  - Ask them to read the questions and guess the answers.  - Check their understanding.  - Play the recording twice for pupils to listen and circle.  - Get them to compare their answers before checking as a class.  - Ask pupils to give answers in front of the class.  - Play the recording again for pupils to listen and check.  - Give correct answers  \* Key: 1 a 2 b 3 b  *Task 2. Write about your visit to the zoo*  **-** Tell the class that they should write about things that really happened to them.  - Give pupils a few seconds to read the questions in silence and check their understanding.  - Give pupils time to do the task.  - Get pupils to swap and read their writing.  - Ask other pupils to give feedback.  - Give the correct answers.  \* Key:  *Task 3. Let’s play*  - Tell pupils that they are going to play Charades.  - Divide the class into Team A and Team B  - Stick a large sheet of paper on the board with the following words written on it: *slowly, noisily, quickly, loudly, quietly and beautifully*.  - One pupil of Team A mimes a zoo animal and asks *What did I see at the zoo?*  - The pupils of Team B answer the question. If the answer is correct, Team B wins one point.  - Another pupil from Team A mimes an action which that animal does and asks *What did they do there?*  - Team B gives the answer. If the answer is correct, Team B wins another point.  - Then it is Team B’s turn to mime and ask questions.  - Set a time limit. The two teams take turns to mime and ask questions. The team that gets more points wins.  - Summary the lesson  - Tell pupils to do exercises in workbook at home | - Ask and answer.  - Listen to the T's instruction.  **-** Listen and circle.  - Compare the answers.  **-** Give the answers.  **-** Listen and check.  - Listen to the T's instruction.  - Read the questions  - Do the task  - Read aloud.  - Other pupils give feedback  - Listen to the T's instruction.  - Play game.    - Take note. |

Date of planning: ….. /….. /2022

Date of teaching: ….. /…../ 2022

**Week 16** **UNIT 10: WHEN WILL SPORTS DAY BE?**

**Period 64 Lesson 3 (1-2-3)**

**I. Objectives:**

- By the end of the lesson Ps will be able to:

**1. Knowledge:**

- Say the questions and the answers with the correct sentence stress.

- Listen and underline the stressed words. Then say the sentences aloud.

- Say the chant What are they going to do?

- Sentence Patterns: Revision

- Vocabulary: Revision

**2. Skills.**

- Develop Ss’ speaking and listening skills

**3. Attitude/ Quality**:

- Have concentration, listen carefully, express idea during lesson

- Confident in communicating with classmates

- Love school subjects, love to learn English

**4. Forming competence:**

- Prepare their own school things

- Easy to get to know, easy to make friends, ready to help their friends.

- Apply what they have learned to solve learning tasks

**II. Methods**:

- Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

**III. Preparation.**

1. Teacher’s preparation: CDs player, stereo, book.

2. Student’s preparation: Students’ aids: books, notebooks, workbooks.

**IV. Procedures.**

|  |  |  |
| --- | --- | --- |
| **Content** | **Teacher’s activities** | **Student’s activities** |
| **A.Warm up**  (5’)  **B. New lesson**  (30’)  **C. Production**  (3’)  **D. Homework**  (2’) | - Invite some pupils to read what they wrote in Lesson 2, Activity 5.  - Lead into new lesson  *Task 1. Listen and repeat.*  **-** Tell the class that they are going to practice saying the questions and the answers, paying attention to sentence stress.  - Play the recording all the way through for pupils to listen first.  - Play the recording again for them to repeat them twice  - Ask pupils to read them until pupils feel confident.  - Get some pairs to say them in front of the class.  - Correct mistakes of pronunciation.  *Task 2. Listen and underline the stressed words. Then say the sentences aloud*  **-** Tell pupils that they are going to listen to the recording and underline the stressed words in each sentence.  - Play the recording twice for pupils to listen and underline.  - Play the recording again for pupils to listen and check. Ask the class to read the sentences aloud.  - Give the correct answers.  \* Key:  *Task 3. Let’s chant*  - Tell pupils that they are going to say the chant: At the circus  - Play the recording all the way through for pupils to listen and follow in their books.  - Play the recording again, pausing after each line for pupils to repeat.  - Play the recording once more for pupils to repeat the whole chant, show pupils how to chant and do the actions  - Get pupils to work in pairs to practice chanting and doing the action.  - Invite some pairs to say the chant and do actions in front of the class  - Give feedback.  - Ask the whole class to say the chant and clap along to the rhythm of the chant.  - Summary the lesson  - Tell pupils to practice chanting again at home. | - Read aloud.  - Listen to the T's instruction.  - Listen to the recording and repeat.  - Read in pairs.  - Practice in front of class.  - Listen to the T's instruction.  - Listen and underline.  - Listen and check, then read the sentences aloud.  - Listen to the T's instruction.  - Listen and follow in the book  - Listen and repeat  - Listen, repeat and do the actions  - Chant in pairs  - Chant in front of class  - Say and clap along to the rhythm of the chant  - Listen and remember  - Take note |

Date of planning: ….. /….. /2022

Date of teaching: ….. /…../ 2022

**Week 17** **UNIT 10: WHEN WILL SPORTS DAY BE?**

**Period 65**  **Lesson 3 (4-5-6)**

**I. Objectives:**

- By the end of the lesson Ps will be able to:

**1. Knowledge:**

- Listen and repeat words, listen and underlined the stressed words.

- Read a paragraph, and match.

- Write about your last visit to the zoo

- Make a project and talk about it.

- Colour the stars showing their English competences.

**2. Skills.**

- Develop Ss’ writing, reading, speaking and listening skills

**3. Attitude/ Quality**:

- Have concentration, listen carefully, express idea during lesson

- Confident in communicating with classmates

- Love school subjects, love to learn English, should treat aimals well.

**4. Forming competence:**

- Prepare their own school things

- Easy to get to know, easy to make friends, ready to help their friends.

- Apply what they have learned to solve learning tasks

**II. Methods**:

- Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

**III. Preparation.**

1. Teacher’s preparation: CDs player, stereo, book.

2. Student’s preparation: Students’ aids: books, notebooks, workbooks.

**IV. Procedures.**

|  |  |  |
| --- | --- | --- |
| **Content** | **Teacher’s activities** | **Student’s activities** |
| **A.Warm up**  (5’)  **B. New lesson**  (30’)  **C. Production**  (3’)  **D. Homework**  (2’) | - Have the class say the chant: *At the circus*  *-* Lead into new lesson  *Task 1. Read and match*  **-** Tell the class that they are going to read the text and match the sentences with  *First, Then, Next* and *In the end*  - Get them to read the sentences and then read the text to find out their order.  - Set a time limit for pupils to read the text again and do the task.  - Go around the class and offer help, if necessary.  - Ask pupils to compare their answers before checking as a class  - Call four pupils to write their answers on the board.  - Give feedback and correct mistakes  \* Key: 1. b 2. d 3. a 4. c  *Task 2.* *Write about your last visit to the zoo*  **-** Tell pupils that they are going to write about their last visit to the zoo.  - Give them time to read and write  - Ask pupils to do the task independently.  - Get them to swap and read their writing in pairs.  - Call some pupils to read their answers in front of the class.  - Give feedback.  Key:  *Task 3. Project*  *-* Tell the class that they are going to draw their dream zoos.  - Ask them to work in groups of five to discuss what animals to put in their dream zoos and who should draw which animal.  - Give pupils time to do the task.  - Have the class display their drawings.  - Invite one groups to talk to the class about their dream zoos.  - Give feedback  *Task 4. Colour the starts.*  - Have the class read the statements and check their comprehension  - Give the time to colour the star and invite a few pupils to read the statement aloud  - Give further support to pupils who find it difficult to achieve certain objectives.  - Summary the lesson  - Tell pupils to do exercises in workbook. | - Chant  - Listen to the T's instruction.  - Read.  - Do the task  - Compare the answers  - Write the answers on the board.  - Listen to the T's instruction.  - Read and write  - Do the task  - Read the answers.  - Listen to the T's instruction.  - Do the task.  - Present in front of class.  - Colour the starts.  - Listen and remember  - Take note |

Date of planning: ….. /….. /2022

Date of teaching: ….. /…../ 2022

**Week 17**

**Period 66- 67 REVIEW 2**

**I. Objectives:**

- By the end of the lesson Ps will be able to:

**1. Knowledge:**

- Perform their abilities in listening, speaking to the topics from units 6-10, using the phonics, vocabulary and sentence patterns they have learnt.

- Listen and tick the correct pictures.

- Listen and number the pictures.

- Listen and tick the sentences Yes (Y) or No (N).

- Read a paragraph and write answers to the questions.

- Write about themselves, using the guiding questions.

**2. Skills:**

- Develop Ss’ speaking and reading skills

**3. Attitude/ Quality:**

- Be confident in communicating with friends/ teachers.

- Love people, hometown and country.

**4. Forming competence:**

- Co-operation (ready to help friends in pair work/ groupwork).

- Self-study (can perform individual tasks and solve problems by themselves).

- Use language to do listening, reading, writing and speaking tasks.

**II. Methods**: Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

**III. Preparation.**

1. Teacher’s preparation: CDs player, stereo, book.

2. Student’s preparation: Students’ aids:books, notebooks, workbooks.

**IV. Procedures.**

|  |  |  |
| --- | --- | --- |
| **Content** | **Teacher’s activities** | **Students’ activities** |
| **A. Warm up**  (5’)  **B. New lesson**  (30’)  **C. Production**  (3’)  **D. Homework**  (2’) | - Have ss find all the simple past words.  - Check some groups.  *Task 1. Listen and tick*  - Have Ss look at the pictures  - Play recording twice.  - Play recording again.  - Call on some students to report the answers to the class.  - Check and correct.  *Task 2. Listen and number*  - Have Ss look at the pictures  - Play recording twice.  - Play recording again.  - Call on some students to report the answers to the class.  - Check and correct.  *Task 3. Listen and tick Y and N*  - Have Ss look at the pictures  - Play recording twice.  - Play recording again.  - Call on some students to report the answers to the class.  - Check and correct.  *Task 4. Read and write*  - Have pupils open their books on the P71. Tell pupils that they are going to read and get the information to write the answers.  - Ask some pupils to read their answers aloud to the class.  - Correct.  *Task 5. Write about you*  - Asking Ss to read the text on the P71 and complete the text.  - Guiding Ss to complete the text.  - Call on some Ss to read the text that they have completed.  - Correction.  - Have ss review the lesson & prepare the test | Work in group of 5.  - Identify.  - Listen and tick.  - Listen and check.  - Practice in pairs.  - Give out and check.  - Identify.  - Listen and tick.  - Listen and check.  - Practice in pairs.  - Give out and check.  - Identify.  - Listen and tick.  - Listen and check.  - Practice in pairs.  - Give out and check.  - Look at the pictures, read silently the questions & write the answers in individual.  - 4-5 Ss. The rest of the class listen and give comments.  - Look at the pictures, read, find suitable words to fill in the blank  *-* 4-5 Ss. Others give comments.    - Do at home. |

Date of planning: ….. /….. /2022

Date of teaching: ….. /…../ 2022

**Week 17**

**Period 68 SHORT STORY**

**I. Objectives:**

- By the end of this lesson, students will be able to practise all the knowledge they have learn

- Develop speaking, reading and writing skills.

- Ss look after, solve problems and study themselves.

- Studious and obedient students and love their friends.

- Read and listen to the short story.

- Answer the questions.

- Unscramble the words from the story.

- Read and fill a gapped conversation.

- Work in pairs to talk about their school Sports Day.

- Read and match the questions with the answers.

**II. Teaching methods:**

- Communicative approach.

- Techniques:Ask and answer (say individually); Work in pairs/ groups; Discuss.

**III. Teaching aids**:

- Teacher’s aids: student’s and teacher’s book, word cards, pictures, puppets.

- Students’ aids: books, notebooks, workbooks.

**IV. Languages focus**:

Vocabulary: about Cat and Mouse

**V. Procedure**:

|  |  |  |
| --- | --- | --- |
| **Content** | **Teacher’s activities** | **Students’ activities** |
| **A. Warm up**  (5’)  **B. New lesson**  (30’)  **C. Production**  (3’)  **D. Homework**  (2’) | *- Chatting about what did people do.*  **1. Fill the gaps. Then listen and check**  - Have pupils look at pictures 1, 2, 3, 4, 5, 6, 7 and 8 on page 72 of the Student Book. Give the identification of the characters in the pictures and the characters’ words. Ss guess the suitable words to fill in the blank. Tell pupils that they are going to listen to the recording and check their answers  - Play the recording 2 times pupils to listen. Check their guess.  - Make a few questions to check pupils’ comprehension of the story  - Play the recording again pupils listen to the story and check Ss’ answers  Answer: 1. Hello 2. Meet you  3. Your/ Yes 4. chair/ armchair  **2. Ask and answer the questions**  -Ask students to read the story in the book and find out the answers for the questions. Work in pairs to do the exercise then practice in pairs in front of the whole class. The rest listen to and give the remark.  Correct the pronunciation.  Answer: 1. It is white 2. No, it isn’t  3. It is red 3. It’s big  **3. Number the sentences. Then act out in pairs**  - Have Ps work in group. Read the story again and order the sentences to make the meaningful dialogue.  - Pair works. Have pupils trade their answers for correction.  - Call on some pairs to report their answers. The rest of the class listen give comments.  - Make a few questions to check pupils’ comprehension of the sentences.  - Have the whole class read each sentence in chorus to reinforce their pronunciation.  Answer:  Chit: Please to meet you, Maurice  Maurice: Please to meet you too  Chit: Is this your house?  Maurice: Yes, it is.  Chit: It’s big!  Maurice: That’s right.  **4. Put the words in the correct order**  - Whole class. Have pupils turn their books to page 73. Tell pupils that they are going to read the story to get the information in order to order the words given.  - Pupils order the words to make meaningful sentences individually and do the task. Monitor the activity and offer help when necessary.  - Have pupils trade their answers for correction.  - Call on some pupils to report their answers. The rest of the class listen give comments.  - Make a few questions to check pupils’ comprehension of the sentences.  - Have the whole class read each sentence in chorus to reinforce their pronunciation.  Answer:  Is that your chair?  Do you like hide-and-seek?  Pleased to meet you too.  Let’s play hide – and – seek.  Is this your house?  **5. Fill the gaps. Then listen and check**  - Have pupils look at pictures 1, 2, 3, 4, 5, 6, 7 and 8 on page 72 of the Student Book. Give the identification of the characters in the pictures and the characters’ words. Ss guess the suitable words to fill in the blank. Tell pupils that they are going to listen to the recording and check their answers  - Play the recording 2 times pupils to listen. Check their guess.  - Make a few questions to check pupils’ comprehension of the story  - Play the recording again pupils listen to the story and check Ss’ answers  Answer:  1. Hello 2. Meet you  3. Your/ Yes 4. chair/ armchair  **6. Ask and answer the questions**  - Ask students to read the story in the book and find out the answers for the questions. Work in pairs to do the exercise then practice in pairs in front of the whole class. The rest listen to and give the remark.  Correct the pronunciation.  Answer:  1. It is white 2. No, it isn’t  3. It is red 3. It’s big  **7**. **Number the sentences. Then act out in pairs**  - Have Ps work in group. Read the story again and order the sentences to make the meaningful dialogue.  - Pair works. Have pupils trade their answers for correction.  - Call on some pairs to report their answers. The rest of the class listen give comments.  - Make a few questions to check pupils’ comprehension of the sentences.  - Have the whole class read each sentence in chorus to reinforce their pronunciation.  Answer:   1. Chit: Please to meet you, Maurice 2. Maurice: Please to meet you too 3. Chit: Is this your house? 4. Maurice: Yes, it is. 5. Chit: It’s big! 6. Maurice: That’s right.   **8. Put the words in the correct order**  - Whole class. Have pupils turn their books to page 73. Tell pupils that they are going to read the story to get the information in order to order the words given.  - Pupils order the words to make meaningful sentences individually and do the task. Monitor the activity and offer help when necessary.  - Have pupils trade their answers for correction.  - Call on some pupils to report their answers. The rest of the class listen give comments.  - Make a few questions to check pupils’ comprehension of the sentences.  - Have the whole class read each sentence in chorus to reinforce their pronunciation.  Answer:  Is that your chair?  Do you like hide-and-seek?  Pleased to meet you too.  Let’s play hide – and – seek.  Is this your house?  **\* Summary (1’)**  - Asking Ps to focus on the structure once again.  - Retell the content of the lesson.  **C. Homework (1’)**  - Do exercises in the workbook. Learn by heart the new words and structures | - Respond. |