Date of planning: / /

Date of teaching: / /

**UNIT 9: COLOURS**

**( 6 periods)**

1. ***Objectives:***

*By the end* of the lesson, pupils will be able to:

**1. Knowledge:**

- use the words *blue, brown, red, yellow* related to the topic “colours”

- use **What colour is it? – It’s ………**to ask and answer questions about colours

- Listen to and demonstrate understanding of simple communicative contexts in relation to the topic “colours”

- Listen and tick the correct picture.

- Complete the missing words in the sentences.

- Play a game “puzzle”

- use the words *orange, green, white, black*

- use *What colour are they? – They’re \_\_\_\_\_\_\_*to ask and answer questions about colours of school things

- Listen to and demonstrate understanding of simple communicative contexts in relation to the topic “colours”

- use the words *blue, brown, red, yellow, orange, green, white* and *black*

- listen to and demonstrate understanding of simple exchanges related to the topic “Colours”;

- read and write about the colours of school things.

- sing the song “ Colours”

- to pronounce the sounds of the consonant clusters ***bl*** and ***br***

- to listen to two sentences and circle the correct options to complete the gaps.

- to sing the chant using the correct pronunciation.

- read a short text and tick the colors of some school things.

- use the target language in a real context by writing a short paragraph about the colors of some of their school things.

- do a project on how to draw, color and say the colors of school things.

**2. Competences:** Teamwork, reliability, motivation

-use knowledge to ask and answer questions about colours, using **What colour is it? – It’s ………**

- Improve listening and speaking skills.

**3. Attributes/ Qualities**:

- Be confident in communicating with friends/ teachers.

- Help partners to complete learning tasks, tell the truth about feelings and emotions

appreciate kindness.

**II. Preparation.**

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

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

**III. Procedures**

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| **Teaching and learning activities** | **Classroom management** |
| **Week 14- Period 55: Lesson 1**  **\* Warm-up and review: 5’**  **Game: *What's in the box?***   * School things including: a pen, a pencil, a ruler, an eraser. * Teacher invites one pupil to the front.   Teacher shows a word card and has the rest of the class say the word. The pupil in the front listens to the word and finds the object from the mystery box.  - Lead into new lesson. | Whole class  Individual work/ Group work |
| **A. PRESENTATION**  **Activity 1. Look, listen and repeat. (**8 minutes)  **Goal:** *- Help Ss understand and correctly repeat the sentences in two communicative contexts (pictures) to talk about colours.*   1. **Set the context:**   - Introduce the topic “ Colours”  -Set the scene: ask Ps to identify the new characters in the pictures and introduce the situation  *+ In picture a: Mary asks Minh: Do you have an eraser?*  *Minh replies: Yes, I do.*  *+ In picture b: Mary asks Minh: What colour is it?*  *Minh replies: It’s blue.*  -Have pupils look at Pictures a and b and identify the characters in the pictures.  -Ask pupils to look at Picture a. Play the recording for them to listen.  -Play the recording again for pupils to listen and repeat in chorus, sentence by sentence. Follow the same procedure with Picture b. Correct their pronunciation where necessary.  -Invite a few pairs to the front of the class to listen and repeat the sentences in the recording.  -Make some questions to check Ps’comprehension of the language  **1. Vocabulary:**  *+ blue : màu xanh da trời (visual)*  *+ brown : màu nâu (visual)*  *+ red :màu đỏ (visual)*  *+ yellow : màu vàng (visual)*  *+ colour: màu sắc (translation)*  **Check vocabulary:** *Rub out and Remember*  **2. Model sentence:**  **A: What colours is it?**  **B: It’s blue.**  - Check form/ usage/ meaning.  - Ask Ps repeat a few times.  **-** Draw their attention to the sentences What colour is it? And It’s blue. Tell pupils that these sentences are used to ask and answer questions about colours of school things in conversation.  - Have Ps copy down in their notebooks  **B. PRACTICE**  **Activity 2. Listen, point and say. (** 9 minutes)  **Goal:** - *Help Ps to correctly use What colour is it? It’s ……. for asking and answering questions about the colours of school things.*  - Have Ps look at the pictures in part 2 and identify each character in each picture.  - Have Ps read all the words under the picture  - Model the task as an example:  *A: What colours is it?*  *B: It’s blue.*  \*Technique : T-Ps; Ps-T; P1-P2  - Do the task:  +Have Ps practice in pairs to greet, self-introduce, and respond to greetings to each other using the picture as a cue.  + Monitor and offer help when necessary.  -Plan report:  + Invite some Ps to demonstrate in front of the class.  + The others listen and comment.  ***Game: “ Guessing game”***  -Ask Ps to guess colours of school things in the box  -Encourage pupils to practise speaking English.  **C. PRODUCTION**  **Activity 3. Let’s talk.** 8 minutes  **Goal:** *- Help Ps to enhance the correct use of What colour is it? – It’s*  *... for asking and answering questions about the colour of a school thing.*  Have Ps look at the picture and elicit the question and the answer in context.  *+*  *What are they?*  *+ Where are they?*  *+ What colours is it?*  - Have Ps look at the school things on the desk and say their names, and then their colours.  - Have Ps look at the first speech bubble and read *What colour is it?*  - Then have them point at the *school bags* and complete the gapped answer in the second bubble (Ex: *It’s red*.). After that, let them say the question and the answer.  - Give Ps time to practise asking and answering the question *What colour is it? – …….* in pairs.  - Invite a few pairs to practise asking and answering questions about the colours of the school things on the desk in front of the class.  - If time allows, let Ps point at the school things around them, ask and answer questions about their colours.  **Game**: Let’s say “colours”!!!  **-** Have Ps walk around the class to talk about their colours in their classroom.  - Encourage Ps to ask and answer the question about someone’s colours they saw confidently in front of the class. | Whole class    Whole class/ Individual work  Whole class/ Individual work  Pair work  Whole class/ Individual work  Whole class    Whole class/ Individual work  Whole class/ Individual work  Pair work  Whole class/ Individual work  Whole class/ Individual work  Group work  Whole class  Individual work  Group work  Group work  Individual work  Whole class  Group work |
| **Fun corner and wrap-up: (**5 minutes)  **Memory Game**  Divide the class into 2 teams (team 1 and team 2).   * Each team prepares a set of school things with different colours and takes turns to bring to the front and shows them to the class. * The other team has 30 seconds to look at the objects and remember their colours. * The pupils in the front hide the objects and secretly pick one each. * Pupils in the other team guess the secret object by asking: *What colour is it?* * In 10 seconds, if the other team can guess the object correctly, they get points.   \*Homelink:  -Learn by heart vocabulary and sentence patterns.  -Do exercises in the work book.  -Prepare Lesson1/ P4,5,6/ p63. | Group work  Whole class  Whole class |

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| **Week 14- Period 56: Lesson 1**  **\* Warm-up and review: 5’**  Game: *Who says fast?*  Look and say (change the words into plural form)   * A pen -> pens * A ruler -> rulers * …   T can make it a competition among groups.  - T gives feedback.  - Lead into new lesson. | Whole class  Individual work/ Group work |
| **Activity 4. Listen and tick.** 8 minutes  **Goal:** ***:*** *to* *listen to and understand two communicative contexts in which pupils ask and answer questions about colours of school things and tick the correct pictures.*  - Elicit the name of the school thing in each picture.  *+ Picture 1a: a red eraser*  *+ Picture1 b: a yellow eraser*  *+ Picture 2a:*  *a brown ruler*  *+ Picture 2b:*  *a blue ruler*  - Check comprehension the difference between the two pictures.  -T ask Ps to guess the answers.  + T writes Ss’guessing on the board.  - Listen to the tape:  + Play the recording  + Play the recording again and get Ps to swap books with their partners.  + Play the recording again to check answers together as a class.  + Write the answers on the board for Ps to correct their answers. Then checks Ps’ guessing.  - Play the recording, sentence by sentence, for the class to listen and repeat in chorus.  Audio script:  **1.***A:*What colour is it?       *B:*My eraser? It’s yellow.  **2.***A:*Is that your ruler? *B:*No, it isn’t.  *A:*What colour is it?  *B:*It’s brown.  Key: : 1.b 2.a  **Game: *Lucky Wheel***   * Divide the class into groups of 2 (boys and girls). Each team takes turns to choose a school thing. They need to read the sentence and say the missing word(s) with the picture to get points.   The group with more points at the end of the game will be the winner.  **Activity 5. :**  **Look, complete and read (9 minutes)**  **Goal:**to complete the four gapped dialogues with the help of the picture cues  - Get pupils to look at the pictures. Get them to identify the school things and their colours (*a yellow pencil, a red pencil case, a brown school bag and a blue pen.)*  - Have pupils look at the four incomplete sentences. Draw their attention to the missing words in the sentences.  - Model with sentence 1. Ask them what is missing in the sentence (yellow). Have them look at the picture and complete the gap, then read the completed sentence in chorus.  -Follow the same procedure with sentence 2,3 and 4. Draw the pupil’s attention to the gap in sentence 2, and 3; particularly, the two gaps in sentence 4. Tell pupils to think about the appropriate word to fill each gap.  Have pupils complete the sentences individually and ask a few pupils to stand up and read them aloud.  Game: Role play  - Divide the class into 2 teams.  - Invite 1 student in each team to go to the board and role play.  - Give points to each team.  - Encourage students to role play to practise speaking English.  *Key:*  *1. yellow 2. It’s red. 3. What; brown 4. What colour; blue*  **Activity 6. Let’s play. (**8 minutes)  **Goal**: *to* *revise the target vocabulary items through the puzzle, then ask and answer questions about the colours of school things.*  - Tell Ps the goal of the game and how to play it.  - Then have them look at the word colours and the colour clues to find appropriate letters to complete the words.  - Give Ps a time limit to do the puzzle individually.  - Have Ps work in pairs. One points and asks *What colour is it?* *It’s..*  -T gives feedback.  *Key: 1. red 2. blue*  *3. yellow 4. brown* | Whole class  Whole class  Individual work/ Whole class  Group work  Group work/ Whole class  Group work/ Whole class  Whole class  Whole class  Whole class/ Individual work  Individual work  Group work  Whole class  Individual work/ Whole class  Group work  Whole class |
| **\*Fun corner and wrap-up: (**5 minutes)  *Who is faster?* game (Let pupils say the words they have learnt in the unit)  **Homelink:** prepare lesson 3  -Do exercises in the work book.  -Prepare Lesson2/ P1,2,3/ p64. | Group work  Whole class |

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| **Week 15- Period 57: Lesson 2**  **\* Warm-up and review: 5’**  - Ask pupils to sing the song “School things  - Invite some of them to come to the board to role play, the rest of the pupils will sing.  - Lead into new lesson. | Whole class  Individual work/ Group work |
| **A. PRESENTATION**  **Activity 1. Look, listen and repeat. (**8 minutes)  **Goal:** *- Help Ps understand and correctly repeat the sentences in two communicative contexts (pictures) to talk about colours.*   1. **Set the context:**   - Introduce the topic “ Colours”  -Set the scene: ask Ps to identify the new characters in the pictures and introduce the situation  - Invite a few pairs of pupils to point at the school things in the classroom and ask and answer questions about the colours of the school things.  *+* Context **a :**Lucy asks Minh if he has pencils. Minh says that he does.  - Context **b:** Lucy asks Minh: *What colour are they?*  Minh answers: *They’re orange*.  -Have pupils look at Pictures a and b and identify the characters in the pictures.  -Ask pupils to look at Picture a. Play the recording for them to listen.  -Play the recording again for pupils to listen and repeat in chorus, sentence by sentence. Follow the same procedure with Picture b. Correct their pronunciation where necessary.  -Invite a few pairs to the front of the class to listen and repeat the sentences in the recording.  -Make some questions to check Ps’comprehension of the language  **1. Vocabulary:**  *+ orange : màu cam (visual)*  *+ green : màu xanh lá cây (visual)*  *+ white :màu trắng (visual)*  *+ black : màu đen (visual)*  - check Vocab: What and where.  **2. Model sentence:**  *A: What colours are they?*  *B: they’re orange.*  - Check form/ usage/ meaning.  - Ask Ps repeat a few times.  **-** Draw their attention to the sentences What colour are they? And they’re blue. Tell pupils that these sentences are used to ask and answer questions about colours of school things in conversation.  - Have Ps copy down in their notebooks  **B. PRACTICE**  **Activity 2. Listen, point and say. (** 9 minutes)  **Goal:** - *Help Ps correctly use What colour are they? They’re……. for asking and answering questions about the colours of school things.*  - Have Ps look at the pictures in part 2 and identify each character in each picture.  - Have Ps read all the words under the picture  - Model the task as an example:  *A: What colours are they?*  *B: They’re orange.*  \*Technique : T-Ps; Ps-T; P1-P2  - Do the task:  +Have Ps practice in pairs to greet, self-introduce, and respond to greetings to each other using the picture as a cue.  + Monitor and offer help when necessary.  -Plan report:  + Invite some Ps to demonstrate in front of the class.  + The others listen and comment.  ***Game: “ Guessing game”***  -Ask Ps to guess colours of school things in the box  -Encourage pupils to practise speaking English.  **C. PRODUCTION**  **Activity 3. Let’s talk.** 8 minutes  **Goal:** *- Help Ps to enhance the correct use of What colour are they? – They’re ... for asking and answering questions about the colour of a school thing.*  Have Ps look at the picture and elicit the question and the answer in context.  *+ What are they?*  *+ Where are they?*  a. some orange books b. some green notebooks  c. three white erasers d. two black school bags  - Have Ps look at the school things on the desk and say their names, and then their colours.  - Have Ps look at the first speech bubble and read *What colour are they?*  - Then have them point at the *school bags* and complete the gapped answer in the second bubble (Ex: *They’re black*.). After that, let them say the question and the answer.  - Give Ps time to practise asking and answering the question *What colour are they? – …….* in pairs.  - Invite a few pairs to practise asking and answering questions about the colours of the school things on the desk in front of the class.  - If time allows, let Ps point at the school things around them, ask and answer questions about their colours.  **Game**:  ***What colour are they?***  Pupils choose some of their school things, first hide them, then one asks for others to answer. Then show them in front of the class and check the answer. | Whole class    Whole class/ Individual work  Whole class/ Individual work  Pair work  Whole class/ Individual work  Whole class    Whole class/ Individual work  Whole class/ Individual work  Pair work  Whole class/ Individual work  Whole class/ Individual work  Group work  Whole class/ Individual work  Whole class/ Individual work  Whole class/ Individual work  Pair work  Whole class/ Individual work |
| **Fun corner and wrap-up: (**5 minutes)  **Game: *Lucky number***   * Divide the class into groups of 2 (boys and girls). Each team takes turns to choose a number. They need to ask and answer with the picture corresponding to that number to get points. * The group with more points at the end of the game will be the winner. * In 10 seconds, if the other team can guess the object correctly, they get points.   **Homelink:** -Learn by heart vocabulary and sentence patterns  -Prepare Lesson2/ P4,5,6/ p65 | Group work  Whole class  Whole class |

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| **Week 15- Period 58: Lesson 2**  **PRACTICE**  **Activity 4. Listen and number.** 8 minutes  *Goal: To listen to and understand four communicative contexts in which the characters ask and answer questions about the colours of school things and number the correct pictures*  **-** Have pupils look at the pictures and ask them some questions such as *What is this?* *What colour is it? What are these? What colour are they?*  **-** Let’s Ss guess the answer.  **-** Play the recording all the way through so that pupils can become familiar with the characters’ voices. Then play the recording for them to listen and number the pictures.  **-** Let pupils swap and check their answers before checking as a class. Correct the answers as necessary.  **Key: 1.** b **2.** d  **3.** c **4.** a  **-**Have pupils work in pairs, ask and answer about the pictures in the book.  **Audio script:**  *1.**A: What colour is it? B: It’s orange.*  *2. A: What colour are they? B: They’re green.*  *3. A: What colour are they? B: They’re white.*  *4. A: What colour is it? B: It’s black.*  **Game to check answer:** Call random pupils from each group to ask.  - *What is this?, What colour is it?, What are these?, What colour are they? …*  He/ She can choose the one who will answer his/ her question. | Whole class  Individual work  Pair work  Pair work  Whole class  / Group work |
| **PRACTICE**  **Activity 5. Look, complete and read.** 8 minutes  *Goal: To complete the four gapped dialogues with the help of the picture cues*  **-** Have pupils look at the first exchange. Ask them some questions such *as What is the dialogue about? and What is missing?*  -Draw their attention to the picture. Have them answer some questions such as *What’s this?/ What are they? and What colour is it?/ What colour are they?*  - Draw pupils’ attention to the gap in the dialogue and say what they should write. Check comprehension.  **-** Have pupils look at the four incomplete dialogues. Draw their attention to the missing words in the sentences. Give pupils time to read the other gapped exchange, look at the pictures and fill in the gaps independently.  **-** Model with Picture 1. Have pupils look at the dialogue. Ask them what is missing in the answer. Then have them look at the picture and identify the colour. Then have them complete the gap (It's black.) Set a time limit for pupils to swap and check the answers. Correct the answers if necessary. Play game: “Pass the ball” to choose pupils to come to the board and say the answers.  **-** Do the same procedure with Pictures 2, 3 and 4.  **-** Invite a few pairs to read the complete dialogues aloud in front of the class. Correct the answers.  **Key:** **1.** black **2.** blue **3.** are; orange **4.** They’re green. | Whole class  / Pair work  Individual  work  Pair work/ Whole class  Whole class  Pair work |
| **PRACTICE**  **Activity 6. Let’s sing.** 7 minutes  *Goal: To sing the song* ***Colours*** *with the correct pronunciation, rhythm, and melody*  **-** Have pupils read the lyrics of the song. Encourage pupils to answer questions such as *What is the song about? What colour is*  *the pen?* and *What colour are the rulers?* Check comprehension.  **-** Have pupils listen to the whole song, drawing their attention to the pronunciation, the rhythm, and the melody of the song.  **-** Let pupils listen to the recording and practise singing the song, line by line, and clapping their hands. Then ask them to sing the whole song and clap their hands, group by group.  **-** Invite a few groups of pupils to the front of the class to sing the song. The class may sing along and clap hands to reinforce the activity.  **Game**: *Who can sing?*  Ask pupils from each group to come to the board, sing and do the actions. Give points for each group. | Whole class  Individual work  Group work  Whole class / Group work  Group work |
| **Fun corner and wrap up** 6 minutes  **Game: *whack the watermelon***   * Divide the class into 3 teams. * Set the team names and game rules. * Teacher prepares a set of pictures about school things  (both in singular and plural) with colours. * 2 students from each team come to the board, randomly choose one picture; ask and answer with the picture on it. * If pupils have the right answer, they can choose a number on the screen and get points for their team. * The team with the highest score will be the winner. | Whole class  Individual work/ Whole class  Group work |

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| * **Week 15- Period 59: Lesson 3** * **Warm-up and review:** 5 minutes * - Greet the class.   \*. Game: Mary shows the “Anywhere Door”  - Divide the class into 2 teams.  - Each team takes turns choosing from door 1 to 8. Then answer the questions.  - Then pupils can choose to keep or give whatever points they get to the other team. (Students cannot choose to keep or give twice in a row)  - Lead into new lesson. | Whole class  Group work Whole class |
| **PRODUCTION**  **Activity 1. Listen and repeat.** 7 minutes  *Goal: To correctly repeat the sounds of the consonant clusters* ***bl*** *and* ***br*** *in isolation, in the words blue and brown, and in the sentences My school bag is blue. and The pencil cases are brown. with the correct pronunciation and intonation*  **-** Draw pupils’ attention to the consonant cluster ***bl***, the word *blue* and the sentence *My school bag is blue*. Play the recording for them to listen and repeat in chorus and individually. Correct the pronunciation if necessary.  **-** Repeat for the cluster ***br***. Go around the classroom and correct the pronunciation if necessary.  **-**Let pupils work in pairs or groups, pronouncing the sounds, saying the words, and reading the sentences until they feel | Whole class/ Individual work  Whole class  Pair work/ Group work |
| confident.  **-** Ask a few pupils to say the letters / words / sentences in front of the class. The class listens and makes comments. | Individual work |
| **PRACTICE**  **Activity 2. Listen and circle.** 8 minutes  *Goal: To identify the target words* ***blue*** *and* ***brown*** *while listening*  **-** Tell pupils the goal of the activity. Explain that they have to listen to the recording and circle the correct options. Check comprehension.  **-** Get pupils to read the gapped sentences and guess which option can be chosen to fill in each gap. Then play the recording twice  for pupils to listen and circle the correct options.  **-** Let pupils swap and check the answers in pairs or groups before checking as a class. (or game: a/b/c? Let pupils use symbols or body language to give answers).  **-** Invite a few pupils to read the complete sentences aloud in front of the class.  **Key: 1.**b **2.**b **Audio script:**  * 1. *My school bag is brown.*   *The pencils are blue.* | Whole class  Individual work/ Whole class  Pair work/ Whole class  Individual work |
| **Activity 3. Let’s chant.** 9 minutes  *Goal: To say the chant with the correct rhythm and pronunciation*  **-** Have pupils read the first verse of the chant and elicit its meaning. Draw pupils’ attention to the sounds of the consonant clusters ***bl*** and ***br*** in the words ***blue***and ***brown***in the second and fourth lines. Check comprehension.  **-** Play the recording for pupils to listen and repeat the first verse, line by line. Show them how to chant and clap.  **-** Go around the classroom and offer help if necessary.  **-** When pupils become familiar with the rhythm and pronunciation, play the recording of the whole verse for pupils to do choral and individual repetition. Go around the classroom and correct pronunciation if necessary.  **-** Invite a few groups to the front of the class to chant. The rest of the class may clap along. | Whole class  Whole class  Whole class  Whole class/ Individual work  Group work |
| **Fun corner and wrap up:** 5 mins   * Game: Who is faster? game. (Let pupils say the words with the sounds – groups competition) | Whole class |

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| * **Week 15- Period 60: Lesson 3** * **Warm-up and review:** 6 minutes * Greet the class.   Game: *Lucky numbers*   * Review: Colours and school things * What is it?/ What are they? * What colour is it?/ What colour are they? * - Lead into new lesson. | Whole class  Group work |
| **Activity 4. Read and tick.** 7 minutes  *Goal: To read and understand a short text and tick the colours of some school things*  **-** Explain how to complete the task: read the text and tick the correct colours of the school things in the table. Check comprehension.  **-** Ask pupils to read the list of the school things in the first column of the table. Then have them look at the colours on the right side of the table. After that, have them read the text and tick the correct colours.  **-** Set a time limit for pupils to do the activity independently. Go around the classroom and offer help if necessary.  **-** Let pupils swap and check answers. Correct the answers if necessary.  **-** Ask some pupils to read the text aloud. Make it become a competition between groups. (Those who read correctly and make it with the shortest time will get more points.) | Whole class  Individual work  Pair work  Individual work/ Group work |
| **Activity 5. Let’s write.** 7 minutes  *Goal: To use the target language in a real context by completing a gapped text about the colours of school things*  **-** Ask pupils read the gapped text and fill in the gaps with the colours of their school things. Check comprehension.  **-** Have pupils look at the picture on the screen and describe it as an example.  **-** Let pupils read the gapped text and fill in the gaps with the colours of their school things. Check comprehension.  **-** Have pupils complete the first gap together as an example. Ask them to look at the gap. Ask them what is missing. Then let them identify the colour of their school bag. After that, let them write down the suitable word in the gap.  **-** Give pupils time to complete the text independently*.* Go around the classroom and offer help if necessary.  **-** In pairs or groups, ask pupils to swap their complete texts before checking as a class.  ***Extension:*** If there is enough time, invite some pupils to come to the board and read the answer. Praise them when they do the task well. | Whole class  Individual work  Individual work  Pair work/ Group work  Individual work |
| **Activity 6. Project.** 10 minutes  *Goal: Do a project on how to draw, colour and say the colours of school things*  **-**Tell pupils about the goal of the activity. Explain that they are going to draw, colour, then show four school things that they have drawn and coloured and tell the class about the colours.  **-** Have pupils work in groups. Each member shows the piece of paper or notebook in which four school things are drawn and coloured and introduce them, e.g*. This is a school bag. It’s brown. These are the pens. They’re green.* Go around and praise pupils when they perform well.  **-** Invite one or two pupils to show their pictures of school things and tell what colour they are to the class.  **Extension**: Tell the pupils to make a poster of school things and how to use your school things carefully. | Whole class  / Pair work  Group work  Individual work  Group work |
| * **Fun corner and wrap-up.** 5 mins * Ask the pupils to make some label/ word cards of the school things and put them on the real objects round the class. Invite a few pupils to read the sentences aloud and show their real objects to the class. Praise and encourage the pupils. * Teacher wraps up the unit by revising all the vocabulary and sentence models. | Whole class |

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