

Lesson content:

- Vocabulary: *Bye, fine, goodbye, hello, hi, how, I, thank you, you*
- Structure:
 - *Hello/Hi. I'm ...*
 - *Hi. How are you? – Fine, thank you.*
 - *Goodbye/bye*

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

- Greet and say goodbye to other people

Material: PPT, Flashcards,

CLASS PROCEDURE

| Step/ Time | Teacher's activities | Students' activities | Material |
|----------------------|--|--|------------|
| Warm-up (10 mins) | <p>Greeting students.</p> <p>Activity: Hello Song</p> <p>Ask students to stand up, then sing and dance "Hello song"</p> <p>Activity: TPR</p> <p>Ask students to stand up, listen and follow teacher's orders.</p> <p>Say and do some actions: clap your hands, stamp your feet, jump, shake your legs, walk, run, dance, touch your nose, touch your mouth, go to sleep, wake up....</p> | <p>Sing and dance along with teacher</p> | Hello song |
| | Introduce vocab and structure | Look at the board./PPT | Board/PPT |

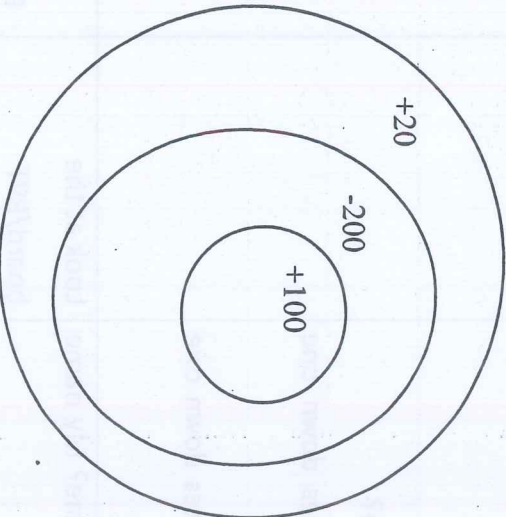
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|--------------------------------------|--|---------------------------------|-------|
| | <p>Have students read in chorus.</p> <p>Divide the class into 2 teams. One team asks and one team answers and vice versa.</p> <p>Pay attention to students' pronunciation.</p> | Learn new words | |
| <p>Vocab and structure (25 mins)</p> | <p>Activity 1: Work in pairs</p> <p>Have students to work in pairs, one asks and one answers, using target structure.</p> <p>Call some pairs to go to the board, and do the conversation in front of the class.</p> <p>Activity 2: Find the missing words</p> <p>Write down a conversation missing some words on the board.</p> <p>Divide the class into 3 teams. One student of each team come up to the board and write down answer. If the answer is correct, he/she get point for that team.</p> | Take part in the activity | Board |
| <p>Ending (5 mins)</p> | <p>Let's review the last time together.</p> <p>Giving homework.</p> <p>Bye</p> | Read in chorus. <p>Bye bye.</p> | |

TEACHING PLAN
GRADE 3- WEEK 2
Unit 2: OUR NAMES

- Lesson content:**
- Vocabulary: *How, my, name, old, what, your*
 - Structure:
 - *What's your name? – My name's ...*
 - *How old are you? – I'm...years old*
- Aims:** By the end of the lesson, pupils will be able to:
- Ask and answer about their names and ages.
- Material:** PPT, board, dice, sticky ball

CLASS PROCEDURE

| Step/ Time | Teacher's activities | Students' activities | Material |
|---------------------|---|-----------------------------------|------------------|
| Warm-up (5 mins) | <p>Greet students</p> <p>Activity: Divide class into teams and ask the following questions. T gets one student from each team to play SUSI. The winner has to answer the question. If it's correct T awards their team with points. If it's incorrect the question falls to the Ss in the other team.</p> <ul style="list-style-type: none"> - How are you? - How many fingers do you have? - What is this letter? (T writes down one _letter on the board) - What number is this? (T writes down one number on the board) | <p>Take part in the activity.</p> | |
| | <p>Introduce structure: What's your name? My name is....</p> | <p>Look at the board/PPT</p> | <p>Board/PPT</p> |

| | | | |
|--------------------------------------|---|--|---------------------------|
| <p>Structure 1 (15 mins)</p> | <p>Have students read in chorus, in groups and individually. Pay attention to students' pronunciation.</p> <p>Activity: Throw the Dice to a random Ss alternating between teams. Ss that catches the Dice has to produce the correct response to the question posed by T. Ss gets to throw the dice for points. Dice x 10.</p> | <p>Learn new words</p> <p>Take part in the activity</p> | <p>Dice</p> |
| <p>Structure 2 (15 mins)</p> | <p>Introduce structure: <i>How old are you? - I'm...years old</i></p> <p>Have students read in chorus and in groups and individually. Pay attention to students' pronunciation.</p> <p>Activity: Divide the class into 3 teams. Draw circle on the board with points.</p>  | <p>Learn knew structure</p> <p>Take part in the activity</p> | <p>Board/ PPT</p> |
| <p>Structure 2 (15 mins)</p> | <p>Call one student of each team to answer teacher's question (using target structure). After answering the question, that student will toss the ball at the</p> | | <p>Board, sticky ball</p> |

| | | | |
|---------------------|---|-----------------------------|--|
| | circle to get point for that team. | | |
| Ending (5 mins) | Let's review the last time together. Giving homework. Bye | Read in chorus. Bye bye. | |

REVIEW UNIT 1 + 2 (HELLO + OUR NAMES)

Lesson content: Review

- Structure:

Unit 1:

- Hello/Hi. I'm ...
- Hi. How are you? – Fine, thank you.
- Goodbye/bye

Unit 2:

- What's your name? – My name's ...
- How old are you? - I'm...years old

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

- Greet and say goodbye using target structure
- Ask and answer about name and age.

Material: PPT, board, dice

CLASS PROCEDURE

| Step/ Time | Teacher's activities | Students' activities | Material |
|---------------|--|----------------------------------|-------------|
| | <p>Greeting students</p> <p>Activity: Play knock-out hello</p> <p>Select a group of ss to come up to the front from each team (at least 6- could be 2 or 3 from each team).</p> <p>Ss stand in a circle and look at their toes.</p> <p>When T says 3-2-1-GO ss must look up, point and say hello to 1 ss in the circle (can be any ss). If ss say hello to each other they are out and must sit down. Repeat until there is one ss left. If 2 ss left get them to su si and winner rolls the dice for points.</p> | <p>Take part in the activity</p> | <p>Dice</p> |

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|--------------------------------------|--|--|------------------|
| | <p>Review structure of unit 1</p> <p>Have students read and do TPR in chorus, in groups and individually.</p> <p>Pay attention to students' pronunciation.</p> | <p>Look at the board/PPT</p> <p>Review structure</p> | <p>Board/PPT</p> |
| <p>Structure 1 (15 mins)</p> | <p>Activity: Explosion</p> <ol style="list-style-type: none"> 1. Call up 2-3 ss from each team (depending on amount of teams) to the front 2. Have the ss stand in a circle. If there is no room, have them line up side to side 3. Hand one ss an object (dice, potato, etc) 4. The ss must pass around the object and say "Hello/Hi, I'm...." while a song plays in the background. 5. T is facing away from the ss for fairness, and presses pause. Whoever has the dice in their hand when the music stops loses and has to sit down. 6. The last 1-2 ss remaining are the winners, and get points. | <p>Take part in the activity</p> | <p>Dice</p> |
| <p>Structure 2 (15 mins)</p> | <p>Review structure of unit 2</p> <p>Have students read and do TPR in chorus, in groups and individually.</p> <p>Pay attention to students' pronunciation.</p> | <p>Review structure</p> | <p>Board/PPT</p> |

| | <p>Activity: Divide the class into 3 teams. Give a ball to any student. That student then asks any question that is written on the board. She/he throws the ball to an opposing team.</p> <p>The student who catches the ball must answer the question correctly. If the student answers correctly, they can then choose a symbol from the points grid.</p> <table border="1" data-bbox="1099 308 1518 938"> <thead> <tr> <th></th> <th>Team 1</th> <th>Team 2</th> <th>Team 3</th> <th>Team 4</th> </tr> </thead> <tbody> <tr> <td>100</td> <td>2</td> <td>2</td> <td>2</td> <td>2</td> </tr> <tr> <td>50</td> <td>3</td> <td>3</td> <td>3</td> <td>3</td> </tr> <tr> <td>30</td> <td>∞</td> <td>∞</td> <td>∞</td> <td>∞</td> </tr> <tr> <td>Bomb</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> </tr> <tr> <td>Switch</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> </tr> <tr> <td>Take</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> </tr> </tbody> </table> <p>Total : x x x x</p> <p>Teams can only choose if they want to use 100, 50, 30, bomb, switch or take.</p> <p>Bomb: You can destroy another teams points. Switch: You can switch your points with any team. Take: You can take 50% of any teams points.</p> | | Team 1 | Team 2 | Team 3 | Team 4 | 100 | 2 | 2 | 2 | 2 | 50 | 3 | 3 | 3 | 3 | 30 | ∞ | ∞ | ∞ | ∞ | Bomb | 1 | 1 | 1 | 1 | Switch | 1 | 1 | 1 | 1 | Take | 1 | 1 | 1 | 1 | <p>Take part in the activity</p> | |
|-----------------------------|--|-------------------------------------|--------|--------|--------|--------|-----|---|---|---|---|----|---|---|---|---|----|---|---|---|---|------|---|---|---|---|--------|---|---|---|---|------|---|---|---|---|----------------------------------|--|
| | Team 1 | Team 2 | Team 3 | Team 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 100 | 2 | 2 | 2 | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 50 | 3 | 3 | 3 | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 30 | ∞ | ∞ | ∞ | ∞ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Bomb | 1 | 1 | 1 | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Switch | 1 | 1 | 1 | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Take | 1 | 1 | 1 | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Ending (5 mins)</p> | <p>Let's review the last time together. Count points to see what team is the winner. Giving homework. Bye</p> | <p>Read in chorus. Bye bye.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Lesson content:

- Vocabulary: *Friend, it, Mr, Ms, yes, no, teacher, that, this*
- Phonics: /ð/ *that*, /θ/ *thank*
- Structure:
 - *This is.../That's ...*
 - *Is this/that...? – Yes,it is/ No, it isn't. It's ...*

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

- Identify and say correctly words they have learnt
- Ask and answer, using target structure
- Skill: Listening, Speaking

Material: PPT, board, dice, dice, magnets, flashcards

CLASS PROCEDURE

| Step/ Time | Teacher's activities | Students' activities | Material |
|---------------------|--|-----------------------------------|----------|
| Warm-up (5 mins) | <p>Greet students</p> <p>Activity: Simon Says</p> <p>Divide the class into 3 teams.</p> <p>Ask 2 or 3 Ss from each team to come to the front of the class and line up facing the class.</p> <p>Explain the game with the help of the TA.</p> <p>Have Ss act out the instruction given by T.</p> <p>If a Ss performs the wrong action or takes too long to respond, Ss is out and sits down.</p> <p>Run through instructions until only one remain.</p> <p>Last Ss standing gets to play for points.</p> <p>Repeat as many times as within allocated time.</p> | <p>Take part in the activity.</p> | |

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| <p>Vocab (15 mins)</p> | <p>Introduce vocab</p> <p>Have students read in chorus, in groups and individually. Pay attention to students' pronunciation.</p> | <p>Look at the board/PPT</p> <p>Learn new words</p> | <p>Board/PPT</p> |
| | <p>Activity:</p> <p>Stick flashcards on the board.</p> <p>Ask one student of each team to come to the front of the class and line up facing the board.</p> <p>Say one word and students have to slap that flashcard. Student who slaps fastest will roll the dice to get point for that team.</p> <p>Change the students to play the game.</p> | <p>Take part in the activity</p> | <p>Flashcards, magnets, dice</p> |
| <p>Structure (15 mins)</p> | <p>Introduce structure</p> <p>Have students read in chorus and in groups and individually. Pay attention to students' pronunciation.</p> | <p>Learn knew structure</p> | <p>Board/PPT</p> |

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|-----------------------------|--|--|---|
| | <p>Activity:</p> <p>Ask one student of each team to come to the board.</p> <p>Stick some flashcards on the board and hold some flashcards in hand.</p> <p>Point to flashcard in hand and ask: "Is this...?". Or point to flashcard on the board and ask: "Is that...?". Students have to answer and put their thumbs up if it is correct, and put their thumbs down if it's incorrect. Students get correct answer will roll the dice to get point for their teams.</p> <p>Change flashcards and students to play the game.</p> | <p>Take part in the activity</p> | <p>Board, flashcards, magnets, dice</p> |
| <p>Ending (5 mins)</p> | <p>Let's review the last time together.</p> <p>Giving homework.</p> <p>Bye</p> | <p>Read in chorus.</p> <p>Bye bye.</p> | |

TEACHING PLAN

GRADE 3 – WEEK 5

Unit 4: OUR BODIES

Lesson content:

- Vocabulary: *Eye, ear, face, hair, hand, mouth, nose, open, touch*
- Structure:
- *What's this? – It's ...*

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

- Identify and say the words they have learnt.
- Use target structure to ask and answer.

Material: PPT, (Flashcards), dice

CLASS PROCEDURE

| Step/ Time | Teacher's activities | Students' activities | Material |
|---------------------|--|--|-----------|
| Warm-up (5 mins) | Greeting students Activity: Song "Head, shoulders, knees and toes" Ask students to stand up, listen and dance along with teacher. | Stand up, listen and follow teacher's actions. | |
| | Introduce vocabulary | Look at the board/PPT | Board/PPT |
| | Have students read in chorus, in groups and individually. Pay attention to students' pronunciation. | Learn new words | |

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|--------------------------------|---|----------------------------------|-------------------|
| <p>Vocab (15 mins)</p> | <p>Activity:</p> <p><u>Step 1:</u> Ask students to stand up and follow teacher's orders.</p> <p>Give some orders: <i>"Touch your eye!</i> <i>Touch your ear!</i> <i>Touch your face!</i> <i>Touch your hair!</i> <i>Touch your hand!</i> <i>Touch your hand!</i> <i>Touch your mouth!</i> <i>Touch your nose!</i> <i>Open your mouth!</i> <i>Open your eye!"</i></p> <p>Step 2: Game "Do what I say, not do what I do"</p> <p>Divide the class into 3 teams. Call 9 students (3 students of each team) come to the board, make a line. These students have to do as teacher says, not do as teacher does. Anyone does wrong action will be out. The last winner will roll the dice to get point for that team.</p> <p>Teacher can play another round with another 9 students.</p> | <p>Take part in the activity</p> | |
| <p>Structure (15 mins)</p> | <p>Introduce structure.</p> <p>Have students read in chorus and in groups. Pay attention to students' pronunciation.</p> | <p>Learn knew structure</p> | <p>Board/ PPT</p> |

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| | <p>Activity: Game "Hot seat"</p> <p>Divide the class into 3 teams.</p> <p>Then take an empty chair - one for each team - and put it at the front of the class, facing the team members. These chairs are the 'hot seats'.</p> <p>Then get one member from each team to come up and sit on that chair, so they are facing their teammates and have their back to the board.</p> <p>Write one word in vocabulary list on the board.</p> <p>Encourage students in the teams to use target structure, actions, ... to describe that word to their team mate who is in the hot seat - that person can't see the word!</p> <p>The student in the hot seat listens to their team mates and tries to guess the word.</p> <p>The first hot seat student to say the word wins a point for their team.</p> <p>Then change the students over, with a new member of each team taking their place in their team's hot seat.</p> <p>Then write the next word...</p> | <p>Take part in the activity</p> | <p>Board</p> |
| <p>Ending (5 mins)</p> | <p>Let's review the last time together.</p> <p>Giving homework.</p> <p>Bye</p> | <p>Read in chorus.</p> <p>Bye bye.</p> | |

REVIEW UNIT 3 + 4 (OUR FRIENDS + OUR BODIES)

Lesson content: Review

Unit 3:

- Vocabulary: *Friend, it, Mr, Ms, no, yes, teacher, that, this*
- Structure:
 - *This is.../That's ...*
 - *Is this/that...? – Yes,it is/ No, it isn't. It's ...*

Unit 4:

- Vocabulary: *Eye, ear, face, hair, hand, mouth, nose, open, touch*
- Structure:
 - *What's this?*
 - *It's ...*

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

- Greet and say goodbye using target structure
- Ask and answer about name and age.

Material: PPT, board, dice, Ball, magnet, (Flashcards)

CLASS PROCEDURE

| Step/ Time | Teacher's activities | Students' activities | Material |
|---------------------|--|----------------------------------|-------------|
| Warm-up (5 mins) | <p>Greeting students</p> <p>Activity:</p> <ol style="list-style-type: none"> 1. Get 3/4 ss from each team to the front. 2. Explain to them they need to line up in order of something e.g. tall to small, young to old. 3. Tell them to line up in order of tall at the back and small at the front. 4. The team which does it the fastest can roll | <p>Take part in the activity</p> | <p>Dice</p> |

- the dice for points.
- Repeat for young to old, so they will have to ask each other their birthdays.

Review vocab and structure of unit 3

Look at the board/PPT

Board/PPT

Have students read and do TPR in chorus, in groups and individually.

Review structure

Pay attention to students' pronunciation.

Take part in the activity

Ball, dice, magnet

Activity:
Give a ball to any student. That student then asks any question that is written on the board. She/he throws the ball to an opposing team.

Vocab
(15 mins)

The student who catches the ball must answer the question correctly. If the student answers correctly, they can then roll the dice to move there color magnet piece

| | | | | |
|-----|------|--------|-----|-----|
| 1. | 2. | 3. | 4. | 5. |
| +5 | -2 | Bomb | +10 | +4 |
| 6. | 7. | 8. | 9. | 10. |
| -2 | -3 | Switch | +5 | +8 |
| 11. | 12. | 13. | 14. | 15. |
| +3 | Bomb | Switch | +5 | +10 |
| 16. | 17. | 18. | 19. | 20. |
| -5 | +5 | +2 | -10 | +10 |

Review vocab and structure of unit 4

Review structure

Structure
(15 mins)

Have students read and do TPR in chorus, in groups and individually.
Pay attention to students' pronunciation.

Board/PPT

| | | | |
|----------------------------|--|--|--|
| | <p>Activity: Simon Says</p> <p>Divide the class into 3 teams.</p> <p>Ask 2 or 3 Ss from each team to come to the front of the class and line up facing the class.</p> <p>Explain the game with the help of the TA.</p> <p>Have Ss act out the instruction given by T.</p> <p>If a Ss preforms the wrong action or takes too long to respond, Ss is out and sits down.</p> <p>Run through instructions until only one remain.</p> <p>Last Ss standing gets to play for points.</p> <p>Repeat as many times as within allocated time.</p> | Take part in the activity | |
| <p>Ending (5 mins)</p> | <p>Let's review the last time together.</p> <p>Count points to see what team is the winner.</p> <p>Giving homework.</p> <p>Bye</p> | <p>Read in chorus.</p> <p>Bye bye.</p> | |

Lesson content:

- Vocabulary: *Cooking, dancing, drawing, painting, running, singing, swimming, walking*
- Structure:
 - What's your hobby? – It's ...*
 - What's your hobby? – I like ...*

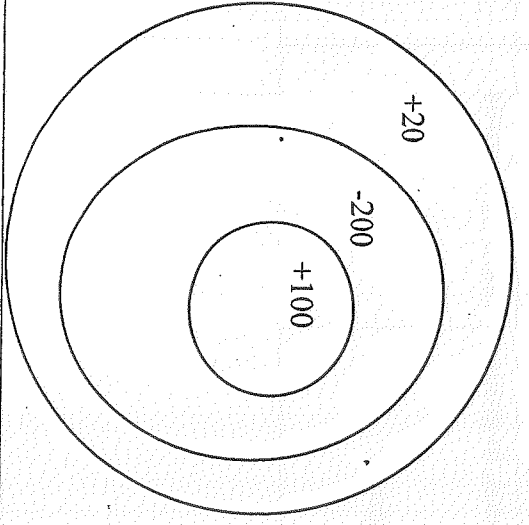
Aims: By the end of the lesson, pupils will be able to:

- Identify and say the words they have learnt.
- Use target structure to ask and answer about hobby.

Material: PPT, Flashcards, sticky ball, dice, board

CLASS PROCEDURE

| Step/ Time | Teacher's activities | Students' activities | Material |
|---------------------|--|---|----------------------|
| Warm-up (5 mins) | <p>Greeting students</p> <p>Activity: "Opposite song" (DreamEnglishKids)</p> <p>Quickly explain what is opposite, give some examples "up/down, happy/sad, big/small, fast/slow"</p> <p>Sing and dance the song.</p> | <p>Sing and dance along with teacher.</p> | <p>Opposite song</p> |
| | <p>Introduce vocabulary</p> <p>Use TPR activity to explain the meaning</p> <p>Have students read and do TPR in chorus, in groups and individually.</p> <p>Pay attention to students' pronunciation.</p> | <p>Look at the board/PPT</p> <p>Learn new words</p> | <p>Board/PPT</p> |

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|--------------------------------|---|----------------------------------|-----------------------------|
| <p>Vocab (15 mins)</p> | <p>Activity: Memory game</p> <p>Stick flashcards facing down on the board.</p> <p>Divide class into 3 teams. Call one student of each team to guess what is the first flashcard. They play "rock, paper, scissors" to decide who goes first.</p> <p>After the first student guesses, teacher will turn over the flashcard. If it's correct, he/she will guess the next card. If it's false, teacher will face down all flashcards. The next player will then have to guess from beginning.</p> <p>Play till all flashcards are faced up: The winner will roll the dice to get point for that team.</p> | <p>Take part in the activity</p> | <p>Flashcards, dice</p> |
| | <p>Introduce structure.</p> <p>Have students read and do TPR in chorus, in groups and individually.</p> <p>Pay attention to students' pronunciation.</p> | <p>Learn new structure</p> | <p>PPT</p> |
| <p>Structure (15 mins)</p> | <p>Activity:</p> <p>Divide the class into 3 teams.</p> <p>Draw circle on the board with points.</p>  | <p>Take part in the activity</p> | <p>Sticky Ball</p> |

| | | | |
|---------------------|--|-----------------------------|--|
| | Call one student of each team to answer teacher's question (using target structure). After answering the question, that student will toss the ball at the circle to get point for that team. | | |
| Ending (5 mins) | Let's review the last time together. Count points to see what team is the winner. Giving homework. Bye | Read in chorus. Bye bye. | |

I. OBJECTIVE: At the end of the lesson:

- The objective of this lesson is to introduce students to various how to greet, name body parts, hobbies and enable them to express their preferences using appropriate sentence structures.:
- Aims:** By the end of the lesson, students should be able to.
- Identify and understand different body parts, hobbies.
 - Form sentences using the structure " Open your eyes/Touch your face." and " What's your hobby? – I ... "

Vocabulary: Eye, ear, face, hair, hand, mouth, nose, open, touch, Cooking, dancing, drawing, painting, running, singing, swimming, walking

Structure:

What's this?

→ It's my

Open your eyes.

Touch your face.

What's your hobby?

→ I like ...

Materials:

- Visual aids or images depicting break time activities.
- Whiteboard and markers.
- Sample sentences on the board for the sentence structures.
- Sample sentences on PowerPoint slides for the sentence structures.
- Student worksheets with practice exercises

II. PROCEDURE OF THE LESSON-

| Procedure (Total time) | Teacher's activities | Notes (or Students' activities)/ Materials |
|----------------------------|---|---|
| Warm-up (5 mins) | <ul style="list-style-type: none"> - Use a PowerPoint slide with images of break time activities and a simple question: "What do you like to do during your break time?" - Discuss student responses using the slide as a prompt. | Take part in the activity |
| Vocab (15 mins) | <ul style="list-style-type: none"> Review students old words Pay attention to students' pronunciation. Have students read in chorus, in groups and individually | Look at the board and PPT |

| | | |
|------------------------|--|--|
| | <ul style="list-style-type: none"> - Display PowerPoint slides with images representing body part: Eye, ear, face, hair, hand, mouth, nose, Cooking, dancing, drawing, painting, running, singing, swimming, walking. Introduce each word by showing the image and pronouncing the word clearly. Include phonetic guidance for pronunciation - Game: Slap the board | <p>Take part in the activity</p> |
| | <p>Teachers use PPT presentations. Teacher writes the form on the board. Teach students by replacement words.</p> <ul style="list-style-type: none"> - Present PowerPoint slides with sentence structures: What's this? → It's my Open your eyes. Touch your face. What's your hobby? → I like.... - Engage the students interactively by asking them to read the sentences aloud from the slides. Sentence Scramble Contest: - Create PowerPoint slides with jumbled sentences related to break time activities and sentence structures. Display each scrambled sentence and challenge students to rearrange the words to form a correct sentence as quickly as possible. | <p>Look at the board and PPT</p> <p>Students engage in question and answer activities to practice using the structures.</p> <p>Take part in the activity</p> |
| Review (5 mins) | <ul style="list-style-type: none"> - Use PowerPoint slides to summarize the lesson, displaying key vocabulary words and sentence structures. - Review phonics and pronunciation using slides. - Conclude the lesson by encouraging students to provide examples using vocabulary and sentence structures. | <p>Review all lesson</p> |
| Ending | <p>Giving homework. Bye</p> | <p>Bye bye.</p> |

- I. OBJECTIVE: At the end of the lesson:**
- * To familiarize students with different places in the school and practice using the target vocabulary and sentence structures.
- * Aims:**
- Recognize and pronounce the vocabulary related to places in the school.
 - Use the sentence structures "Is this our ...? – Yes, it is." and "Let's go to the ... OK, let's go. "
 - Engage in simple conversations about school locations.
- * Materials:**
- Pictures or flashcards of different places in the school (library, playground, classroom, school, music room, art room, gym, computer room)
 - Whiteboard and markers
 - Sentence structure examples written on the board
 - Student worksheets with practice exercises

III. PROCEDURE OF THE LESSON

| Procedure (Total time) | Teacher's activities | Notes (or Students' activities)/ Materials |
|------------------------------------|---|--|
| <p>Warm-up (5 mins)</p> | <ul style="list-style-type: none"> - Warm-up Game: "Mystery School Place" PowerPoint slides with blurred or partially obscured images of various school places. + Prepare a PowerPoint presentation with slides showing partially obscured images of different school places (e.g., a corner of the library, part of the playground, etc.). Display the first slide with the obscured image. + Ask students to guess which school place is shown based on the obscured image. + Gradually reveal more of the image, slide by slide, until the full picture is revealed. + Encourage students to call out their guesses as more of the image is revealed. + Once the place is correctly guessed, give them gift - Begin by asking students about their favorite places in the school (e.g., "Do you like the playground?" "Which room do you enjoy the most?"). <p>This activates prior knowledge and sets the context for the lesson.</p> | <p>Take part in the activity</p> |

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| | <ul style="list-style-type: none"> - Introduce the lesson - Teach students new words: "Library, playground, classroom, school, music room, art room, gym, computer room" - Pay attention to students' pronunciation. - Have students read in chorus, in groups and individually - Display pictures or flashcards of the school places. <p>Introduce each vocabulary word by showing the corresponding image and pronouncing the word clearly.</p> <ul style="list-style-type: none"> - Have students repeat the words after you, focusing on pronunciation. - Engage in a "Vocabulary Relay": Divide the class into two teams. Show an image, and the first student from each team must quickly say the correct word. The team with the correct answer earns a point. <p>Activity: "School Place Bingo"</p> <ol style="list-style-type: none"> 1. Prepare bingo cards with the vocabulary words (school places) arranged in a grid. 2. Prepare a PowerPoint presentation with slides showing images of the school places. 3. Distribute the bingo cards to the students. 4. Display the PowerPoint slides with the images. 5. As you show each slide, students mark the corresponding vocabulary word on their bingo cards. 6. The first student to complete a row, column, or diagonal shouts "Bingo!" and confirms the marked words. 7. Reward the winning student and play additional rounds with different images. | <p>Look at the board.</p> <p>Learn new words</p> <p>Learn new words</p> |
| <p>Vocab</p> <p>(15 mins)</p> | <p>Read again all words (2-4 times) in chorus.</p> <p>Teacher writes the form on the board.</p> <p>Teach students by replacement words.</p> <ul style="list-style-type: none"> - Write the sentence structures on the board: "Is this our ...? – Yes, it is." and "Let's go to the ... OK, let's go." - Model examples using the sentence structures: "Is this our music room? – Yes, it is." "Let's go to the art room. OK, let's go." - Practice the structures with the students, encouraging them to use different school locations. - Have students work in pairs or small groups to create their own dialogues using the sentence structures and vocabulary. - Encourage students to switch roles to practice both asking and answering. <p>Activity: Sentence Structure Twist</p> <ul style="list-style-type: none"> - After the students guess the correct school place, have them construct a sentence using the appropriate sentence structure (e.g., "Is this our library? – Yes, it is." or "Let's go to the art room. OK, let's go.") for an extra challenge. - This game not only reinforces vocabulary but also allows students to creatively express the words using non-verbal | <p>Read in chorus.</p> <p>Learn new forms</p> <p>Students engage in question and answer activities to practice using the structures.</p> <p>Take part in the activity</p> |
| <p>Structure</p> <p>(20 mins)</p> | | |

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| | <p>cues. It's a great way to encourage teamwork, communication, and active learning without the need for a PowerPoint presentation.</p> <ul style="list-style-type: none"> - Summarize the lesson by asking volunteers to share their dialogues with the class. - Use the vocabulary flashcards to randomly ask questions about different places, and have students respond using the correct sentence structures. - Review the correct pronunciation of the vocabulary and congratulate the students on their participation. | Summarizes the key points |
| Review (5 mins) | | |
| Ending | Giving homework. Bye | Bye bye. |

TEACHING PLAN

DATE:

REVIEW UNIT 5+6 – WEEK 10

GRADE/LEVEL: Grade 3

I. OBJECTIVE: *At the end of the lesson:*

- To enable students to talk about their hobbies using the target vocabulary and sentence structures.

Aims:

- Identify and pronounce the vocabulary words related to hobbies correctly.
- Use the sentence structures "What's your hobby? - It's ..." and "What's your hobby? - I like ... " appropriately.
- Construct sentences to express their own hobbies.
- Engage in short conversations about hobbies with peers.

Materials:

- Flashcards or images of hobbies (Cooking, Dancing, Drawing, Painting, Running, Singing, Swimming, Walking)
- Whiteboard and markers
- Audio file with recorded pronunciation of vocabulary words
- Student worksheets with practice exercises

II. PROCEDURE OF THE LESSON

| Procedure (Total time) | Teacher's activities | Notes (or Students' activities)/ Materials |
|----------------------------|--|--|
| Warm-up (5 mins) | <ul style="list-style-type: none"> - Begin by asking students to share one hobby they enjoy. - Encourage students to listen actively and be prepared to use the hobby-related vocabulary and structures in the upcoming activities. | Take part in the activity |
| Vocab (15 mins) | Review students old words Pay attention to students' pronunciation. Have students read in chorus, in groups and individually <ul style="list-style-type: none"> - Display flashcards or images of the hobbies. - Review the phonics "p" in "painting" and "r" in "running." - Have students repeat the words after you, focusing on pronunciation and the highlighted phonics. - Explain the meaning of any unfamiliar hobbies and encourage questions. Game Instructions: <ul style="list-style-type: none"> - Prepare a PowerPoint presentation with slides showing images of hobbies in a 3x3 grid. - Distribute bingo cards with hobby names randomly arranged to each student. | Look at the board and PPT |
| | | Take part in the activity |

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| | <ul style="list-style-type: none"> - Display the PowerPoint slides with the images. - As you show each slide, students mark the corresponding hobby on their bingo cards. - The first student to complete a row, column, or diagonal shouts "Bingo!" and confirms the marked hobbies. - Reward the winning student and play additional rounds with different slides. | |
| | <p>Teachers use PPT presentations. Teacher writes the form on the board. Teach students by replacement words.</p> <ul style="list-style-type: none"> - Write the sentence structures on the board: "What's your hobby? - It's ..." and "What's your hobby? - I like ..." - Provide examples using the vocabulary words and structures. - Have students work in pairs or small groups to create their own sentences using the sentence structures and vocabulary. - Circulate and offer assistance as needed. <p>Game Instructions:</p> <ul style="list-style-type: none"> - Prepare a PowerPoint presentation with slides showing incomplete sentences related to hobbies. - Divide the class into teams. - Display the incomplete sentence on the PowerPoint slide. - One student from each team takes turns choosing either a hobby from the vocabulary list or a sentence structure. - They must complete the sentence using their chosen element. - The rest of the team can help provide suggestions. - If the sentence is correctly completed, the team earns a point. - Rotate turns between teams and continue until all the sentences are completed. | <p>Look at the board and PPT</p> <p>Students engage in question and answer activities to practice using the structures.</p> |
| Structure (20 mins) | | <p>Take part in the activity</p> |
| Review (5 mins) | <ul style="list-style-type: none"> - Summarize the main points of the lesson by asking volunteers to share their sentences with the class. - Use random flashcards to call on students and have them construct sentences on the spot. - Review correct pronunciation, emphasizing the phonics, and clarify any doubts. | <p>Review all lesson</p> |
| Ending | Giving homework. Bye | Bye bye. |

I. OBJECTIVE:

- * To introduce Grade 3 students to common classroom instructions, associated vocabulary, and proper sentence structures for making requests and giving permissions.
- * **Aims:** By the end of the lesson; students should be able to:
 - Recognize and understand common classroom instructions.
 - Use the vocabulary words for various classroom instructions.
 - Utilize the sentence structures "..., please!" and "May I ...? – Yes, you can."
- * **Materials:**
 - Flashcards or images depicting the vocabulary words.
 - Whiteboard and markers.
 - Sample sentences on the board for the sentence structures.
 - Role-play scenarios on cards.

III. PROCEDURE OF THE LESSON

| Procedure (Total time) | Teacher's activities | Notes (or Students' activities)/ Materials |
|------------------------------------|---|--|
| <p>Warm-up (5 mins)</p> | <ul style="list-style-type: none"> - Begin by playing "Simon Says" with the class. Give instructions related to the classroom and have the students follow only if the instruction starts with "Simon says." For instance, "Simon says stand up," "Simon says close your eyes," etc. - This game not only serves as a warm-up but also reinforces the concept of following instructions | <p>Take part in the activity</p> |
| | <ul style="list-style-type: none"> - Introduce the lesson - Teach students new words; "Stand up, sit down, close your book, open your book, go out, speak, come in" - Pay attention to students' pronunciation. - Have students read in chorus, in groups and individually | <p>Look at the board. Learn new words</p> |
| <p>Vocab (15 mins)</p> | <ul style="list-style-type: none"> - Display flashcards or images representing the vocabulary words: Stand up, sit down, close your book, open your book, go out, speak, come in. - Introduce each word by showing the image and pronouncing the word clearly. - Ask the students to repeat the words after you, focusing on the phonics "Sp" in "speak" and "St" in "stand." - Discuss the meaning of each instruction and use them in sample sentences to provide context. <p>Activity: "Vocabulary Matching"</p> <p>Prepare cards with the vocabulary words on one set and their corresponding meanings on another set. Have students match</p> | <p>Learn new words</p> <p>Take part in the</p> |

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| | <p>the words with their meanings. For example, match "stand up" with "rise from a seated position."</p> <p>Read again all words (2-4 times) in chorus. Teacher writes the form on the board. Teach students by replacement words.</p> | <p>activity</p> <p>Read in chorus. Learn new forms</p> |
| <p>Structure (20 mins)</p> | <ul style="list-style-type: none"> - Write the sentence structures on the board: "..., please!" and "May I ...? – Yes, you can." - Provide examples for each structure: "Close your book, please!" "May I go out? – Yes, you can." - Engage the students in a class conversation using these structures. For example: + Teacher: "Close your book, please!" + Student: "Yes, sure. May I go out?" + Teacher: "Yes, you can." - Allow students to practice in pairs, taking turns using different instructions and requesting permission. <p>Activity:</p> <ul style="list-style-type: none"> - Provide role-play scenarios on cards for students to pair up and act out different classroom situations, using the vocabulary and sentence structures they've learned. | <p>Students engage in question and answer activities to practice using the structures.</p> <p>Take part in the activity</p> |
| <p>Review (5 mins)</p> | <ul style="list-style-type: none"> - Summarize the lesson by asking students to provide examples of using the vocabulary and sentence structures. - Review the phonics "Sp" and "St" and check students' pronunciation of the target words. - Conclude the lesson by acknowledging their participation and understanding. | <p>Summarizes the key points</p> |
| <p>Ending</p> | <p>Giving homework. Bye</p> | <p>Bye bye.</p> |

I. OBJECTIVE:

- * To familiarize students with vocabulary related to school supplies and enable them to use the sentence structures to describe their possessions and inquire about others'.
- * **Aims:** *By the end of the lesson, students should be able to*
- Recognize and comprehend common school supply vocabulary.
- Form sentences using the structure "I have a/an ... " to describe their possessions.
- Ask and respond to questions using "Do you have ...? – Yes, I do."
- * **Materials:**
- Visual aids or flashcards depicting school supplies.
- Whiteboard and markers.
- Sample sentences on the board for the sentence structures.
- Student worksheets with practice exercises.

III. PROCEDURE OF THE LESSON

| Procedure (Total time) | Teacher's activities | Notes (or Students' activities)/ Materials |
|------------------------------------|---|--|
| <p>Warm-up (5 mins)</p> | <ul style="list-style-type: none"> - Warm-up Game: Begin with a "Pass the Ball" activity. One student holds a soft ball and says the name of a school supply (e.g., "pencil"). They then pass the ball to another student, who must say a different school supply before passing the ball to the next. - This quick activity engages students and introduces the theme. | <ul style="list-style-type: none"> Take part in the activity |
| | <ul style="list-style-type: none"> - Introduce the lesson - Teach students new words: "School bag, book, pen, ruler, notebook, pencil, eraser, pencil case" - Pay attention to students' pronunciation. - Have students read in chorus, in groups and individually | <ul style="list-style-type: none"> Look at the board. Learn new words |
| <p>Vocab (15 mins)</p> | <ul style="list-style-type: none"> - Display visual aids or flashcards depicting the vocabulary words: school bag, book, pen, ruler, notebook, pencil, eraser, pencil case. - Introduce each word by showing the image and pronouncing the word clearly. - Ask students to repeat the words after you, paying attention to the phonics "oo" in "book" and "a" in "eraser." - Discuss the meaning of each item and encourage students to use them in sample sentences. - Activity: "School Place Bingo" - Choose a student to stand in front of the class with their eyes closed. Another student or teacher quietly gives them a | <ul style="list-style-type: none"> Learn new words Take part in the activity |

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| | <p>school supply item (e.g., a pencil). The student at the front must guess the supply based on the tactile sensation. They can then use vocabulary to describe their guess.</p> <p>Read again all words (2-4 times) in chorus. Teacher writes the form on the board. Teach students by replacement words.</p> | <p>Read in chorus. Learn new forms</p> |
| <p>Structure (20 mins)</p> | <ul style="list-style-type: none"> - Write the sentence structures on the board: "I have a/an ..." and "Do you have ...? – Yes, I do." - Provide examples for each structure: "I have a pen." "Do you have a ruler? – Yes, I do." - Engage the students in a class conversation using these structures. For example: + Teacher: "I have a notebook." + Student: "Do you have a pencil case?" + Teacher: "Yes, I do." - Allow students to practice in pairs, taking turns describing their possessions and asking about their partner's possessions. <p>Activity: "Question-Answer Chain"</p> <ul style="list-style-type: none"> - The first student asks the question "Do you have ...??" and points to another student. That student responds with "Yes, I do" or "No, I don't" and then asks the question to the next student. The chain continues until everyone has had a turn.. | <p>Students engage in question and answer activities to practice using the structures.</p> <p>Take part in the activity</p> |
| <p>Review (5 mins)</p> | <ul style="list-style-type: none"> - Summarize the lesson by asking students to provide examples of sentences using the vocabulary and sentence structures. - Review the phonics focus and check students' pronunciation of the target words. - Conclude the lesson by acknowledging their participation and effort. | <p>Summarizes the key points</p> |
| <p>Ending</p> | <p>Giving homework. Bye</p> | <p>Bye bye.</p> |

LESSON PLAN

Week 13

Teaching date:

Review Unit 7-8

I. OBJECTIVE: *At the end of the lesson:*

- The objective of this lesson is to familiarize students with school-related vocabulary, classroom instructions, and basic sentence structures for communication within the school environment..
- Aims:** By the end of the lesson, students should be able to.
- Identify and understand various locations and objects within the school.
 - Comprehend and follow basic classroom instructions.
 - Utilize the phrases "..., please!" and "May I ...? – Yes, you can" to request and grant permissions..

Materials:

- PowerPoint presentation with images of school locations and objects.
- Flashcards for classroom instructions.
- Whiteboard and markers (for additional interactions).
- Sample sentences on PowerPoint slides for the sentence structures.
- Student worksheets with practice exercises (optional).

II. PROCEDURE OF THE LESSON

| Procedure (Total time) | Teacher's activities | Notes (or Students' activities)/ Materials |
|------------------------------------|--|--|
| <p>Warm-up (5 mins)</p> | <p>- Warm-up Game: Simon Says Display a series of PowerPoint slides, each featuring an instruction related to school or classroom actions, such as "Stand up," "Open your book," "Touch your nose," "Go to the library," etc. Say each instruction aloud and have students follow only the instructions preceded by "Simon says."</p> <p>Challenge Round Introduce a challenge round where you give instructions quickly, trying to catch students off guard. Use a mix of instructions with and without "Simon says."</p> | <p>Take part in the activity</p> |
| <p>Vocab (15 mins)</p> | <p>Review students old words Pay attention to students' pronunciation. Have students read in chorus, in groups and individually</p> <p>- Display PowerPoint slides with images depicting the vocabulary words: School bag, book, pen, ruler, notebook, pencil, eraser, pencil case - And use PowerPoint slides to display flashcards with common classroom instructions: Stand up, sit down, close your book, open your book, go out, speak, come in. - Introduce each word by showing the image and pronouncing the word clearly. - Include a pronunciation guide on the slide to help students</p> | <p>Look at the board and PPT</p> <p>Take part in the</p> |

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| | <p>articulate the words accurately.</p> <p>Picture Guessing Game:</p> <ul style="list-style-type: none"> - Prepare a PowerPoint slide with blurred or cropped images of different school locations. As a warm-up, reveal a portion of each image and gradually uncover more until students can guess the location. <p>Word Association:</p> <ul style="list-style-type: none"> - Create a PowerPoint slide with the word "school" in the center. Have students name related words that come to mind (e.g., library, playground) and add them as branches around the central word. | activity |
| <p>Structure (20 mins)</p> | <p>Teachers use PPT presentations. Teacher writes the form on the board. Teach students by replacement words.</p> <ul style="list-style-type: none"> - Present PowerPoint slides with the sentence structures: - Provide examples on the slides: "Is this our music room? – Yes, it is." "Let's go to the gym. OK, let's go." - Engage the students by having them repeat the sentences after you, both as a group and individually. <p>Guess the Location:</p> <ul style="list-style-type: none"> - Show images of various school locations one by one. Students have to use the sentence structure to guess the location before the name is revealed on the next slide. | <p>Look at the board and PPT</p> <p>Students engage in question and answer activities to practice using the structures.</p> <p>Take part in the activity</p> |
| <p>Review (5 mins)</p> | <ul style="list-style-type: none"> - Summarize the lesson by asking students to recall and name different school locations, sharing one thing they learned about each place. - Review the vocabulary words and sentence structures, having students repeat after you using PowerPoint animations. - Conclude by acknowledging their participation and understanding. | Review all lesson |
| <p>Ending</p> | <p>Giving homework. Bye</p> | Bye bye. |

LESSON PLAN

Week 14

Teaching date:

Unit 9: Colors

I. OBJECTIVE:

- * To introduce students to basic colors and enable them to use the appropriate sentence structures to describe colors..
- * **Aims:** *By the end of the lesson, students should be able to.*
- Recognize and identify common colors.
- Form sentences using the structure "What color is it? – It's ... " and "What colors are they? – They're ... "
- * **Materials:**
- Visual aids or flashcards depicting various colors.
- Whiteboard and markers.
- Sample sentences on the board for the sentence structures.
- Student worksheets with practice exercises

III. PROCEDURE OF THE LESSON

| Procedure (Total time) | Teacher's activities | Notes (or Students' activities)/ Materials |
|----------------------------|---|--|
| Warm-up (5 mins) | <ul style="list-style-type: none"> - Begin with a quick "Color Guessing" game: - Choose an object in the classroom and give students clues about its color without revealing the object itself. For example, "I'm thinking of something that's the color of the sky. " Encourage students to guess the color and the object. | Take part in the activity |
| Vocab (15 mins) | <ul style="list-style-type: none"> - Introduce the lesson - Teach students new words: "Red, yellow, blue, brown, white, orange, green, black" - Pay attention to students' pronunciation. - Have students read in chorus, in groups and individually - Display visual aids or flashcards depicting the vocabulary words: red, yellow, blue, brown, white, orange, green, black. Introduce each color by showing the image and pronouncing the word clearly. - Ask students to repeat the colors after you, focusing on the phonics "Bl" in "blue" and "Br" in "brown. " - Discuss the meaning of each color and provide simple associations (e.g, "The color of the sun is yellow. "). | Learn new words |
| | Activity: "Color Scavenger Hunt" <ul style="list-style-type: none"> - Provide students with a list of color names. They need to find objects in the classroom that match each color. This interactive activity encourages students to identify colors in their environment. | Take part in the activity |

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| | <p>Read again all words (2-4 times) in chorus. Teacher writes the form on the board. Teach students by replacement words.</p> | <p>Read in chorus. Learn new forms</p> |
| <p>Structure (20 mins)</p> | <ul style="list-style-type: none"> - Write the sentence structures on the board: "What color is it? – It's ..." and "What colors are they? – They're" - Provide examples for each structure: "What color is the apple? – It's red." "What colors are the flowers? – They're yellow and orange." - Engage the students in a class conversation using these structures. For example: + Teacher: "What color is your pencil case?" + Student: "It's green. What color is your book?" + Teacher: "It's blue." - Allow students to practice in pairs, taking turns describing colors and objects.. <p>Activity: Color Descriptions</p> <ul style="list-style-type: none"> - Show an image of an object to the class. Students take turns describing the color of the object using the sentence structure "What color is it? – It's ..." This activity enhances vocabulary recall and descriptive skills. | <p>Students engage in question and answer activities to practice using the structures.</p> |
| <p>Review (5 mins)</p> | <ul style="list-style-type: none"> - Summarize the lesson by asking students to provide examples of sentences using the vocabulary and sentence structures. - Review the phonics focus and check students' pronunciation of the target colors. - Conclude the lesson by acknowledging their participation and understanding. | <p>Summarizes the key points</p> |
| <p>Ending</p> | <p>Giving homework. Bye</p> | <p>Bye bye.</p> |

I. OBJECTIVE: At the end of the lesson:

* To introduce students to various break time activities and enable them to express their preferences using the appropriate sentence structures..

*** Aims: By the end of the lesson, students should be able to.**

- Identify and understand different break time activities.

- Form sentences using the structure "I ... at break time" and "What do you do at break time? – I ...".

*** Materials:**

- Visual aids or images depicting break time activities.

- Whiteboard and markers.

- Sample sentences on the board for the sentence structures.

- Student worksheets with practice exercises.

III. PROCEDURE OF THE LESSON

| Procedure (Total time) | Teacher's activities | Notes (or Students' activities)/ Materials |
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| <p>Warm-up (5 mins)</p> | <p>- Begin with a quick "Charades" game. Act out a simple break time activity (e.g., playing basketball) without using words. Ask the students to guess the activity. This game engages students and introduces the theme.</p> | <p>Take part in the activity</p> |
| | <p>- Introduce the lesson - Teach students new words: "Play, chess, volleyball, basketball, badminton, chat with friends, football, table tennis, do word puzzles" - Pay attention to students' pronunciation. - Have students read in chorus, in groups and individually</p> | <p>Look at the board. Learn new words</p> |
| <p>Vocab (15 mins)</p> | <p>- Display visual aids or images representing the vocabulary words: play, chess, volleyball, basketball, badminton, chat with friends, football, table tennis, do word puzzles. - Introduce each word by showing the image and pronouncing the word clearly. - Ask students to repeat the words after you, focusing on the phonics "F" in "football" and "V" in "volleyball." - Discuss the meaning of each activity and encourage students to share if they have done any of them during break time.</p> | <p>Learn new words</p> |
| | <p>Activity Matching Game: - Prepare cards with images of break time activities and their corresponding names. Shuffle the cards and place them face down. Students take turns flipping over two cards at a time, trying to find matching pairs of images and names.</p> | <p>Take part in the activity</p> |

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| | <p>Read again all words (2-4 times) in chorus. Teacher writes the form on the board. Teach students by replacement words.</p> <p>- Write the sentence structures on the board: "I ... at break time" and "What do you do at break time? – I " Provide examples for each structure: "I play chess at break time." "What do you do at break time? – I chat with friends." Engage the students in a class conversation using these structures. For example: Teacher: "I play volleyball at break time." Student: "What do you do at break time?" Teacher: "I do word puzzles." Allow students to practice in pairs, taking turns describing their break time activities and asking about their partner's activities.</p> <p>- Activity Sentence Completion: - Give students incomplete sentences related to break time activities. - They need to complete the sentences using the appropriate vocabulary and structure. - For instance, "I _____ at break time" or "What do you _____ at break time? – I _____."</p> | <p>Read in chorus. Learn new forms</p> <p>Students engage in question and answer activities to practice using the structures.</p> <p>Take part in the activity</p> |
| <p>Structure (20 mins)</p> | <p>- Summarize the lesson by asking students to provide examples of sentences using the vocabulary and sentence structures. - Review the phonics focus and check students' pronunciation of the target activities. - Conclude the lesson by acknowledging their participation and understanding.</p> | <p>Summarizes the key points</p> |
| <p>Review (5 mins)</p> | <p>Giving homework. Bye</p> | <p>Bye bye.</p> |
| <p>Ending</p> | | |

LESSON PLAN

Week 16

Teaching date.....

Review Unit 8-9

I. OBJECTIVE: *At the end of the lesson:*

- The objective of this lesson is to introduce students to school-related vocabulary and basic color names while teaching them sentence structures to discuss possession and describe colors.
- Aims:** By the end of the lesson, students should be able to.
 - Recognize and identify school-related items.
 - Use sentence structures to discuss possession and inquire about possessions.
 - Name basic colors and describe objects using color vocabulary.

Materials:

- Visual aids or images of school-related items and colors.
- Whiteboard and markers (for additional interactions).
- Sample sentences on the board or PowerPoint slides for the sentence structures.
- Student worksheets with practice exercises (optional).

II. PROCEDURE OF THE LESSON

| Procedure (Total time) | Teacher's activities | Notes (or Students' activities)/ Materials |
|----------------------------|---|--|
| Warm-up (5 mins) | <ul style="list-style-type: none"> - Begin with a PowerPoint slide displaying colorful objects (e.g., a red apple, a blue sky). Ask students to name the colors of the objects as quickly as possible. Review students old words Pay attention to students' pronunciation. Have students read in chorus, in groups and individually | Take part in the activity Look at the board and PPT |
| Vocab (15 mins) | <ul style="list-style-type: none"> - Use PowerPoint slides to display images of school-related items: school bag, book, pen, ruler, notebook, pencil, eraser, pencil case. - Pronounce each word clearly and have students repeat after you to practice pronunciation. - Continue using PowerPoint slides to introduce color vocabulary. Show objects in different colors and ask students to name the color of each object. Interactive Matching Game: Prepare a PowerPoint slide with images of school-related items and color swatches. Have students drag and drop the correct color swatch next to each item based on its color. Color Scavenger Hunt: Display a PowerPoint slide with a list of color names. Have students look around the classroom (or use images) to find objects that match each color and then name them. | Take part in the activity |

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| | <p>Teachers use PPT presentations. Teacher writes the form on the board. Teach students by replacement words.</p> <ul style="list-style-type: none"> - Present PowerPoint slides with sentence structures: "I have a/an ... " and "Do you have ...? – Yes, I do. " Provide examples on the slides: <ul style="list-style-type: none"> "I have a book. " "Do you have a ruler? – Yes, I do. " Engage students by having them repeat the sentences after you, both as a group and individually. - Teach sentence structures for describing colors: "What color is it? – It's ... " and "What colors are they? – They're ... " Give examples like: <ul style="list-style-type: none"> "What color is the apple? – It's red. " "What colors are the pencils? – They're green. " Sentence Building Race: Display a scrambled sentence on a PowerPoint slide, using the sentence structures you've taught. Divide the class into teams and have them race to unscramble and correctly reorder the words. Colorful Sentence Quiz: Design a quiz using PowerPoint slides where each slide displays an image of an object. Students have to create a sentence describing the color of the object using the structure "What color is it? – It's ... " | <p>Look at the board and PPT</p> <p>Students engage in question and answer activities to practice using the structures.</p> <p>Take part in the activity</p> |
| <p>Review <i>(5 mins)</i></p> | <ul style="list-style-type: none"> - Summarize the lesson by asking students to share one school-related item they have and its color, using the sentence structures learned. - Review vocabulary words, color names, and sentence structures through interactive exercises on the board or PowerPoint slides. | <p>Review all lesson</p> |
| <p>Ending</p> | <p>Giving homework. Bye</p> | <p>Bye bye.</p> |

LESSON PLAN

Week 17

Teaching date:

Review Unit 6-10

I. OBJECTIVE: *At the end of the lesson:*

- The objective of this lesson is to introduce students to various break time activities, colors, school things, classroom instructions and enable them to express their preferences using appropriate sentence structures..

Aims: By the end of the lesson, students should be able to.

- Identify and understand different break time activities.

- Form sentences using the structure "I ... at break time" and "What do you do at break time? – I ...".

Materials:

- Visual aids or images depicting break time activities.
- Whiteboard and markers.
- Sample sentences on the board for the sentence structures.
- Sample sentences on PowerPoint slides for the sentence structures.
- Student worksheets with practice exercises

II. PROCEDURE OF THE LESSON

| Procedure (Total time) | Teacher's activities | Notes (or Students' activities)/ Materials |
|------------------------------------|---|---|
| <p>Warm-up (5 mins)</p> | <ul style="list-style-type: none"> - Use a PowerPoint slide with images of break time activities and a simple question: "What do you like to do during your break time?" - Discuss student responses using the slide as a prompt. | <p>Take part in the activity</p> |
| <p>Vocab (15 mins)</p> | <p>Review students old words Pay attention to students' pronunciation. Have students read in chorus, in groups and individually</p> <ul style="list-style-type: none"> - Display PowerPoint slides with images representing break time activities: play, chess, volleyball, basketball, badminton, chat with friends, football, table tennis, do word puzzles. Introduce each word by showing the image and pronouncing the word clearly. Include phonetic guidance for pronunciation (e.g., "F" in "football" and "V" in "volleyball"). - Interactive Sorting Activity: Create a PowerPoint slide with a table having two columns labeled "Indoor Activities" and "Outdoor Activities." Display images of various break time activities and have students drag and drop them into the appropriate column based on whether the activity is done indoors or outdoors. | <p>Look at the board and PPT</p> <p>Take part in the activity</p> |

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| | <p>Teachers use PPT presentations. Teacher writes the form on the board. Teach students by replacement words.</p> <ul style="list-style-type: none"> - Present PowerPoint slides with sentence structures: "I ... at break time" and "What do you do at break time? – I" - Provide examples on the slides: "I play chess at break time." "What do you do at break time? – I chat with friends." - Engage the students interactively by asking them to read the sentences aloud from the slides. <p>Sentence Scramble Contest:</p> <ul style="list-style-type: none"> - Create PowerPoint slides with jumbled sentences related to break time activities and sentence structures. Display each scrambled sentence and challenge students to rearrange the words to form a correct sentence as quickly as possible. | <p>Look at the board and PPT</p> <p>Students engage in question and answer activities to practice using the structures.</p> <p>Take part in the activity</p> |
| <p>Review (5 mins)</p> | <ul style="list-style-type: none"> - Use PowerPoint slides to summarize the lesson, displaying key vocabulary words and sentence structures. - Review phonics and pronunciation using slides. - Conclude the lesson by encouraging students to provide examples using vocabulary and sentence structures. | <p>Review all lesson</p> |
| <p>Ending</p> | <p>Giving homework. Bye</p> | <p>Bye bye.</p> |

LESSON PLAN

Week 17

Teaching date:

Review Unit 6-10

I. OBJECTIVE: *At the end of the lesson:*

- The objective of this lesson is to introduce students to various break time activities, colors, school things, classroom instructions and enable them to express their preferences using appropriate sentence structures..

Aims: By the end of the lesson, students should be able to.

- Identify and understand different break time activities.

- Form sentences using the structure "I ... at break time" and "What do you do at break time? – I ... "

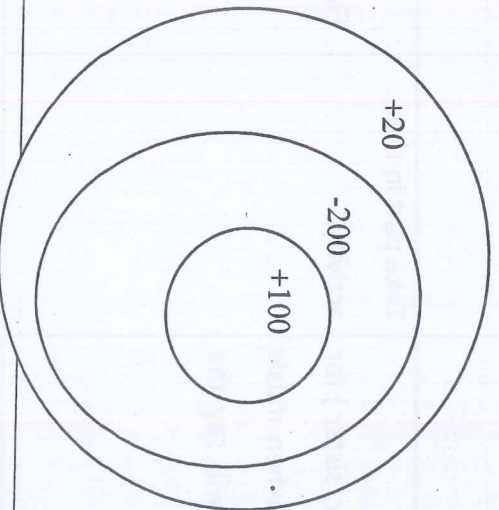
Materials:

- Visual aids or images depicting break time activities.
- Whiteboard and markers.
- Sample sentences on the board for the sentence structures.
- Sample sentences on PowerPoint slides for the sentence structures.
- Student worksheets with practice exercises

II. PROCEDURE OF THE LESSON

| Procedure (Total time) | Teacher's activities | Notes (or Students' activities)/ Materials |
|------------------------------------|---|---|
| <p>Warm-up (5 mins)</p> | <ul style="list-style-type: none"> - Use a PowerPoint slide with images of break time activities and a simple question: "What do you like to do during your break time?" - Discuss student responses using the slide as a prompt. | <p>Take part in the activity</p> |
| <p>Vocab (15 mins)</p> | <p>Review students old words Pay attention to students' pronunciation. Have students read in chorus, in groups and individually</p> <ul style="list-style-type: none"> - Display PowerPoint slides with images representing break time activities: play, chess, volleyball, basketball, badminton, chat with friends, football, table tennis, do word puzzles. Introduce each word by showing the image and pronouncing the word clearly. Include phonetic guidance for pronunciation (e.g., "F" in "football" and "V" in "volleyball"). - Interactive Sorting Activity: Create a PowerPoint slide with a table having two columns labeled "Indoor Activities" and "Outdoor Activities." Display images of various break time activities and have students drag and drop them into the appropriate column based on whether the activity is done indoors or outdoors. | <p>Look at the board and PPT</p> <p>Take part in the activity</p> |

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|---------------------------------------|---|---------------------------|-------------|
| | <p>Activity: 20 Game</p> <ol style="list-style-type: none"> 1. T introduces the "20 game" 2. The game progresses by counting from 0-20, starting with the first ss on Team 1. The S says 0, the next says 1, and so forth. 3. Once the sequence gets to 20, the T adds a rule. A rule is tacked on to a specific number in the sequence. For example: <i>number 10:</i> instead of saying "10," the ss claps. <i>number 2:</i> instead of saying "2," the ss stands up. <i>number 13:</i> instead of saying "13," the ss makes a funny face. 4. A new rule is added each time the sequence of 20 is completed (write them on the board so ss can remember). The first few rules the T will provide, then if T is confident the ss can make rules (specifically the ss who says "20") 5. If a ss forgets the rule or says the wrong number, he/she must sit down and is OUT! 6. After a few rounds, count the remaining ss still standing and award points to the teams accordingly. | | |
| | <p>Introduce structure.</p> <p>Have students read in chorus, in groups and individually.</p> <p>Pay attention to students' pronunciation.</p> | Learn new structure | Board/PPT |
| <p>Structure (15 mins)</p> | <p>Activity:</p> <p>Divide the class into 3 teams.</p> <p>Draw circle on the board with points.</p> | Take part in the activity | Sticky Ball |



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| | <p>Ask one student of each team to answer teacher's question (using target structure). After answering the question, that student will toss the ball at the circle to get point for that team.</p> | | |
| <p>Ending (5 mins)</p> | <p>Let's review the last time together. Count points to see what team is the winner. Giving homework. Bye</p> | <p>Read in chorus. Bye bye.</p> | |

Lesson content:

- Vocabulary: *Cook, doctor, driver, farmer, nurse, singer, teacher, worker*
- Structure:
- *What's his/her job? – He's/ She's...*
- *Is he/she...? - Yes, he/she is. He's/She's ...*

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

- Identify and say correctly the words they have learnt.
- Use target structure to ask and answer about jobs.

Material: PPT, Flashcards, board, ball, dice

CLASS PROCEDURE

| Step/ Time | Teacher's activities | Students' activities | Material |
|---------------------|---|--|-------------|
| Warm-up (5 mins) | <p>Greeting students</p> <p>Activity: Game "Number race"</p> <ul style="list-style-type: none"> - Draw on the board numbers from 1 to 20 - Divide the class into 4 groups. A student from each group comes, throw a dice and moves. Continue playing one by one, then who gets the number 20 first will be the winner. | Take part in the activity | Board, dice |
| | <p>Introduce vocabulary</p> <p>Have students read in chorus, in groups and individually.</p> <p>Pay attention to students' pronunciation.</p> | Look at the board/PPT Learn new words | Board/PPT |

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| <p>Vocab (15 mins)</p> | <p>Activity: Kim's game</p> <p>Stick flashcards on the board. Have students look at the board for 10 seconds. Then ask them to close their eyes. Hide 3-4 flashcards. Have students open their eyes and say what flashcards are missing.</p> <p>Activity:</p> <p>Stick flashcards on the board. Write words on the board. Have student match.</p> | <p>Take part in the activity</p> | <p>Flashcards</p> |
| <p>Structure (15 mins)</p> | <p>Introduce structure.</p> <p>Have students read in chorus, in groups and individually.</p> <p>Pay attention to students' pronunciation.</p> | <p>Learn new structure</p> | <p>Board/PPT</p> |
| <p>Structure (15 mins)</p> | <p>Activity: Game "Pass the ball"</p> <p>Give one flashcard for students to pass with the music, then when the music stops, who gets the flashcard will answer teacher's question:</p> <p><i>What's his/her job?</i></p> <p><i>Is he/she...?</i></p> <p>Change flashcard and continue to play.</p> | <p>Take part in the activity</p> | <p>Ball</p> |
| <p>Ending (5 mins)</p> | <p>Let's review the last time together.</p> <p>Count points to see what team is the winner.</p> <p>Giving homework.</p> <p>Bye</p> | <p>Read in chorus. Bye bye.</p> | |

Lesson content: Review:

Unit 11:

- Vocabulary: *Brother, father, mother, sister, Numbers eleven to twenty*
- Structure:
- *Who's this/that? – It's my...*
- *How old is he/she? – He's/She's ...*

Unit 12:

- Vocabulary: *Cook, doctor, driver, farmer, nurse, singer, teacher, worker*
- Structure:
- *What's his/her job? – He's/ She's...*
- *Is he/she...? - Yes, he/she is. He's/She's ...*

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

- Identify and say correctly the words they have learnt.
- Use target structure to ask and answer.

Material: PPT, Flashcards, board, ball, dice.

CLASS PROCEDURE

| Step/ Time | Teacher's activities | Students' activities | Material |
|---------------------|--|----------------------------------|-----------------------------|
| Warm-up (5 mins) | <p>Greeting students</p> <p>Activity: Divide class into teams.</p> <p>Write 3 words that are connected and 1 word that is not , students have to slap the word that is not in the same category with the other ones. Categories can be hobbies, bodies, school things, colors, family, jobs, numbers.</p> <p>The S that slaps the correct word automatically gets 40 points for that team.</p> | <p>Take part in the activity</p> | <p align="center">Board</p> |

Lesson content:

- Vocabulary: *house, bathroom, bedroom, kitchen, living room, chair, lamp, table*
- Structure:
 - *Where's the ...? – It's here/there.*
 - *Where are the ...? – They're ...*

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

- Identify and say correctly the words they have learnt.
- Use target structure to ask and answer.

Material: PPT, Flashcards, board.

CLASS PROCEDURE

| Step/ Time | Teacher's activities | Students' activities | Material |
|---------------------|---|---|------------------------------|
| Warm-up (5 mins) | <p>Greeting students</p> <p>Activity: Game "What letter is missing?"</p> <p>Divide class into 2 teams. Ask one student of each team come to the board.</p> <p>Use flashcards of unit 12 (topic: jobs) with incomplete words (<i>co_k, _ctor, drive_, f_ rmer, n_ rse, s_ nger, teac_ er, wor_ er</i>).</p> <p>Student answer quicker and correctly will get point for that team. Change students with another questions.</p> | <p>Take part in the activity</p> | <p>Flashcards of unit 12</p> |
| | <p>Introduce vocabulary</p> <p>Have students read in chorus, in groups and individually.</p> <p>Pay attention to students' pronunciation.</p> | <p>Look at the board/PPT</p> <p>Learn new words</p> | <p>Board/PPT</p> |

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| <p>Vocab (15 mins)</p> | <p>Activity: Drawing game</p> <p>Each round will need 3 players: one draws pictures and the other two guess.</p> <p>Whisper the word to student responsible for drawing. After that, this student has to draw a picture describing that word on the board.</p> <p>The other two students have to guess what is that word. Student who gets correct and quicker answer will get points for that team.</p> | <p>Take part in the activity</p> | <p>Board</p> |
| | <p>Introduce structure.</p> <p>Have students read in chorus, in groups and individually.</p> <p>Pay attention to students' pronunciation.</p> | <p>Learn new structure</p> | <p>Board/PPT</p> |
| <p>Structure (15 mins)</p> | <p>Activity: Game "Pass the ball"</p> <p>Give flashcards for students to pass with music.</p> <p>When music stops, students have to stop passing the flashcards. Then teacher ask following questions:</p> <p>Where is the house?</p> <p>Where is the kitchen?</p> <p>....</p> <p>Students who are holding that flashcard have to answer teacher's question, using target structure.</p> <p>Play 3-4 times.</p> | <p>Take part in the activity</p> | <p>Flashcards</p> |
| <p>Ending (5 mins)</p> | <p>Let's review the last time together.</p> <p>Count points to see what team is the winner.</p> <p>Giving homework.</p> <p>Bye</p> | <p>Read in chorus.</p> <p>Bye bye.</p> | |

Lesson content:

- Vocabulary:

Bed, room, desk, door, window

New, old, big, small

- Structure:

• *There's/ There are ... in the room.*

• *The ... is .../The ... are ...*

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

- Identify and say correctly the words they have learnt.
- Use target structure to describe.

Material: PPT, Flashcards, board.

CLASS PROCEDURE

| Step/ Time | Teacher's activities | Students' activities | Material |
|---------------------|--|-----------------------------------|-----------|
| Warm-up (5 mins) | Greeting students Activity: Sing a song: Five Little Monkeys | Sing and dance along with teacher | Song |
| Vocab (15 mins) | Introduce vocabulary | Look at the board/PPT | Board/PPT |
| | Have students read in chorus, in groups and individually. Pay attention to students' pronunciation. | Learn new words | |
| | Activity: Ask 5 students to play the game. Lay flashcards on the floor/ students' desks at different positions. Students walk around with the music. When music stops, they have to quickly take one flashcard and | Take part in the activity | Board |

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| | <p>say the word.</p> <p>With each round, teacher can change students' actions, instead of walking around, they can jump, hop, skip... around the class.</p> | | |
| | <p>Introduce structure.</p> <p>Have students read in chorus, in groups and individually.</p> <p>Pay attention to students' pronunciation.</p> | Learn new structure | Board/PPT |
| | <p>Activity:</p> <p>Draw a big square (room) on the board.</p> <p>Ask one student to come up to the board and hand him/her the chalk</p> <p>Say one sentence, such as "There is a bed in the room". Then that student has to draw a bed in the room.</p> <p>After that student has finished drawing, teacher points to picture and describe again "There is a bed in the room".</p> <p>Ask another student to come up to the board.</p> <p>Teacher then say another sentence for that student to draw.</p> <p>Continue to finish describing all vocabs.</p> | Take part in the activity | Flashcards, board |
| | <p>Let's review the last time together.</p> | Read in chorus. | |
| Ending (5 mins) | <p>Count points to see what team is the winner.</p> <p>Giving homework.</p> <p>Bye</p> | Bye bye. | |

Lesson content: Review:

Unit 13:

- Vocabulary: *house, bathroom, bedroom, kitchen, living room, chair, lamp, table*
- Structure:
- *Where's the ...? – It's here/there.*
- *Where are the ...? – They're ...*

Unit 14:

- Vocabulary:
- Bed, room, desk, door, window*
- New, old, big, small*
- Structure:
- *There's/ There are ... in the room.*
- *The ... is .../ The ... are ...*

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

- Identify and say correctly the words they have learnt.
- Use target structure to ask and answer.

Material: PPT, Flashcards, board, ball, dice.

CLASS PROCEDURE

| Step/ Time | Teacher's activities | Students' activities | Material |
|---------------------|--|------------------------------------|----------------------------|
| Warm-up (5 mins) | <p>Greeting students</p> <p>Activity: Game "I know 5 words for..." Have students stand up.</p> <p>Say "I know 5 words for (colors)". Then toss the ball to one student. Student who catches the ball has to say one word in the category that teacher has said (for example, yellow)</p> <p>After saying one word, the student will toss the ball back to the teacher, and then teacher will choose</p> | <p>- Take part in the activity</p> | <p align="center">Ball</p> |

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| | <p>another student to toss the ball to. The latter students are not allowed to say the same words with privious students'.</p> <p>After 5 words of that category have said, teacher will start again with other categories.</p> <p>(Teacher can choose some following catogories: colors, hobbies, school things, bodies, family members, jobs, sports)</p> | | |
| <p>Review vocab of unit 13</p> <p>Have students read in chorus, in groups and individually.</p> <p>Pay attention to students' pronunciation.</p> | <p>Look at the board/PPT</p> <p>Review words</p> | <p>Board/PPT</p> | |
| <p>Review structure of unit 13</p> <p>Have students read in chorus, in groups and individually.</p> <p>Pay attention to students' pronunciation.</p> | <p>Review structure</p> | <p>Board/PPT</p> | |
| <p>Vocab and structure of unit 13 (15 mins)</p> <p>Activity:</p> <p>Stick flashcards on the board.</p> <p>Divide the class into 3 teams.</p> <p>Have one set of 3 students come up to the board.</p> <p>Teacher says "Where's the...?", then the students have to run as quickly as possible to slap the flashcard. When they slap the flashcard, they have to say "It's here".</p> <p>The quickest student to slap the flashcard and say the sentence get points for that team by rolling the dice.</p> | <p>Take part in the activity</p> | <p>Board, dice</p> | |

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| | No point for student if he/she slaps the card without saying the sentence. | | |
| Vocab and structure of unit 14 (15 mins) | <p>Review vocab of unit 14</p> <p>Have students read in chorus, in groups and individually.</p> <p>Pay attention to students' pronunciation.</p> | Review words | Board/PPT |
| | <p>Review structure of unit 14</p> <p>Have students read in chorus, in groups and individually.</p> <p>Pay attention to students' pronunciation.</p> | Review structure | |
| | <p>Activity: Pass the ball</p> <p>Draw on the board a house room with two beds, three windows, a desk and a door.</p> <p>Give a ball for students to pass with music. When music stops, student who is holding the ball will say one sentence describing the picture on the board, using target structure.</p> | Take part in the activity | Ball |
| Ending (5 mins) | <p>Let's review the last time together.</p> <p>Count points to see what team is the winner.</p> <p>Giving homework.</p> <p>Bye</p> | <p>Read in chorus.</p> <p>Bye bye.</p> | |

Lesson content:

- Vocabulary: *Bean, bread, chicken, egg, fish, juice, meat, milk, rice, water*
- Structure:
- *Would you like some ...? – Yes, please/No, thanks.*
- *What would you like to eat/drink? – I'd like some ..., please.*

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

- Identify and say correctly the words they have learnt.
- Use target structure to ask and answer.

Material: PPT, Flashcards, board, ball, magnets.

CLASS PROCEDURE

| Step/ Time | Teacher's activities | Students' activities | Material |
|---------------------|--|---------------------------|----------------------------------|
| Warm-up (5 mins) | <p>Greeting students</p> <p>Activity:</p> <ul style="list-style-type: none"> - Place students in 4 rows - Hand out flashcards of bed, door, window, desk to the first students in each row. - Have students in each row say the name of flashcard as they pass the flashcard to the classmate behind them. Students should say the words correctly. | Take part in the activity | Flashcards of unit 14 |
| Vocab (15 mins) | Introduce vocabulary | Look at the board/PPT | Board/PPT |
| | <p>Have students read in chorus, in groups and individually.</p> <p>Pay attention to students' pronunciation.</p> <p>Activity: Kim's game</p> <p>Stick flashcards on the board. Have students look at the cards for 15 seconds. Then ask them to close their eyes. Hide 3 or 4 cards. Have students open their eyes and say what cards are missing.</p> | Take part in the activity | Board, flashcards, magnets |

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|------------------------|--|-----------------------------|-----------|
| Structure (15 mins) | <p>Introduce structure. Have students read in chorus, in groups and individually. Pay attention to students' pronunciation.</p> <p>Activity: Have student stand up. Ask "Would you like some milk?" and toss the ball to a student. Student who catches the ball has to answer "Yes, please" or "No, thanks". After that, he/she will ask another question and toss the ball to another student.</p> <p>Activity: Ask 5 students to come up the the board and make a line. Ask "What would you like to eat?", then the first student in the line have to answer, such as "I would like some chicken, please", then the second student have to say next sentence, adding one kind of food, such as "I would like some chicken and rice, please". The game continues to the last student in the line, each time the student has to add one different food with the privious students.</p> | Learn new structure | Board/PPT |
| Ending (5 mins) | Let's review the last time together. Count points to see what team is the winner. Giving homework. Bye | Read in chorus. Bye bye. | Ball |

REVIEW UNIT 15: AT THE DINING TABLE

Lesson content: Review:

Unit 15:

- Vocabulary: *Bean, bread, chicken, egg, fish, juice, meat, milk, rice, water*
- Structure:
 - *Would you like some ...? – Yes, please/No, thanks.*
 - *What would you like to eat/drink? – I'd like some ..., please.*

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

- Identify and say correctly the words they have learnt.
- Use target structure to ask and answer.

Material: PPT, Flashcards, board.

CLASS PROCEDURE

| Step/ Time | Teacher's activities | Students' activities | Material |
|---------------------|--|-----------------------------------|-----------|
| Warm-up (5 mins) | Greeting students Activity: Sing the song "The wheels on the bus" | Sing and dance along with teacher | song |
| | Review vocab | Look at the board/PPT | Board/PPT |
| | Have students read in chorus, in groups and individually. Pay attention to students' pronunciation. | Review words | |

