HOÀNG VĂN VÂN (Tổng Chủ biên) – NGUYỄN QUỐC TUẤN (Chủ biên)
PHAN HÀ – ĐỖ THỊ NGỌC HIỀN – ĐÀO NGỌC LỘC
TRẦN HƯƠNG QUỲNH – NGUYỄN MINH TUẤN

GLOBAL SUCCESS

Tiếng Anh 4

SÁCH GIÁO VIÊN



NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM

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KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

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INTRODUCTION

Tiếng Anh 4 – Global Success is developed to teach English for Grade 4 pupils as a foreign language (EFL) at primary level. The book follows the curriculum approved by the Ministry of Education and Training in December 2018.

Tiếng Anh 4 – Global Success is communication-based and topic-based in design and learning-centred in teaching methodology. Its aim is to acquaint pupils with very basic English language components and skills with an emphasis on listening and speaking.

Note: English words can be transcribed phonetically in different ways. We use the symbols in Oxford Learner's Dictionaries to present the phonetic transcription of the English words in *Tiếng Anh 4* (as well as *Tiếng Anh 3* and *Tiếng Anh 5*) – *Global Success*.

UNIT STRUCTURE

The **Student's Book** is designed in accordance with a basic sequence of presentation, practice and production to develop English for primary school pupils. It is comprised of a Starter unit, 20 topic-based learning units and four Review sections. These are richly illustrated and contain cross-curricular elements to provide pupils with easy-to-grasp and memorable lessons, as well as an enjoyable English language learning experience.

Each unit consists of three lessons on a topic related to one of the following four themes: **Me and My Friends**, **Me and My School**, **Me and My Family** and **Me and the World Around**. All are designed to invoke a sense of familiarity, with activities organised so as to develop and provide plenty of opportunity for pupils to practise their listening, speaking, reading and writing skills.

Each lesson provides material for two teaching periods (equal to 70 minutes in total). Lessons contain concise and clear instructions for a wide range of activities arranged in logical progression, helping pupils to develop critical thinking, interaction and coordination among themselves as they practise using English in both spoken and written forms.

Each unit also aims to develop pupils' ability to reproduce language in a variety of fun and engaging activities including a chant, a song and a game, as well as a project at the end of the unit.

The appearance of both Vietnamese and foreign characters in the book, such as Linh, Mai, Minh, Nam, Ben, Bill, Lucy and Mary, creates a feeling of familiarity and makes the book more authentic.

The main components of the units in the Student's Book are organised and briefly described as follows.

LESSON 1

1. Look, listen and repeat.

This activity presents target vocabulary and structures in cartoon form to provide pupils with visual support for reading, listening and speaking practice.

2. Listen, point and say.

This activity provides controlled practice of target vocabulary and structures. Pupils listen to the teacher's model or the recording, point at each visual and textual prompt and repeat the new words and structures. Then they practise using the vocabulary in the new structures in some mechanical drills such as repetition, substitution and question-and-answer in pairs.

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3. Let's talk.

This activity presents different situations in which pupils practise the vocabulary and structures they have learnt in a freer context. Visual and textual prompts guide pupils as they interact with their peers. This activity also encourages pupils to use the language in real contexts.

4. Listen and circle / number / tick / tick or cross / match.

This activity focuses on improving listening skills. In some units, pupils look at pairs of pictures as they listen to the recording and show their understanding by circling the correct picture or putting a tick (✓) in the appropriate box. In other units, pupils tick (✓) or cross (✗), match or number the pictures while listening.

5. Look, complete and read.

This activity provides an opportunity for pupils to use the vocabulary and structures they have learnt in Lesson 1, supported by visual and / or textual prompts.

6. Let's play / sing.

This activity is an opportunity for pupils to practise using and responding to English in a fun and engaging way. Easy-to-learn songs help pupils practise the pronunciation, rhythm and melody of English, while easy-to-play games encourage pupils to apply the language in real contexts. Through singing songs and playing games, pupils also interact and cooperate with each other.

LESSON 2

The activities in Lesson 2 follow the same pattern as in Lesson 1. The difference is that the activities in Lesson 1 focus on the first competence of the unit while the ones in Lesson 2 concentrate on the second competence. In some units, the vocabulary and structures in Lesson 1 are combined with those in Lesson 2.

LESSON 3

1. Listen and repeat.

This activity focuses on the letters and sounds (phonics) which appear frequently in the target vocabulary or structures of the unit, with a particular focus on those that young Vietnamese learners might find problematic. Pupils become familiar with the sounds of the letters in the words and sentences by listening and repeating. In the last five units, pupils familiarise themselves with word stress.

2. Listen and circle / tick.

In this listening activity, pupils show their recognition and understanding of the phonics or word stress they have learnt by circling or ticking the correct options.

3. Let's chant.

This activity is a chant that contains the phonics sounds or word stress and the target vocabulary and structures that pupils have learnt in the unit. Learning through chants is a useful way for pupils to practise the pronunciation and rhythm of English, which is very different to that of Vietnamese.

4. Read and match / answer.

This activity provides pupils with a simple introduction to reading. Pupils show their understanding of the text through matching text with pictures, filling the gaps, answering the questions, choosing the correct answers or putting a tick (✓) in True or False boxes. In others, it asks pupils to read and choose the correct answers, complete the gaps or write the answers.

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5. Let's write.

This activity provides freer practice of writing by using the target vocabulary and structures of the unit to complete a gapped text.

6. Project

In this activity, pupils are guided through a creative project closely linked with the topic of the unit. The purpose of the project is to foster cooperation and interaction within the class by getting pupils to do a real task as homework before presenting it to the class.

As previously mentioned, each unit consists of three lessons. Each lesson includes six activities which cover two periods. The teaching plan is as follows:

Period 1	Lesson 1 (Activities 1, 2, 3)	**Period 2**	Lesson 1 (Activities 4, 5, 6)
Period 3	Lesson 2 (Activities 1, 2, 3)	**Period 4**	Lesson 2 (Activities 4, 5, 6)
Period 5	Lesson 3 (Activities 1, 2, 3)	**Period 6**	Lesson 3 (Activities 4, 5, 6)

Note: Details of the teaching plans (lesson plans) are suggested in the second section of *Tiếng Anh 4 – Global Success - Teacher's Book* (after the *Introduction*).

REVIEW

The Review and Extension activities sections follow each set of five units. They aim to help pupils revise the target language they have learnt through a diverse range of activities.

The Review sections generally consist of five activities: 1. Listen and tick / number. 2. Ask and answer. 3. Read and match. 4. Read and complete. 5. Let's write.

The Extension activities in Review sections are designed to help pupils apply the target language they have learnt through playing games, drawing and describing pictures, and doing some content and language integrated learning (CLIL) activities.

The activities in the Review sections take the same form as the activities in the learning units.

TEACHING THE ACTIVITIES IN THE UNITS AND REVIEW SECTIONS

The following guidelines are for you to refer to when you first use this coursebook with your class. Feel free to make any adjustments, as you know best what you need to teach and what your pupils need to learn, within your own teaching and learning contexts.

It is advisable to go through the activities of each unit and the teaching notes before you go into the classroom. This will help you familiarise yourself with the material, know what to prepare for the lesson and identify which activities to teach.

As mentioned, the teaching and learning of English at primary level follows the learning-centred approach. To enable this, each activity contains four components: a goal, an input, a procedure and an outcome (G-I-P-O). G-I-P-O is a logical sequence in which the goal of the activity is set, the input (the context and the language) is presented, a step-by-step procedure is followed (through which pupils practise and produce the target language) and the outcome is subsequently achieved.

Activity types vary, with pupils carrying them out individually, in pairs, in groups and / or as a whole class. This provides pupils with speaking and writing practice, and the opportunity to develop the ability to interact with each other in English.

The following is a brief description of G-I-P-O:

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Goal: A clear goal should be established before starting an activity. A goal is what your pupils will achieve – that is, what they will be able to do – by the end of the activity. This is very important, allowing both you and your pupils to know what is expected in order to perform well.

Input: The input is the language (written and / or spoken) and the particular context(s) (visual prompts, guides / cues) in which the language is used or presented, and which will enable pupils to complete the activity. Language items should be introduced in a clear and authentic way, and illustrations should be attractive and colourful. To help pupils understand the context of a particular activity, ask questions such as *Who are in the picture? Where are they?* and *What are they doing?* You could also use gestures or show related pictures. Use English or Vietnamese flexibly, depending on the language proficiency of the class.

Procedure: The procedure is a step-by-step breakdown of what you should do and how pupils can achieve the objective (outcome). Steps vary depending on the activity, but all are designed to enable pupils to understand the context and target language and to provide plenty of listening, speaking, reading and writing practice.

Outcome: The outcome is what pupils can do at the end of the activity. Reflecting the goal established at the start of the activity, it details what they have learnt and how they are able to use it, whether they are listening, speaking, reading or writing.

The following is a brief description of how G-I-P-O is used in teaching the first three activities in Lesson 1 of the units.

1. Look, listen and repeat.

Goal: Pupils are able to understand and correctly repeat the sentences in two communicative contexts in which characters use the target language of the lesson.

Input: This activity provides two communicative contexts in which characters are introduced and use the target language.

Procedure:

Step 1: Set the goal, introduce the target language competence and explain what pupils should do to achieve it. Check pupils' understanding. Use simple English words and phrases.

Step 2: Ask pupils to look at the pictures, point at the characters and briefly discuss with the class what they think is happening. Elicit answers by asking questions such as *What can you see in the pictures? Who are the speakers? What are they saying / doing?* Encourage pupils to guess the meaning of the target language based on what they can see in the pictures or other visual prompts such as flash cards and posters.

Step 3: Play the recording and encourage pupils to point at the characters or the language while listening.

Step 4: Play the recording again, sentence by sentence, for pupils to listen to, point at the sentences and repeat. Correct their pronunciation where necessary.

Step 5: Invite a few pairs of pupils to listen to and repeat or act out the conversations in front of the class.

Outcome: Pupils can understand and correctly repeat the sentences in the contexts.

2. Listen, point and say.

Goal: Pupils are able to learn the new words and structure patterns.

Input: This activity usually contains four pictures and four new words or phrases under the pictures. The sentence patterns are introduced in two or three speech bubbles, one with a question and one or two with the answer. The activity also includes the recording of the words and the conversations between the characters.

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Procedure:

Step 1: Ask pupils to look or point at the pictures and identify the pictures and the words / phrases. Check pupils' understanding of the vocabulary and give explanations if necessary using flash cards and gestures.

Step 2: Play the recording for pupils to listen to and repeat the words / phrases under the pictures, in chorus and individually, until they feel confident.

Step 3: Draw pupils' attention to the speech bubbles and elicit the missing words by pointing at the pictures. Play the recording for pupils to listen to and repeat the sentences in the speech bubbles a few times.

Step 4: Have pupils practise asking and answering questions in the conversations in pairs.

Step 5: Invite a few pairs to act out the conversations in front of the class.

Outcome: Pupils can correctly say the words and use the structure patterns to achieve the language competence.

3. Let's talk.

Goal: Pupils are able to apply the target language in freer / real contexts.

Input: This activity usually consists of some contextual pictures and a gapped exchange that pupils have learnt in the lesson.

Procedure:

Step 1: Inform the class about the objective of the activity (as in *Goal*).

Step 2: Draw pupils' attention to the pictures to identify the context (as in *Input*).

Step 3: Elicit the missing words in the speech bubbles and / or write them on the board. Get pupils to say the completed exchange.

Step 4: Put pupils into pairs to practise the exchanges. Then invite a few pairs to point at the pictures and ask and answer questions.

Extension: If time allows, have pupils work in pairs to act out the exchanges in real contexts.

Outcome: Pupils can apply the target language (vocabulary and sentence patterns) in freer / real contexts.

CLASSROOM MANAGEMENT AND ACTIVITIES

Warm-up

A warm-up activity lasting just two to five minutes is a great way to engage pupils at the start of a lesson. It is also helpful for revising the previous lesson and leading into the new one. The warm-up activities in *Tiếng Anh 4 – Global Success* vary so that you can choose the most suitable ones for your class. For example, you might get pupils to sing a song, say a chant, play a game or act out the exchanges they have learnt.

Ending a lesson

It is a good idea to establish a consistent and easily recognisable way of ending each lesson, such as raising a hand, clapping twice or tapping the board. This will ensure that the final activity is wrapped up promptly and effectively.

If there is time, you can round off the lesson with a song, rhyme, chant or game.

Pair work

If the number of pupils in your class is uneven, two pupils can share one role. Pupils should change their partners regularly in order to vary the working atmosphere. You can invite a "closed pair" (two pupils

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who sit next to each other) or an "open pair" (two pupils who sit apart from each other in the classroom) to demonstrate an activity when necessary.

Group work

When setting up group work, a fun and effective way is to organise pupils according to the similar criteria, e.g. those pupils with the same hobby or birthday. Help groups work well together by checking that each pupil understands their role, and praise pupils when they cooperate.

When pupils work in pairs or groups, it is important to monitor them. Circulate and focus on their ability to use English, as well as any problems or difficulties they encounter during the activity. This will help you identify areas that would benefit from revision and further practice. Offer help when necessary, but remember not to interfere with pupils' work or correct all of their mistakes. Let them work independently.

Activities should be timed and ended before pupils lose interest or become distracted. Establish a consistent and easily recognisable way of signalling the end of an activity, such as putting your hand up or clapping twice.

Young learners love to be praised. When pupils perform an activity well, it is a good idea to praise them by saying *good, very good, great, well done, excellent,* etc. If a pupil cannot do a task, it is advisable to encourage them by saying *Try again* or *Have another go.*

Total Physical Response (TPR)

TPRs are actions done as commanded by the teacher. They help pupils associate language with particular actions, which enhances their understanding. This is a fun way to help pupils understand the language without putting too much emphasis, at this early stage, on producing accurate English. TPR may be used as follows:

- Say or play the recording of a word or phrase and do the action.
- Repeat the word or phrase and have pupils do the action.
- Repeat the previous step a few times, then ask pupils to repeat the word while doing the action.

CLASSROOM LANGUAGE

Right from primary level, English should be used for instructions and classroom management, as this will reinforce pupils' learning. In order to support their understanding, accompany your English with gestures. Vietnamese may be used when introducing something for the first time.

Instructions should be simple, clear and consistent to ensure pupils feel comfortable and know what they are required to do. If pupils are confused, Vietnamese may be used to help them understand and to make sure that they can perform the activities successfully.

Classroom language should be simple and clear. Both receptive language and productive language can be used. Receptive language is what pupils hear and respond to, such as an instruction, while productive language is the language they use when interacting with the teacher or with other pupils.

Receptive classroom language

Answer the question.

Ask (your classmate / partner) a question.

Check your answers (in pairs / groups).

Close your books.

Copy (it) into your notebook / onto a piece of paper.

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Correct.
Draw (a picture of) …
Goodbye.
Hello. / Hi. / Good morning / afternoon.
Here it is. / Here you are.
How do you spell it in English?
Listen to (this / your classmate / the dialogue / story).
Look at (this / the board / the picture(s)).
Open your books.
Put up your hand.
Put your books away.
Quiet, please.
Read this / the word(s) / dialogue aloud.
Repeat after me, please.
Repeat, please.
Say it (in English / Vietnamese).
Sit down, please.
Spell it / the word(s).
Stand up, please.
Talk to your (classmate / partner / group).
Try again.
Work (on your own / together).
Write (the answer(s) / word / sentence / question).

Productive classroom language

Can I borrow a / your (pen)?
I can't remember.
I don't know.
I think it's / the answer is …
I (don't) understand.
Is this / that correct?
It's my / your go / turn.
I've got (one) right / wrong.
See you tomorrow / on (Monday) / next week.
Thank you. / Thanks. / Many thanks.
What does it / this word / sentence mean?
What's … in English?
What's the answer to question (one)?

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STARTER

Objectives

By the end of the *Starter* unit, pupils will be able to revise some competences learnt in Grade 3:

- greeting, introducing themselves and introducing each other;
- talking about activities in the classroom;
- talking about outdoor activities.

Period 1

A. HELLO AGAIN!

Warm-up

- Greet the class: *Hello. / Hi. How are you?* and encourage pupils to respond and introduce themselves.
- Spend a few minutes talking about the structure of *Tiếng Anh 4 – Global Success* and how to study with it.
- Ask pupils to open their books at page 7 and look at Starter, A. Hello again! Tell pupils what they will learn in this lesson.

1. Let's sing.

Goal: To sing the song *Hello. How are you?* with the correct pronunciation, rhythm and melody.

Input: The lyrics and the recording of the song *Hello. How are you?*



Procedure: **Step 1:** Draw pupils' attention to the lyrics of the song. Encourage them to point at the pictures to reinforce their understanding.

Step 2: Have pupils read the first verse of the lyrics. Explain that Minh meets and greets Lucy on the first day of school. Have pupils listen to the first verse, drawing their attention to the pronunciation, rhythm and melody. Then let them listen to and practise singing it, line by line, while clapping their hands.

Step 3: Repeat **Step 2** for the second verse. Explain that Nam introduces Mary and Mai. Check comprehension and give feedback.

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Step 4: Ask pupils to listen to and sing the whole song while clapping their hands. Go around the classroom and offer help where necessary.

Step 5: Invite a few groups to the front of the class to sing the song. The class may sing along and clap to reinforce the activity.

Outcome: Pupils can sing the song *Hello. How are you?* with the correct pronunciation, rhythm and melody.

2. Listen and tick.



Goal: To listen to and understand a short text in which Ms Hoa greets the characters, introduces herself and the characters in the classroom and tick the correct pictures.

Input: Picture cues:

a. Linh **b.** Ben **c.** Lucy

d. Nam **e.** Mary **f.** Minh

Audio script:

Ms Hoa: Hello, class. I'm Ms Hoa. Nice to see you again. This is Minh. This is Ben. This is Linh. And this is Lucy.

Procedure: **Step 1:** Draw pupils' attention to the characters in the picture and ask questions such as *Who is he / she?* and *Where is he / she?* Check comprehension.

Step 2: Play the recording all the way through. Then play the recording for pupils to listen and tick the pictures.

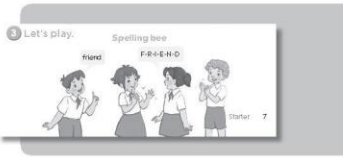
Step 3: Get pupils to swap books with a partner to check their answers before checking as a class. Correct the answers if necessary.

Extension: If time allows, play the recording, sentence by sentence, for pupils to listen and repeat in chorus. Correct their pronunciation where necessary.

Outcome: Pupils can listen to and understand the text in which Ms Hoa greets the characters, introduces herself and the characters in the classroom and tick the correct pictures.

Key: f (Minh); b (Ben); a (Linh); c (Lucy)

3. Let's play.



Goal: To spell some words learnt in Grade 3 by playing the game *Spelling bee.*

Input: – A picture showing how to play the game

– The English alphabet

– Five words: *hello, friend, classroom, outdoor, activities*

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Procedure:

Step 1: Before playing the game, have pupils look at the English alphabet and sing *The Alphabet song* or spell the letters of the song.

Step 2: Tell pupils that they are going to spell some words they have learnt. Explain how to play the game. Check comprehension and give feedback.

Step 3: Write the words on a piece of paper or on the board.

Step 4: Call a group of four pupils to the front of the class. Give the piece of paper to one of the group members. Ask him / her to say one word (e.g. *friend*). The other members spell the word (e.g. *F-R-I-E-N-D*). The pupil who correctly spells the word first gets one point or star. The pupil who has the most points or stars at the end of the game wins.

Outcome: Pupils can spell the words they have learnt by playing the game *Spelling bee*.

Period 2

B. CLASSROOM ACTIVITIES

Warm-up

- Greet the class, then spend a few minutes revising the previous lesson by inviting a group of pupils to play the game *Spelling bee*.
- Invite two groups of pupils to the front of the class to take turns singing the song on page 7. Each group sings one verse of the song. The class sings along and claps their hands.
- Ask pupils to open their books at page 8 and look at Starter, B. Classroom activities.

1. Let's chant.

Goal: To say the chant with the correct rhythm and pronunciation.

Input: The lyrics and recording of the chant



Procedure:

Step 1: Have pupils read the chant and elicit its meaning. Explain that these commands are usually used in the classroom. Check comprehension.

Step 2: Play the recording for pupils to listen to and repeat the chant, line by line. Draw their attention to the rhythm and pronunciation. Encourage them to clap while chanting.

Step 3: Play the recording all the way through for pupils to chant and clap. Go around the classroom and correct pronunciation if necessary.

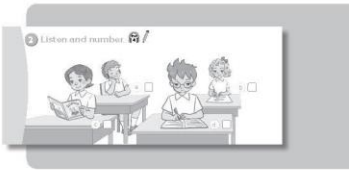
Step 4: Invite a few groups of pupils to listen to and repeat the chant in front of the class. Praise them to encourage their performance.

Outcome: Pupils can say the chant with the correct rhythm and pronunciation.

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2. Listen and number.



Goal: To listen to and understand four sentences describing what the characters are doing in the classroom at break time and number the correct pictures.

Input: Picture cues:

a. Bill wearing headphones, listening to a chant

b. Mary doing a word puzzle

c. Lucy reading a book

d. Ben writing in a notebook

Audio script:

1. He's listening to the chant.

2. She's reading a book.

3. He's writing new words.

4. She's doing a word puzzle.

Procedure: **Step 1:** Draw pupils' attention to the pictures and ask questions such as *Who are they?* and *What are they doing?* Remind pupils to look at the activities the characters are doing in the classroom.

Step 2: Play the recording all the way through for pupils to listen and familiarise themselves with the speaker's voice. Then play the recording again for pupils to listen and number the pictures.

Step 3: Get pupils to swap books with a partner to check their answers before checking as a class. Correct the answers where necessary.

Extension: If time allows, play the recording, sentence by sentence, for pupils to listen and repeat in chorus. Correct their pronunciation where necessary.

Outcome: Pupils can listen to and understand four sentences describing different activities the characters are doing in the classroom at break time and number the correct pictures.

Key: **1.** a **2.** c **3.** d **4.** b

3. Listen and act out.



Goal: To listen to and understand a chant with seven sentences describing what the characters usually do in the classroom, and act out the chant.

Input: Picture cue: Ms Hoa touching her mouth with a finger, a pupil closing a book, a pupil opening a book, a pupil standing up, a pupil sitting down, a pupil reading a book, a pupil going out of the classroom

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Audio script:

Quiet.
Sit down.
Open your books.
Read aloud.
Close your books.
Stand up.
Let's go out.

Procedure: **Step 1:** Draw pupils' attention to the picture and ask questions such as *Who are they?* and *What are they doing?* Remind pupils to look at the activities the characters are doing in the classroom.

Step 2: Play the recording all the way through for pupils to listen and familiarise themselves with the speaker's voice. Then play the recording again for pupils to listen and point at the pictures.

Step 3: Have pupils listen to the recording, line by line, and act out. Then invite a group to listen and act out in front of the class.

Extension: If time allows, play the recording, line by line, for pupils to listen and repeat in chorus. Correct their pronunciation where necessary.

Outcome: Pupils can listen to and understand a chant with seven sentences describing different activities the characters usually do in the classroom, and act out the chant.

Period 3

C. OUTDOOR ACTIVITIES

Warm-up

- Greet the class, then spend a few minutes revising the previous lesson by inviting a group of pupils to the front of the class to say the chant on page 8. The class claps along.
- Ask pupils to open their books at page 9 and look at Starter, C. Outdoor activities.

1. Let's play.

Goal: To practise the names of outdoor activities by playing *Miming game*.

Input: Picture cue: Four pupils are in the park. Minh and Linh are miming the action of swimming. Mai asks *What are they doing?* and Mary answers *They're swimming.*



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Procedure: **Step 1:** Elicit the language that pupils need to talk about break time activities, e.g. *What are they doing? – They're _____. (swimming / running / singing / skating / skipping).* Check comprehension.

Step 2: Explain how the game is played: Two pupils mime the action of an activity. One pupil asks *What are they doing?* and the other pupils guess the action and answer.

Step 3: Divide the class into groups of five. Select two pupils to do the actions and one pupil to ask the questions, while the rest guess the actions and give the answers. The team that guesses the correct answer first gets one point or star. The team with the most points or stars is the winner.

Outcome: Pupils can practise the names of outdoor activities by playing *Miming game.*

2. Follow the lines and say.

Goal: To match the pupils with the pictures and talk about their hobbies.

Input: – Five pupils: 1. Minh, 2. Linh, 3. Mary, 4. Ben, 5. Mai

– Five pictures:

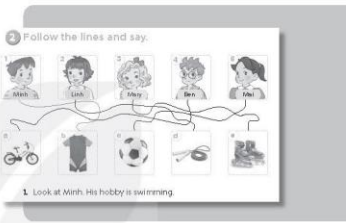
a. a bike

b. a swimsuit

c. a football

d. a skipping rope

e. a pair of skates



Procedure: **Step 1:** Tell pupils the goal of the activity and explain that they should follow the lines to match the pupils with the pictures, point to the pupils and say what their hobbies are. Check comprehension.

Step 2: Do the first picture as an example. First, have pupils look at the pupil (Minh) and follow the line to Picture **b** (a swimsuit). Then have them say: *Look at Minh. His hobby is swimming.* Remind pupils that they have learnt the structure in Grade 3.

Step 3: Set a time limit for pupils to do the activity independently. Go around the classroom and offer help if necessary.

Step 4: Get pupils to swap their books with a partner and check their answers before checking as a class. Correct the answers where necessary.

Extension: Invite some pupils to look at the task they have done and talk about the pupils' hobbies in front of the class.

Outcome: Pupils can match the characters with the pictures and talk about their hobbies.

Key: **1.** b **2.** d **3.** e **4.** a **5.** c

1. Look at Minh. His hobby is swimming.

2. Look at Linh. Her hobby is skipping.

3. Look at Mary. Her hobby is roller skating.

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4. Look at Ben. His hobby is cycling.

5. Look at Mai. Her hobby is playing football.

3. Read and act out.



Goal: To read the chant aloud and act out with the help of the lyrics and picture cues.

Input: – Picture cues: a girl jumping high, a boy kicking a ball, a boy and a girl cycling

– The lyrics of a chant with three verses

Procedure:

Step 1: Have pupils look at the first picture to identify the meaning of the first two lines.

Step 2: Get pupils to read aloud the first line and jump up. Then have them read the second line aloud and jump up high.

Step 3: Give pupils a time limit to read the first verse and act out in pairs or groups. Go around the classroom and give further support to pupils who find it difficult to do the task.

Step 4: Repeat **Steps 1** to **3** with the other verses of the chant. Draw their attention to the meaning of the verses with the help of the picture cues.

Step 5: When pupils are familiar with the verses and actions, ask them to read the whole chant aloud and act out. Then invite a few groups to the front of the class to say the chant and act out. The class may chant along and do actions or clap hands to reinforce the activity.

Outcome: Pupils can read the chant aloud and act out with the help of the lyrics and picture cues.

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UNIT 1 – MY FRIENDS

Objectives

By the end of the unit, pupils will be able to:

- correctly pronounce the sounds of the letters ***a*** and ***ia*** in isolation, in the words *America* and *Australia*, and in the sentences *I'm from America.* and *She's from Australia.*;
- use the words *America, Australia, Britain, Japan, Malaysia, Singapore, Thailand,* and *Viet Nam* in relation to the topic "My friends";
- use *Where are you from? – I'm from_____.* and *Where's he / she from? – He's / She's from _____.* to ask and answer questions about where someone comes from;
- listen to and demonstrate understanding of simple communicative contexts in relation to the topic "My friends";
- read and write about where someone comes from;
- make pupil cards at home and present them to the class at Project time.

LESSON 1 (Period 1)

Warm-up

- Greet the class by saying *Hello. / Hi. How are you?* and encourage pupils to respond with *I'm fine, thank you.*
- Spend a few minutes revising the previous lesson by having pupils sing the song on page 7 and clap hands or do actions.
- Ask pupils to open their books at page 10 and look at Unit 1, Lesson 1, Activity 1. Tell pupils what they will learn in this lesson.

1. Look, listen and repeat.

Goal: To understand and correctly repeat the sentences in two communicative contexts (pictures) in which pupils ask and answer questions about where someone is from.



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Input: – Context **a**:

Minh: *Hello. I'm Minh. I'm from Viet Nam. Where are you from?*

Mary: *Hello, Minh. I'm Mary. I'm from America.*

– Context **b**:

Lucy: *Hi. I'm Lucy. I'm from Britain. Where are you from?*

Ben: *Hi, Lucy. I'm Ben. I'm from Australia.*

Procedure: **Step 1:** Ask pupils to look at Picture **a** and identify the characters. Ask *Who is he / she? Where is he / she?*

Step 2: Draw pupils' attention to the question *Where are you from?* and the answer *I'm from America*. Explain that they are used to ask and answer questions about where someone is from.

Step 3: Play the recording and encourage pupils to point at the characters while listening.

Step 4: Play the recording again, sentence by sentence, for pupils to listen, point to the sentences and repeat. Correct their pronunciation where necessary.

Step 5: Repeat **Steps 1** to **4** for Picture **b**.

Extension: Invite a few pairs of pupils to act out the conversations in front of the class.

Outcome: Pupils can understand and correctly repeat the sentences in two communicative contexts (pictures) in which pupils ask and answer questions about where someone is from.

2. Listen, point and say.



Goal: To correctly say the words and use *Where are you from? – I'm from _____.* to ask and answer questions about where someone is from.

Input: – Picture cues:

a. Lucy holding the British flag

b. Linh holding the Vietnamese flag

c. Mary holding the American flag

d. Ben holding the Australian flag

– Speech bubbles: *Where are you from? – I'm from _____.*

Audio script:

a. Britain **b.** Viet Nam **c.** America **d.** Australia

a. *A:* Where are you from?

B: I'm from Britain.

b. *A:* Where are you from?

B: I'm from Viet Nam.

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c. *A:* Where are you from?

B: I'm from America.

d. *A:* Where are you from?

B: I'm from Australia.

Procedure: **Step 1:** Ask pupils to look at Pictures **a**, **b**, **c** and **d** and identify the characters, the flags and the names of the countries.

Step 2: Play the recording for pupils to listen to and repeat the words under the pictures in chorus and individually until they feel confident.

Step 3: Draw pupils' attention to the speech bubbles and elicit the missing words by pointing at Picture **a**. Play the recording for pupils to repeat the sentences in both bubbles a few times.

Step 4: Repeat **Step 3** with Pictures **b**, **c** and **d**. Then have pupils practise asking and answering questions in pairs. Go around the classroom to offer help if necessary.

Step 5: Invite a few pairs to point at the pictures and ask and answer questions about where someone is from.

Outcome: Pupils can correctly say the words and use *Where are you from? – I'm from* _____. to ask and answer questions about where someone is from.

3. Let's talk.



Goal: To enhance the correct use of *Where are you from? – I'm from* _____. to ask and answer questions about where someone is from in a freer context.

Input: – Picture cue: four pupils at a campsite, holding their national flags

– Speech bubbles: *Where are you from? –* _____.

Procedure: **Step 1:** Draw pupils' attention to the picture. Ask questions to help them identify the context (see *Input*).

Step 2: Elicit the answer in the speech bubble and write it on the board. Get pupils to say the completed sentences.

Step 3: Put pupils into pairs to practise the exchanges. Go around the classroom to offer support where necessary.

Step 4: Invite a few pairs to point at the picture and ask and answer questions about where the pupils are from.

Outcome: Pupils can enhance the correct use of *Where are you from? – I'm from* _____. to ask and answer questions about where someone is from in a freer context.

Preparation for the project: Tell pupils about the project on page 15. Ask them to prepare for it at home by choosing two pupils in the unit and making pupil cards for them. Remind pupils to bring their cards to the class at Project time in Lesson 3, Activity 6.

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LESSON 1 (Period 2)

Warm-up

- Greet the class, then spend a few minutes revising the previous lesson by inviting a few pairs of pupils to come to the front of the class to ask and answer questions about where they are from, using *Where are you from? – I'm from _____.*
- Ask pupils to open their books at page 11 and look at Unit 1, Lesson 1, Activity 4.

4. Listen and number.

Goal: To listen to and understand four communicative contexts in which pupils ask and answer questions about where someone is from and number the correct pictures.



Input: Picture cues:

a. Minh from Viet Nam

b. Ben from Australia

c. Mary from America

d. Lucy from Britain

Audio script:

1. *A:* Hi. Where are you from?

B: Hi. I'm from Australia.

2. *A:* Hello. Where are you from?

B: Hi. I'm from Britain.

3. *A:* Where are you from?

B: I'm from America.

4. *A:* Where are you from?

B: I'm from Viet Nam.

Procedure:

Step 1: Draw pupils' attention to the pictures and ask questions such as *Who is he / she?* and *Where's he / she from?* Remind them to look at the flags while listening.

Step 2: Play the recording all the way through. Then play the recording again for pupils to listen and number the pictures.

Step 3: Get pupils to swap books with a partner to check their answers before checking as a class. Correct the answers, if necessary.

Extension: If time allows, play the recording, sentence by sentence, for pupils to listen and repeat in chorus. Correct their pronunciation where necessary.

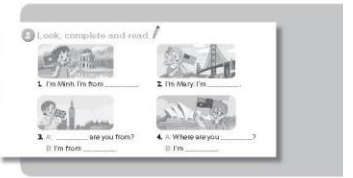
Outcome: Pupils can listen to and understand four communicative contexts in which pupils ask and answer questions about where someone is from and number the correct pictures.

Key: **1.** b **2.** d **3.** c **4.** a

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5. Look, complete and read.



Goal: To complete two gapped sentences and two gapped exchanges with the help of picture cues.

Input: Four picture cues, two gapped sentences and two gapped exchanges to complete

Procedure: **Step 1:** Model gapped Sentence **1** as an example. Have pupils read the sentence and guess the missing word. Then draw pupils' attention to the picture (the flag) and elicit the name of the country that can be used to fill in the gap (*Viet Nam*).

Step 2: Give pupils time to do the task independently. Go around the classroom to offer help where necessary.

Step 3: Get pupils to swap books with a partner and check their answers before checking as a class. Nominate a pupil to write the answers on the board. Give further support to those pupils who find it difficult to do the task.

Step 4: Invite one pupil to read aloud Sentences **1** and **2** and a pair of pupils to act out Exchanges **3** and **4** in front of the class. Correct their pronunciation where necessary.

Outcome: Pupils can complete two gapped sentences and two gapped exchanges with the help of picture cues.

Key: **1.** Viet Nam **2.** from America **3.** Where; Britain **4.** from; from Australia

6. Let's sing.



Goal: To sing the song *Where are you from?* with the correct pronunciation, rhythm and melody.

Input: The lyrics and the recording of the song *Where are you from?*

Procedure: **Step 1:** Draw pupils' attention to the title and lyrics of the song. Encourage them to point at the picture to reinforce their understanding.

Step 2: Have pupils read the first verse of the lyrics. Explain that Minh is from Viet Nam. Have pupils listen to the first verse, drawing their attention to the pronunciation, rhythm and melody. Then let them listen to and practise singing it, line by line while clapping their hands.

Step 3: Repeat **Steps 1** and **2** for the other verses. Explain that Minh asks Lucy, Mary and Ben where they are from and each of them answers. Check comprehension and give feedback.

Step 4: Ask pupils to listen to and sing the whole song while clapping their hands. Go around the classroom and offer help where necessary.

Step 5: Invite a few groups to the front of the class to sing the song. The class may sing along and clap to reinforce the activity.

Outcome: Pupils can sing the song *Where are you from?* with the correct pronunciation, rhythm and melody.

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LESSON 2 (Period 3)

Warm-up

- Greet the class, then invite four groups of pupils to the front of the class to take turns singing the song *Where are you from?* Each group sings one verse of the song. The class sings along and claps hands.
- Ask pupils to open their books at page 12 and look at Unit 1, Lesson 2, Activity 1. Tell pupils what they will learn in this lesson.

1. Look, listen and repeat.



Goal: To understand and correctly repeat the sentences in two communicative contexts (pictures) in which pupils ask and answer questions about where someone is from.

Input: – Context **a**:

Linh: *Who's that?*

Lucy: *It's my new friend.*

Linh: *Where's she from?*

Lucy: *She's from Japan.*

– Context **b**:

Minh: *Who's that?*

Ben: *It's my new friend.*

Minh: *Where's he from?*

Ben: *He's from Singapore.*

Procedure: **Step 1:** Ask pupils to look at Pictures **a** and **b** and identify the characters. Check comprehension.

Step 2: Ask pupils to look at Picture **a**. Play the recording for them to listen and familiarise themselves with the characters' voice. Play the recording again, sentence by sentence, for pupils to listen and repeat. Correct their pronunciation where necessary.

Step 3: Repeat the same procedure with Picture **b**.

Step 4: Invite a few pairs to the front of the class to listen to and act out the exchanges. Draw pupils' attention to the questions *Where's she from?* and *Where's he from?*, and the answers *She's from Japan.* and *He's from Singapore.* Explain that they are used to ask and answer questions about where someone is from.

Extension: Nominate pairs of pupils to act out the exchanges.

Outcome: Pupils can understand and correctly repeat the sentences in two communicative contexts (pictures) in which pupils ask and answer questions about where someone is from.

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2. Listen, point and say.



Goal: To correctly say the words and use *Where's he / she from? – He's / She's from _____.* to ask and answer questions about where someone is from.

Input: – Picture cues:

a. a boy with the Singaporean flag

b. a boy with the Malaysian flag

c. a girl with the Thai flag

d. a girl with the Japanese flag

– Speech bubbles: *Where's he / she from? – He's / She's from_____.*

Audio script:

a. Singapore **b.** Malaysia **c.** Thailand **d.** Japan

a. *A:* Where's he from?
B: He's from Singapore.

b. *A:* Where's he from?
B: He's from Malaysia.

c. *A:* Where's she from?
B: She's from Thailand.

d. *A:* Where's she from?
B: She's from Japan.

Procedure: **Step 1:** Ask pupils to look at Picture **a** and identify the boy, the flag and the name of the country. Play the recording for pupils to listen to and repeat the word under the picture in chorus and individually until they feel confident.

Step 2: Draw pupils' attention to the speech bubbles and elicit the missing words. Play the recording for pupils to repeat the sentences in both bubbles a few times. Remind pupils to point at the relevant picture when they are repeating.

Step 3: Repeat **Steps 1** and **2** with Pictures **b**, **c** and **d**. Go around the classroom and offer help where necessary.

Step 4: Invite a few pairs to act out the exchanges in front of the class.

Outcome: Pupils can correctly say the words and use *Where's he / she from? – He's / She's from_____.* to ask and answer questions about where someone is from.

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3. Let's talk.



Goal: To enhance the correct use of *Where's he / she from? – He's / She's from _____.* to ask and answer questions about where someone is from in a freer context.

Input: – Picture cue: four pupils at a campsite, standing in front of their tents with their national flags

– Speech bubbles: *Where's he / she from? – _____.*

Procedure: **Step 1:** Ask pupils to look at the picture and identify the characters. Ask *Who can you see? Where are they from?* Remind pupils that *Where's he / she from? – He's / She's from _____.* are used to ask and answer questions about where someone is from. Check comprehension.

Step 2: Give pupils time to work in pairs and take turns saying the role of each character in the picture. Remind them to look at the flags on the tents to identify where the pupils come from.

Step 3: Invite a few pairs to come to the front of the classroom and act out the roles.

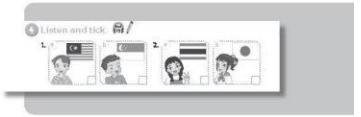
Outcome: Pupils can enhance the correct use of *Where's he / she from? – He's / She's from _____.* to ask and answer questions about where someone is from in a freer context.

LESSON 2 (Period 4)

Warm-up

- Greet the class, then spend a few minutes revising the previous lesson by inviting a few pairs of pupils to ask and answer questions about where they or their classmates are from, using *Where are you from? – I'm from _____.* and *Where's he / she from? – He's / She's from _____.*
- Ask pupils to open their books at page 13 and look at Unit 1, Lesson 2, Activity 4.

4. Listen and tick.



Goal: To listen to and understand two communicative contexts in which pupils ask and answer questions about where someone comes from and tick the correct pictures.

Input: Picture cues:

1a. a boy and the Malaysian flag

1b. a boy and the Singaporean flag

2a. a girl and the Thai flag

2b. a girl and the Japanese flag

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Audio script:

1. *A:* Who's that?

B: It's my new friend.

A: Where's he from?

B: He's from Malaysia.

2. *A:* Who's that?

B: It's my new friend.

A: Where's she from?

B: She's from Thailand.

Procedure: **Step 1:** Ask pupils to look at Pictures **1a** and **1b** and identify the characters. Ask *Who's he?* and *Where's he from?* Draw their attention to the flags to answer the questions. Check comprehension.

Step 2: Play the recording of the first dialogue for pupils to listen and tick the correct box. Play the recording again for pupils to check their answers.

Step 3: Repeat **Steps 1** and **2** with Pictures **2a** and **2b**.

Step 4: Get pupils to swap their books with a partner and check their answers before checking as a class. Correct the answers if necessary.

Extension: If time allows, play the recording, sentence by sentence, for the class to listen to and repeat the dialogues. Correct pronunciation if necessary.

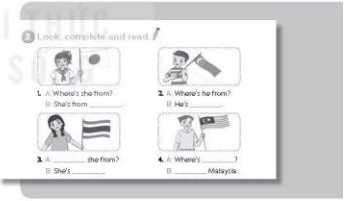
Outcome: Pupils can listen to and understand two communicative contexts in which pupils ask and answer questions about where someone is from and tick the correct pictures.

Key: **1.** a **2.** a

5. Look, complete and read.

Goal: To complete four gapped exchanges with the help of picture cues.

Input: Four picture cues and four gapped exchanges to complete



Procedure: **Step 1:** Model the first gapped exchange as an example. Have pupils read the exchange and guess the missing word. Then draw pupils' attention to the picture and elicit the name of the country that can be used to fill in the gap (*Japan*).

Step 2: Give pupils a time limit to read the gapped exchanges **2**, **3** and **4**, look at the pictures and fill in the gaps independently. Go around the classroom and give further support to pupils who find it difficult to do the task.

Step 3: Get pupils to swap books with a partner and check their answers before checking as a class. Invite one pupil to write the answers on the board.

Extension: Invite four pairs of pupils to act out the completed exchanges in front of the class.

Outcome: Pupils can complete the four gapped exchanges with the help of picture cues.

Key: **1.** Japan **2.** from Singapore **3.** Where's; from Thailand **4.** he from; He's from

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6. Let's play.



Goal: To revise the target vocabulary items through the game *Find someone who is from …*

Input: – A picture showing how to play the game

– Sets of flash cards, each of which consists of five flash cards with target vocabulary items (e.g. *Australia, Thailand, Japan, Britain, Malaysia)*

Procedure: **Step 1:** Tell pupils that they are going to revise the target vocabulary items they have learnt in Lessons 1 and 2. Explain how the game is played. Check comprehension.

Step 2: Divide pupils into groups of six and give each group a set of five flash cards. One player in each group points to the other players and asks *Where are you from?* The other players take turns looking at the flash cards and answering (e.g. *I'm from Britain.*). If the player has the correct answer, he / she gets a point / star. If the answer does not match the flash card, he / she will be out.

Step 3: The game ends when all the flash cards are gone.

Outcome: Pupils can revise the target vocabulary items learnt in Lessons 1 and 2 through the game *Find someone who is from …*

LESSON 3 (Period 5)

Warm-up

- Greet the class, then invite one or two groups of pupils to come to the front of the class and play the game *Find someone who is from …*
- Remind pupils to prepare for the project on page 15 (Lesson 3, Activity 6) at home.
- Ask pupils to open their books at page 14 and look at Unit 1, Lesson 3, Activity 1. Tell them what they will learn in this lesson.

1. Listen and repeat.



Goal: To correctly repeat the sounds of the letters ***a*** and ***ia*** in isolation, in the words *America* and *Australia*, and in the sentences *I'm from America.* and *She's from Australia.*

Input: – The letter ***a***, the word *America* and the sentence *I'm from America.*

– The letters ***ia***, the word *Australia* and the sentence *She's from Australia.*

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Procedure: **Step 1:** Have pupils point at the letter ***a***, the word *America* and the sentence *I'm from America.* Play the recording for them to listen and repeat in chorus and individually until they feel confident. Correct their pronunciation if necessary.

Step 2: Invite a few pupils to listen to and repeat the sound, the word and the sentence in front of the class. Praise them when their pronunciation is good.

Step 3: Repeat **Steps 1** and **2** for the letters, the word and the sentence in the second line. Go around the classroom and correct their pronunciation if necessary.

Step 4: Have pupils work in pairs or groups, pronouncing the sounds, saying the words and reading the sentences until they feel confident.

Outcome: Pupils can correctly repeat the sounds of the letters ***a*** and ***ia*** in isolation, in the words *America* and *Australia*, and in the sentences *I'm from America.* and *She's from Australia.*

2. Listen and circle.

Goal: To identify the target words *America* and *Australia* while listening.



Input: Two gapped sentences, each with three answer options

Audio script:

1. I'm from America. **2.** He's from Australia.

Procedure: **Step 1:** Tell pupils the goal of the activity. Explain that they have to listen to the recording and circle the correct options. Check comprehension.

Step 2: Get pupils to read the gapped sentences and guess which option can be chosen to fill in the gaps.

Step 3: Play the recording, once or twice, for pupils to listen and circle the correct options. Get pupils to swap books with a partner and check their answers before checking as a class. Play the recording again for pupils to double-check their answers.

Step 4: Invite a few pupils to read aloud the completed sentences in front of the class. Go around the classroom and correct their pronunciation where necessary.

Outcome: Pupils can identify the target words *America* and *Australia* while listening.

Key: **1.** a **2.** b

3. Let's chant.

Goal: To say the chant with the correct pronunciation and rhythm.

Input: The lyrics and recording of the chant

Procedure: **Step 1:** Have pupils read the first verse of the chant and draw their attention to the sound of the letter *a* in the word *America* and in the sentences *Mary's from America.* and *She's from America.* Check comprehension.



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Step 2: Play the recording of the first verse for pupils to listen. Play the recording again, line by line, for pupils to listen and repeat. Draw their attention to the rhythm and pronunciation. Encourage them to clap while chanting.

Step 3: Repeat **Steps 1** and **2** for the second verse of the chant. Draw pupils' attention to the sound of the letters *ia* in the word *Australia* and in the sentences *Ben's from Australia.* and *He's from Australia.*

Step 4: Play the recording all the way through for pupils to chant and clap along.

Outcome: Pupils can say the chant with the correct pronunciation and rhythm.

LESSON 3 (Period 6)

Warm-up

- Greet the class, then invite one or two groups of pupils to the front of the class to say the chant in Lesson 3, Activity 3. The rest of the class may chant and clap along.
- Ask pupils to open their books at page 15 and look at Unit 1, Lesson 3, Activity 4.

4. Read and tick True or False.



Goal: To read and show understanding of the sentences by deciding if the statements are true or false.

Input: – A short text about Minh and his two new friends Tony and Laura

– Four sentences with True and False boxes under the text

Procedure: **Step 1:** Tell pupils the goal of the activity and explain that they should read the sentences and tick True or False. Check comprehension.

Step 2: Do Sentence **1** as an example. First, have pupils read the sentence and identify Minh's age. Then have them read the text and find the correct information so they can tick the appropriate box.

Step 3: Set a time limit for pupils to do the task independently. Go around the classroom and offer help if necessary.

Step 4: Get pupils to swap their books with a partner and check their answers before checking as a class. Correct the answers where necessary.

Extension: Invite one or two pupils to read the text and the sentences in front of the class. You may ask pupils to correct the false sentences if necessary.

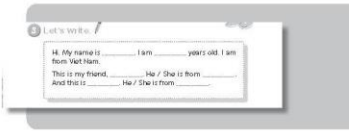
Outcome: Pupils can read and show understanding of the sentences by deciding if the statements are true or false.

Key: **1.** True **2.** True **3.** False **4.** False

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5. Let's write.



Goal: To complete a gapped text about themselves and their friends.

Input: A short gapped text

Procedure: **Step 1:** Tell the class the goal of the activity and explain that they should read the gapped text and fill in the gaps with their own information. Explain that the gaps in the text focus on their names and age(s), their friends' names and where they are from. Check comprehension.

Step 2: Have pupils do the first gapped sentence together as an example. Ask them to read the sentence and elicit the names. Then have them write their names in the gap.

Step 3: Give pupils time to complete the text independently. Go around the classroom and offer help if necessary.

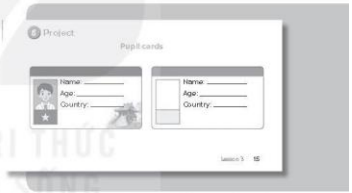
Step 4: Get pupils to swap their books with a partner and check their answers before checking as a class.

Extension: Invite one or two pupils to read their completed texts in front of the class.

Outcome: Pupils can complete a gapped text about themselves and their friends.

Suggested answer: Hi. My name is Lan. I am nine years old. I am from Viet Nam. This is my friend, Tom. He is from America. And this is Laura. She is from Australia.

6. Project



Goal: To make pupil cards at home and present them to the class by using the target language.

Input: The pupil cards of two pupils in their class. The cards contain the pupils' names, ages, and where they are from.

Procedure: **Step 1:** Tell pupils the goal of the activity. Explain that they have to show the two pupil cards that they have prepared at home and present them to the class.

Step 2: Have pupils work in groups of five. Each pupil shows his / her pupil cards and tells the group about them, e.g. *This is Laura. She's nine years old. She's from Britain. And this is Bob. He's ten years old. He's from Australia.* Go around the classroom and offer help if necessary.

Step 3: Invite a few pupils to show their cards and tell the class about them, e.g. *Hi. My name's Lan. I'm from Viet Nam. This is Laura. She's nine years old. She's from Britain. And this is Bob. He's ten years old. He's from Australia.*

Outcome: Pupils can make pupil cards at home and present them to the class by using the target language.

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UNIT 2 – TIME AND DAILY ROUTINES

Objectives

By the end of the unit, pupils will be able to:

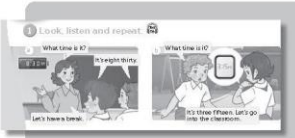
- correctly pronounce the sounds of the letters **t** and **d** in isolation, in the words *get* and *bed*, and in the sentences *What time do you get up?* and *What time do you go to bed?*;
- use the words and phrases *at, fifteen, forty-five, o'clock, thirty, get up, go to bed, go to school,* and *have breakfast* in relation to the topic "Time and daily routines";
- use *What time is it? – It's_____.* to ask and tell the time;
- use *What time do you _____? – I_____ at _____.* to ask and answer questions about someone's daily routines;
- listen to and demonstrate understanding of simple communicative contexts in relation to the topic "Time and daily routines";
- read and write about time and daily activities;
- draw pictures of their daily routines and present them to the class at Project time.

LESSON 1 (Period 1)

Warm-up

- Greet the class. Encourage pupils to respond to your greeting.
- Spend a few minutes revising Unit 1 by getting the class to sing the song *Where are you from?* in Lesson 1 and say the chant in Lesson 3.
- Ask pupils to open their books at page 16 and look at Unit 2, Lesson 1, Activity 1. Tell them what they will learn in this lesson.

1. Look, listen and repeat.



Goal: To understand and correctly repeat the sentences in two communicative contexts focusing on asking and telling the time.

Input: – Context **a**:

Ms Hoa: *What time is it?*

Class: *It's eight thirty.*

Ms Hoa: *Let's have a break.*

– Context **b**:

Bill: *What time is it?*

Linh: *It's three fifteen. Let's go into the classroom.*

Procedure: **Step 1:** Ask pupils to look at Pictures **a** and **b** and identify the characters and the time shown on the clocks in the pictures.

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Step 2: Ask pupils to look at Picture **a.** Play the recording for them to listen.

Step 3: Play the recording again, sentence by sentence, for pupils to listen and repeat individually and in chorus. Correct their pronunciation where necessary. Repeat the same procedure with Picture **b**.

Step 4: Invite a few pairs to stand up to listen to and repeat the sentences in the recording.

Step 5: Draw pupils' attention to the contextual pictures. Tell pupils that the question *What time is it?* and the answers *It's eight thirty.* and *It's three fifteen.* are used to ask and tell the time.

Outcome: Pupils can understand and correctly repeat the sentences in two communicative contexts focusing on asking and telling the time.

2. Listen, point and say.



Goal: To correctly say the phrases and use *What time is it? – It's_____.* to ask and tell the time.

Input: – Picture cues:

a. a clock showing 6:00 AM

b. a clock showing 6:15 AM

c. a clock showing 6:30 PM

d. a clock showing 6:45 PM

– Speech bubbles: *What time is it? – It's_____.*

Audio script:

a. six o'clock **b.** six fifteen **c.** six thirty **d.** six forty-five

a. *A:* What time is it?

B: It's six o'clock.

b. *A:* What time is it?

B: It's six fifteen.

c. *A:* What time is it?

B: It's six thirty.

d. *A:* What time is it?

B: It's six forty-five.

Procedure: **Step 1:** Have pupils look at the pictures. Elicit the time on the clocks. Spend a few minutes explaining how to tell the time. Give the meaning of a.m. and p.m., and when to say *o'clock* in telling the time.

Note: a.m. is used to tell the time in the morning, from 00:00 to 12:00; p.m. is used to tell the time in the afternoon and evening (afternoon is from 12:00:01 to 17:00 or 18:00, and evening is from 17:00 or 18:00 to 23:59:59).

Step 2: Have pupils point at Picture **a** (6:00 AM), listen to the recording and repeat. Repeat the same procedure with Pictures **b**, **c** and **d**. Have the class point at the pictures and repeat the time a few times.

Step 3: Point at the first bubble and have pupils listen to and repeat after the recording (*What time is it?*). Point at Picture **a** and have pupils listen to and repeat after the recording (*It's six o'clock.*). Repeat the same procedure with Pictures **b**, **c** and **d**.

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Step 4: Set a time limit for pupils to work in pairs to practise asking and answering the question *What time is it? – It's_____.*

Step 5: Invite a few pairs to the front of the class to take turns pointing at the pictures and saying the questions and answers.

Outcome: Pupils can correctly say the phrases and use *What time is it? – It's_____.* to ask and tell the time.

3. Let's talk.



Goal: To enhance the correct use of *What time is it? – It's_____.* to ask and tell the time in a freer context.

Input: – Picture cue: Two pupils ask and tell the time shown on different clocks: 7:00 AM, 8:15 AM, 2:30 PM and 4:45 PM.

– Speech bubbles: *What time is it? – _____.*

Procedure: **Step 1:** Draw pupils' attention to the two speech bubbles. Read the question aloud and ask pupils to repeat it. Ask them to look at the second bubble and identify what the answer should be. Elicit the answer *It's seven o'clock.* Get pupils to repeat the questions and answers several times.

Step 2: Set a time limit for pupils to work in pairs, point at the different clocks in the picture, ask and tell the time using *What time is it? – It's _____.* Go around the classroom to observe and offer help where necessary.

Step 3: Invite some pairs to ask and tell the time in front of the class.

Outcome: Pupils can enhance the correct use of *What time is it? – It's_____.* to ask and tell the time in a freer context.

Preparation for the project: Tell pupils about the project on page 21. Ask them to prepare for it at home by drawing some pictures about their daily routines. Remind pupils to bring their pictures to the class at Project time in Lesson 3.

LESSON 1 (Period 2)

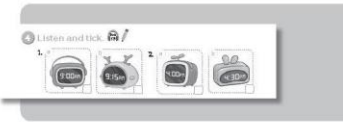
Warm-up

- Greet the class. Encourage pupils to respond to your greeting.
- Spend a few minutes revising *What time is it? – It's_____.* Invite a few pairs to the front of the class to ask and tell the time.
- Review the numbers by writing *1* to *10*, *15*, *30* and *45* on the board for the class to read aloud.
- Ask pupils to open their books at page 17 and look at Unit 2, Lesson 1, Activity 4.

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4. Listen and tick.



Goal: To listen to and understand two communicative contexts in which two pupils play a game asking and telling the time and tick the correct pictures.

Input: Picture cues:

1a. a clock showing 9:00 AM **1b.** a clock showing 9:15 AM

2a. a clock showing 4:00 PM **2b.** a clock showing 4:30 PM

Audio script:

1. *A:* Let's play a game.

B: OK!

A: Look. What time is it?

B: It's nine fifteen.

A: Very good!

2. *A:* Now what time is it?

B: It's four o'clock.

A: No, it isn't. It's four thirty.

Procedure: **Step 1:** Draw pupils' attention to the pictures and ask them to identify the time on the clocks.

Step 2: Play the recording of the first dialogue for pupils to listen and tick the correct picture. Play the recording again for pupils to listen and check their answers. Praise pupils if they have the correct answer (Picture **1b**).

Step 3: Repeat **Step 2** with the second dialogue.

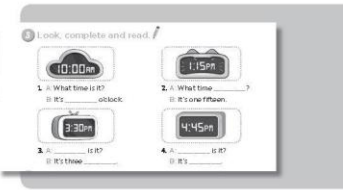
Step 4: Set a time limit for pupils to swap books with a partner to check their answers in pairs before checking as a class.

Extension: If time allows, play the recording, sentence by sentence, for the class to listen and repeat individually and in chorus. Correct their pronunciation where necessary.

Outcome: Pupils can listen to and understand two communicative contexts in which two pupils play a game asking and telling the time and tick the correct pictures.

Key: 1. b **2.** b

5. Look, complete and read.



Goal: To complete four gapped exchanges with the help of picture cues.

Input: Four picture cues and four gapped exchanges to complete

Procedure: **Step 1:** Ask pupils to look at the pictures and identify the time on the four clocks.

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Step 2: Ask pupils to look at each gapped exchange. Draw their attention to the missing words and time. Remind them to complete the answers using words, not numbers.

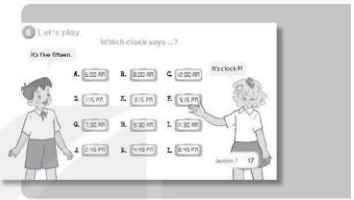
Step 3: Have pupils look at Picture **1**. Ask them what is missing in the answer (*ten*). Then have them complete the gap (*It's ten o'clock.*). Repeat the same procedure with Pictures **2**, **3** and **4**.

Step 4: Set a time limit for pupils to complete the gapped exchanges individually, then invite a few pairs to stand up to ask and tell the time on the clock faces.

Outcome: Pupils can complete four gapped exchanges with the help of picture cues.

Key: **1.** ten **2.** is it **3.** What time; thirty **4.** What time; four forty-five

6. Let's play.



Goal: To review telling the time by playing the game *Which clock says …?*

Input: A picture shows two pupils playing the game. Minh says *It's five fifteen.* Mary finds the clock showing the time, points at it and says *It's clock F!*

Procedure: **Step 1:** Tell pupils that they are going to play a game that involves finding and saying which clock shows the time told by another player.

Step 2: Invite two volunteers to stand in front of the board. Tell them to decide who is the time teller and who is the clock finder.

Step 3: The time teller will say a certain time, for example 5:15, for the other player to find the clock which shows the correct time by saying its letter. If it is correct, the clock finder will get one point. Every player has eight times to try. After the first round, the time teller will become the clock finder. All the clocks on the board are kept for later use. When the game is over, the player who has the most points is the winner. Encourage the class to cheer whenever a player gets a point.

Outcome: Pupils can review telling the time by playing the game *Which clock says …?*

LESSON 2 (Period 3)

Warm-up

- Greet the class. Encourage pupils to respond to your greeting.
- Spend a few minutes revising the previous lesson by having the class play the game *Which clock says …?*
- Ask pupils to open their books at page 18 and look at Unit 2, Lesson 2, Activity 1. Tell them what they will learn in this lesson.

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1. Look, listen and repeat.



Goal: To understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about the characters' daily routines.

Input: – Context **a**:

Minh: *What time do you get up?*

Mary: *I get up at six o'clock. And you?*

Minh: *At five forty-five.*

– Context **b**:

Mary: *What time do you have breakfast?*

Minh: *At six fifteen.*

Procedure: **Step 1:** Ask pupils to look at Pictures **a** and **b** and identify the time on the clocks in the pictures.

Step 2: Ask pupils to look at Picture **a**. Play the recording for them to listen.

Step 3: Play the recording again, sentence by sentence, for pupils to listen and repeat individually and in chorus. Correct their pronunciation where necessary. Repeat the same procedure with Picture **b**.

Step 4: Invite a few pairs to the front of the class to listen to and repeat the sentences in the recording.

Step 5: Draw pupils' attention to the exchanges *What time do you get up? – I get up at six o'clock.* and *What time do you have breakfast? – At six fifteen.* Tell pupils that these are questions and answers about daily routines.

Outcome: Pupils can understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about the characters' daily routines.

2. Listen, point and say.



Goal: To correctly say the phrases and use *What time do you _____? – I _____ at _____.* to ask and answer questions about daily routines.

Input: – Picture cues:

a. a girl getting up; a clock showing 5:00 AM

b. a boy having breakfast; a clock showing 6:15 AM

c. a pupil going to school; a clock showing 1:15 PM

d. a boy sleeping in bed; a clock showing 9:00 PM

– Speech bubbles: *What time do you _____? – I _____ at _____.*

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Audio script:

a. five o'clock; get up **b.** six fifteen; have breakfast

c. one fifteen; go to school **d.** nine o'clock; go to bed

a. *A:* What time do you get up?

B: I get up at five o'clock.

b. *A:* What time do you have breakfast?

B: I have breakfast at six fifteen.

c. *A:* What time do you go to school?

B: I go to school at one fifteen.

d. *A:* What time do you go to bed?

B: I go to bed at nine o'clock.

Procedure: **Step 1:** Have pupils look at the pictures and elicit the activities and the time from them.

Step 2: Have pupils point at Picture **a**, listen to the recording and repeat the phrase (*get up*). Repeat the same procedure with the other three pictures. Have the class repeat the phrases a few times.

Step 3: Point at the first bubble and have pupils listen and repeat after the recording (*What time do you get up?*). Point at Picture **a** and have pupils listen and repeat after the recording (*I get up at five o'clock.*). Repeat the same procedure with the other three pictures.

Step 4: Set a time limit for pupils to work in pairs, point at the pictures, and practise asking and answering the question *What time do you_____? – I_____ at_____.*

Step 5: Invite a few pairs to the front of the class to take turns pointing at the pictures, asking and answering the question *What time do you_____? – I_____ at_____.*

Outcome: Pupils can correctly say the phrases and use *What time do you_____? – I_____ at_____.* to ask and answer questions about daily routines.

3. Let's talk.

Goal: To enhance the correct use of *What time do you_____? – I_____ at_____.* to ask and answer questions about pupils' daily routines in a freer context.



Input: – Picture cue: Nam and Lucy ask and answer questions about Lucy's daily routines.

– Speech bubbles: *What time do you_____? – _____.*

Procedure: **Step 1:** Have pupils look at the picture and explain that Nam and Lucy are asking and answering questions about Lucy's daily routines. Get pupils to look at the first speech bubble and point at the picture of Lucy getting up to complete the question *What time do you get up?* Ask them to repeat the question. Then point at the answer bubble and say *I get up at five o'clock.* for pupils to repeat. Let pupils listen to and repeat the question and the answer a few times individually and in chorus.

Step 2: Set a time limit for pairs of pupils to practise asking and answering the question *What time do you_____? – I_____ at_____.*

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Step 3: Go around the classroom to offer help where necessary.

Step 4: Invite some pairs of pupils to the front of the class to take turns asking and answering questions about their daily routines.

Outcome: Pupils can enhance the correct use of *What time do you _____? – I _____ at _____.* to ask and answer questions about their daily routines in a freer context.

LESSON 2 (Period 4)

Warm-up

- Greet the class. Encourage pupils to respond to your greeting.
- Spend a few minutes revising the previous lesson by inviting a few pairs to the front of the class to take turns asking and answering questions about their daily routines with *What time do you _____? – I _____ at _____.*
- Ask pupils to open their books at page 19 and look at Unit 2, Lesson 2, Activity 4.

4. Listen and number.

Goal: To listen to and understand four communicative contexts in which pupils ask and answer questions about daily routines and number the correct pictures.



Input: Picture cues:

a. a girl getting up at 5:45 a.m.

b. a boy having breakfast at 6:00 a.m.

c. a girl going to school at 6:30 a.m.

d. a girl is in bed at 9:15 p.m.

Audio script:

1. *A:* What time do you go to bed?
   B: I go to bed at nine fifteen.
2. *A:* What time do you go to school?
   B: I go to school at six thirty.
3. *A:* What time do you get up?
   B: I get up at five forty-five.
4. *A:* What time do you have breakfast?
   B: I have breakfast at six o'clock.

Procedure: **Step 1:** Have pupils look at the pictures. Elicit the activities and the time in the pictures. Draw pupils' attention to the boxes at the bottom right-hand corners of the pictures.

Step 2: Play the recording of the first dialogue. Tell pupils that they will need to pay attention to the activity and time (e.g. *go to bed, 9:15*) and look for the right picture.

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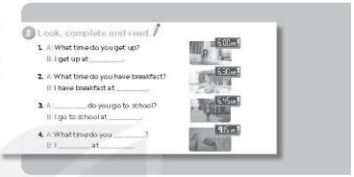
Step 3: Play the recording of the other dialogues and get pupils to number the pictures. Set a time limit for pupils to swap books with a partner and check the answers before checking as a class. Correct the answers where necessary.

Extension: If time allows, play the recording, sentence by sentence, for the class to listen and repeat individually and in chorus. Correct their pronunciation where necessary.

Outcome: Pupils can listen to and understand four communicative contexts in which pupils ask and answer questions about daily routines and number the correct pictures.

Key: **1.** d **2.** c **3.** a **4.** b

5. Look, complete and read.



Goal: To complete four gapped exchanges with the help of picture cues.

Input: Four picture cues with four gapped exchanges to complete

Procedure: **Step 1:** Get pupils to look at Picture **1**. Have them identify the time (*6:00 AM*) in the picture. Elicit the missing words in the answer (*six o'clock*). Complete the answer.

Step 2: Repeat the same procedure with Picture **2** (*six thirty*).

Step 3: Get pupils to look at Picture **3**. Elicit the missing words in the question and answer from pupils (*What time; six forty-five*). Then have them complete the gaps (*What time do you go to school? – I go to school at six forty-five.*). Repeat the same procedure with Picture **4** (*go to bed; go to bed; nine fifteen*).

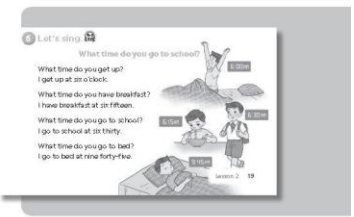
Step 4: Set a time limit for pupils to complete the exchanges individually, then invite a few pairs to take turns reading the completed exchanges.

Outcome: Pupils can complete four gapped exchanges with the help of picture cues.

Key: **1.** six o'clock **2.** six thirty **3.** What time; six forty-five

4. go to bed; go to bed; nine fifteen

6. Let's sing.



Goal: To sing the song *What time do you go to school?* with the correct pronunciation, rhythm and melody.

Input: The lyrics and the recording of the song *What time do you go to school?*

Procedure: **Step 1:** Have pupils read the lyrics to familiarise themselves with the questions and answers. Check comprehension and give feedback.

Step 2: Have pupils listen to the whole song, drawing their attention to the pronunciation, rhythm and melody. Encourage them to point at the pictures to reinforce their understanding.

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Step 3: Play the recording of the song again, once or twice, for pupils to listen and repeat line by line and do related actions, e.g. using a finger to trace the words or clapping hands.

Step 4: When pupils feel confident and are familiar with the tune and melody, ask them to sing the whole song while doing actions or clapping hands.

Step 5: Invite a few groups to the front of the class to sing the song and do the actions. The class may sing along to reinforce the activity.

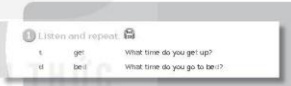
Outcome: Pupils can sing the song *What time do you go to school?* with the correct pronunciation, rhythm and melody.

LESSON 3 (Period 5)

Warm-up

- Greet the class. Encourage pupils to respond to your greeting.
- Spend a few minutes revising the previous lesson by inviting two groups of three to the front of the class to take turns singing the song *What time do you go to school?*
- Ask pupils to open their books at page 20 and look at Unit 2, Lesson 3, Activity 1. Tell them what they will learn in this lesson.

1. Listen and repeat.



Goal: To correctly repeat the sounds of the letters ***t*** and ***d*** in isolation, in the words *get* and *bed*, and in the questions *What time do you get up?* and *What time do you go to bed?*

Input: – The letter ***t***, the word *get* and the question *What time do you get up?*

– The letter ***d***, the word *bed* and the question *What time do you go to bed?*

Procedure: **Step 1:** Have pupils look at the letter ***t***, listen to the recording and repeat the letter until they feel confident. Correct the pronunciation where necessary.

Step 2: Have pupils point at the word *get*, listen to the recording and repeat the word until they feel confident. Monitor the activity and offer help where necessary.

Step 3: Get pupils to point at the sentence *What time do you get up?*, listen to the recording and repeat it several times. Then invite a few pupils to stand up to listen to and repeat the sentence.

Step 4: Repeat **Steps 1** to **3** for the letter ***d***. Go around the classroom and correct the pronunciation where necessary.

Step 5: Give pupils a time limit to practise pronouncing the letters, saying the words, and reading the sentences in pairs or groups.

Outcome: Pupils can correctly repeat the sounds of the letters ***t*** and ***d*** in isolation, in the words *get* and *bed*, and in the questions *What time do you get up?* and *What time do you go to bed?*

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2. Listen and circle.



Goal: To identify the sounds of the letters *t* and *d* in sentences while listening.

Input: Two gapped sentences, each with three answer options

Audio script:

1. I read a book at six thirty.

2. I go out at five forty-five.

Procedure: **Step 1:** Have pupils read the incomplete sentences. Explain that they have to listen to the recording and circle the correct options to complete the sentences. Check comprehension.

Step 2: Play the recording and have pupils listen and circle the correct options. Then get pupils to swap books with a partner to check their answers before checking as a class. Correct the answers where necessary.

Step 3: Invite a few pupils to stand up and read the completed sentences. Remind the class how to stress the target sentences.

Outcome: Pupils can identify the sounds of the letters *t* and *d* in sentences while listening.

Key: 1. c 2. a

3. Let's chant.



Goal: To say the chant with the correct rhythm and pronunciation.

Input: The lyrics and the recording of the chant

Procedure: **Step 1:** Have pupils scan the chant, and elicit the words ending with ***t*** and ***d*** in the lines (*get, bed*). Check pupils' comprehension of the chant.

Step 2: Play the recording. Get pupils to listen to and repeat the first verse, line by line. Show them how to chant and clap hands.

Step 3: Play the recording of the first verse again for pupils to do choral and individual repetition.

Step 4: Repeat **Steps 2** and **3** for the second verse of the chant. Go around the classroom and offer help where necessary.

Extension: If there is enough time, split the class into two groups to take turns chanting and clapping hands. Each of the groups should sing one verse of the chant. Then invite some groups to the front of the class to chant and clap.

Outcome: Pupils can say the chant with the correct rhythm and pronunciation.

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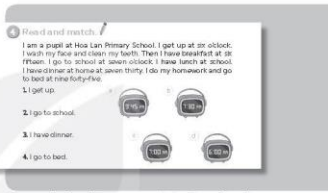
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LESSON 3 (Period 6)

Warm-up

- Greet the class. Encourage pupils to respond to your greeting.
- Spend a few minutes revising the previous lesson by inviting two groups of three to the front of the class to take turns saying the two verses of the chant.
- Ask pupils to open their books at page 21 and look at Unit 2, Lesson 3, Activity 4.

4. Read and match.



Goal: To read and match the activities in a paragraph with the clocks showing the corresponding time.

Input: The paragraph, the sentences referring to activities in the text and the clocks showing the corresponding time

Procedure: **Step 1:** Have pupils read the paragraph, the sentences and the time on the clocks. Tell them to scan the paragraph for the appropriate time for the activities. Model Sentence **1** (clock *d*).

Step 2: Set a time limit for pupils to do the activity independently. Go around the classroom and offer help where necessary.

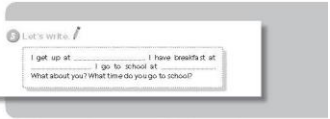
Step 3: Get pupils to swap books with a partner and check their answers before checking as a class.

Step 4: Invite some pupils to stand up to read the paragraph aloud.

Outcome: Pupils can read and match the activities in a paragraph with the clocks showing the corresponding time.

Key: **1.** d **2.** c **3.** b **4.** a

5. Let's write.



Goal: To complete a paragraph about pupils' daily routines.

Input: An incomplete paragraph with three gaps to fill in

Procedure: **Step 1:** Tell pupils what they are going to do. Then get them to read the incomplete paragraph. Ask them what the paragraph is about (daily routines). Remind them to pay attention to the contexts of the sentences before completing them with the appropriate information.

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Step 2: Set a time limit for pupils to complete the paragraph independently. Go around the classroom and offer help where necessary.

Step 3: Get pupils to swap books and check their answers in pairs or groups before checking as a class.

Outcome: Pupils can complete a paragraph about their daily routines.

Suggested answer: I get up at six o'clock. I have breakfast at seven o'clock. I go to school at seven fifteen. What about you? What time do you go to school?

6. Project



Goal: To draw pictures of their daily routines at home and present them to the class by using the target language.

Input: A picture showing Ben presenting some pictures about his daily routine to his classmates

Procedure: **Step 1:** Explain that pupils have to show simple pictures of their daily routines (*getting up, having breakfast*, etc.) which they have prepared at home as homework. They will tell the class about their daily routines in the pictures.

Step 2: Invite a pupil to the front of the class to model the presentation. Help him / her stick pictures of his / her daily routine on the board. Observe and offer help with the presentation language where necessary. Put the key presentation language on the board (e.g. *I get up at six fifteen.*). Have pupils repeat the key presentation language a few times to make them feel confident when they present their daily routines before an audience.

Step 3: Set a time limit for pupils to work in groups. Each pupil shows his / her pictures to the group and describes his / her daily routine.

Step 4: Invite a few pupils to the front of the class to present the project. Encourage the class to cheer to praise the good presenters.

Outcome: Pupils can draw pictures of their daily routines at home and present them to the class by using the target language.

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UNIT 3 – MY WEEK

Objectives

By the end of the unit, pupils will be able to:

- correctly pronounce the sounds of the letter ***u*** in isolation, in the words *music* and *Sunday*, and in the sentences *I listen to music on Saturdays.* and *I do housework on Sundays.*;
- use the words and phrases *Friday, Monday, Saturday, Sunday, Thursday, Tuesday, Wednesday, do housework, go to school, listen to music,* and *study at school* in relation to the topic "My week";
- use *What day is it today? – It's_____.* to ask and answer questions about the days of the week;
- use *What do you do on _____? – I _____ on _____.* to ask and answer questions about what someone does on the days of the week;
- listen to and demonstrate understanding of simple communicative contexts in relation to the topic "My week";
- read and write about the days of the week and what someone does on a day of the week;
- draw two pictures about weekend activities at home and present them to the class at Project time.

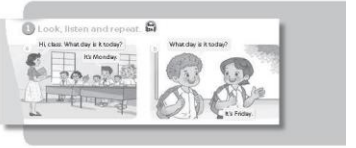
LESSON 1 (Period 1)

Warm-up

- Greet the class and encourage pupils to respond to your greeting.
- Spend a few minutes revising the previous lesson by having pupils sing the song *What time do you go to school?* Ask pupils to open their books at page 22 and look at Unit 3, Lesson 1, Activity 1.
- Write the title *My week* on the board and model it for the class to repeat a few times. Tell pupils what they will learn in this lesson.

1. Look, listen and repeat.

Goal: To understand and correctly repeat the sentences in two communicative contexts in which the characters ask and answer questions about the days of the week.



Input: – Context **a**:

Ms Hoa: *Hi, class. What day is it today?*

Class: *It's Monday.*

– Context **b**:

Bill: *What day is it today?*

Lucy: *It's Friday.*

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Procedure: **Step 1:** Have pupils look at Pictures **a** and **b** and identify the characters in the pictures.

Step 2: Ask pupils to look at Picture **a**. Play the recording for them to listen. Play the recording again, sentence by sentence, for pupils to listen and repeat. Repeat the same procedure with Picture **b**. Correct their pronunciation where necessary.

Step 3: Play the recording again for pupils to listen and repeat in chorus sentence by sentence.

Step 4: Invite a few pairs to the front of the classroom to listen to and repeat the sentences in the recording.

Step 5: Draw their attention to the question *What day is it today?* and the answers *It's Monday.* and *It's Friday.* Tell pupils that they are a question and answers about the days of the week.

Outcome: Pupils can understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about the days of the week.

2. Listen, point and say.



Goal: To correctly say the words and use *What day is it today? – It's _____.* to ask and answer questions about the days of the week.

Input: – Picture cues:

a. Monday **b.** Tuesday

c. Wednesday **d.** Thursday

– Speech bubbles: *What day is it today? – It's_____.*

Audio script:

a. Monday **b.** Tuesday **c.** Wednesday **d.** Thursday

a. *A:* What day is it today?

B: It's Monday.

b. *A:* What day is it today?

B: It's Tuesday.

c. *A:* What day is it today?

B: It's Wednesday.

d. *A:* What day is it today?

B: It's Thursday.

Procedure: **Step 1:** Have pupils look at the pictures and elicit the days of the week.

Step 2: Have pupils point at Picture **a**, listen to the recording and repeat the word (*Monday*). Repeat the same procedure with the other three pictures. Have the class repeat the words a few times.

Step 3: Point at the bubbles and Picture **a** and have pupils listen to and repeat after the recording (*What day is it today? – It's Monday.*). Repeat the same procedure with the other three pictures (**b**, **c**, **d**). Have the class repeat the questions and answers a few times.

Step 4: Have pairs practise asking and answering the question *What day is it today? – It's_____.*

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Step 5: Invite a few pairs to point at the pictures and say the questions and answers in front of the class.

Outcome: Pupils can correctly say the words and use *What day is it today? – It's _____.* to ask and answer questions about the days of the week.

3. Let's talk.

Goal: To enhance the correct use of *What day is it today? – It's _____.* to ask and answer questions about the days of the week in a freer context.



Input: – Picture cue: A boy asks a girl about the days of the week: *Tuesday, Wednesday, Thursday, Friday* (illustrated by calendars).

– Speech bubbles: *What day is it today? – _____.*

Procedure: **Step 1:** Draw pupils' attention to the picture. Ask questions to help them identify the context (see *Input*).

Step 2: Put pupils into pairs and encourage them to ask and answer questions about the days of the week. Go around the classroom to offer support.

Step 3: Invite a few pairs to the front of the class to ask and answer questions about the days of the week using *What day is it today? – It's _____.* and the picture cue. Praise pupils if they perform well.

Outcome: Pupils can enhance the correct use of *What day is it today? – It's _____.* to ask and answer questions about the days of the week in a freer context.

Preparation for the project: Tell pupils about the project on page 27, Lesson 3, Activity 6. Ask them to draw two pictures about weekend activities at home and present them to the class at Project time.

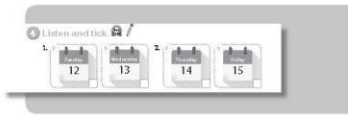
LESSON 1 (Period 2)

Warm-up

- Greet the class and encourage pupils to respond to your greeting.
- Spend a few minutes revising the previous lesson by asking the question *What day is it today?* and have a few pupils answer the question. Have the class give comments.
- Ask pupils to open their books at page 23 and look at Unit 3, Lesson 1, Activity 4.

4. Listen and tick.

Goal: To listen to and understand two communicative contexts about the days of the week and tick the correct pictures.



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Input: Picture cues:

1a. Tuesday 12 **1b.** Wednesday 13

2a. Thursday 14 **2b.** Friday 15

Audio script:

1. *Ms Hoa:* Hello, Nam.

Nam: Hello, Ms Hoa.

Ms Hoa: What day is it today?

Nam: It's Wednesday.

Ms Hoa: OK.

2. *Mr Long:* Hello, Mai.

Mai: Hello, Mr Long.

Mr Long: What day is it today?

Mai: It's Thursday.

Mr Long: Good.

Procedure: **Step 1:** Draw pupils' attention to Pictures **1a** and **1b**. Ask questions to help them identify the days of the week.

Step 2: Play the recording for Question **1** for pupils to listen. Then play the recording again for them to listen and tick the correct picture.

Step 3: Repeat **Steps 1** and **2** for Pictures **2a** and **2b**.

Step 4: Tell pupils to swap books with a partner, then check answers together as a class. Write the correct answers on the board. Play the recording again for pupils to double-check their answers.

Extension: If time allows, play the recording, sentence by sentence, for the class to listen and repeat in chorus. Correct their pronunciation where necessary.

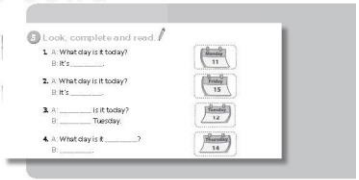
Outcome: Pupils can listen to and understand two communicative contexts about the days of the week and tick the correct pictures.

Key: 1. b 2. a

5. Look, complete and read.

Goal: To complete four gapped exchanges with the help of picture cues.

Input: Four picture cues and four gapped exchanges to complete



Procedure: **Step 1:** Have pupils look at the pictures. Get them to identify the days of the week in the pictures.

Step 2: Have pupils look at the gapped exchanges. Draw their attention to the missing words in the questions and answers.

Step 3: Model Picture **1**. Have pupils look at the answer. Ask them what word is missing in the answer (*Monday*). Then have pupils complete it (*It's Monday.*). Repeat the same procedure with Pictures **2**, **3** and **4**.

Step 4: Have pupils complete the gapped exchanges individually and ask a few pairs to read them aloud.

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Outcome: Pupils can complete four gapped exchanges with the help of picture cues.

Key: 1. Monday **2.** Friday **3.** What day; It's **4.** today; It's Thursday

6. Let's play.



Goal: To revise target words about the days of the week by playing the game *Slap the board.*

Input: Some words of the target vocabulary on the board: *Monday, Tuesday, Wednesday, Thursday, Friday* (jumbled)

Procedure: **Step 1:** Tell pupils that they are going to listen to and slap the correct words as quickly as possible. Have them look at the days of the week on the board to recall the days of the week (as in *Input*).

Step 2: Call two pupils to the front. Get them to stand at a certain distance from the board.

Step 3: Say a day of the week using *It's* ____. with one of the words on the board, for example, *It's Monday.* The pupil who is the quickest to slap the right word (*Monday*) gets one point. The pupil who slaps the most words is the winner.

Step 4: Invite a few pairs to the front of the class to play the game.

Outcome: Pupils can revise target words about the days of the week by playing the game *Slap the board.*

LESSON 2 (Period 3)

KẾT NỐI TRI THỨC

Warm-up

- Greet the class and encourage pupils to respond to your greeting.
- Get a few pupils to play the game *Slap the board* in front of the class. Have the class give comments.
- Ask pupils to open their books at page 24 and look at Unit 3, Lesson 2, Activity 1. Tell them what they will learn in this lesson.

1. Look, listen and repeat.



Goal: To understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about what someone does on certain days of the week.

Input: – Context a:

Ms Hoa: *What day is it today?*

Nam: *It's Thursday.*

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Ms Hoa: *What do you do on Thursdays?*

Nam: *I study at school.*

– Context **b**:

Bill: *What do you do on Saturdays?*

Mai: *I do housework.*

Procedure: **Step 1:** Have pupils look at Pictures **a** and **b** and identify the characters in the pictures.

Step 2: Ask pupils to look at Picture **a**. Play the recording for them to listen. Play the recording again, sentence by sentence, for pupils to listen and repeat. Repeat the same procedure with Picture **b**. Correct their pronunciation where necessary.

Step 3: Play the recording again for pupils to listen and repeat in chorus sentence by sentence.

Step 4: Invite a few pairs to the front of the classroom to listen to and repeat the sentences in the recording.

Step 5: Draw their attention to the questions *What do you do on Thursdays / Saturdays?* and the answers *I study at school* and *I do homework*. Tell pupils that they are questions and answers about what someone does on certain days of the week.

Outcome: Pupils can understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about what someone does on certain days of the week.

2. Listen, point and say.



Goal: To correctly say the phrases and use *What do you do on _____? – I _____.* to ask and answer questions about what someone does on certain days of the week.

Input: – Picture cues:

a. a girl studying at school

b. a girl going to school

c. a boy doing housework

d. a boy listening to music

– Speech bubbles: *What do you do on _____? – I _____.*

Audio script:

a. Mondays / study at school

b. Wednesdays / go to school

c. Saturdays / do housework

d. Sundays / listen to music

a. *A:* What do you do on Mondays?
B: I study at school.

b. *A:* What do you do on Wednesdays?
B: I go to school.

c. *A:* What do you do on Saturdays?
B: I do housework.

d. *A:* What do you do on Sundays?
B: I listen to music.

Procedure: **Step 1:** Have pupils look at the pictures and elicit the activities and the days of the week.

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Step 2: Have pupils point at Picture **a**, listen to the recording and repeat the phrase (*Mondays / study at school*). Repeat the same procedure with the other three pictures. Have the class repeat the phrases a few times.

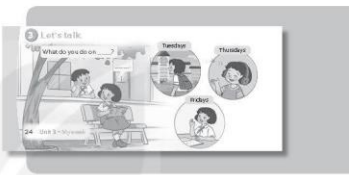
Step 3: Point at the bubbles and Picture **a**, then have pupils listen to and repeat after the recording *(What do you do on Mondays? – I study at school.)*. Repeat the same procedure with the other three pictures (**b**, **c** and **d**).

Step 4: Have pairs practise asking and answering the question *What do you do on _____? – I _____.*

Step 5: Invite a few pairs to point at the pictures and say the questions and answers in front of the class.

Outcome: Pupils can correctly say the phrases and use *What do you do on _____? – I _____.* to ask and answer questions about what someone does on certain days of the week.

3. Let's talk.



Goal: To enhance the correct use of *What do you do on _____? – It's _____.* to ask and answer questions about what someone does on certain days of the week in a freer context.

Input: – Picture cue: A boy asks a girl about what she does on Tuesdays, Fridays and Sundays (illustrated by the calendars and her activities).

– Speech bubbles: *What do you do on _____? – _____.*

Procedure: **Step 1:** Draw pupils' attention to the picture. Ask questions to help them identify the context (see *Input*).

Step 2: Put pupils into pairs and encourage them to ask and answer questions about what someone does on certain days of the week. Go around the classroom to offer support.

Step 3: Invite a few pairs to the front of the class to perform their conversations.

Step 4: Invite a few pairs to practise asking and answering questions about what they do on certain days of the week. Praise pupils if they perform well.

Outcome: Pupils can enhance the correct use of *What do you do on _____? – It's _____.* to ask and answer questions about what someone does on certain days of the week in a freer context.

LESSON 2 (Period 4)

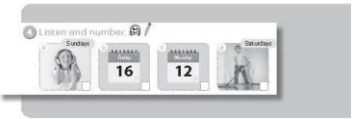
Warm-up

- Greet the class and encourage pupils to respond to your greeting.
- Spend a few minutes revising the previous lesson by getting a few pairs to ask and answer questions about what they do on certain days of the week.
- Ask pupils to open their books at page 25 and look at Unit 3, Lesson 2, Activity 4.

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4. Listen and number.



Goal: To listen to and understand four communicative contexts about days of the week and what someone does on certain days of the week and number the correct pictures.

Input: Picture cues:

a. a girl listening to music on Sundays

b. a calendar: Friday

c. a calendar: Monday

d. a boy doing housework on Saturdays

Audio script:

1. *A:* What day is it today?

B: It's Monday.

2. *A:* What do you do on Saturdays?

B: I do housework.

3. *A:* What day is it today?

B: It's Friday.

4. *A:* What do you do on Sundays?

B: I listen to music.

Procedure: **Step 1:** Draw pupils' attention to the pictures. Elicit the activities and the days of the week.

Step 2: Play the recording for pupils to do the task by numbering the pictures. Play the recording again to give pupils another listening opportunity.

Step 3: Check answers together as a class. Play the recording a third time for pupils to double-check their answers and correct their answers in pairs.

Extension: If time allows, play the recording, sentence by sentence, for the class to listen and repeat in chorus. Correct their pronunciation where necessary.

Outcome: Pupils can listen to and understand four communicative contexts about days of the week and what someone does on certain days of the week and number the correct pictures.

Key: 1. c 2. d 3. b 4. a

5. Look, complete and read.



Goal: To complete four gapped exchanges with the help of picture cues.

Input: Four picture cues with four gapped exchanges to complete

Procedure: **Step 1:** Have pupils look at the pictures. Get them to identify the days of the week and the activities in the pictures.

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Step 2: Have pupils look at the four gapped exchanges. Draw their attention to the missing words in the questions and answers.

Step 3: Model Picture **1**. Have pupils look at the answer. Ask them what word is missing (*Tuesday*). Then have them complete the answer (*It's Tuesday.*). Repeat the same procedure with Pictures **2**, **3** and **4**.

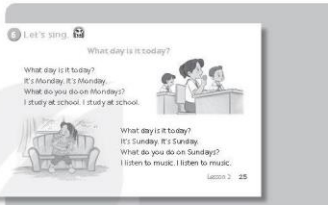
Step 4: Have pupils complete the gaps individually and ask a few pairs to read the four completed exchanges aloud.

Outcome: Pupils can complete four gapped exchanges with the help of picture cues.

Key: 1. Tuesday **2.** What day; Wednesday
3. study at school **4.** What; listen to music

6. Let's sing.

Goal: To sing the song *What day is it today?* with the correct pronunciation, rhythm and melody.



Input: The lyrics and the recording of the song *What day is it today?*

Procedure: **Step 1:** Draw pupils' attention to the title and lyrics of the song. Encourage them to point at the characters' activities to reinforce their understanding.

Step 2: Play the recording all the way through for pupils to listen to the whole song. Encourage them to listen carefully to the pronunciation, rhythm and melody.

Step 3: Play the recording line by line for pupils to listen and repeat. Correct their pronunciation where necessary.

Step 4: Play the recording all the way through for pupils to sing along.

Step 5: Play the recording again for pupils to sing and clap along with the recording.

Extension: Invite some groups to the front of the class to perform while the rest of the class sings and / or claps along.

Outcome: Pupils can sing the song *What day is it today?* with the correct pronunciation, rhythm and melody.

LESSON 3 (Period 5)

Warm-up

- Greet the class and encourage them to respond to your greeting.
- Have the class sing the song *What day is it today?* on page 25 and clap along.
- Ask pupils to open their books at page 26 and look at Unit 3, Lesson 3, Activity 1. Tell them what they will learn in this lesson.

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1. Listen and repeat.



Goal: To correctly repeat the sounds of the letter ***u*** in isolation, in the word *music* (/juː/) as in the sentence *I listen to music on Saturdays,* and the word *Sunday* (/ʌ/) as in *I do housework on Sundays.*

Input: – The letter ***u***, the word *music* and the sentence *I listen to music on Saturdays.*

– The letter ***u***, the word *Sunday* and the sentence *I do housework on Sundays.*

Procedure: **Step 1:** Draw pupils' attention to the letter ***u***, the word *music* and the sentence *I listen to music on Saturdays*. Play the recording and encourage pupils to point at the letter, the word, and the sentence while listening.

Step 2: Play the recording again and encourage pupils to listen to and repeat the sound, the word and the sentence. Do this several times until pupils feel confident. Correct their pronunciation where necessary.

Step 3: Repeat **Steps 1** and **2** for the same letter ***u***, the word *Sunday* and the sentence *I do housework on Sundays.*

Step 4: Have pupils work in pairs or groups, pronouncing the sounds, saying the words and reading the sentences until they feel confident.

Outcome: Pupils can correctly repeat the sounds of the letter ***u*** in isolation, in the word ***music*** (/juː/) as in the sentence *I listen to music on Saturdays,* and the word ***Sunday*** (/ʌ/) as in *I do housework on Sundays.*

2. Listen and circle.



Goal: To identify the target words *music* and *Sunday* while listening.

Input: Two questions, each with three answer options to choose from

Audio script:

1. I listen to music.

2. I study at school.

Procedure: **Step 1:** Tell pupils that they are going to listen to the recording and circle the correct options. Get them to read the options and guess the sentences they may hear in the recording.

Step 2: Play the recording for pupils to listen. Play the recording again for pupils to listen and circle the correct options.

Step 3: Tell pupils to swap books with a partner, then check the answers together as a class. Write the correct answers on the board.

Step 4: Play the recording again for pupils to double-check their answers.

Extension: Invite one or two pupils to stand up, listen to and repeat the sentences.

Outcome: Pupils can identify the target words *music* and *Sunday* while listening.

Key: **1.** a **2.** b

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3. Let's chant.



Goal: To say the chant with the correct pronunciation and rhythm.

Input: The lyrics and recording of the chant

Procedure: **Step 1:** Draw pupils' attention to the lyrics of the chant. Check their comprehension.

Step 2: Play the recording all the way through for pupils to listen to the whole chant. Encourage them to listen carefully to the rhythm and pronunciation. Draw pupils' attention to the sounds of the letter ***u*** in the words *music* and *Sunday*.

Step 3: Play the recording, line by line, for pupils to listen and repeat. Correct their pronunciation where necessary.

Step 4: Play the recording all the way through for pupils to chant along. Encourage them to clap along while chanting.

Extension: Divide the class into two groups to take turns listening to and repeating the chant, while the rest of the class claps along.

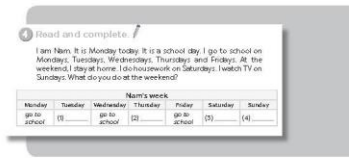
Outcome: Pupils can say the chant with the correct pronunciation and rhythm.

LESSON 3 (Period 6)

Warm-up

- Greet the class and encourage pupils to respond to your greeting.
- Spend a few minutes revising the previous lesson by having the class say the chant on page 26.
- Ask pupils to open their books at page 27 and look at Unit 3, Lesson 3, Activity 4.

4. Read and complete.



Goal: To read and show understanding of a text and complete a table about Nam's week.

Input: A text and an incomplete table

Procedure: **Step 1:** Draw pupils' attention to the words provided in the table and the four gaps about Nam's activities on some days of the week.

Step 2: Ask pupils to read the text and complete the table with the missing words.

Step 3: Set a time limit for pupils to read the text again and look for specific information to fill in the gaps in the table. Go around the classroom to monitor their reading task.

Step 4: Tell pupils to swap their answers with a partner, then check answers together as a class. Write the answers on the board.

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Outcome: Pupils can read and show understanding of a text and complete a table about Nam's week.

Key:

Nam's week						
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**	**Saturday**	**Sunday**
go to school	go to school	go to school	go to school	go to school	do housework	watch TV

5. Let's write.



Goal: To complete a paragraph about what pupils do on certain days of the week by writing the target words in the gaps.

Input: A writing frame with four blanks to complete

Procedure: **Step 1:** Ask pupils to read the gapped text and fill in the gaps with their own information. Tell pupils that the gaps in the text should focus on their activities and the days on which they do the activities. Check comprehension.

Step 2: Have pupils do the first gapped sentence together as an example. Ask them to read the sentence and elicit the names. Then have them write their names in the gap, e.g. *I am Lan.*

Step 3: Give pupils time to complete the text independently. Go around the classroom and offer help where necessary.

Step 4: Get pupils to swap their books with a partner and check their answers before checking as a class.

Extension: Invite a few pupils to read their completed texts in front of the class.

Outcome: Pupils can complete a paragraph about what they do on certain days of the week by writing the target words in the gaps.

Suggested answer: I am Duc. I go to school on Mondays, Tuesdays, Wednesdays, Thursdays and Fridays. I do housework on Saturdays. On Sundays, I play football and listen to music. What do you do at the weekend?

6. Project



Goal: To draw two pictures about weekend activities at home and present them to the class by using the target language.

Input: A picture showing a boy presenting two pictures about what he does on Saturdays and Sundays to the class

Procedure: **Step 1:** Tell pupils the goal of the activity. Explain that they have to look at the pictures they have prepared at home and present them to the class.

Step 2: Have pupils work in groups of five or six. Each pupil looks at his / her pictures and tells the group about what he / she does on Saturdays and Sundays.

Step 3: Invite a few pupils to look at their pictures and tell the class about them, e.g. *On Saturdays, I play football.* or *On Sundays, I do housework.*

Outcome: Pupils can draw two pictures about weekend activities at home and present them to the class by using the target language.

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UNIT 4 – MY BIRTHDAY PARTY

Objectives

By the end of the unit, pupils will be able to:

- correctly pronounce the sounds of the letters ***j*** and ***w*** in isolation, in the words *jam* and *water*, and in the sentences *I like jam.* and *I want some water.*;
- use the words *April, February, January, March, May, birthday, chips, grapes, jam, juice, lemonade, party,* and *water* in relation to the topic "My birthday party";
- use *When's your birthday? – It's in ____.* to ask and answer questions about birthdays;
- use *What do you want to eat / drink? – I want ____.* to ask and answer questions about what someone wants to eat / drink;
- listen to and demonstrate understanding of simple communicative contexts related to the topic "My birthday party";
- read and write about a birthday party;
- make birthday party invitations at home and present them to the class at Project time.

LESSON 1 (Period 1)

Warm-up

- Greet the class.
- Spend a few minutes revising Unit 3 by asking the class to do the project in Lesson 3 or to sing the song *What day is it today?* on page 25 and clap hands.
- Ask pupils to open their books at page 28 and look at Unit 4, Lesson 1, Activity 1. Get pupils to look at the title of the unit and check comprehension. Have them repeat it once or twice. Tell pupils what they will learn in this lesson.

1. Look, listen and repeat.

Goal: To understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about birthdays.

Input: – Context **a**:

Nam: *Hi, Lucy. What are you doing?*

Lucy: *I'm making a hat for my birthday party.*

– Context **b**:

Nam: *When's your birthday?*

Lucy: *It's in May.*



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Procedure: **Step 1:** Have pupils look at Pictures **a** and **b** and identify the characters in the pictures.

Step 2: Ask pupils to look at Picture **a**. Play the recording for them to listen. Play the recording again, sentence by sentence, for pupils to listen and repeat. Repeat the same procedure with Picture **b**. Correct their pronunciation where necessary.

Step 3: Play the recording again for pupils to listen and repeat in chorus, sentence by sentence.

Step 4: Invite a few pairs to the front of the classroom to listen to and repeat the sentences in the recording.

Step 5: Draw their attention to the question *When's your birthday*? and the answer *It's in May*. Tell pupils that they are a question and an answer about someone's birthday.

Outcome: Pupils can understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about birthdays.

2. Listen, point and say.



Goal: To correctly say the words and use *When's your birthday? – It's in _____*, to ask and answer questions about someone's birthday.

Input: – Picture cues:

a. a calendar showing January

b. a calendar showing February

c. a calendar showing March

d. a calendar showing April

– Speech bubbles: *When's your birthday? – It's in _____*.

Audio script:

a. January **b.** February **c.** March **d.** April

a. *A:* When's your birthday?
B: It's in January.

b. *A:* When's your birthday?
B: It's in February.

c. *A:* When's your birthday?
B: It's in March.

d. *A:* When's your birthday?
B: It's in April.

Procedure: **Step 1:** Have pupils look at the pictures and elicit the names of the months. Have the class repeat the words a few times.

Step 2: Have pupils point at Picture **a**, listen to the recording and repeat the word (*January*). Repeat the same procedure with the other three pictures.

Step 3: Point at the bubbles and have pupils listen to and repeat after the recording (*When's your birthday? – It's in January.*). Point at Picture **a** and have pupils listen to and repeat the sentences until they feel confident. Repeat the same procedure with Pictures **b**, **c**, and **d**.

Step 4: Have pupils work in pairs and practise asking and answering the question *When's your birthday? – It's in _____*, using the speech bubbles and the pictures.

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Step 5: Invite a few pairs to point at the pictures and say the questions and answers in front of the class.

Outcome: Pupils can correctly say the words and use *When's your birthday? – It's in _____.* to ask and answer questions about someone's birthday.

3. Let's talk.



Goal: To enhance the correct use of *When's your birthday? – It's in _____.* to ask and answer questions about someone's birthday in a freer context.

Input: – Picture cue: A teacher asks some pupils when their birthdays are.

– Speech bubbles: *When's your birthday? – _____.*

Procedure:

Step 1: Draw pupils' attention to the picture. Have them say the names of the months in the picture. Ask questions to help them identify the context (see *Input*).

Step 2: Elicit the missing words in the speech bubble and write them on the board. Get pupils to say the completed sentences.

Step 3: Have pupils look at the bubbles to understand how the sentence pattern is used. Have pupils role-play to practise asking the questions and giving their answers in pairs, using the picture cue. Make sure pupils understand the structure and say it with the right pronunciation and intonation. Go around to observe and provide help.

Step 4: Invite some pupils to practise asking and answering questions in front of the class. Praise them if they perform well.

Extension: For a more able class, have pupils ask and answer questions about their birthdays, using the structure learnt.

Outcome: Pupils can enhance the correct use of *When's your birthday? – It's in _____.* to ask and answer questions about someone's birthday in a freer context.

Preparation for the project: Tell pupils about the project on page 33. Ask them to prepare for it at home by making birthday party invitations. Remind them to bring the invitations to class to present them at Project time.

LESSON 1 (Period 2)

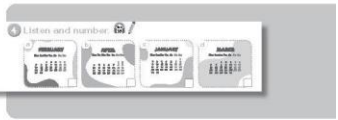
Warm-up

- Greet the class.
- Spend a few minutes revising the previous lesson. Get a few pupils to ask and answer questions about birthdays in front of the class. Have the class give comments.
- Ask pupils to open their books at page 29 and look at Unit 4, Lesson 1, Activity 4.

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4. Listen and number.



Goal: To listen to and understand four communicative contexts in which pupils ask and answer questions about their birthdays and number the correct pictures.

Input: Picture cues:

a. a calendar showing February
b. a calendar showing April
c. a calendar showing January
d. a calendar showing March

Audio script:

1. *A:* When's your birthday?
   B: It's in April.
2. *A:* When's your birthday?
   B: It's in February.
3. *A:* When's your birthday?
   B: It's in March.
   A: Thank you.
4. *A:* When's your birthday?
   B: It's in January.
   A: My birthday's in January too.

Procedure: **Step 1:** Draw pupils' attention to the pictures. Elicit the name of the month in each picture.

Step 2: 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.

Step 3: Play the recording again for pupils to do the task. Play the recording a third time to give pupils another listening opportunity.

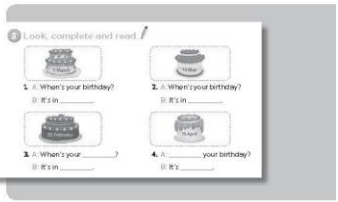
Step 4: Check answers as a class. Play the recording again for pupils to double-check their answers and correct their answers in pairs.

Extension: If time allows, play the recording, sentence by sentence, for the class to listen and repeat in chorus. Correct their pronunciation where necessary. If they repeat well, praise them.

Outcome: Pupils can listen to and understand four communicative contexts in which pupils ask and answer questions about their birthdays and number the correct pictures.

Key: 1. b 2. a 3. d 4. c

5. Look, complete and read.



Goal: To complete four gapped exchanges with the help of picture cues.

Input: Four picture cues and four exchanges with the target sentences to complete

Procedure: **Step 1:** Have pupils look at the pictures. Have them identify the birthdays (months) in the pictures.

Step 2: Have pupils look at the four incomplete dialogues. Draw their attention to the missing words in the sentences.

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Step 3: Model Picture **1**. Have pupils look at the dialogue. Then have them look at the picture and identify the month. Ask them what is missing in the answer (*March*). Ask them to complete the gap (*When's your birthday? – It's in March.*). Repeat the same procedure with Pictures **2**, **3** and **4**.

Step 4: Have pupils complete the dialogues individually and nominate a few pairs to read them aloud. Correct their pronunciation where necessary, praise the readers, and get the class to clap or cheer if their pronunciation is good.

Outcome: Pupils can complete four gapped exchanges with the help of picture cues.

Key: 1. March **2.** May **3.** birthday; February **4.** When's; in April

6. Let's sing.



Goal: To sing the song *When's your birthday?* with the correct pronunciation, rhythm and melody.

Input: The lyrics and the recording of the song *When's your birthday?*

Procedure: **Step 1:** Draw pupils' attention to the title and lyrics of the song. Encourage them to point at the pictures to reinforce their understanding.

Step 2: Play the recording all the way through. Encourage them to listen carefully to the pronunciation and melody.

Step 3: Play the recording line by line for pupils to listen and repeat. Correct their pronunciation where necessary.

Step 4: Play the recording all the way through and have pupils sing along.

Extension: Put pupils into groups to make up their own actions for the song. Invite groups to the front of the class to perform, while the rest of the class sings and / or claps along. Encourage the class to praise or cheer the performers.

Outcome: Pupils can sing the song *When's your birthday?* with the correct pronunciation, rhythm and melody.

LESSON 2 (Period 3)

Warm-up

- Greet the class.
- Spend a few minutes revising Lesson 1 by calling a few pairs of pupils to act out the dialogue in Activity 1. If time allows, have pupils play *Bingo* or *Matching game* using the vocabulary learnt.
- Ask pupils to open their books at page 30 and look at Unit 4, Lesson 2, Activity 1.
- Explain that in this lesson they will learn to ask and answer questions about what someone wants to eat / drink.

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1. Look, listen and repeat.



Goal: To understand and correctly repeat the sentences in two communicative contexts focusing on what someone wants to eat / drink.

Input: – Context **a**:

Nam: *Happy birthday, Lucy.*

Lucy: *Thank you.*

– Context **b**:

Lucy: *What do you want to eat, Nam?*

Nam: *I want some jam.*

Lucy: *What do you want to drink?*

Nam: *I want some juice.*

Procedure: **Step 1:** Have pupils look at Pictures **a** and **b** and identify the characters in the pictures (see *Input*).

Step 2: Ask pupils to look at Picture **a**. Play the recording for them to listen. Play the recording again, sentence by sentence, for pupils to listen and repeat. Repeat the same procedure with Picture **b**. Correct their pronunciation where necessary.

Step 3: Play the recording again for pupils to listen and repeat in chorus, sentence by sentence.

Step 4: Invite a few pairs to the front of the classroom to listen to and repeat the sentences in the recording.

Step 5: Draw their attention to the question *What do you want to eat / drink*? and the answers *I want some jam.* and *I want some juice.* Tell pupils that they are used to ask and answer questions about what someone wants to eat / drink.

Outcome: Pupils can understand and correctly repeat the sentences in two communicative contexts about what someone wants to eat / drink.

2. Listen, point and say.



Goal: To correctly say the phrases and use *What do you want to eat / drink? – I want _____.* to ask and answer questions about what someone wants to eat / drink.

Input: – Picture cues:

a. some chips

b. some grapes

c. some lemonade

d. some water

– Speech bubbles: *What do you want to eat / drink? – I want _____.*

Audio script:

a. some chips **b.** some grapes **c.** some lemonade **d.** some water

a. *A:* What do you want to eat?

B: I want some chips.

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b. *A:* What do you want to eat?

B: I want some grapes.

c. *A:* What do you want to drink?

B: I want some lemonade.

d. *A:* What do you want to drink?

B: I want some water.

Procedure:

Step 1: Have pupils look at the pictures and elicit the names of the food and drinks. Have the class repeat the phrases a few times.

Step 2: Have pupils point at Picture **a**, listen to the recording and repeat the phrase (*some chips*). Repeat the same procedure with the other three pictures.

Step 3: Point at the bubbles and have pupils listen to and repeat after the recording (*What do you want to eat? – I want some chips.*). Point at Picture **a** and have pupils listen to and repeat the sentences until they feel confident. Repeat the same procedure with Pictures **b**, **c** and **d**.

Step 4: Have pupils work in pairs and practise asking and answering the question *What do you want to eat / drink? – I want _____.* using the speech bubbles and Pictures **a**, **b**, **c** and **d**.

Step 5: Invite a few pairs to point at the pictures and say the questions and answers in front of the class.

Outcome: Pupils can correctly say the phrases and use *What do you want to eat / drink? – I want _____.* to ask and answer questions about what someone wants to eat / drink.

3. Let's talk.

Goal: To enhance the correct use of *What do you want to eat / drink? – I want _____.* to ask and answer questions about what someone wants to eat / drink in a freer context.



Input: – Picture cue: Minh and Mary asking and answering questions about food and drink items on a table at a birthday party: jam, lemonade, water, chips, and grapes.

– Speech bubbles: *What do you want to eat / drink? – _____.*

Procedure:

Step 1: Draw pupils' attention to the picture. Have them say the names of the food and drinks in the picture. Ask questions to help them identify the context (see *Input*).

Step 2: Have pupils look at the bubbles to understand how the sentence pattern is used. Have pupils role-play to practise asking the questions and giving their answers in pairs, using the picture cue. Make sure pupils understand the structure and say it with the right pronunciation and intonation. Go around to observe and provide help.

Step 3: Invite some pupils to practise asking and answering questions in front of the class. Praise them if they perform well.

Extension: For a more able class, have pupils ask and answer questions about what they want to eat / drink at a birthday party, using the structure learnt.

Outcome: Pupils can enhance the correct use of *What do you want to eat / drink? – I want _____.* to ask and answer questions about what someone wants to eat / drink in a freer context.

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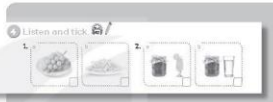
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LESSON 2 (Period 4)

Warm-up

- Greet the class.
- Spend a few minutes revising the previous lesson. Get a few pupils to ask and answer questions about what someone wants to eat or drink in front of the class. Have the class make comments.
- Ask pupils to open their books at page 31 and look at Unit 4, Lesson 2, Activity 4.

4. Listen and tick.



Goal: To listen to and understand two communicative contexts in which pupils ask and answer questions about what they want to eat / drink and tick the correct pictures.

Input: Picture cues:

1a. grapes **1b.** chips

2a. jam and lemonade **2b.** jam and water

Audio script:

1. *A:* Would you like some chips?
B: No, thanks.
A: What do you want to eat?
B: I want some grapes.

2. *A:* What do you want to eat?
B: I want some jam.
A: What do you want to drink?
B: I want some lemonade.

Procedure: **Step 1:** Draw pupils' attention to the food and drinks in the pictures. Elicit the names of the food and drink items.

Step 2: Play the recording for Question **1** for pupils to listen. Play the recording again for pupils to do the task. Play the recording a third time to give pupils another listening opportunity.

Step 3: Repeat **Step 2** for Pictures **2a** and **2b**.

Step 4: Tell pupils to swap books with a partner, then check answers as a class. Write the correct answers on the board.

Step 5: Tell pupils to return the books to their partners. Play the recording for pupils to check their answers again.

Extension: If time allows, play the recording, sentence by sentence, for the class to listen and repeat in chorus. Correct their pronunciation where necessary.

Outcome: Pupils can listen to and understand two communicative contexts in which pupils ask and answer questions about what they want to eat / drink and tick the correct pictures.

Key: **1.** a **2.** a

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5. Look, complete and read.



Goal: To complete two gapped dialogues with the help of picture cues.

Input: Two picture cues and two incomplete dialogues

Procedure: **Step 1:** Have pupils look at the pictures. Have them identify the food and drink items in the pictures.

Step 2: Have pupils look at the two incomplete dialogues. Draw their attention to the missing words in the sentences.

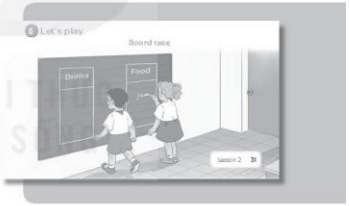
Step 3: Model Dialogue **1**. Have pupils look at the dialogue. Ask them what is missing in the question (*What*) and the answer (the food). Then have them look at the picture and identify the food. Ask them to complete the gap (*What do you want to eat, Mary? – I want some grapes.*). Repeat the same procedure with Dialogue **2**.

Step 4: Have pupils complete the dialogues individually and ask a few pairs to read them aloud. Correct their pronunciation where necessary, praise the readers, and get the class to clap or cheer if their pronunciation is good.

Outcome: Pupils can complete two gapped dialogues with the help of picture cues.

Key: 1. What; grapes **2.** drink; chips

6. Let's play.



Goal: To revise the target vocabulary items through playing the game *Board race*.

Input: On the board, two pupils writing the names of food and drink items in two columns titled *Drinks* and *Food*.

Procedure: **Step 1:** Tell pupils the goal of the game and how to play it. Set a time limit for pupils to play the game.

Step 2: Divide pupils into two teams. They take turns going to the board and each pupil tries to write one word in the columns *Drinks* and *Food* as fast as possible.

Step 3: The team that writes the most correct words in the set time wins.

Step 4: Point to the words and have pupils read the words out loud.

Extension: If time allows, have pupils play the game using other word sets, e.g. months, countries, days of the week.

Outcome: Pupils can revise the target vocabulary items through playing the game *Board race*.

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LESSON 3 (Period 5)

Warm-up

- Greet the class.
- Spend a few minutes revising the previous lesson by asking pupils to play the game *Board race* using the language learnt.
- Ask pupils to open their books at page 32 and look at Unit 4, Lesson 3, Activity 1. Tell them what they will learn in this lesson.

1. Listen and repeat.



Goal: To correctly repeat the sounds of the letters ***j*** and ***w*** in isolation, in the words *jam* and *water*, and in the sentences *I like jam.* and *I want some water.*

Input: – The letter ***j***, the word *jam* and the sentence *I like jam.*

– The letter ***w***, the word *water* and the sentence *I want some water.*

Procedure:

Step 1: Draw pupils' attention to the letter ***j***, the word *jam*, and the sentence *I like jam.* Play the recording and encourage them to point at the letter / word / sentence while listening.

Step 2: Play the recording again and encourage pupils to listen and repeat. Do this several times until pupils feel confident. Correct their pronunciation where necessary and praise them when their pronunciation is good.

Step 3: Repeat **Steps 1** and **2** for the letter ***w***.

Step 4: Have pupils work in pairs or groups to pronounce the sounds of the letters ***j*** and ***w***, say the words *jam* and *water*, and read the sentences *I like jam.* and *I want some water.* Invite a few pupils to listen to the recording and say the language in front of the class. If they perform well, praise them.

Outcome: Pupils can correctly repeat the sounds of the letters ***j*** and ***w*** in isolation, in the words *jam* and *water*, and in the sentences *I like jam.* and *I want some water.*

2. Listen and circle.



Goal: To identify the target words *jam* and *water* while listening.

Input: Two gapped sentences, each with three answer options

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Audio script:

1. I want some water.

2. There is some jam on the table.

Procedure: **Step 1:** Draw pupils' attention to the incomplete sentences and three answer options (see *Input*). Explain what pupils have to do. Check comprehension.

Step 2: Play the recording for pupils to listen. Play the recording again for pupils to listen and circle the correct options.

Step 3: Tell pupils to swap books with a partner, then check the answers together as a class. Write the correct answers on the board.

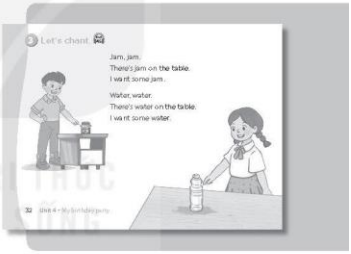
Step 4: Tell pupils to return the books to their partners. Play the recording so that pupils can check their answers again.

Extension: Invite one or two pupils to stand up, listen to and repeat the sentences.

Outcome: Pupils can identify the words *jam* and *water* while listening.

Key: 1. b 2. c

3. Let's chant.



Goal: To say the chant with the correct pronunciation and rhythm.

Input: The lyrics and recording of the chant

Procedure: **Step 1:** Draw pupils' attention to the lyrics of the chant. Check comprehension.

Step 2: Play the recording all the way through. Encourage pupils to listen carefully to the rhythm and pronunciation. Draw pupils' attention to the sounds of the letters ***j*** and ***w***, the words *jam* and *water*, and the sentences *There's jam on the table. I want some jam.* and *There's water on the table. I want some water.* in the chant.

Step 3: Play the recording line by line for pupils to listen and repeat. Correct their pronunciation where necessary.

Step 4: Play the recording all the way through for pupils to chant along. Encourage them to clap hands while chanting.

Extension: Divide the class into two or more groups to take turns listening to and repeating the chant, while the rest of the class claps along.

Outcome: Pupils can say the chant with the correct pronunciation and rhythm.

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LESSON 3 (Period 6)

Warm-up

- Greet the class.
- Spend a few minutes revising the previous lesson by asking pupils to say the chant on page 32. Divide the class into groups and get them to do actions while saying the chant.
- Ask pupils to open their books at page 33 and look at Unit 4, Lesson 3, Activity 4.

4. Read and circle.

Goal: To read and understand a text (Bill's letter) and circle the correct answers.

Input: – Bill's letter

– Four incomplete sentences, each with three answer options



Procedure: **Step 1:** Draw pupils' attention to Bill's letter and read it together as a class. Check comprehension.

Step 2: Draw pupils' attention to the incomplete sentences and answer options. Have pupils pay attention to the gap and the three answer options for each sentence. Ask pupils to read the letter again and circle the correct options.

Step 3: Tell pupils to swap books with a partner, then check answers together as a class. Write the correct answers on the board.

Step 4: Tell pupils to return the books to their partners. Ask pupils to look at the board and check their answers again.

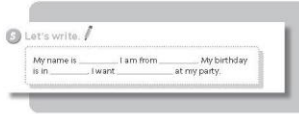
Outcome: Pupils can read and understand the letter and circle the correct answers.

Key: **1.** b **2.** a **3.** a **4.** b

5. Let's write.

Goal: To complete a gapped text using pupils' personal information.

Input: A short gapped text with the target sentences to complete



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Procedure: **Step 1:** Tell the class the goal of this activity: to read the text and fill in the gaps using their personal information. Check their comprehension.

Step 2: Write the first sentence on the board. Read the sentence as a class. When you reach the gap, point at it and encourage pupils to say their own names. Give pupils time to write the answers. Repeat the same procedure with the other sentences.

Step 3: If time allows, invite a few pupils to read the sentences they have completed aloud in front of the class. The class observes and praises their work.

Outcome: Pupils can complete a gapped text with their own personal information.

Suggested answer: My name is Lan. I am from Viet Nam. My birthday is in February. I want some grapes and some juice at my party.

6. Project

Goal: To make birthday party invitations at home and present them to the class by using the target language.



Input: A sample of a birthday party invitation

Procedure: **Step 1:** Tell pupils the goal of this activity. Explain that they are going to show the birthday party invitations that they have made at home and tell the class about their birthdays.

Step 2: Have pupils work in groups of five. Each pupil shows his / her invitation and tells the group about his / her birthday, e.g. *My birthday's in May.* Go around the classroom and offer help where necessary (e.g. when pupils need some more vocabulary to talk about their birthdays).

Step 3: Invite some pupils to show their work and talk about their birthdays. Have pupils stick their invitations on the wall of the classroom as a display.

Outcome: Pupils can make birthday party invitations at home and present them to the class by using the target language.

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UNIT 5 – THINGS WE CAN DO

Objectives

By the end of the unit, pupils will be able to:

- correctly pronounce the sounds of the letters ***y*** and ***n*** in isolation, in word-initial position in the words *yes* and *no* as in the sentences *Yes, I can.* and *No, she can't.*
- use the words and phrases *cook, draw, play the guitar, play the piano, ride a bike, ride a horse, roller skate,* and *swim* in relation to the topic "Things we can do";
- use *Can you _____? – Yes, I can. / No, I can't.,* and *Can he / she _____? – Yes, he / she can. / No, he / she can't, but he / she can _____.* to ask and answer questions about someone's abilities and lack of abilities;
- listen to and demonstrate understanding of simple communicative contexts in relation to the topic "Things we can do";
- read and write about what people can and can't do;
- carry out a school club survey, record their friends' answers, and then present the results to the class at Project time.

LESSON 1 (Period 1)

Warm-up

- Greet the class.
- Have the whole class say the chant on page 32. You may use other food / drink items to create another version of the chant. You may invite a few pupils to present the project on page 33.
- Get pupils to open their books at page 34 and look at Unit 5, Lesson 1, Activity 1. Tell pupils what they will learn in this lesson.

1. Look, listen and repeat.

Goal: To understand and correctly repeat the sentences in two communicative contexts (pictures) in which pupils ask and answer questions about someone's abilities.



Input: – Context **a**:

Mary: *I can fly a kite.*

Mai: *I can skip.*

– Context **b**:

Minh: *Can you ride a bike?*

Mary: *Yes, I can.*

Mai: *No, I can't.*

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Procedure: **Step 1:** Ask pupils to look at Pictures **a** and **b** and identify the characters in the pictures.

Step 2: Draw pupils' attention to the kite and the skipping rope in Picture **a** and predict what the characters can do or are talking about. Play the recording and have pupils check the prediction. Repeat the same procedure with Picture **b**.

Step 3: Play the recording again and encourage pupils to point at the characters while listening.

Step 4: Play the recording again, sentence by sentence, for pupils to listen, point at the sentences and repeat after each character. Correct their pronunciation where necessary.

Extension: Invite a few pairs of pupils to act out the conversations in front of the class.

Outcome: Pupils can understand and correctly repeat the sentences in two communicative contexts (pictures) in which pupils ask and answer questions about someone's abilities.

2. Listen, point and say.



Goal: To correctly say the phrases and use *Can you _____? – Yes, I can. / No, I can't.* to ask and answer questions about someone's abilities.

Input: – Picture cues:

a. a girl riding a bike

b. a boy who can't ride a horse

c. a boy playing the piano

d. a girl who can't play the guitar

– Speech bubbles: *Can you _____? – Yes, I can. / No, I can't.*

Audio script:

a. ride a bike / yes **b.** ride a horse / no **c.** play the piano / yes **d.** play the guitar / no

a. *A:* Can you ride a bike?

B: Yes, I can.

b. *A:* Can you ride a horse?

B: No, I can't.

c. *A:* Can you play the piano?

B: Yes, I can.

d. *A:* Can you play the guitar?

B: No, I can't.

Procedure: **Step 1:** Ask pupils to look at Pictures **a**, **b**, **c** and **d** and identify the activities in the pictures.

Step 2: Play the recording for pupils to listen to and repeat the phrases under the pictures in chorus and individually until they feel confident. Use the flash cards for *ride a bike, ride a horse, play the piano* and *play the guitar* to practise the phrases.

Step 3: Draw pupils' attention to the speech bubbles and elicit the missing words in the question by pointing at Picture **a**. Play the recording for pupils to repeat the sentences in both bubbles a few times. Repeat the same procedure with Pictures **b**, **c**, and **d**.

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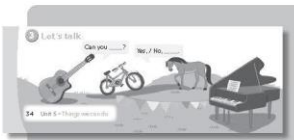
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Step 4: Have pupils practise asking and answering questions in pairs. Go around the classroom to offer help where necessary.

Step 5: Invite a few pairs to point at the pictures and ask and answer questions about what the pupils in the pictures can or can't do.

Outcome: Pupils can correctly say the phrases and use *Can you _____? – Yes, I can. / No, I can't.* to ask and answer questions about someone's abilities.

3. Let's talk.



Goal: To enhance the correct use of *Can you _____? – Yes, / No, _____.* to ask and answer questions about pupils' abilities in a freer context.

Input: – Picture cue: A poster with four activities

– Speech bubbles: *Can you _____? – Yes, / No, _____.*

Procedure: **Step 1:** Draw pupils' attention to the poster about the summer camp. Ask questions to help them identify the activities in the poster.

Step 2: Elicit the missing words in the speech bubbles and write them on the board. Get pupils to say the completed sentences.

Step 3: Put pupils into pairs to ask and answer about their abilities. Go around the classroom to offer support where necessary.

Step 4: Invite a few pairs to point at the pictures and ask and answer questions about their abilities.

Outcome: Pupils can enhance the correct use of *Can you _____? – Yes, / No, _____.* to ask and answer questions about their abilities in a freer context.

Preparation for the project: Tell pupils about the project on page 39. Ask them to make a survey, write questions and ask their friends. Remind pupils to bring the surveys to class to present them at Project time.

LESSON 1 (Period 2)

Warm-up

- Greet the class.
- Use the flash cards (e.g. *ride a bike, ride a horse, play the piano, play the guitar*) to revise the vocabulary in Period 1 by asking *Can you _____?*
- Get pupils to open their books at page 35 and look at Unit 5, Lesson 1, Activity 4.

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4. Listen and tick.



Goal: To listen to and understand two communicative contexts in which pupils ask and answer questions about someone's abilities and tick the correct pictures.

Input: Picture cues:

1a. a girl playing the piano

1b. a girl riding a horse

2a. a boy riding a bike

2b. a boy playing the guitar

Audio script:

1. *A:* What's she doing?
B: She's riding a horse.
A: Can you ride a horse?
B: Yes, I can.

2. *A:* Can you play the piano?
B: No, I can't.
A: Can you play the guitar?
B: Yes, I can. I can do it well.

Procedure: **Step 1:** Draw pupils' attention to the pictures and ask questions to elicit the activities in the pictures. Remind them to look at each pair of pictures, listen to the recording and choose the activity the speakers can do.

Step 2: Play the recording all the way through. Then play the recording for pupils to listen and tick the activity the speakers can do.

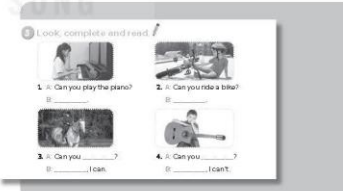
Step 3: Get pupils to swap books with a partner to check their answers before checking as a class. Correct the answers where necessary.

Extension: If time allows, play the recording, sentence by sentence, for pupils to listen and repeat in chorus. Correct their pronunciation where necessary.

Outcome: Pupils can listen to and understand two communicative contexts in which pupils ask and answer questions about someone's abilities and tick the correct pictures.

Key: **1.** b **2.** b

5. Look, complete and read.



Goal: To complete four gapped exchanges with the help of picture cues.

Input: Four picture cues and four gapped exchanges to complete

Procedure: **Step 1:** Model Question **1.** Have pupils read the exchange and guess the missing words in the answer. Then draw pupils' attention to the picture and elicit the answer to fill in the gap (*Yes, I can.*).

Step 2: Give pupils time to do the task independently. Go around the classroom to offer help where necessary.

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Step 3: Get pupils to swap books with a partner and check their answers before checking as a class. Nominate a pupil to write the answers on the board. Give further support to those pupils who find it difficult to do the task.

Step 4: Invite four pairs of pupils to act out the four completed exchanges in front of the class. Correct their pronunciation where necessary.

Outcome: Pupils can complete four gapped exchanges with the help of picture cues.

Key: **1.** Yes, I can **2.** No, I can't **3.** ride a horse; Yes **4.** play the guitar; No

6. Let's play.



Goal: To practise the target vocabulary and sentence patterns by playing the game *Can you ...?*

Input: A picture of a teacher in front of two groups of pupils holding a flash card to elicit the action and a suggested sentence: *Can you ride a bike?*

Procedure: **Step 1:** Invite two groups, each with six pupils, to play the game. Tell pupils the goal of the game and how to play it. Explain that they look at a flash card, ask and answer. Then demonstrate the action. Each group has two minutes to play. The teacher holds up a flash card (*ride a bike*), the first pair looks at the picture, one pupil asks (e.g. *Can you ride a bike?*) and another pupil replies as quickly as possible. Check with the whole class if the question is correct or not, and ask the group to demonstrate the action.

Step 2: The pair who has played goes to the end of the line. The second pair moves up and continues with the next flash card. For each pair, the group gets three stars, one star for the question, one for the answer and one for the group action.

Step 3: Play the game with other groups in the class for two minutes. The group with the most stars is the winner.

Outcome: Pupils can practise the target vocabulary and sentence patterns by playing the game *Can you ...?*

LESSON 2 (Period 3)

Warm-up

- Greet the class, then have pupils play the miming game with action verbs learnt in the previous lesson.
- Get pupils to open their books at page 36 and look at Unit 5, Lesson 2, Activity 1. Tell pupils what they will learn in this lesson.

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1. Look, listen and repeat.



Goal: To understand and correctly repeat the sentences in two communicative contexts (pictures) in which the characters talk about abilities and lack of abilities.

Input: – Context **a**:

Mr Long: *Can Linh play badminton?*

Ben: *Yes, she can.*

– Context **b**:

Mr Long: *Can she play football?*

Ben: *No, she can't, but she can swim.*

Procedure: **Step 1:** Ask pupils to look at Pictures **a** and **b** and identify the characters and predict the activities that Linh can do on the sports day.

Step 2: Ask pupils to look at Picture **a**. Play the recording for them to listen and check the prediction. Play the recording again, sentence by sentence, for pupils to listen and repeat. Correct their pronunciation where necessary. Repeat the same procedure with Picture **b**.

Step 3: Invite a few pairs to the front of the classroom to listen to and act out the exchanges.

Step 4: Draw pupils' attention to the word *can* and *can't* in the conversation to elicit the meaning. Explain that they are used to talk about abilities and lack of abilities.

Outcome: Pupils can understand and correctly repeat the sentences in two communicative contexts (pictures) in which the characters talk about abilities and lack of abilities.

2. Listen, point and say.



Goal: To correctly say the words and use *Can he / she_____? – Yes, he / she can. / No, he / she can't, but he / she can _____*, to talk about abilities and lack of abilities.

Input: – Picture cues:

a. a boy swimming

b. a boy who can't roller skate

c. a girl cooking

d. a girl who can't draw

– Speech bubbles:

Can he / she_____?

Yes, he / she can.

No, he / she can't, but he / she can_____.

Audio script:

a. swim / yes **b.** roller skate / no / swim **c.** cook / yes **d.** draw / no / cook

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a. *A:* Can he swim?

B: Yes, he can.

b. *A:* Can he roller skate?

B: No, he can't, but he can swim.

c. *A:* Can she cook?

B: Yes, she can.

d. *A:* Can she draw?

B: No, she can't, but she can cook.

Procedure: **Step 1:** Ask pupils to look at the pictures and identify the activities in the pictures.

Step 2: Play the recording for pupils to listen to and repeat the words in chorus and individually until they feel confident. Use the flash cards for *swim*, *roller skate*, *cook* and *draw* to practise the words.

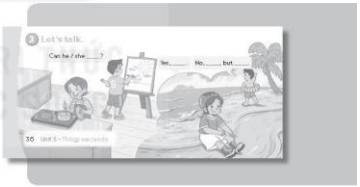
Step 3: Draw pupils' attention to the speech bubbles and elicit the missing word in the sentence by pointing at Picture **a**. Play the recording for pupils to repeat the sentence a few times. Repeat the same procedure with Pictures **b**, **c** and **d**.

Step 4: Have pupils point at the pictures and ask and answer questions in pairs. Go around the classroom to offer help where necessary.

Step 5: Invite a few pairs to the front of the class to point at the pictures and ask and answer questions about what the people in the pictures can or can't do. Praise pupils if they perform well.

Outcome: Pupils can correctly say the words and use *Can he / she _____? – Yes, he / she can. / No, he / she can't, but he / she can _____.* to talk about abilities and lack of abilities.

3. Let's talk.



Goal: To enhance the correct use of *Can he / she _____? – Yes, _____. / No, _____, but _____.* to talk about abilities and lack of abilities in a freer context.

Input: – Picture cues: Lucy is cooking, Nam is drawing, Lucy cannot skate, Nam cannot swim.

– Speech bubbles:

Can he / she _____?

Yes, _____.

No, _____, but _____.

Procedure: **Step 1:** Ask pupils to look at the pictures and identify the characters and the activities.

Step 2: Elicit the missing words in the speech bubbles and write them on the board. Get pupils to say the completed sentences.

Step 3: Give pupils time to work in pairs and take turns asking and answering about what the friends in the pictures can or can't do.

Step 4: Invite a few pairs to come to the front of the classroom and act out the roles.

Outcome: Pupils can enhance the correct use of *Can he / she _____? – Yes, _____. / No, _____, but _____.* to talk about abilities and lack of abilities in a freer context.

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LESSON 2 (Period 4)

Warm-up

- Greet the class, then use the flash cards to revise the words and phrases on pages 34 and 36.
- Get pupils to open their books at page 37 and look at Unit 5, Lesson 2, Activity 4.

4. Listen and tick or cross.



Goal: To listen to and understand four communicative contexts in which pupils talk about abilities and lack of abilities and tick or cross the pictures.

Input: Picture cues:

1. a boy cooking **2.** a girl who can't roller skate

3. a girl riding a bike **4.** a boy drawing

Audio script:

1. *A:* Is that your brother?
B: Yes, it is. My brother can cook.

2. *A:* Can your sister roller skate?
B: Yes, she can.

3. *A:* Can your sister ride a bike?
B: No, she can't, but she can swim.

4. *A:* Can your brother play badminton?
B: No, he can't, but he can draw.

Procedure:

Step 1: Draw pupils' attention to the pictures and ask *What can he / she do?* Remind them that they will look at the activities in the pictures and tick or cross the boxes while listening.

Step 2: Play the recording all the way through. Then play the recording again for pupils to listen and tick or cross the pictures.

Step 3: Get pupils to swap books with a partner to check their answers before checking as a class. Correct the answers where necessary.

Extension: If time allows, play the recording, sentence by sentence, for pupils to listen and repeat in chorus. Correct their pronunciation where necessary.

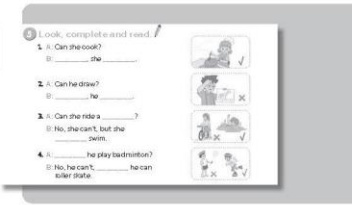
Outcome: Pupils can listen to and understand four communicative contexts in which pupils talk about abilities and lack of abilities and tick or cross the pictures.

Key: 1. ✓ 2. × 3. × 4. ✓

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5. Look, complete and read.



Goal: To complete four gapped exchanges with the help of picture cues.

Input: Four picture cues and four gapped exchanges to complete

Procedure: **Step 1:** Model Question **1**. Have pupils read the exchange and guess the missing words. Then draw pupils' attention to the picture and elicit the words to complete the sentence.

Step 2: Give pupils a time limit to read the gapped exchanges **2**, **3** and **4**, look at the pictures and fill in the gaps independently. Go around the classroom and give further support to pupils who find it difficult to do the task.

Step 3: Get pupils to swap books with a partner and check their answers before checking as a class. Invite one pupil to write the answers on the board.

Step 4: Invite a few pairs of pupils to read or act out the completed exchanges in front of the class.

Outcome: Pupils can complete the four gapped exchanges with the help of picture cues.

Key: **1.** Yes; can **2.** No; can't **3.** bike; can **4.** Can; but

6. Let's sing.



Goal: To sing the song *Things they can do* with the correct pronunciation, rhythm and melody.

Input: The lyrics and the recording of the song *Things they can do*

Procedure: **Step 1:** Draw pupils' attention to the title and lyrics of the song. Encourage them to point at the pictures to reinforce their understanding.

Step 2: Have pupils read the first verse of the lyrics. Explain that the first verse is about things the girl can and can't do. Have pupils listen to the first verse, drawing their attention to the pronunciation, rhythm and melody. Then let them listen and practise singing it, line by line, while miming the actions.

Step 3: Repeat **Step 2** for the second verse. Explain that it is about things the boy can and can't do. Check comprehension and give feedback.

Step 4: Ask pupils to listen to and sing the whole song while miming the actions. Go around the classroom and offer help where necessary.

Step 5: Invite a few groups to the front of the class to sing the song. The class may sing along and clap hands to reinforce the activity.

Outcome: Pupils can sing the song *Things they can do* with the correct pronunciation, rhythm and melody.

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LESSON 3 (Period 5)

Warm-up

- Greet the class, then ask pupils to sing the song *Things they can do* on page 37.
- Get pupils to open their books at page 38 and look at Unit 5, Lesson 3, Activity 1. Tell them what they will learn in this lesson.

1. Listen and repeat.



Goal: To correctly repeat the sounds of the letters ***y*** and ***n*** in isolation, in word-initial position in the words ***y****es* and ***n****o* as in the sentences *Yes, I can.* and *No, she can't.*

Input: – The letter ***y***, the word *yes* and the sentences *Can you draw? – Yes, I can.*

– The letter ***n***, the word *no* and the sentences *Can she swim? – No, she can't.*

Procedure: **Step 1:** Have pupils point at the letter ***y***, the word *yes*, and the sentences *Can you draw? – Yes, I can.* Play the recording for them to listen and repeat in chorus and individually until they feel confident. Correct their pronunciation where necessary.

Step 2: Invite a few pupils to listen to the recording and repeat the sound, the word and the sentences in front of the class. Praise them if their pronunciation is good.

Step 3: Repeat **Steps 1** and **2** for the letter, the word and the sentences in the second line. Go around the classroom and correct their pronunciation where necessary.

Step 4: Have pupils work in pairs or groups, pronouncing the sounds, saying the words and reading the sentences until they feel confident.

Outcome: Pupils can correctly repeat the sounds of the letters ***y*** and ***n*** in isolation, in word-initial position in the words ***y****es* and ***n****o* as in the sentences *Yes, I can.* and *No, she can't.*

2. Listen and circle.



Goal: To identify the target words *yes* and *no* while listening.

Input: Two questions, each with two answer options

Audio script:

1. Can he swim? – Yes, he can.

2. Can they draw? – No, they can't.

Procedure: **Step 1:** Tell pupils the goal of the activity. Explain that they have to listen to the recording and circle the correct options. Check comprehension.

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Step 2: Get pupils to read the questions and guess the answer options they may hear in the recording.

Step 3: Play the recording, once or twice, for pupils to listen and circle the correct options. Get pupils to swap books with a partner and check their answers before checking as a class. Play the recording again for pupils to double-check their answers.

Step 4: Invite a few pupils to read aloud the two completed exchanges in front of the class. Go around the classroom and correct their pronunciation where necessary.
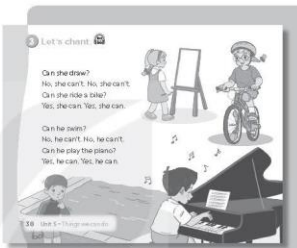
Outcome: Pupils can identify the target words *yes* and *no* while listening.

Key: 1. a 2. b

3. Let's chant.

Goal: To say the chant with the correct pronunciation and rhythm.

Input: The lyrics and recording of the chant



Procedure:

Step 1: Have pupils look at the pictures and tell what they can see in the pictures and predict what the pupils can do. Play the recording for them to check their prediction.

Step 2: Have pupils read the first verse of the chant and draw their attention to the sounds of the letters ***y*** and ***n***, the words *yes* and *no*. Check comprehension.

Step 3: Play the recording of the first verse. Play the recording again, line by line, for pupils to listen and repeat. Draw their attention to the rhythm and pronunciation. Encourage them to clap hands while chanting.

Step 4: Repeat **Steps 2** and **3** for the second verse of the chant.

Step 5: Play the recording all the way through for pupils to chant and clap along.

Outcome: Pupils can say the chant with the correct pronunciation and rhythm.

LESSON 3 (Period 6)

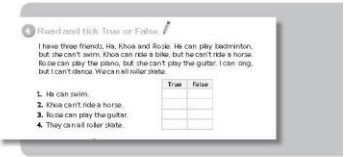
Warm-up

- Greet the class, then invite one or two groups of pupils to the front of the class to say the chant in Lesson 3, Activity 3. The rest of the class may chant and clap along.
- Ask pupils to open their books at page 39 and look at Unit 5, Lesson 3, Activity 4.

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4. Read and tick True or False.



Goal: To read and show understanding of a text by deciding if the statements are true or false.

Input: – A short text about what a group of friends can and can't do

– Four statements with True and False boxes

Procedure: **Step 1:** Tell pupils the goal of the activity and explain that they should read the text and tick to indicate whether Sentences **1** to **4** are true or false. Check comprehension.

Step 2: Do Sentence **1** as an example. Have pupils read Sentence **1** and find who the sentence is about (*It's about Ha.*) and what Ha can do (*Ha can swim.*). Then, ask pupils to find the information about Ha in the text. Ask them to read carefully to decide if the sentence is true or false.

Step 3: Set a time limit for pupils to do the task independently. Go around the classroom and offer help where necessary.

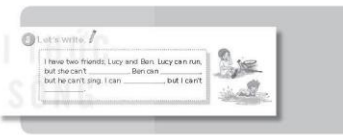
Step 4: Get pupils to swap their books with a partner and check their answers before checking as a class. Correct the answers where necessary.

Extension: Invite one or two pupils to read the text in front of the class. Correct their pronunciation where necessary.

Outcome: Pupils can read and show understanding of the text by deciding if the statements are true or false.

Key: **1.** False **2.** True **3.** False **4.** True

5. Let's write.



Goal: To complete a gapped text about the abilities and lack of abilities of Lucy, Ben and the pupils themselves.

Input: A short gapped text with picture cues

Procedure: **Step 1:** Tell the class the goal of the activity and explain that they should read the gapped text and fill in the gaps using the picture cues and with their own information. Explain that the gaps in the text focus on the things that people can or can't do. Check comprehension.

Step 2: Have pupils do the first gapped sentence together as an example. Ask them to read the sentence, look at the picture about Lucy and complete the sentence. Then have them write the answer in the gap.

Step 3: Give pupils time to complete the text independently. Go around the classroom and offer help where necessary.

Step 4: Get pupils to swap their books with a partner and check their answers before checking as a class.

Extension: Invite one or two pupils to read their completed texts in front of the class.

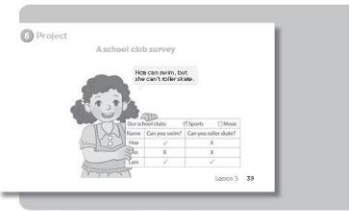
Outcome: Pupils can complete a gapped text about the abilities and lack of abilities of Lucy, Ben and the pupils themselves.

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Suggested answer: I have two friends, Lucy and Ben. Lucy can run, but she can't ride a bike. Ben can swim, but he can't sing. I can draw a picture, but I can't dance.

6. Project



Goal: To carry out a school club survey, collect the information and present their friends' abilities and lack of abilities to the class by using the target language.

Input: A pupil, her survey results and a sentence from her presentation

Procedure: **Step 1:** Tell pupils the goal of the activity. Explain again that they need to work in groups of four or five to complete a school club survey. Each group should choose two clubs such as sports or music. Each pupil in a group needs to write questions to ask their friends to find out what they can or can't do to find members for the club, and then presents his / her survey results to the class. Ask pupils to show the completed survey that they have prepared at home.

Step 2: Have pupils work in their groups. Each pupil should hold up their survey results and tell their group about them, e.g. *Hoa can swim, but she can't roller skate.* Go around the classroom and offer help where necessary.

Step 3: Invite a few groups to present their surveys to the class. Praise pupils when they do the task well.

Outcome: Pupils can carry out a school club survey, collect the information and present their friends' abilities and lack of abilities to the class by using the target language.

KẾT NỐI TRI THỨC
VỚI CUỘC SỐNG

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REVIEW 1

Objectives

By the end of the unit, pupils will be able to:

- correctly use the following sentence patterns:
  - *Where are you from? – I'm from_____.*
  - *Where's he / she from? – He's / She's from_____.*
  - *What time is it? – It's_____.*
  - *What time do you_____? – I_____ at_____.*
  - *What day is it today? – It's_____.*
  - *What do you do on_____? – I_____.*
  - *When's your birthday? – It's in_____.*
  - *What do you want to eat / drink? – I want_____.*
  - *Can you_____? – Yes, I can. / No, I can't.*
  - *Can he / she_____? – Yes, he / she can. / No, he / she can't, but he / she can_____.*
- take part in extension activities to apply their language knowledge and competences.

REVIEW

Period 1

Warm-up

- Greet the class.
- Spend a few minutes revising Unit 5 by having pupils sing the song *Things they can do* on page 37 and say the chant on page 38.
- Ask pupils to open their books at page 40 and look at Review 1. Tell them what they will learn in this lesson.

1. Listen and tick.

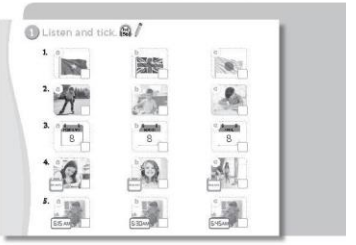
Goal: To listen to and understand five communicative contexts and tick the correct pictures.

Input: Picture cues:

1a. the Vietnamese flag

1b. the British flag

1c. the Japanese flag



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2a. a boy roller skating

2b. a boy cooking

2c. a boy drawing

3a. a calendar showing 8 February

3b. a calendar showing 8 March

3c. a calendar showing 8 April

4a. a girl studying at school on Fridays

4b. a girl listening to music on Fridays

4c. a girl doing housework on Fridays

5a. a boy having breakfast at 6:15 a.m.

5b. a boy having breakfast at 6:30 a.m.

5c. a boy having breakfast at 6:45 a.m.

Audio script:

1. *A:* Where are you from?

B: I'm from Japan.

2. *A:* Can he roller skate?

B: Yes, he can.

3. *A:* When's your birthday?

B: It's in April.

4. *A:* What do you do on Fridays?

B: I listen to music.

5. *A:* What time do you have breakfast?

B: At six forty-five.

Procedure: **Step 1:** Draw pupils' attention to Pictures **1a**, **1b** and **1c**. Elicit the countries with the flags. Then play the recording for Question **1**. Play the recording again for pupils to do the task. Play the recording a third time for pupils to check their answers. Repeat the same procedure with the rest of the questions.

Step 2: Get pupils to swap books with a partner, then check answers as a class. Write the correct answers on the board.

Step 3: Play the recording again for pupils to double-check their answers.

Extension: If time allows, play the recording, sentence by sentence, for the class to listen and repeat in chorus. Correct their pronunciation where necessary.

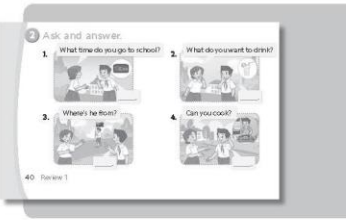
Outcome: Pupils can listen to and understand five communicative contexts and tick the correct pictures.

Key: **1.** c **2.** a **3.** c **4.** b **5.** c

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2. Ask and answer.



Goal: To ask and answer questions using picture cues.

Input: Four picture cues and four questions

Procedure: **Step 1:** Draw pupils' attention to the first picture. Get them to look at the clock to identify the time shown on it. Check pupils' comprehension.

Step 2: Draw pupils' attention to Question **1**. Have pupils look at the clock in the picture to answer the question.

Step 3: Repeat **Steps 1** and **2** with the rest of the questions.

Step 4: Have pupils work in pairs to role-play the four exchanges. Go around the classroom to monitor the activity.

Extension: Invite pairs of pupils to stand up and take it in turns to role-play the target exchanges.

Outcome: Pupils can ask and answer questions using picture cues.

Period 2

Warm-up

- Greet the class.
- Spend a few minutes revising Units 1 to 5 by having pupils play a game (e.g. *Bingo, Board race, Guessing game*) using language learnt in these units.
- Ask pupils to open their books at page 41 and look at Review 1, Activity 3. Tell them what they will learn in this lesson.

3. Read and match.



Goal: To read and match pairs of target sentence patterns.

Input: Five pairs of sentence patterns, which together form simple exchanges between two pupils

Procedure: **Step 1:** Draw pupils' attention to the sentences. Tell them how to do the activity. Point at Sentence **1**, elicit the answer and give feedback. Draw a line to match Sentence **1** with Sentence **c.**

Step 2: Give pupils time to do the task individually. Go around the classroom to offer support.

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Step 3: Get pupils to swap books with a partner, then check answers together as a class. Write the correct answers on the board.

Extension: Invite pairs of pupils to stand up and read the matched exchanges aloud.

Outcome: Pupils can read and match pairs of target sentence patterns.

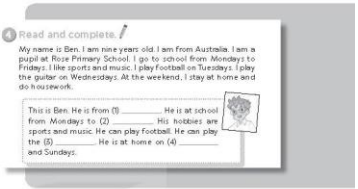
Key: 1. c 2. d 3. b 4. e 5. a

4. Read and complete.

Goal: To read and complete a gapped passage about Ben.

Input: – A passage about Ben

– A gapped passage to complete


4 Read and complete.

My name is Ben. I am nine years old. I am from Australia. I am a pupil at Rose Primary School. I go to school from Mondays to Fridays. I like sports and music. I play football on Tuesdays. I play the guitar on Wednesdays. At the weekend, I stay at home and do housework.

This is Ben. He is from (1) _____. He is at school from Mondays to (2) _____. His hobbies are sports and music. He can play football. He can play the (3) _____. He is at home on (4) _____ and Sundays.

Procedure: **Step 1:** Have pupils read the passage about Ben. Check comprehension.

Step 2: Have pupils look at the gapped passage. Draw pupils' attention to the gaps in the passage. Point at the sentence with the first gap and read it as a class. Elicit the missing word and give feedback. Complete the sentence and get pupils to read the completed sentence in chorus.

Step 3: Repeat **Step 2** with the rest of the gaps. Go around the classroom to offer support where necessary.

Step 4: Get pupils to swap books with a partner, then check answers as a class. Write the correct answers on the board.

Extension: Invite some pupils to stand up and read the completed passage aloud.

Outcome: Pupils can read and complete the gapped passage.

Key: 1. Australia 2. Fridays 3. guitar 4. Saturdays

5. Let's write.

Goal: To complete a gapped text with the help of picture cues.

Input: A short gapped text with picture cues and target sentences to complete


5 Let's write.

I have a friend. Her name is Ann. She is from _____ (1) _____.

Her birth day is in _____ (2) _____. She can _____ (3) _____.

and _____ (4) _____ but she can't _____ (5) _____.

Review 1 41

Procedure: **Step 1:** Tell the class the goal of this activity: to read the gapped text and fill in the gaps using picture cues. Check comprehension.

Step 2: Write the sentence with the first gap on the board. Read the sentence as a class. When you reach the gap, ask pupils to point at the picture (the American flag) and encourage pupils to say the name of the country (*America*). Give pupils time to write the answers.

Step 3: Repeat **Step 2** for the other gaps.

Step 4: If time allows, invite a few pupils to read the sentences they have completed aloud in front of the class. The class observes and praises their work.

Outcome: Pupils can complete the gapped text using picture cues.

Key: 1. America 2. April 3. sing 4. draw 5. roller skate

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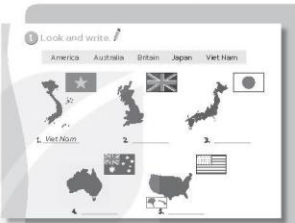
EXTENSION ACTIVITIES

Period 3

Warm-up

- Greet the class. Have pupils sing any songs from Units 1 to 5. Praise pupils and get the class to cheer or clap their hands.
- Ask pupils to open their books at page 42 and look at Extension activities, Activity 1.

1. Look and write.



Goal: To identify five different countries in the pictures.

Input: Five pictures showing five maps and flags of Viet Nam, Britain, Japan, Australia and America

Procedure: **Step 1:** Draw pupils' attention to the pictures. Ask *Where is Viet Nam?* and encourage pupils to point to it. Write *Viet Nam* on the board.

Step 2: Repeat **Step 1** for *Britain, Japan, Australia* and *America.*

Step 3: Have pupils complete the activity by writing the name next to each country. Check answers together as a class.

Outcome: Pupils can identify five different countries in the pictures.

Key: **1.** Viet Nam **2.** Britain **3.** Japan **4.** Australia **5.** America

2. Look and write.



Goal: To identify the different times in different countries and complete the gapped sentences.

Input: Five clocks showing the times in five different countries and five gapped sentences to complete

Procedure: **Step 1:** Have pupils look at the clocks. Draw their attention to the different times in different countries. Explain the concept of time zones in a simple way if necessary.

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Step 2: Write *In America, it's _____.* on the board. Read the first part of the sentence aloud and encourage pupils to complete it. When pupils answer correctly, write the answer on the board: *It's eight o'clock.*

Step 3: Have pupils complete the activity by completing the sentences. Check answers as a class.

Outcome: Pupils can identify the different times in different countries and complete the gapped sentences.

Key: 2. one o'clock **3.** seven o'clock **4.** nine o'clock **5.** ten o'clock

3. Read the questions. Then tick the answers.

Goal: To read the questions and tick the correct answers.

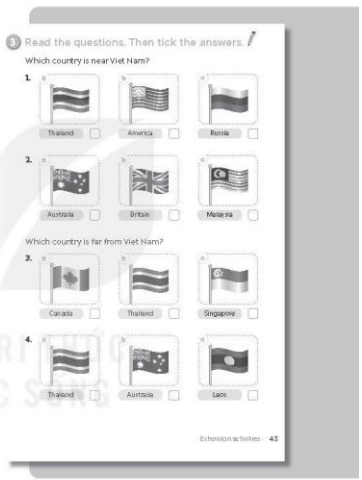
Input: Questions and answer options for pupils to choose and tick

Procedure: **Step 1:** Draw pupils' attention to the question *Which country is near Viet Nam?* and read it as a class. Check comprehension.

Step 2: Ask pupils to look at Question **1** with three answer options **a**, **b** and **c**. Explain the new word Russia. Get them to look at the flags of Thailand, America and Russia, elicit the right answer and tick it (Picture **a**). Repeat the same procedure with Question **2**.

Step 3: Repeat **Steps 1** and **2** with the question *Which country is far from Viet Nam?* Go around the classroom to offer support where necessary.

Step 4: Get pupils to swap books with a partner, then check answers together as a class. Write the correct answers on the board for pupils to correct their answers.



Step 5: Have pupils say the answers by asking them the two questions.

Outcome: Pupils can read the questions and tick the correct answers.

Key: 1. a **2.** c **3.** a **4.** b

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UNIT 6 – OUR SCHOOL FACILITIES

Objectives

By the end of the unit, pupils will be able to:

- correctly pronounce the sounds of the letters ***s*** and ***es*** as final consonants in the words *mountains* and *villages*, and in the sentences *My school is in the mountains.* and *There are three villages near my school.*;
- use the words *city, mountains, town, village, building, computer room, garden* and *playground* in relation to the topic "Our school facilities";
- use *Where's your school? – It's in the____.* to ask and answer questions about the location of a school;
- use *How many ___ are there at your school? – There is ___. / There are ___.* to ask and answer questions about the quantity of school facilities;
- listen to and demonstrate understanding of simple communicative contexts in relation to the topic "Our school facilities";
- read and write about school locations and facilities;
- draw their school with some facilities and present it to the class at Project time.

LESSON 1 (Period 1)

Warm-up

- Greet the class. Encourage pupils to respond to the greeting.
- Spend a few minutes revising Unit 5 by asking the class to do the project in Lesson 3 or to sing the song in Lesson 2.
- Have pupils open their books at page 44 and look at Unit 6, Lesson 1, Activity 1.
- Write the title *Our school facilities* on the board and tell pupils what they will learn in this lesson.

1. Look, listen and repeat.

Goal: To understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about the location of a school.

Input: – Context **a**:

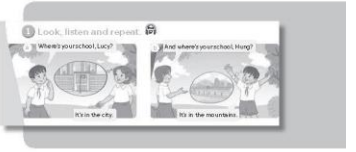
Hung: *Where's your school, Lucy?*

Lucy: *It's in the city.*

– Context **b**:

Lucy: *And where's your school, Hung?*

Hung: *It's in the mountains.*



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Procedure: **Step 1:** Ask pupils to look at Pictures **a** and **b** and guess the locations of the schools.

Step 2: Ask pupils to look at Picture **a**. Play the recording for them to listen.

Step 3: Play the recording again, sentence by sentence, for pupils to listen and repeat individually and in chorus. Correct their pronunciation where necessary. Repeat the same procedure with Picture **b**.

Step 4: Invite a few pairs to the front of the classroom to listen to and repeat the sentences in the recording.

Step 5: Draw pupils' attention to the question *Where's your school?* and the answers *It's in the city.* and *It's in the mountains*. Tell pupils that they are a question and answers about the location of a school.

Outcome: Pupils can understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about the location of a school.

2. Listen, point and say.

Goal: To correctly say the words and use *Where's your school? – It's in the _____.* to ask and answer questions about the location of a school.



Input: – Picture cues:

a. a school in the mountains

b. a school in the village

c. a school in the city

d. a school in the town

– Speech bubbles: *Where's your school? – It's in the _____.*

Audio script:

a. mountains **b.** village **c.** city **d.** town

a. *A:* Where's your school?

B: It's in the mountains.

b. *A:* Where's your school?

B: It's in the village.

c. *A:* Where's your school?

B: It's in the city.

d. *A:* Where's your school?

B: It's in the town.

Procedure: **Step 1:** Have pupils look at the pictures and elicit the locations of schools.

Step 2: Have pupils point at Picture **a** (mountains), listen to the recording and repeat the word (*mountains*). Repeat the same procedure with Pictures **b**, **c** and **d**. Have the class repeat the words a few times.

Step 3: Point at the first bubble and have pupils listen to and repeat after the recording (*Where's your school?*). Point at Picture **a** and have pupils listen to and repeat after the recording (*It's in the mountains.*). Repeat the same procedure with the other three pictures.

Step 4: Divide the class into two groups to take turns repeating the question and the answer for Picture **a** until they feel confident. Repeat the same procedure with Pictures **b**, **c** and **d**.

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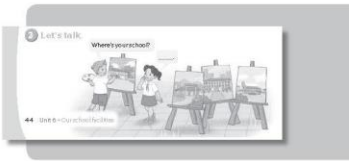
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Step 5: Put pupils in pairs and have them practise asking and answering with the pictures. Invite a few pairs to point at the pictures and say the questions and answers in front of the class. Correct their pronunciation where necessary.

Outcome: Pupils can correctly say the words and use *Where's your school? – It's in the_____*. to ask and answer questions about the location of a school.

3. Let's talk.

Goal: To enhance the correct use of *Where's your school? – It's in the___*. to ask and answer questions about the location of a school in a freer context.



Input: – Picture cue: some paintings of schools; a boy painting one of them and talking with a girl

– Speech bubbles: *Where's your school? – _____.*

Procedure: **Step 1:** Draw pupils' attention to the two speech bubbles. Read the question aloud and ask pupils to repeat it. Ask pupils to look at the second bubble and identify what the answers should be. Give the example answer *It's in the village*. Get pupils to repeat the question and the answer several times.

Step 2: Have pairs of pupils practise asking and answering questions about the locations of the schools in the paintings. Go around the classroom to observe and provide help.

Step 3: Invite some pairs to practise asking and answering questions about the locations of the schools in front of the class and correct their pronunciation where necessary.

Outcome: Pupils can enhance the correct use of *Where's your school? – It's in the_____*. to ask and answer questions about the location of a school in a freer context.

Preparation for the project: Ask pupils to prepare for the project on page 49 by drawing their school and its facilities as homework so that they can tell the class about their school at Project time.

LESSON 1 (Period 2)

Warm-up

- Greet the class.
- Spend a few minutes revising the sentence patterns *Where's your school? – It's in the_____*. Have pupils ask and answer questions about the location of a school in front of the class.
- Dictate some sentences about locations (e.g. *My school is in the mountains.*) and ask pupils to write them down. Then let them work in pairs or groups to correct each other's answers.
- Ask pupils to open their books at page 45 and look at Unit 6, Lesson 1, Activity 4.

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4. Listen and number.



Goal: To listen to and understand four communicative contexts in which pupils ask and answer questions about school locations and number the correct pictures.

Input: Picture cues:

a. a school in the city

b. a school in the village

c. a school in the town

d. a school in the mountains

Audio script:

1. *A:* Where's your school?

B: It's in the town.

2. *A:* Where's your school?

B: It's in the mountains.

3. *A:* Where's your school? Is it in the city?

B: Yes, it is. It's in the city.

4. *A:* Is your school in the mountains?

B: No. It's in the village.

Procedure: **Step 1:** Have pupils look at Activity **4**. Ask them *How many pictures are there?* and *What can you see in each picture?* Draw pupils' attention to the boxes in the corners of the pictures. Check their comprehension.

Step 2: Play the recording of the first dialogue. Tell pupils that they will need to listen to the location (e.g. *city, village, town, mountains*). Ask pupils *Where's the school?* Help pupils find out the answer of the location in the dialogue. Then ask pupils in which picture the location *town* appears (Picture **c**). Tell pupils to write "1" in the box of Picture **c**.

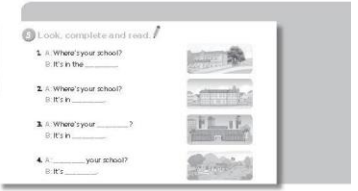
Step 3: Play the recording of the other dialogues and allow pupils to write down their answers. Give pupils some minutes to swap books with a partner and then check the answers as a class. Correct the answers where necessary.

Extension: If time allows, play the recording, sentence by sentence, for the class to listen and repeat individually and in chorus. Correct their pronunciation if necessary.

Outcome: Pupils can listen to and understand four communicative contexts in which pupils ask and answer questions about school locations and number the correct pictures.

Key: **1.** c **2.** d **3.** a **4.** b

5. Look, complete and read.



Goal: To complete four target gapped exchanges with the help of picture cues.

Input: Four picture cues and four target gapped exchanges

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Procedure: **Step 1:** Ask pupils to look at the pictures and identify the school locations in the four pictures.

Step 2: Ask pupils to look at the incomplete exchanges. Draw their attention to the missing words in the sentences.

Step 3: Model Picture **1**. Have pupils look at the dialogue. Ask them what is missing in the answer (*village*). Then, have them fill the gap. Repeat the same procedure with Pictures **2**, **3** and **4**.

Step 4: Get pupils to complete the exchanges individually, then ask a few pairs to read them aloud and check their pronunciation if necessary.

Outcome: Pupils can complete four target gapped exchanges with the help of picture cues.

Key: **1.** village **2.** the town **3.** school; the city **4.** Where's; in the mountains

6. Let's play.



Goal: To review the words of locations by playing the game *Matching pairs*.

Input: Four picture cards showing school locations and four word cards with the words *mountains*, *village*, *city* and *town*

Procedure: **Step 1:** Tell pupils that they are going to find four pairs of pictures and words as quickly as possible.

Step 2: Stick the picture cards face down in the left column and the word cards face down in the right column on the board.

Step 3: Invite one pupil to play the game by selecting a picture card and a word card, turning them over. If two cards are a matching pair, ask the pupil to say the word aloud. The pupil can continue to take another turn. If the cards do not make a match, ask the pupil to turn them face down again and invite another pupil to take the next turn.

Step 4: Let pupils play the game until all pairs have been matched. Play the game several times if there is enough time.

Outcome: Pupils can review the words of locations by playing the game *Matching pairs*.

LESSON 2 (Period 3)

Warm-up

- Greet the class and encourage pupils to respond to your greeting.
- Spend a few minutes revising Lesson 1 by playing the game *Matching pairs*.
- Ask pupils to open their books at page 46 and look at Unit 6, Lesson 2, Activity 1. Tell pupils what they will learn in this lesson.

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1. Look, listen and repeat.



Goal: To understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about the quantity of school facilities.

Input: – Context **a**:

Linh: *Where's your school, Bill?*

Bill: *It's in the town.*

– Context **b**:

Linh: *How many buildings are there at your school?*

Bill: *There are three.*

Procedure: **Step 1:** Get pupils to look at Pictures **a** and **b** and identify the characters in the pictures. Get them to say what they can see in the background.

Step 2: Ask pupils to look at Picture **a**. Play the recording for them to listen.

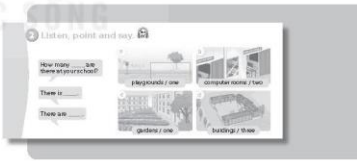
Step 3: Play the recording again, sentence by sentence, for pupils to listen and repeat individually and in chorus. Correct their pronunciation where necessary. Repeat the same procedure with Picture **b**.

Step 4: Invite a few pairs to the front of the classroom to listen to and repeat the sentences in the recording. Correct their pronunciation where necessary.

Step 5: Draw pupils' attention to the question *How many buildings are there at your school?* and the answer *There are three.* Tell pupils that they are a question and an answer about the quantity of school facilities.

Outcome: Pupils can understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about the quantity of school facilities.

2. Listen, point and say.



Goal: To correctly say the words and phrases and use *How many ____ are there at your school? – There is ____. / There are ____.* to ask and answer questions about the quantity of school facilities.

Input: – Picture cues:

a. playgrounds / one

b. computer rooms / two

c. gardens / one

d. buildings / three

– Speech bubbles:

How many ____ are there at your school? – There is ____. / There are ____.

Audio script:

a. playgrounds / one **b.** computer rooms / two **c.** gardens / one **d.** buildings / three

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a. *A:* How many playgrounds are there at your school?

B: There is one.

b. *A:* How many computer rooms are there at your school?

B: There are two.

c. *A:* How many gardens are there at your school?

B: There is one.

d. *A:* How many buildings are there at your school?

B: There are three.

Procedure: **Step 1:** Have pupils point at Picture **a**, listen to the recording and repeat the words (*playgrounds / one*). Repeat the same procedure with Pictures **b**, **c** and **d**. Have the class repeat the words and phrases a few times.

Step 2: Point at the question pattern *How many ___ are there at your school?* Read it aloud and have pupils repeat it. Repeat the same procedure with the answer patterns *There is ___.* and *There are ___.*

Step 3: Point at Picture **a** and have pupils listen to and repeat after the recording *How many playgrounds are there at your school? – There is one.* Repeat the same procedure with Pictures **b**, **c** and **d**.

Step 4: Divide the class into two groups to take turns repeating the question and the answer for Picture **a** until they feel confident. Repeat the same procedure with Pictures **b**, **c** and **d**.

Step 5: Put pupils into pairs and have them practise asking and answering the questions. Invite a few pairs to point at the pictures and say the questions and answers in front of the class. Correct their pronunciation where necessary.

Outcome: Pupils can correctly say the words and phrases and use *How many ___ are there at your school? – There is ___. / There are ___.* to ask and answer questions about the quantity of school facilities.

3. Let's talk.



Goal: To enhance the correct use of *How many ___ are there at your school?* and *There is ____. / There are ____.* to ask and answer questions about the quantity of school facilities in a freer context.

Input: – Picture cue: a school with two buildings, one playground, a computer room and a garden

– Speech bubbles: *How many ___ are there at your school? – _____.*

Procedure: **Step 1:** Draw pupils' attention to the picture. Ask questions to help them identify the context (see *Input*).

Step 2: Elicit the missing words in the speech bubbles and write them on the board. Get pupils to say the completed sentences.

Step 3: Have pairs of pupils practise asking and answering the questions about the quantity of school facilities in the picture. Go around the classroom to observe and provide help.

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Step 4: Invite some pairs to practise asking and answering questions about the quantity of school facilities in front of the class. Give them corrections and feedback where necessary.

Outcome: Pupils can enhance the correct use of *How many ___ are there at your school?* and *There is ___. / There are ____.* to ask and answer questions about the quantity of school facilities in a freer context.

LESSON 2 (Period 4)

Warm-up

- Greet the class.
- Spend a few minutes revising the sentence patterns *How many ____ are there at your school? – There is ___. / There are ____.* to ask and answer questions about the quantity of school facilities.
- Dictate some sentences about the quantity of school facilities (e.g. *There is a garden at my school. There are three buildings at my school.*) and ask pupils to write them down. Then let them work in pairs or groups to correct each other's answers.
- Ask pupils to open their books at page 47 and look at Unit 6, Lesson 2, Activity 4.

4. Listen and tick.



Goal: To listen to and understand two communicative contexts in which characters ask and answer questions about the quantity of school facilities and tick the correct pictures.

Input: Picture cues:

1a. a school with a red building and a green building

1b. a school with one building

2a. a school with a computer room

2b. a school with two computer rooms

Audio script:

1. *A:* This is my school.

B: Oh, it's big! How many buildings are there at your school?

A: There are two. One is red and one is green.

2. *A:* This is my school.

B: It's small. How many computer rooms are there at your school?

A: There is one. But it's very big.

Procedure: **Step 1:** Have pupils look at Activity **4.** Ask them *How many pictures are there? What can you see in each picture?* Draw pupils' attention to the boxes in the corners of the pictures. Check their comprehension.

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Step 2: Have pupils look at Pictures **1a** and **1b**. Get them to talk about the differences between two pictures (e.g. *There are two buildings in Picture 1a. One is red. One is green. There is one building in Picture 1b.*). Play the recording of the first dialogue. Ask pupils to tick the correct picture. Repeat the same procedure with the second dialogue.

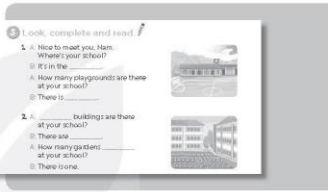
Step 3: Get pupils to swap books with a partner, then check answers together as a class. Write the correct answers on the board.

Extension: If there is time, play the recording, sentence by sentence, for the class to listen and repeat individually and in chorus. Correct their pronunciation where necessary.

Outcome: Pupils can listen to and understand two communicative contexts in which characters ask and answer questions about the quantity of school facilities and tick the correct pictures.

Key: 1. a **2.** a

5. Look, complete and read.



Goal: To complete target sentence patterns in two dialogues with the help of picture cues.

Input: Two picture cues and two gapped dialogues to complete

Procedure: **Step 1:** Have pupils look at the picture in Dialogue **1** and prompt them to ask and answer questions about the school's location.

Step 2: Give pupils 1 – 2 minutes to complete the gaps in Dialogue **1**, then have them compare their answers in pairs. Monitor and help where necessary.

Step 3: Go through the answer with the class. Ask some pairs to read the dialogue aloud.

Step 4: Repeat the same procedure with Dialogue **2**. Encourage pupils to make use of the picture cues to fill the gaps.

Outcome: Pupils can complete target sentence patterns in two dialogues with the help of picture cues.

Key: 1. mountains, one **2.** How many; two; are there

6. Let's sing.



Goal: To sing the song *Gardens and buildings at my school* with the correct pronunciation, rhythm and melody.

Input: The lyrics and the recording of the song *Gardens and buildings at my school*

Procedure: **Step 1:** Have pupils read the lyrics to familiarise themselves with the questions and answers. Check comprehension and give feedback.

Step 2: Have pupils listen to the whole song, drawing their attention to the pronunciation, the rhythm and the melody of the song.

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Step 3: Play the recording of the song once or twice for pupils to listen and repeat, line by line, and do related actions, e.g. using fingers for numbers one and three. Correct their pronunciation where necessary.

Step 4: When pupils feel confident and are familiar with the tune and melody, ask them to sing the whole song while doing actions or clapping hands.

Step 5: Invite a few groups to the front of the class to sing the song. The class may sing along to reinforce the activity.

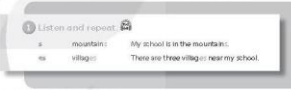
Outcome: Pupils can sing the song *Gardens and buildings at my school* with the correct pronunciation, rhythm and melody.

LESSON 3 (Period 5)

Warm-up

- Greet the class.
- Spend a few minutes revising the previous lesson by asking pupils to sing the song *Gardens and buildings at my school.*
- Ask pupils to open their books at page 48 and look at Unit 6, Lesson 3, Activity 1. Tell pupils what they will learn in this lesson.

1. Listen and repeat.



Goal: To correctly repeat the sounds of the letters ***s*** and ***es*** in isolation, as final consonants in the words *mountains* and *villages,* and in the sentences *My school is in the mountains.* and *There are three villages near my school.*

Input: – The letter ***s***, the word *mountains* and the sentence *My school is in the mountains.*

– The letters ***es***, the word *villages* and the sentence *There are three villages near my school.*

Procedure: **Step 1:** Have pupils look at the letter ***s***, listen to the recording and repeat the letter until they feel confident. Correct their pronunciation if necessary.

Step 2: Have pupils point at the word *mountains*, listen to the recording and repeat the word until they feel confident. Monitor the activity and offer help if necessary.

Step 3: Get pupils to point at the sentence *My school is in the mountains.*, listen to the recording and repeat it. Then get a few pupils to listen to and repeat the sentence in front of the class. Monitor their performance, give corrections and feedback where necessary.

Step 4: Repeat the same procedure with the letters ***es,*** the word *villages* and the sentence *There are three villages near my school.*

Step 5: Give pupils a time limit to practise pronouncing the letters, saying the words and reading the sentences in pairs or groups.

Outcome: Pupils can correctly repeat the sounds of the letters ***s*** and ***es*** in isolation, as final consonants in the words *mountains* and *villages,* and in the sentences *My school is in the mountains.* and *There are three villages near my school.*

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2. Listen and circle.



Goal: To identify the target words *mountains* and *villages* while listening.

Input: Two gapped sentences, each with three options

Audio script:

1. Our school is near two villages.

2. There are two towns not far from my school.

Procedure: **Step 1:** Have pupils read the incomplete sentences and the options a, b and c. Explain that they will listen to the recording and circle the correct options to complete the sentences.

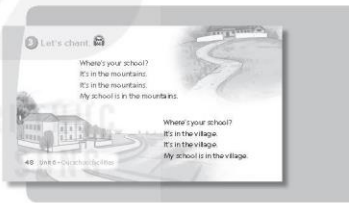
Step 2: Play the recording for pupils to listen and circle the correct options. Get pupils to swap their books and check their answers in pairs or groups. Go through the answers with the class.

Step 3: Invite a few pupils to read the completed sentences in front of the class. Correct their pronunciation where necessary.

Outcome: Pupils can identify the target words *mountains* and *villages* while listening.

Key: **1.** b **2.** c

3. Let's chant.



Goal: To say the chant with the correct rhythm and pronunciation.

Input: The lyrics and the recording of the chant

Procedure: **Step 1:** Have pupils scan the first verse of the chant and elicit its subject. Draw pupils' attention to the word *mountains* and the sentences *It's in the mountains.* and *My school is in the mountains.*

Step 2: Play the recording for pupils to listen to and repeat the first verse, line by line. Correct their pronunciation where necessary. Show them how to chant and clap hands.

Step 3: Play the recording of the whole verse again for pupils to do choral and individual repetition.

Step 4: Repeat **Steps 1** to **3** for the second verse of the chant. Go around the class and offer help to pupils who find it difficult.

Extension: If there is enough time, split the class into two groups to practise chanting and clapping hands. Each of the groups should say one verse of the chant. Then select a few pupils to go to the front of the class to chant and clap hands.

Outcome: Pupils can say the chant with the correct rhythm and pronunciation.

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LESSON 3 (Period 6)

Warm-up

- Greet the class.
- Spend a few minutes revising the previous lesson by asking pupils to say the chant on page 48.
- Ask pupils to open their books at page 49 and look at Unit 6, Lesson 3, Activity 4.

4. Read and complete.

Goal: To read a paragraph about a school and complete four gapped sentences about its location and facilities.

Input: A paragraph and four incomplete sentences about a school location and facilities


4 Read and complete.

Our school is big. It is in the village. There are three buildings and a garden at our school. The garden has many trees and flowers. There is a big playground. We can play football, badminton and volleyball there.

1. Our school is in the _____.
2. There are _____ buildings at our school.
3. There is a _____ with many trees and flowers.
4. We can play sports in the _____.

Procedure:

Step 1: Have pupils look at the incomplete sentences and guess what the reading is about. Have pupils talk about their guesses.

Step 2: Ask pupils to read through the paragraph to get the gist of it.

Step 3: Ask pupils to read Sentence **1** and focus on the sentence pattern *Our school is in the_____*. Get them to find out the missing word from the paragraph. Tell them to read the paragraph again, if they need to. Repeat the same procedure with Sentences **2**, **3** and **4**. Get pupils to do the activity independently.

Step 4: Have pupils swap books with a partner and check each other's answers. Monitor and give help where necessary.

Step 5: Select a few pupils to read the sentences in front of the class. Check their answers and give corrections and feedback if necessary.

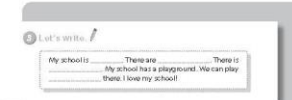
Outcome: Pupils can read a paragraph about a school and complete four gapped sentences about its location and facilities.

Key: **1.** village **2.** three **3.** garden **4.** (big) playground

5. Let's write.

Goal: To read, understand and complete a gapped paragraph about their own school locations and facilities.

Input: A writing frame with a gapped paragraph


5 Let's write.

My school is _____. There are _____. There is _____. My school has a playground. We can play _____ there. I love my school!

Procedure:

Step 1: Explain to the class the goal of this activity. Show them how to complete the task. They should read each gapped sentence, guess the missing information and complete the sentence with their own information. Check comprehension and give feedback.

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Step 2: Give pupils time to write their answers. Circulate round the classroom during the activity and offer help where necessary.

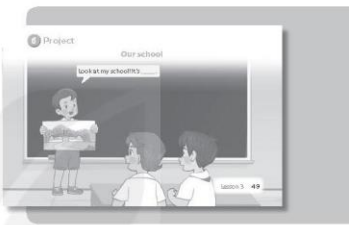
Step 3: Get pupils to swap books and correct their answers in pairs.

Extension: If time allows, invite a pupil to stand up and read his / her completed sentences. The rest of the class listens and cheers or claps their hands if the performers do a good job.

Outcome: Pupils can read, understand and complete a gapped paragraph about their own school locations and facilities.

Suggested answer: My school is in the village. There are two buildings in my school. There is a big garden. My school has a playground. We can play football there. I love my school!

6. Project



Goal: To draw pupils' school and facilities and present their drawings to the class.

Input: A picture of a pupil presenting the drawing of his school

Procedure: **Step 1:** Point at the sample drawing and explain that pupils are going to talk about the drawings of their school, including its location and some of its facilities.

Step 2: Have pupils show the drawings that they have prepared for the project. Revise vocabulary and sentence patterns that pupils may use for their presentations. Give pupils time to practise their presentations by themselves. Go around the classroom to monitor and offer support.

Step 3: Give pupils some time to use their drawings to practise presenting in groups.

Step 4: Select a few pupils to give their presentations in front of the class. Get other pupils to comment and give corrections and feedback as necessary.

Outcome: Pupils can draw their school and facilities and present their drawings to the class.

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UNIT 7 – OUR TIMETABLES

Objectives

By the end of the unit, pupils will be able to:

- correctly pronounce the sounds of the letters ***se*** and ***ce*** in isolation, in the words *Vietnamese* and *science*, and in the sentences *When do you have Vietnamese?* and *We have science today.*;
- use the words *English, maths, science, Vietnamese, art, history and geography and music* in relation to the topic "Our timetables";
- use *What subjects do you have today? – I have ___.* to ask and answer questions about school subjects;
- use *When do you have___? – I have it on___.* to ask and answer questions about timetables;
- listen to and demonstrate understanding of simple communicative contexts in relation to the topic "Our timetables";
- read and write about school subjects and timetables;
- make a subject timetable at home and present it to the class at Project time.

LESSON 1 (Period 1)

Warm-up

- Greet the class.
- Invite a few groups of pupils to the front of the class to say the chant on page 48. The class chants along and claps hands.
- Ask pupils to open their books at page 50 and look at Unit 7, Lesson 1, Activity 1. Tell pupils what they will learn in this lesson.

1. Look, listen and repeat.



Goal: To understand and correctly repeat the sentences in two communicative contexts in which characters ask and answer questions about what subjects they have.

Input: – Context **a**:

Mum: *What time do you have class today, Minh?*

Minh: *At eight, Mum.*

– Context **b**:

Mum: *What subjects do you have today?*

Minh: *I have English and maths.*

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Procedure: **Step 1:** Ask pupils to look at Pictures **a** and **b** and identify the characters. Ask *Who is he / she?* and *Where is he / she?*

Step 2: Ask pupils to look at Picture **a**. Play the recording for them to listen.

Step 3: Play the recording again, sentence by sentence, for pupils to listen and repeat individually and in chorus. Correct their pronunciation where necessary. Repeat the same procedure with Picture **b**.

Step 4: Invite a few pairs to the front of the class to listen to and repeat the sentences in the recording.

Step 5: Draw pupils' attention to the question *What subjects do you have today?* and the answer *I have English and maths.* Explain that they are used to ask and answer questions about what subjects pupils have.

Outcome: Pupils can understand and correctly repeat the sentences in two communicative contexts in which characters ask and answer questions about what subjects they have.

2. Listen, point and say.



Goal: To correctly say the words and use *What subjects do you have today? – I have ___.* to ask and answer questions about school subjects.

Input: – Picture cues:

a. a Vietnamese textbook

b. an English textbook

c. a maths textbook

d. a science textbook

– Speech bubbles: *What subjects do you have today? – I have ___.*

Audio script:

a. Vietnamese **b.** English **c.** maths **d.** science

a. *A:* What subjects do you have today?

B: I have Vietnamese.

b. *A:* What subjects do you have today?

B: I have English.

c. *A:* What subjects do you have today?

B: I have maths.

d. *A:* What subjects do you have today?

B: I have science.

Procedure: **Step 1:** Ask pupils to look at Pictures **a**, **b**, **c** and **d** and identify the names of the subjects.

Step 2: Play the recording for pupils to listen to and repeat the words under the pictures in chorus and individually until they feel confident.

Step 3: Draw pupils' attention to the speech bubbles and elicit the missing word by pointing at Picture **a**. Play the recording for pupils to listen to and repeat the sentences in both bubbles a few times.

Step 4: Repeat **Step 3** with Pictures **b**, **c** and **d**. Then let pupils practise asking and answering questions in pairs. Go around the classroom to offer help if necessary.

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Step 5: Invite a few pairs to point at the pictures and ask and answer questions about what subjects they have today.

Outcome: Pupils can correctly say the words and use *What subjects do you have today? – I have ____.* to ask and answer questions about school subjects.

3. Let's talk.



Goal: To enhance the correct use of *What subjects do you have today? – I have ____.* to ask and answer questions about school subjects in a freer context.

Input: – Picture cue: a boy and a girl talking about school subjects with four textbooks (English, maths, Vietnamese, science) on a desk

– Speech bubbles: *What subjects do you have today? – ____.*

Procedure:

Step 1: Draw pupils' attention to the picture. Ask questions to help them identify the context (see *Input*).

Step 2: Elicit the missing words in the speech bubble and write them on the board. Get pupils to say the completed sentences.

Step 3: Put pupils into pairs to practise the exchanges. Go around the classroom to offer supports where necessary.

Step 4: Invite a few pairs to point at the pictures and ask and answer questions about school subjects. If time allows, get a few pairs to ask and answer questions about the real subjects they have.

Outcome: Pupils can enhance the correct use of *What subjects do you have today? – I have____.* to ask and answer questions about the school subjects in a freer context.

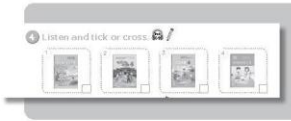
Preparation for the project: Tell pupils about the project on page 55. Ask them to prepare for it at home by making their timetables. Remind pupils to bring their timetables to class at Project time in Lesson 3, Period 6.

LESSON 1 (Period 2)

Warm-up

- Greet the class, then spend a few minutes revising the previous lesson by inviting a few pairs of pupils to come to the front of the class to ask and answer questions about what subjects they have, using *What subjects do you have today? – I have ____.*
- Ask pupils to open their books at page 51 and look at Unit 7, Lesson 1, Activity 4.

4. Listen and tick or cross.



Goal: To listen to and understand four communicative contexts in which pupils ask and answer questions about the subjects they have and tick or cross the pictures.

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Input: Picture cues:

1. a Vietnamese textbook **2.** an English textbook

3. a maths textbook **4.** a science textbook

Audio script:

1. *A:* What subjects do you have today?
B: I have Vietnamese.

2. *A:* What subjects do you have today?
B: I have science.

3. *A:* What subjects do you have today?
B: I have maths.

4. *A:* What subjects do you have today?
B: I have English.

Procedure: **Step 1:** Draw pupils' attention to the pictures and ask questions such as *What subject is it?* Remind them to look at the book covers of the subjects and tick or cross the boxes while listening.

Step 2: Play the recording all the way through. Then play the recording again for pupils to listen and tick or cross the boxes.

Step 3: Get pupils to swap books with a partner to check their answers before checking as a class. Correct the answers where necessary.

Extension: If time allows, play the recording, sentence by sentence, for pupils to listen and repeat in chorus. Correct their pronunciation where necessary.

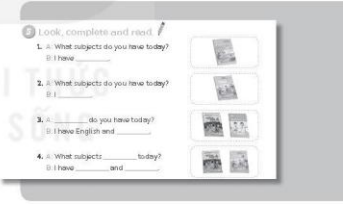
Outcome: Pupils can listen to and understand four communicative contexts in which pupils ask and answer questions about the subjects they have and tick or cross the pictures.

Key: 1. ✓ 2. × 3. ✓ 4. ×

5. Look, complete and read.

Goal: To complete four gapped exchanges with the help of picture cues.

Input: Four picture cues with four exchanges to complete



Procedure: **Step 1:** Model the gapped Exchange **1.** Have pupils read the exchange and guess the missing word in the answer. Then draw pupils' attention to the picture and elicit the name of the subject that can be used to fill in the gap (*Vietnamese*).

Step 2: Give pupils time to do the task independently. Go around the classroom to offer help where necessary.

Step 3: Get pupils to swap books with a partner and check their answers before checking as a class. Nominate a pupil to write the answers on the board. Give further support to those pupils who find it difficult to do the task.

Step 4: Invite four pairs of pupils to act out four complete exchanges in front of the class. Correct their pronunciation where necessary.

Outcome: Pupils can complete four gapped exchanges with the help of picture cues.

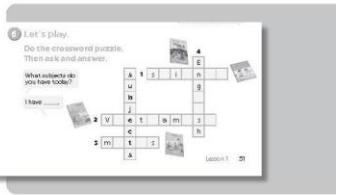
Key: **1.** Vietnamese **2.** have maths

3. What subjects; science **4.** do you have; English; maths

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6. Let's play.



Goal: To review the target vocabulary items using the puzzle, then ask and answer questions about the subjects pupils have at school.

Input: A puzzle with four answer spaces and given letters as well as picture cues and two speech bubbles

Procedure: **Step 1:** Tell pupils the goal of the puzzle and how to play it. Then have them look at the spaces in the puzzle and given letters as well as picture cues to find appropriate letters to complete the words.

Step 2: Give pupils a time limit to do the puzzle individually. Go around the classroom and offer help if needed. Then check the answers as a class.

Step 3: Have pupils work in pairs. One points at the completed words or the clues and asks *What subjects do you have today?* and their partner answers *I have_____.*

Step 4: Invite a few pairs to the front of the classroom to ask and answer questions about what subjects they have today.

Outcome: Pupils can review the target vocabulary items using the puzzle, then ask and answer questions about the subjects pupils have at school.

Key: **1.** science **2.** Vietnamese **3.** maths **4.** English

LESSON 2 (Period 3)

Warm-up

- Greet the class, then invite a few pupils to the front of the class to play the game on page 51.
- Ask pupils to open their books at page 52 and look at Unit 7, Lesson 2, Activity 1. Tell pupils what they will learn in this unit.

1. Look, listen and repeat.



Goal: To understand and correctly repeat the sentences in two communicative contexts in which characters ask and answer questions about a school timetable.

Input: – Context **a**:

Nam: *What subjects do you have today?*

Lucy: *I have Vietnamese and science.*

– Context **b**:

Nam: *When do you have maths?*

Lucy: *I have it on Mondays and Fridays.*

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Procedure: **Step 1:** Ask pupils to look at Pictures **a** and **b** and identify the characters. Check comprehension.

Step 2: Ask pupils to look at Picture **a**. Play the recording for them to listen and familiarise themselves with the characters' voices.

Step 3: Play the recording again, sentence by sentence, for pupils to listen and repeat individually and in chorus. Correct their pronunciation where necessary. Repeat the same procedure with Picture **b**.

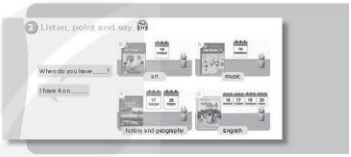
Step 4: Invite a few pairs to the front of the classroom to listen to and act out the exchanges.

Step 5: Draw pupils' attention to the question *When do you have maths?* and the answer *I have it on Mondays and Fridays.* Explain that they are used to talk about a school timetable (when they have a subject at school).

Extension: Nominate pairs of pupils to act out the exchanges.

Outcome: Pupils can understand and correctly repeat the sentences in two communicative contexts in which characters ask and answer questions about a school timetable.

2. Listen, point and say.



Goal: To correctly say the words and use *When do you have _____? – I have it on _____.* to ask and answer questions about a timetable.

Input: – Picture cues:

a. an art textbook and a calendar displaying Monday

b. a music textbook and a calendar displaying Wednesday

c. a history and geography textbook and two calendars displaying Tuesday and Friday

d. an English textbook and four calendars displaying Monday, Tuesday, Thursday and Friday

– Speech bubbles: *When do you have _____? – I have it on _____.*

Audio script:

a. art; Monday

b. music; Wednesday

c. history and geography; Tuesday, Friday

d. English; Monday, Tuesday, Thursday, Friday

a. *A:* When do you have art?

B: I have it on Mondays.

b. *A:* When do you have music?

B: I have it on Wednesdays.

c. *A:* When do you have history and geography?

B: I have it on Tuesdays and Fridays.

d. *A:* When do you have English?

B: I have it on Mondays, Tuesdays, Thursdays and Fridays.

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Procedure:

Step 1: Ask pupils to look at Picture **a** and identify the subject under the picture (*art*) and the day on the calendar (*Monday*). Play the recording for pupils to listen to and repeat the words in chorus and individually until they feel confident.

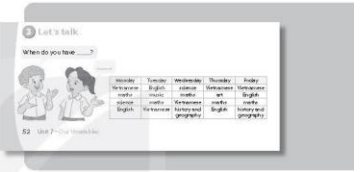
Step 2: Draw pupils' attention to the speech bubbles and elicit the missing words in the question and the answer. Play the recording for pupils to repeat the sentences in both bubbles a few times. Remind pupils to point at the relevant picture when they are repeating.

Step 3: Repeat **Steps 1** and **2** with Pictures **b**, **c** and **d**. Go around the classroom and offer help where necessary.

Step 4: Invite a few pairs to act out the exchanges at the front of the class.

Outcome: Pupils can correctly say the words and use *When do you have _____? – I have it on _____.* to ask and answer questions about a timetable.

3. Let's talk.



Goal: To enhance the correct use of *When do you have _____? – I have it on _____.* to ask and answer questions about a timetable in a freer context.

Input: – Picture cue: a boy and girl talking about a timetable

– Speech bubbles: *When do you have _____? – _____.*

Procedure:

Step 1: Ask pupils to look at the picture and identify the characters, the days of the week and the subjects taught on each day. Remind pupils that *When do you have _____? – _____.* are used to ask and answer questions about a timetable. Check comprehension.

Step 2: Elicit the missing words in the speech bubbles and write them on the board. Get pupils to say the completed sentences. Correct their pronunciation where necessary.

Step 3: Put pupils into pairs and have them take turns playing the role of each character in the picture, using the speech bubbles and a given timetable. Go around the classroom to offer support.

Step 4: Invite a few pairs to come to the front of the classroom and act out the roles.

Extension: If time allows, have some pupils ask and answer questions about their real timetable and act out their roles in front of the class.

Outcome: Pupils can enhance the correct use of *When do you have _____? – I have it on _____.* to ask and answer questions about a timetable in a freer context.

LESSON 2 (Period 4)

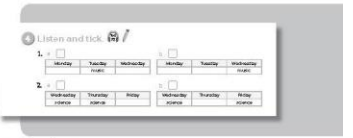
Warm-up

- Greet the class
- Spend a few minutes revising the previous lesson by inviting a few pairs of pupils to ask and answer questions about a timetable, using *When do you have _____? – I have it on _____.*
- Ask pupils to open their books at page 53 and look at Unit 7, Lesson 2, Activity 4.

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4. Listen and tick.



Goal: To listen to and understand two communicative contexts in which pupils ask and answer questions about timetables and tick the correct pictures.

Input: Picture cues:

1a. a timetable in which music is taught on Tuesdays

1b. a timetable in which music is taught on Wednesdays

2a. a timetable in which science is taught on Wednesdays and Thursdays

2b. a timetable in which science is taught on Wednesdays and Fridays

Audio script:

1. *A*: When do you have music?

B: I have it on Tuesdays.

A: Tuesdays?

B: Yes. On Tuesdays.

2. *A*: What subjects do you have today?

B: I have English and art.

A: When do you have science?

B: I have it on Wednesdays and Fridays.

Procedure: **Step 1:** Ask pupils to look at Pictures **1a** and **1b** and identify a part of the timetables and the subject. Draw their attention to the days of the week when music is taught. Check comprehension.

Step 2: Play the recording of the first dialogue for pupils to listen and tick the correct box. Play the recording again for pupils to check their answers.

Step 3: Repeat **Steps 1** and **2** with Pictures **2a** and **2b**.

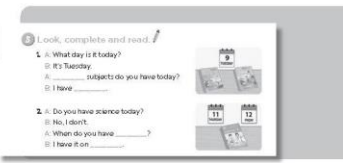
Step 4: Get pupils to swap their books with a partner and check their answers before checking as a class. Correct the answers if needed.

Extension: If time allows, play the recording, sentence by sentence, for the class to listen to and repeat the dialogues. Correct their pronunciation if necessary.

Outcome: Pupils can listen to and understand two communicative contexts in which pupils ask and answer questions about timetables and tick the correct pictures.

Key: **1.** a **2.** b

5. Look, complete and read.



Goal: To complete two gapped exchanges with the help of picture cues.

Input: Two picture cues and two incomplete exchanges

Procedure: **Step 1:** Model the first gapped exchange. Have pupils read the sentences and guess the missing words. Then draw pupils' attention to the picture and elicit the names of the subjects that can be used to fill in the gaps (*What, Vietnamese and maths*).

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Step 2: Give pupils a time limit to read the gapped Exchange **2**, have them look at the picture and fill in the gaps independently. Go around the classroom and give further support to pupils who find it difficult to do the task.

Step 3: Get pupils to swap books with a partner and check their answers before checking as a class. Invite one pupil to write the answers on the board.

Extension: Invite four pairs of pupils to act out the complete exchanges in front of the class.

Outcome: Pupils can complete the two gapped exchanges with the help of the picture cues.

Key: 1. What; Vietnamese and maths **2.** science, Thursdays and Fridays

6. Let's sing.

Goal: To sing the song *What subjects do you have today?* with the correct pronunciation, rhythm and melody.

Input: The lyrics and the recording of the song *What subjects do you have today?*



Procedure:

Step 1: Draw pupils' attention to the title and lyrics of the song. Encourage them to point at the picture to reinforce their understanding.

Step 2: Have pupils read the first verse of the lyrics. Explain that the first verse is about the subjects they have today. Have pupils listen to the first verse, drawing their attention to the pronunciation, rhythm and melody. Then let them listen again and practise singing it, line by line, while clapping their hands.

Step 3: Repeat **Step 2** for the second verse. Explain that it is about when they have maths and Vietnamese. Check comprehension and give feedback.

Step 4: Ask pupils to listen to and sing the whole song while clapping their hands. Go around the classroom and offer help where if needed.

Step 5: Invite a few groups to the front of the class to sing the song. The class may sing along and clap to reinforce the activity.

Outcome: Pupils can sing the song *What subjects do you have today?* with the correct pronunciation, rhythm and melody.

LESSON 3 (Period 5)

Warm-up

- Greet the class, then invite one or two groups of pupils to come to the front of the class and sing the song *What subjects do you have today?* The class may sing along and clap their hands.
- Remind pupils to prepare for the project on page 55 (Lesson 3, Activity 6) at home.
- Ask pupils to open their books at page 54 and look at Unit 7, Lesson 3, Activity 1. Tell them what they will learn in this lesson.

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1. Listen and repeat.



Goal: To correctly repeat the sounds of the letters ***se*** and ***ce*** in isolation, in the words *Vietnamese* and *science*, and in the sentences *When do you have Vietnamese?* and *We have science today.*

Input: – The letters ***se***, the word *Vietnamese* and the question *When do you have Vietnamese?*

– The letters ***ce***, the word *science* and the sentence *We have science today.*

Procedure: **Step 1:** Have pupils point at the letters ***se***, the word *Vietnamese* and the question *When do you have Vietnamese?* Play the recording for them to listen and repeat in chorus and individually until they feel confident. Correct their pronunciation if necessary.

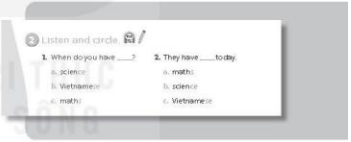
Step 2: Invite a few pupils to listen to and repeat the sound, the word and the question in front of the class. Praise them when their pronunciation is good.

Step 3: Repeat **Steps 1** and **2** for the letters, word and sentence in the second line. Go around the classroom and correct their pronunciation if necessary.

Step 4: Let pupils work in pairs or groups, pronouncing the sounds, saying the words and reading the sentences until they feel confident.

Outcome: Pupils can correctly repeat the sounds of the letters ***se*** and ***ce*** in isolation, in the words *Vietnamese* and *science*, and in the sentences *When do you have Vietnamese?* and *We have science today.*

2. Listen and circle.



Goal: To identify the target words *Vietnamese* and *science* while listening.

Input: Two sentences for completion, each with three answer options

Audio script:

1. When do you have science?

2. They have Vietnamese today.

Procedure: **Step 1:** Tell the pupils the goal of the activity. Explain that they have to listen to the recording and circle the correct options. Check comprehension.

Step 2: Get pupils to read the gapped sentences and guess which options can be chosen to fill in the gaps.

Step 3: Play the recording for pupils to listen and circle the correct options. Get pupils to swap books with a partner and check their answers before checking as a class. Play the recording again for pupils to double-check their answers.

Step 4: Invite a few pupils to read the completed sentences in front of the class. Go around the classroom and correct their pronunciation if necessary.

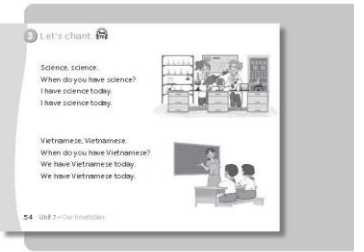
Outcome: Pupils can identify the target words *Vietnamese* and *science* while listening.

Key: **1.** a **2.** c

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3. Let's chant.



Goal: To say the chant with the correct pronunciation and rhythm.

Input: The lyrics and recording of the chant

Procedure: **Step 1:** Have pupils read the first verse of the chant and draw their attention to the sound of the letters **ce** in the word *science* and the sentences *When do you have science?* and *I have science today.* Check comprehension.

Step 2: Play the recording of the first verse. Play the recording again, line by line, for pupils to listen and repeat. Draw their attention to the rhythm and pronunciation. Encourage them to clap while chanting.

Step 3: Repeat **Steps 1** and **2** for the second verse of the chant. Draw pupils' attention to the sound of the letters ***se*** in the word *Vietnamese* and the sentences *When do you have Vietnamese?* and *We have Vietnamese today.*

Step 4: Play the recording all the way through for pupils to chant and clap along.

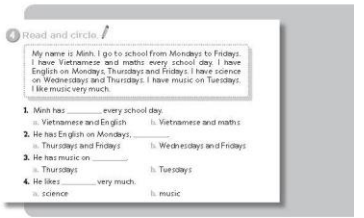
Outcome: Pupils can say the chant with correct pronunciation and rhythm.

LESSON 3 (Period 6)

Warm-up

- Greet the class, then invite one or two groups of pupils to the front of the class to say the chant on page 54, in Lesson 3, Activity 3. The rest of the class may chant and clap along.
- Ask pupils to open their books at page 55 and look at Unit 7, Lesson 3, Activity 4.

4. Read and circle.



Goal: To read and show understanding the text by choosing the correct options to complete the sentences.

Input: A short text with four gapped sentences, each with two options

Procedure: **Step 1:** Tell pupils the goal of the activity and explain that they should read the text and choose the correct options to complete the gapped sentences. Check comprehension.

Step 2: Do Sentence **1** as an example. First, have pupils read the sentence and guess the missing words. Then have them read the text and choose the correct option.

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Step 3: Set a time limit for pupils to do the task independently. Go around the classroom and offer help if necessary.

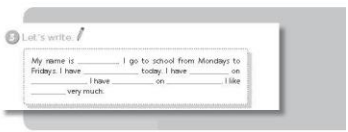
Step 4: Get pupils to swap their books with a partner and check their answers before checking as a class. Correct the answers where necessary.

Extension: Invite one or two pupils to read the text and the completed sentences in front of the class. You may ask pupils to correct the false sentences where necessary.

Outcome: Pupils can read and show understanding the text by choosing the correct options to complete the sentences.

Key: **1.** b **2.** a **3.** b **4.** b

5. Let's write.



Goal: To read, understand and complete a gapped text about pupils' timetables using the target language.

Input: A short gapped text

Procedure: **Step 1:** Tell the class the goal of the activity and explain that they should read the gapped text and fill in the gaps with their own information. Explain that the gaps in the text focus on their names and their timetables. Check comprehension.

Step 2: Have pupils do the first gapped sentence together as an example. Ask them to read the sentence and elicit the names. Then have them write their names in the gap.

Step 3: Give pupils time to complete the text independently. Go around the classroom and offer help if necessary.

Extension: Invite one or two pupils to read their completed texts in front of the class.

Outcome: Pupils can read, understand and complete a gapped text about their timetables using the target language.

Suggested answer: My name is Quan. I go to school from Mondays to Fridays. I have maths, Vietnamese, English and science today. I have science on Mondays and Thursdays. I have music on Fridays. I like music very much.

6. Project



Goal: To make and present their timetables to the class, using the target language.

Input: The pupils' real timetables

Procedure: **Step 1:** Tell pupils the goal of the activity. Explain that they have to show the timetables that they have prepared at home and present them to the class.

Step 2: Have pupils work in groups of three. Each pupil shows his / her timetable and tells the group about it, e.g. *Look at the timetable. I have Vietnamese and maths every day. I have English on Mondays, Wednesdays and Fridays. I have music on Thursdays.* Go around the classroom and offer help if necessary.

Step 3: Invite a few pupils to show their timetables and tell the class about them. Praise pupils when they do the task well.

Outcome: Pupils can make and present their timetables to the class, using the target language.

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UNIT 8 – MY FAVOURITE SUBJECTS

Objectives

By the end of the unit, pupils will be able to:

- correctly pronounce the sounds of the letters ***ke*** and ***te*** in isolation, in the words *like* and *write*, and in the sentences *I like English.* and *Let's write.*;
- use the words and phrases *art, IT, music, PE, English teacher, maths teacher, painter* and *singer* in relation to the topic "My favourite subjects";
- use *What's your favourite subject? – It's _____.* to ask and answer questions about someone's favourite subject;
- use *Why do you like _____? – Because I want to be _____.* to ask for and give reasons for liking a school subject;
- listen to and demonstrate understanding of simple communicative contexts in relation to the topic "My favourite subjects";
- read and write about someone's favourite subject;
- do a survey on their classmates' favourite subjects and the reasons why they like these subjects and present it to their classmates at Project time.

LESSON 1 (Period 1)

Warm-up

- Greet the class. Encourage pupils to respond to your greeting.
- Spend a few minutes revising Unit 7 by getting the class to sing the song *What subjects do you have today?*
- Ask pupils to open their books at page 56 and look at Unit 8, Lesson 1, Activity 1. Tell pupils what they will learn in this lesson.

1. Look, listen and repeat.



Goal: To understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about someone's favourite subject.

Input: – Context **a**:

Ben: *Hi, Linh. What subjects do you have today?*

Linh: *I have English, science and maths.*

– Context **b**:

Ben: *I like art. What's your favourite subject?*

Linh: *It's PE.*

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Procedure: **Step 1:** Ask pupils to look at Pictures **a** and **b** to identify the characters in the pictures.

Step 2: Ask pupils to look at Picture **a**. Play the recording for them to listen.

Step 3: Play the recording again, sentence by sentence, for pupils to listen and repeat individually and in chorus. Correct their pronunciation where necessary. Repeat the same procedure with Picture **b**.

Step 4: Invite a few pairs to stand up to listen to and repeat the sentences in the recording.

Step 5: Draw pupils' attention to the question *What's your favourite subject?* and the answer *It's PE.* Tell pupils that they are used to ask and answer questions about someone's favourite subject.

Outcome: Pupils can understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about someone's favourite subject.

2. Listen, point and say.



Goal: To correctly say the words and use *What's your favourite subject? – It's _____.* to ask and answer questions about someone's favourite subject.

Input: – Picture cues:

a. a girl painting

b. a girl singing

c. a group of pupils doing physical exercise

d. a boy working on the computer

– Speech bubbles: *What's your favourite subject? – It's _____.*

Audio script:

a. art **b.** music **c.** PE **d.** IT

a. *Boy*: What's your favourite subject?

Girl: It's art.

b. *Boy*: What's your favourite subject?

Girl: It's music.

c. *Boy*: What's your favourite subject?

Girl: It's PE.

d. *Boy*: What's your favourite subject?

Girl: It's IT.

Procedure: **Step 1:** Have pupils look at the pictures. Elicit the subjects from pupils.

Step 2: Have pupils point at Picture **a** (*art*), listen to the recording and repeat. Repeat the same procedure with Pictures **b**, **c** and **d**. Have the class point at the pictures and repeat the subjects a few times.

Step 3: Point at the first bubble and have pupils listen to and repeat after the recording (*What's your favourite subject?*). Point at Picture **a** and have pupils listen to and repeat after the recording (*It's art.*). Repeat the same procedure with Pictures **b**, **c** and **d**.

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Step 4: Set a time limit for pupils to work in pairs to practise asking and answering the question *What's your favourite subject? – It's _____*. Go around the class and offer help where necessary.

Step 5: Invite a few pairs to the front of the class to take turns pointing at the pictures and saying the questions and answers.

Outcome: Pupils can say the words and use *What's your favourite subject? – It's _____*. to ask and answer questions about someone's favourite subject.

3. Let's talk.



Goal: To enhance the correct use of *What's your favourite subject? – It's _____*. to ask and answer questions about someone's favourite subject in a freer context.

Input: – Picture cue: a boy pointing at textbooks on a table and asking a girl about her favourite subject

– Speech bubbles: *What's your favourite subject? – _____*.

Procedure: **Step 1:** Draw pupils' attention to the two speech bubbles. Read the question aloud and ask pupils to repeat it. Ask them to look at the girl's speech bubble to identify what the answer should be. Elicit the answer: *It's IT.* (The girl's finger is pointing at the IT book.) Get pupils to repeat the question and answer several times.

Step 2: Set a time limit for pupils to work in pairs, point at the different books, ask and answer questions about their favourite subjects using *What's your favourite subject? – It's _____*. Go around the classroom to observe and offer help where necessary.

Step 3: Invite some pairs to take turns asking and answering questions about their favourite subjects in front of the class.

Outcome: Pupils can enhance the correct use of *What's your favourite subject? – It's _____*. to ask and answer questions about some's favourite subject in a freer context.

Preparation for the project: Ask pupils to prepare for the project on page 61 by doing a survey on their classmates' favourite subjects and the reasons why they like these subjects as homework so that they can present the results at Project time.

LESSON 1 (Period 2)

Warm-up

- Greet the class and encourage them to respond to your greeting.
- Spend a few minutes revising *What's your favourite subject? – It's _____*. Invite some pairs of pupils to ask and answer questions about their favourite subjects in front of the class.
- Ask pupils to open their books at page 57 and look at Unit 8, Lesson 1, Activity 4.

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4. Listen and tick or cross.



Goal: To listen to and understand four communicative contexts in which pupils ask and answer questions about their favourite subjects and tick or cross the pictures.

Input: Picture cues:

1. an IT textbook **2.** a PE textbook

3. a music textbook **4.** an art textbook

Audio script:

1. *A*: What's your favourite subject?

B: It's IT.

2. *A*: What's your favourite subject?

B: It's art.

3. *A*: What's your favourite subject?

B: It's music.

A: I like music, too.

4. *A*: My favourite subject is maths. How about you?

B: I like maths, too.

Procedure: **Step 1:** Draw pupils' attention to the pictures in Activity **4** and ask them to identify the subjects on the book covers.

Step 2: Play the recording of the first dialogue and tell pupils to tick or cross the picture. Play the recording again for them to check their answers.

Step 3: Repeat **Step 2** with the rest of dialogues.

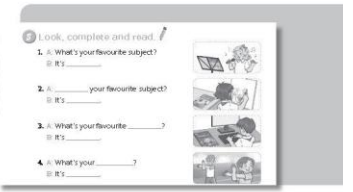
Step 4: Set a time limit for pupils to swap books with a partner and check their answers before checking as a class.

Extension: If time allows, play the recording, sentence by sentence, for the class to listen and repeat individually and in chorus. Correct their pronunciation where necessary.

Outcome: Pupils can listen to and understand four communicative contexts in which pupils ask and answer questions about their favourite subjects and tick or cross the pictures.

Key: 1. ✓ **2.** × **3.** ✓ **4.** ×

5. Look, complete and read.



Goal: To complete four exchanges about characters' favourite subjects with the help of picture cues.

Input: Four picture cues and four gapped exchanges to complete

Procedure: **Step 1:** Ask pupils to look at the pictures and identify the subjects.

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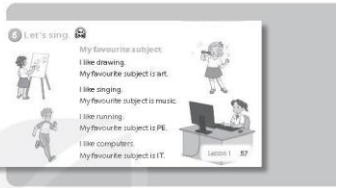
Step 2: Ask pupils to read Exchange **1**. Draw their attention to the missing word (*music*). Have pupils complete the answer. Repeat the same procedure with Pictures **2**, **3** and **4**.

Step 3: Set a time limit for pupils to complete the exchanges individually, then invite a few pairs to take turns playing the roles of the characters. Give corrections and feedback where necessary.

Outcome: Pupils can complete four exchanges about characters' favourite subjects with the help of picture cues.

Key: 1. music **2.** What's; art **3.** subject; IT **4.** favourite subject; PE

6. Let's sing.



Goal: To sing the song *My favourite subject* with the correct pronunciation, rhythm and melody.

Input: The lyrics and the recording of the song *My favourite subject*

Procedure: **Step 1:** Have pupils read the song to familiarise themselves with the lyrics. Check comprehension and give feedback.

Step 2: Have pupils listen to the whole song, drawing their attention to the pronunciation and tune.

Step 3: Play the recording of the song, line by line, for pupils to listen and repeat and do related actions, e.g. using a finger to trace the words or clapping their hands.

Step 4: When pupils feel confident and are familiar with the melody, ask them to sing the whole song while doing actions or clapping their hands.

Step 5: Invite a few groups to the front of the class to sing the song. The class may sing along to reinforce the activity.

Outcome: Pupils can sing the song *My favourite subject* with the correct pronunciation, rhythm and melody.

LESSON 2 (Period 3)

Warm-up

- Greet the class. Encourage pupils to respond to your greeting.
- Spend a few minutes revising the previous lesson by asking the class to sing the song *My favourite subject*.
- Ask pupils to open their books at page 58 and look at Unit 8, Lesson 2, Activity 1. Tell them what they will learn in this lesson.

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1. Look, listen and repeat.



Goal: To understand and correctly repeat the sentences in two communicative contexts focusing on asking for and giving reasons for liking a school subject, English.

Input: – Context **a**:

Mary: *What's your favourite subject, Nam?*

Nam: *It's English.*

– Context **b**:

Mary: *Why do you like English?*

Nam: *Because I want to be an English teacher.*

Procedure: **Step 1:** Ask pupils to look at Pictures **a** and **b** and identify the characters and the reason why Nam likes English.

Step 2: Ask pupils to look at Picture **a**. Play the recording for them to listen.

Step 3: Play the recording again, sentence by sentence, for pupils to listen and repeat individually and in chorus. Correct their pronunciation where necessary. Repeat the same procedure with Picture **b**.

Step 4: Invite a few pairs to stand up to listen to and repeat the sentences in the recording.

Step 5: Draw pupils' attention to the question *Why do you like English?* and the answer *Because I want to be an English teacher*. Tell pupils that they are used to ask for and give reasons for liking a school subject, English.

Outcome: Pupils can understand and correctly repeat the sentences in two communicative contexts focusing on asking for and giving reasons for liking a school subject, English.

2. Listen, point and say.



Goal: To correctly say the words and phrases and use *Why do you like _____? – Because I want to be _____*, to ask for and give reasons for liking a school subject.

Input: – Picture cues:

a. Nam saying the reason why he likes English. (He wants to be an English teacher.)

b. Mary saying the reason why she likes music. (She wants to be a singer.)

c. Linh saying the reason why she likes art. (She wants to be a painter.)

d. Bill saying the reason why he likes maths. (He wants to be a maths teacher.)

– Speech bubbles: *Why do you like _____? – Because I want to be _____.*

Audio script:

a. English / an English teacher

b. music / a singer

c. art / a painter

d. maths / a maths teacher

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a. *A*: Why do you like English?

B: Because I want to be an English teacher.

b. *A*: Why do you like music?

B: Because I want to be a singer.

c. *A*: Why do you like art?

B: Because I want to be a painter.

d. *A*: Why do you like maths?

B: Because I want to be a maths teacher.

Procedure: **Step 1:** Have pupils look at the pictures and elicit the reason why each pupil likes his / her favourite subject.

Step 2: Have pupils point at Picture **a**, listen to the recording and repeat the word and the phrase (*English / an English teacher*). Have them repeat the word and the phrase a few times. Repeat the same procedure with the other three pictures.

Step 3: Point at the first bubble and have pupils listen to and repeat after the recording (*Why do you like English?*). Point at Picture **a** and have pupils listen to and repeat the question and the answer (*Why do you like English? – Because I want to be an English teacher.*). Have the class repeat the exchange a few times. Repeat the same procedure with the other three pictures.

Step 4: Set a time limit for pupils to work in pairs, point at the pictures and practise asking and answering *Why do you like _____? – Because I want to be _____*. Go around the classroom to offer help where necessary.

Step 5: Invite a few pairs to the front of the class to take turns pointing at the pictures, asking and answering *Why do you like _____? – Because I want to be _____*.

Outcome: Pupils can correctly say the words and phrases and use *Why do you like English? – Because I want to be _____*. to ask for and give reasons for liking a school subject.

3. Let's talk.



Goal: To enhance the correct use of *Why do you like _____? – Because I want to be _____*. to ask for and give reasons for liking a school subjects in a freer context.

Input: – Picture cue: four pupils with textbooks in hand asking each other for and giving reasons for liking a school subject

– Speech bubbles: *Why do you like _____? – _____*.

Procedure: **Step 1:** Have pupils look at the picture and explain that a group of four pupils are in the playground. Each of them is holding the textbook of his / her favourite subject and imagines what they will be in the future. Get pupils to look at the first girl with the music textbook and ask pupils to identify her favourite subject (*music*) and what she want to be in the future (*singer*). Then divide the class into two groups to role-play the girl and an interviewer to practise asking and answering the target sentences. Repeat the same procedure with the rest of three pupils in the picture.

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Step 2: Set a time limit for pairs of pupils to practise asking and answering the question *Why do you like_____? –_____*. Go around the classroom to offer help where necessary.

Step 3: Invite pairs of pupils to the front of the classroom to take turns asking for and giving reasons why they like the subject.

Outcome: Pupils can enhance the correct use of *Why do you like _____? – Because I want to be _____.* to ask for and give reasons for liking a school subject in a freer context.

LESSON 2 (Period 4)

Warm-up

- Greet the class. Encourage pupils to respond to your greeting.
- Spend a few minutes revising the previous lesson by inviting a few pairs to the front of the class to take turns asking for and giving reasons why they like a school subject with *Why do you like____? – Because I want to be____.*
- Ask pupils to open their books at page 59 and look at Unit 8, Lesson 2, Activity 4.

4. Listen and number.

Goal: To listen to and understand four communicative contexts in which pupils give reasons why they like the school subject and number the correct pictures.



Input: Picture cues:

a. a male singer singing
b. a female painter working
c. an English teacher writing
d. a maths teacher teaching

Audio script:

1. *A*: Why do you like art?
B: Because I want to be a painter.

2. *A*: Why do you like maths?
B: Because I want to be a maths teacher.

3. *A*: Why do you like music?
B: Because I want to be a singer.

4. *A*: Why do you like English?
B: Because I want to be an English teacher.

Procedure: **Step 1:** Have pupils look at each picture. Elicit the favourite subject and the reason for liking it. Draw pupils' attention to the box in the bottom right hand corner of each picture.

Step 2: Play the recording of the first dialogue. Tell pupils that they will need to pay attention to the reason why each speaker likes a school subject and look for it among the pictures. Ask pupils to listen and number the correct picture (**1** for Picture **b**). Play the recording again for pupils to check their answer.

Step 3: Play the recording of the other dialogues for pupils to listen and number the rest of the boxes.

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Step 4: Set a time limit for pupils to swap books with their partners and check their answers before checking as a class. Correct their answers where necessary.

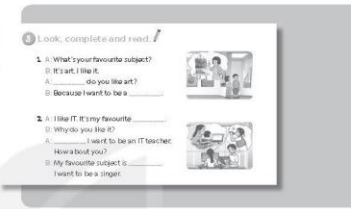
Step 5: Play the recording again for pupils to double-check their answers if necessary.

Extension: If time allows, play the recording, sentence by sentence, for pupils to listen and repeat individually and in chorus. Correct their pronunciation where necessary.

Outcome: Pupils can listen to and understand four communicative contexts in which pupils give reasons why they like the school subject and number the correct pictures.

Key: 1. b 2. d 3. a 4. c

5. Look, complete and read.



Goal: To complete two dialogues about characters' favourite subjects and the reasons why they like them with the help of picture cues.

Input: Two picture cues and two gapped dialogues to complete

Procedure: **Step 1:** Have pupils look at Picture **1**. Ask them what the girl and the boy are doing in the picture. Elicit the missing words from the Exchange **1** (*Why, painter*). Repeat the same procedure with Picture **2**.

Step 2: Set a time limit for pupils to do the task individually.

Step 3: Get pupils swap books with their partners and check the answers before checking as a class. Correct their answers where necessary.

Extension: If time allows, invite a few pairs to stand up and read the dialogues aloud.

Outcome: Pupils can complete two dialogues about characters' favourite subjects and the reasons why they like them with the help of picture cues.

Key: 1. Why; painter 2. subject; Because; music

6. Let's play.



Goal: To practise making meaningful and grammatically correct sentences about future jobs by playing the game *Sentence making*.

Input: – A picture illustrating how to play the game in which a teacher stands next to the board with two groups of pupils and one pupil in the group saying *I like music because I want to be a singer.*

– Four suggested words about subjects (*music, maths, English, art*) on the board

Procedure: **Step 1:** Tell pupils the goal of the game and how to play it. Explain that when the teacher circles or says one of the words on the board, the groups make as many sentences as possible. The group that gives the correct sentences more quickly gets one point or one star for one correct sentence. The group with more points or stars is the winner.

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Step 2: Play the first round with the word *music* as an example. Invite two groups, each of three pupils, to the front of the class. When the teacher says the word *music*, the pupils in the groups discuss and make a meaningful and grammatically correct sentence. Then the representative of the groups says aloud the sentence, e.g. *I like music because I want to be a singer*. The group that makes the meaningful and grammatically correct sentence first is the winner.

Step 3: Divide the class into groups of three or four pupils. Repeat **Step 2** with the other words.

Step 4: If time allows, the teacher can invite one or two representatives of the groups to write their sentences on the board. The class reads them aloud.

Outcome: Pupils can practise making meaningful and grammatically correct sentences about future jobs by playing the game *Sentence making*.

LESSON 3 (Period 5)

Warm-up

- Greet the class. Encourage pupils to respond to your greeting.
- Spend a few minutes revising the previous lesson by inviting a few pairs to ask for and give reasons why they like a school subject.
- Ask pupils to open their books at page 60 and look at Unit 8, Lesson 3, Activity 1. Tell them what they will learn in this lesson.

1. Listen and repeat.



Goal: To correctly repeat the sounds of the letters ***ke*** and ***te*** in isolation, in the words *like* and *write*, and in the sentences *I like English.* and *Let's write.*

Input: – The letters ***ke***, the word *like* and the sentence *I like English.*

– The letters ***te***, the word *write* and the sentence *Let's write.*

Procedure:

Step 1: Have pupils look at the letters ***ke***, listen to the recording and repeat the letters until they feel confident. Correct the pronunciation where necessary.

Step 2: Have pupils point at the word *like*, listen to the recording and repeat the word until they feel confident. Monitor the activity and offer help where necessary.

Step 3: Get pupils to point at the sentence *I like English*, listen to the recording and repeat it several times. Then invite a few pupils to stand up, listen to and repeat the sentence.

Step 4: Repeat **Steps 1** to **3** for the letters ***te***, the word and the sentence in the second line.

Step 5: Give pupils a time limit to practise pronouncing the letters, saying the words and reading the sentences in pairs or groups.

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Outcome: Pupils can correctly repeat the sounds of the letters ***ke*** and ***te*** in isolation, in the words *like* and *write*, and in the sentences *I like English*. and *Let's write*.

2. Listen and circle.



Goal: To identify the target words *like* and *write* while listening.

Input: Two sentences, each with three options to choose

Audio script:

1. I like music.

2. I write in English.

Procedure: **Step 1:** Tell pupils that they are going to listen to the recording and circle the correct options. Get them to read the options, then check their comprehension.

Step 2: Play the recording for pupils to listen. Play the recording again for pupils to listen and circle the correct options.

Step 3: Tell pupils to swap books with a partner, then check the answers together as a class. Write the correct answers on the board.

Step 4: Play the recording again for pupils to double-check their answers.

Extension: Invite one or two pupils to stand up, listen to and repeat the sentences.

Outcome: Pupils can identify the target words *like* and *write* while listening.

Key: 1. a 2. c

3. Let's chant.



Goal: To say the chant with the correct rhythm and pronunciation.

Input: The lyrics and the recording of the chant

Procedure: **Step 1:** Have pupils scan the first verse of the chant and elicit the word ending with ***ke*** (*like*). Check pupils' comprehension of the first verse of the chant.

Step 2: Play the recording. Get pupils to listen to and repeat the first verse, line by line. Show them how to chant and clap their hands.

Step 3: Play the recording of the first verse again for pupils to do choral and individual repetition.

Step 4: Repeat **Steps 1** to **3** for the second verse of the chant. Go around the classroom and offer help where necessary.

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Extension: If there is enough time, split the class into two groups to take turns chanting and clapping their hands. Each of the groups should sing one verse of the chant. Then invite some groups to the front of the class to chant and clap hands.

Outcome: Pupils can say the chant with the correct rhythm and pronunciation.

LESSON 3 (Period 6)

Warm-up

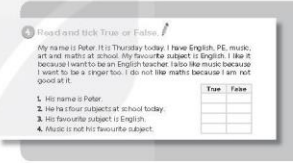
- Greet the class. Encourage pupils to respond to your greeting.
- Spend a few minutes revising the previous lesson by inviting two groups of three to the front of the class to take turns saying the two verses of the chant and clapping their hands.
- Ask pupils to open their books at page 61 and look at Unit 8, Lesson 3, Activity 4.

4. Read and tick True or False.

Goal: To read a paragraph and decide whether the sentences are true or false.

Input: – A paragraph about Peter and his school subjects

– Four sentences with True and False boxes.



Procedure: **Step 1:** Have pupils read all the sentences under the paragraph. Tell them to read Sentence **1** and pay attention to the keywords *name* and *Peter*, then scan the paragraph for the information. If it is the same, they should put a tick in the True box. If the information is not the same, they should put a tick in the False box.

Step 2: Repeat **Step 1** for Sentences **2**, **3** and **4**. Set a time limit for pupils to do the activity independently. Go around the classroom and offer help where necessary.

Step 3: Get pupils to swap books with their partners and check their answers before checking as a class.

Step 4: Invite some pupils to stand up and read the paragraph aloud.

Outcome: Pupils can read a paragraph and decide whether the sentences are true or false.

Key: **1.** True **2.** False **3.** True **4.** False

5. Let's write.

Goal: To read, understand and complete a paragraph about their favourite subjects.

Input: An incomplete paragraph with four gaps



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Procedure: **Step 1:** Tell pupils what they are going to do. Then get them to read the incomplete paragraph. Elicit what the paragraph is about (someone's favourite subject and the reason why he / she likes it). Remind them to pay attention to the context (the words before and after the blanks) in the sentences before completing them with appropriate information.

Step 2: Get pupils to fill the first gap with their name as an example.

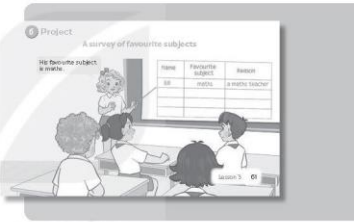
Step 3: Set a time limit for pupils to complete the paragraph independently. Go around the classroom and offer help where necessary.

Step 4: Get pupils to swap books with their partners and check the answers in pairs or groups before inviting a few pupils to stand up and read their writing aloud.

Outcome: Pupils can read, understand and complete a paragraph about their favourite subjects.

Suggested answer: My name is Long. I have Vietnamese, art, English and maths today. My favourite subject is maths. I like it because I want to be a maths teacher. What is your favourite subject?

6. Project



Goal: To do a survey on their classmates' favourite subjects and the reasons why they like these subjects and present them to the class.

Input: A picture of Mary presenting the result of her survey of favourite subjects to the class

Procedure: **Step 1:** Tell pupils the goal of the activity. Explain that pupils have to show their surveys on their classmates' favourite subjects and the reasons why they like these subjects which they have prepared at home as homework and present them to the class.

Step 2: Invite a pupil to the front of the class to model the presentation. Observe and offer help with the presentation language where necessary. Put the key presentation language on the board e.g. *Look at Bill. His favourite subject is maths. He likes it because he wants to be a maths teacher.* Have the pupils repeat the language a few times to help them feel confident when they present the project before an audience.

Step 3: Have pupils work in groups. Set a time limit for pupils to present the project in their groups. Each pupil shows his / her survey to the group and describes his / her classmates' favourite subjects and the reasons why they like them.

Step 4: Invite a few pupils to the front of the class to present their projects. Encourage the class to cheer the presenters.

Outcome: Pupils can do a survey on their classmates' favourite subjects and the reasons why they like these subjects and present them to the class.

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UNIT 9 – OUR SPORTS DAY

Objectives

By the end of the unit, pupils will be able to:

- correctly pronounce the sounds of the letter **y** in isolation, in the words *February* and *July*, and in the sentences *Our sports day is in February.* and *My birthday is in July.*;
- use the words and phrase *August, December, July, June, May, November, October, September, sports day* in relation to the topic "Our sports day";
- use *Is your sports day in _____? – Yes, it is. / No, it isn't. It's in _____.* to ask and answer questions about a sports day;
- use *When's your sports day? – It's in _____.* to ask and answer questions about when a sport day is;
- listen to and demonstrate understanding of simple exchanges in relation to the topic "Our sports day";
- read and write about a sports day;
- make a sports day poster and present it to the class at Project time.

LESSON 1 (Period 1)

Warm-up

- Have some pupils say the chant from Lesson 3 of Unit 8. Praise them and get the class to cheer or clap if they do a good job.
- Ask pupils to open their books at page 62 and look at Unit 9, Lesson 1, Activity 1. Write the title "Our sports day" on the board and read it for the class to repeat a few times. Tell pupils what they will learn in this lesson.

VỚI CUỘC SỐNG

1. Look, listen and repeat.



Goal: To understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about a sports day.

Input: – Context **a**:

Lucy: *Our sports day is in May. We play many sports and games.*

Nam: *Great! I like sports.*

– Context **b**:

Lucy: *Is your sports day in May too?*

Nam: *No, it isn't. It's in April.*

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Procedure: **Step 1:** Have pupils look at Pictures **a** and **b** and identify the characters in the pictures (see *Input*).

Step 2: Ask pupils to look at Picture **a**. Play the recording for them to listen. Play the recording again, sentence by sentence, for pupils to listen and repeat. Repeat the same procedure with Picture **b**. Correct their pronunciation where necessary.

Step 3: Play the recording again for pupils to listen to and repeat individually and / or in chorus sentence by sentence.

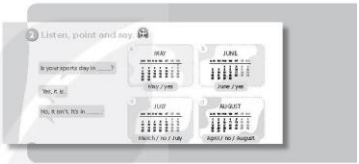
Step 4: Invite a few pairs to the front of the classroom to listen to and repeat the sentences in the recording.

Step 5: Draw their attention to the question *Is your sports day in May too?* and the answer *No, it isn't. It's in April.* Tell pupils that they are used to ask and answer questions about a sports day.

Outcome: Pupils can understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about a sports day.

2. Listen, point and say.

Goal: To correctly say the words and use *Is your sports day in _____? – Yes, it is. / No, it isn't. It's in _____.* to ask and answer questions about a sports day.



Input: – Picture cues:

a. a calendar showing May

b. a calendar showing June

c. a calendar showing July

d. a calendar showing August

– Speech bubbles:

Is your sports day in _____? – Yes, it is. / No, it isn't. It's in _____.

Audio script:

a. May / yes **b.** June / yes **c.** March / no / July **d.** April / no / August

a. *A*: Is your sports day in May?

B: Yes, it is.

b. *A*: Is your sports day in June?

B: Yes, it is.

c. *A*: Is your sports day in March?

B: No, it isn't. It's in July.

d. *A*: Is your sports day in April?

B: No, it isn't. It's in August.

Procedure: **Step 1:** Have pupils look at the pictures and elicit the names of the months in the pictures. Have the class repeat the words a few times. Check comprehension.

Step 2: Have pupils point at Picture **a**, listen to the recording and repeat the word (*May*). Have the class repeat the word a few times. Repeat the same procedure with the other three pictures.

Step 3: Point at the bubbles and have pupils listen to and repeat after the recording *Is your sports day in May? – Yes, it is.* Point at Picture **a** and have pupils listen to and repeat the sentences until they feel confident. Repeat the same procedure with Pictures **b**, **c** and **d**.

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Step 4: Have pupils work in pairs and practise asking and answering the question *Is your sports day in _____? – Yes, it is. / No, it isn't. It's in _____.* using speech bubbles and Pictures **a**, **b**, **c** and **d**.

Step 5: Invite a few pairs to point at the pictures and say the questions and answers in front of the class.

Outcome: Pupils can correctly say the words and use *Is your sports day in _____? – Yes, it is. / No, it isn't. It's in _____.* to ask and answer questions about a sports day.

3. Let's talk.



Goal: To enhance the correct use of *Is your sports day in _____? – Yes, it is. / No, it isn't. It's in _____.* to ask and answer questions about a sports day.

Input: – Picture cue: a picture of a sports day and a calendar showing the months of the year

– Speech bubbles: *Is your sports day in _____? – _____.*

Procedure: **Step 1:** Draw pupils' attention to the picture. Have them say the names of the months in the picture. Ask questions to help them identify the context (see *Input*).

Step 2: Have pupils look at the bubbles to understand how the sentence pattern is used. Have pupils role-play to practise asking the questions and giving their answers in pairs, using picture cues. Make sure pupils understand the structures and say them with the right pronunciation and intonation. Go around to observe and provide help.

Step 3: Invite some pupils to practise asking and answering questions in front of the class. Praise them if they perform well.

Extension: For a more able class, have pupils ask and answer questions about what their friend(s) do on school sports day, using the structures learnt *e.g. What do you do on sports day? – I _____.*

Outcome: Pupils can enhance the correct use of *Is your sports day in _____? – Yes, it is. / No, it isn't. It's in _____.* to ask and answer questions about a sports day.

Preparation for the project: Tell pupils about the project on page 67. Ask them to prepare for it at home by making a school sports day poster. Remind them to bring the posters to class to present them at Project time.

LESSON 1 (Period 2)

Warm-up

- Greet the class.
- Spend a few minutes revising the previous lesson. Get a few pupils to ask and answer questions about a sports day.
- Ask pupils to open their books at page 63 and look at Unit 9, Lesson 1, Activity 4.

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4. Listen and match.



Goal: To listen to and understand three communicative contexts in which characters ask and answer questions about a sports day and match three characters with three correct pictures.

Input: Picture cues:

1. Mary **2.** Ben **3.** Lucy

a. a calendar showing August

b. a calendar showing June

c. a calendar showing May

Audio script:

1. *Nam:* Is your sports day in June, Mary?

Mary: Yes, it is.

2. *Mai:* Our sports day is in February. Is your sports day in February too, Ben?

Ben: No, it isn't. It's in May.

3. *Nam:* Is your sports day in July, Lucy?

Lucy: No, it isn't. It's in August.

Procedure: **Step 1:** Draw pupils' attention to the pictures of the characters and the months. Identify them as a class.

Step 2: Play the recording for Character **1**. Ask pupils to listen and draw a line to match the character (Mary) with the month (Picture **b**). Play the recording again for pupils to do the task. Play the recording a third time to give pupils another listening opportunity if needed.

Step 3: Repeat **Step 2** for Characters **2** and **3**. Go around the classroom to offer support where necessary.

Step 4: Get pupils to swap books with a partner, then check answers together as a class. Write the correct answers on the board.

Step 5: Play the recording again for pupils to listen and double-check their answers.

Extension: If time allows, play the recording, sentence by sentence, for the class to listen and repeat individually and in chorus. Correct their pronunciation where necessary.

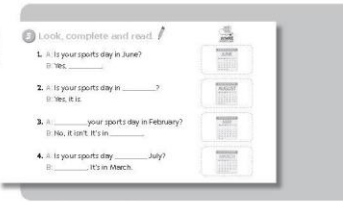
Outcome: Pupils can listen to and understand three communicative contexts in which characters ask and answer questions about a sports day and match three characters with three correct pictures.

Key: **1.** b **2.** c **3.** a

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5. Look, complete and read.



Goal: To complete four target sentence patterns in four exchanges with the help of picture cues.

Input: – Four picture cues

– Four gapped exchanges

Procedure: **Step 1:** Have pupils look at the pictures and identify the months.

Step 2: Have pupils look at the four gapped exchanges. Draw their attention to the missing words in the sentences.

Step 3: Model Exchange **1**. Have pupils look at the exchange. Ask them what words are missing in the answer (*it is*). Then have them look at the picture and identify the month. Ask them to complete the gap (*Is your sports day in June? – Yes, it is.*).

Step 4: Repeat the same procedure with Exchanges **2**, **3** and **4**. Draw pupils' attention to two gaps in Exchanges **3** and **4**.

Step 5: Have pupils complete the exchanges individually and ask a few pairs to read them aloud. Correct their pronunciation where necessary, praise the readers, and get the class to clap or cheer if their pronunciation is good.

Outcome: Pupils can complete four target sentence patterns in four exchanges with the help of picture cues.

Key: 1. it is **2.** August **3.** Is; May **4.** in; No, it isn't

6. Let's sing.



Goal: To sing the song *Our sports day* with the correct pronunciation, rhythm and melody.

Input: The lyrics and the recording of the song *Our sports day*

Procedure: **Step 1:** Draw pupils' attention to the title and lyrics of the song. Encourage them to point at the pictures while listening to reinforce their understanding.

Step 2: Play the recording all the way through. Encourage pupils to listen carefully to the pronunciation and the melody.

Step 3: Play the recording, line by line, for pupils to listen and repeat. Correct their pronunciation where necessary. Introduce actions for pupils to do while they sing along with the recording.

Step 4: Play the recording all the way through for pupils to sing along.

Step 5: Put pupils into groups to make up their own actions for the song. Invite groups to the front of the class to perform while the rest of the class sings and / or claps along. Encourage the class to praise or cheer the performers.

Outcome: Pupils can sing the song *Our sports day* with the correct pronunciation, rhythm and melody.

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LESSON 2 (Period 3)

Warm-up

- Greet the class.
- Spend a few minutes revising Lesson 1 by asking a few pairs of pupils to act out the dialogue in Activity 1. If time allows, have pupils sing the song *Our sports day*
- Ask pupils to open their books at page 64 and look at Unit 9, Lesson 2, Activity 1.
- Tell pupils that in this lesson they will learn to ask and answer questions about when a sports day is.

1. Look, listen and repeat.



Goal: To understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about when a sports day is.

Input: – Context **a**:

Nam: *What's that?*

Lucy: *It's a picture of our sports day.*

– Context **b**:

Nam: *When's your sports day?*

Lucy: *It's in October.*

Procedure: **Step 1:** Have pupils look at Pictures **a** and **b** and identify the characters in the pictures.

Step 2: Ask pupils to look at Picture **a**. Play the recording for them to listen.

Step 3: Play the recording again, sentence by sentence, for pupils to listen and repeat individually and in chorus. Correct their pronunciation where necessary. Repeat the same procedure with Picture **b**.

Step 4: Invite a few pairs to the front of the classroom to listen to and repeat the sentences in the recording.

Step 5: Draw pupils' attention to the question *When's your sports day?* and the answer *It's in October*. Tell pupils that they are used to ask and answer questions about when a sports day is.

Outcome: Pupils can understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about when a sports day is.

2. Listen, point and say.



Goal: To correctly say the words and use *When's your sports day? – It's in _____.* to ask and answer questions about when a sports day is.

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Input: – Picture cues:

a. a calendar showing September **b.** a calendar showing October

c. a calendar showing November **d.** a calendar showing December

– Speech bubbles:

When's your sports day? – It's in _____.

Audio script:

a. September **b.** October **c.** November **d.** December

a. *A*: When's your sports day?

B: It's in September.

b. *A*: When's your sports day?

B: It's in October.

c. *A*: When's your sports day?

B: It's in November.

d. *A*: When's your sports day?

B: It's in December.

Procedure: **Step 1:** Have pupils look at the pictures and elicit the name of each month.

Step 2: Have pupils point at Picture **a** (a calendar showing September), listen to the recording and repeat the word (*September*). Repeat the same procedure with the other three pictures. Have pupils repeat the words a few times.

Step 3: Point at the first bubble and have pupils listen to and repeat after the recording (*When's your sports day?*). Point at Picture **a** and have pupils listen to and repeat after the recording (*It's in September.*). Repeat the same procedure with the other three pictures.

Step 4: Have pairs practise asking and answering the question *When's your sports day? – It's in _____*. Go around the classroom and offer help where necessary.

Step 5: Invite a few pairs to point at the pictures and say the questions and answers in front of the class.

Outcome: Pupils can correctly say the words and use *When's your sports day? – It's in _____*. to ask and answer questions about when a sports day is.

3. Let's talk.



Goal: To enhance the correct use of *When's your sports day? – It's in _____*. to ask and answer questions about when a sports day is in a freer context.

Input: – Picture cues: a school sports day and calendars showing the months of the year

– Speech bubbles: *When's your sports day? –_____*.

Procedure: **Step 1:** Draw pupils' attention to the picture. Have them say the names of the months in the picture. Ask questions to help them identify the context (see *Input*).

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Step 2: Elicit the missing words in the second speech bubble and write them on the board. Get pupils to say the completed sentences.

Step 3: Have pupils look at the bubbles to understand how the sentence pattern is used. Have pupils role-play to practise asking the questions and giving their answers in pairs, using picture cues. Make sure pupils understand the structures and say them with the right pronunciation and intonation. Go around to observe and provide help.

Outcome: Pupils can enhance the correct use of *When's your sports day? – It's in _____.* to ask and answer questions about when a sports day is in a freer context.

LESSON 2 (Period 4)

Warm-up

- Greet the class.
- Spend a few minutes revising the previous lesson. Get a few pupils to ask and answer questions about when a sports day is in front of the class. They may use the target language in Activities 2 and 3.
- Ask pupils to open their books at page 65 and look at Unit 9, Lesson 2, Activity 4.

4. Listen and tick.

Goal: To listen to and understand two communicative contexts in which pupils ask and answer questions about when a sports day is and tick the correct pictures.



Input: Picture cues:

1a. a calendar showing December

1b. a calendar showing October

2a. a calendar showing September

2b. a calendar showing November

Audio script:

1. *A*: Is your sports day in December?

B: No, it isn't.

A: When's your sports day?

B: It's in October.

2. *A*: When's your sports day? In November?

B: No, it isn't. It's in September.

A: Oh, it's soon.

Procedure: **Step 1:** Draw pupils' attention to Pictures **1a** and **1b**. Elicit the month in each picture. Play the recording of the first exchange for pupils to listen. Play the recording again for pupils to do the task. Play the recording a third time for pupils to check their answers.

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Step 2: Repeat **Step 1** with Pictures **2a** and **2b**.

Step 3: Get pupils to swap books with a partner, then check answers as a class. Write the correct answers on the board for pupils to correct their answers.

Step 4: Play the recording again for pupils to double-check their answers.

Extension: If time allows, play the recording, sentence by sentence, for the class to listen and repeat individually and in chorus. Correct their pronunciation where necessary.

Outcome: Pupils can listen to and understand two communicative contexts in which pupils ask and answer questions about when a sports day is and tick the correct pictures.

Key: 1. b **2.** a

5. Look, complete and read.



Goal: To complete two gapped dialogues with the help of picture cues.

Input: Two picture cues and two gapped dialogues to complete

Procedure: **Step 1:** Have pupils look at the pictures. Have them identify the month in each picture.

Step 2: Have pupils look at the two incomplete dialogues. Draw their attention to the missing words in the sentences.

Step 3: Model Dialogue **1**. Have pupils look at the dialogue. Ask them what is missing in the first gap (*Yes*). Then ask them look at the second gap and guess what is missing (the month). Have them look at the picture and identify the month (*November*). Ask them to complete the dialogue.

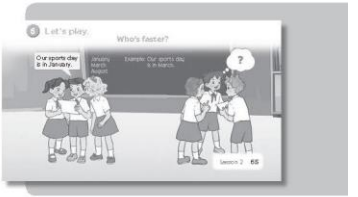
Step 4: Repeat the same procedure with Dialogue **2**. Draw pupils' attention to three gaps in the dialogue.

Step 5: Have pupils complete the dialogues individually and nominate a few pairs to read them aloud. Correct their pronunciation where necessary, praise the readers, and get the class to clap or cheer if their pronunciation is good.

Outcome: Pupils can complete two gapped dialogues with the help of picture cues.

Key: 1. Yes; November **2.** Is; When's; December

6. Let's play.



Goal: To review vocabulary for months by playing the game *Who's faster?*

Input: – Three month words *January*, *February*, *March* and the sentence *Our sports day is in March*. on the board

– Two groups of three pupils discussing to make sentences

– A pupil holding a piece of paper and reading aloud the sentence *Our sports day is in January.*

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Procedure:

Step 1: Tell pupils that they are going to play the game *Who's faster?* in groups. Explain how the game is played: each group makes sentences using month words and reads them aloud to the class.

Step 2: Write three month words on the board (e.g. *January, March, August*) and a sentence as an example: *Our sports day is in March.*

Step 3: Divide the class into groups of five. Ask groups to look at the words and the example on the board. Check comprehension.

Step 4: Give each group a piece of paper. Have groups make two sentences with the two words *January* and *August*, then read the sentences aloud to the class. The group that makes correct sentences faster wins.

Step 5: Continue the game with other sets of month words if time allows.

Outcome: Pupils can review vocabulary for months by playing the game *Who's faster?*

LESSON 3 (Period 5)

Warm-up

- Greet the class.
- Spend a few minutes revising the previous lesson by asking pupils to play the game *Who's faster?* using the language learnt.
- Ask pupils to make sports day posters at home and bring them to class in Period 6.
- Ask pupils to open their books at page 66 and look at Unit 9, Lesson 3, Activity 1. Tell pupils what they will learn in this lesson.

1. Listen and repeat.

Goal: To correctly repeat the sounds of letter ***y*** in isolation, in the word *Februar**y*** (/i/) as in the sentence *Our sports day is in February,* and the word *Jul**y*** (/aɪ/) as in *My birthday is in July.*



Input: – The letter ***y***, the word *February* and the sentence *Our sports day is in February.*

– The letter ***y***, the word *July* and the sentence *My birthday is in July.*

Procedure:

Step 1: Draw pupils' attention to the letter ***y***, the word *February* and the sentence *Our sports day is in February.* Play the recording and encourage them to point at the letters / word / sentence while listening.

Step 2: Play the recording again and encourage pupils to listen and repeat. Do this several times until pupils feel confident. Correct their pronunciation where necessary and praise them when their pronunciation is good.

Step 3: Repeat **Steps 1** and **2** for the letter ***y*** in the second line.

Step 4: Let pupils work in pairs or groups to pronounce the sounds of the letter ***y***, say the words *February* and *July*, and read the sentences *Our sports day is in February.* and

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My birthday is in July. Invite a few pupils to listen to the recording and say the language in front of the class. If they perform well, praise them.

Outcome: Pupils can correctly repeat the sounds of letter ***y*** in isolation, in the word *Februar**y*** (/i/) as in the sentence *Our sports day is in February,* and the word *Jul**y*** (/aɪ/) as in *My birthday is in July.*

2. Listen and circle.



Goal: To identify the target words *July* and *January* while listening.

Input: Two gapped sentences with three answer options

Audio script:

1. Is your sports day in July?

2. I like January.

Procedure: **Step 1:** Draw pupils' attention to the gapped sentences and three answer options. Explain what pupils have to do. Check comprehension.

Step 2: Play the recording for pupils to listen. Play the recording again for pupils to listen and circle the correct options.

Step 3: Tell pupils to swap books with a partner, then check the answers together as a class. Write the correct answers on the board.

Step 4: Play the recording again for pupils to listen and double-check their answers.

Extension: Invite one or two pupils to stand up, listen to and repeat the completed sentences.

Outcome: Pupils can identify the target words *July* and *January* while listening.

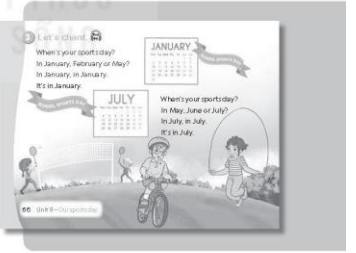
Key: **1.** a **2.** b

3. Let's chant.

Goal: To say the chant with the correct rhythm and pronunciation.

Input: The lyrics and recording of the chant

Procedure: **Step 1:** Draw pupils' attention to the lyrics of the chant. Check their comprehension.



Step 2: Play the recording all the way through. Encourage pupils to listen carefully to the rhythm and pronunciation. Draw pupils' attention to the sounds of the letter ***y*** in the words *January, February* and *July* in the chant.

Step 3: Play the recording, line by line, for pupils to listen and repeat. Correct their pronunciation when necessary.

Step 4: Play the recording all the way through for pupils to chant along. Encourage them to clap while chanting.

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Extension: Divide the class into two or more groups to take turns listening to and repeating the chant while the rest of the class claps along.

Outcome: Pupils can say the chant with the correct rhythm and pronunciation.

LESSON 3 (Period 6)

Warm-up

- Greet the class.
- Spend a few minutes revising the previous lesson by asking pupils to say the chant on page 66. Divide the class into groups and get them to do actions while saying the chant.
- Ask pupils to open their books at page 67 and look at Unit 9, Lesson 3, Activity 4.

4. Read and tick True or False.


4 Read and tick True or False.

Our sports day is in November. It is in the school playground. There are many pupils and teachers. We play different sports and games. The boys play badminton. The girls play football. The teachers play basketball. It is a lot of fun!

	True	False
1. The sports day is in November.		
2. The sports day is in the school gym.		
3. The boys play badminton.		
4. The girls play basketball.		

Goal: To read a text about a sports day and decide whether statements are true or false.

Input: – A text about a sports day

– Four statements with True and False boxes

Procedure: **Step 1:** Draw pupils' attention to the text and read it together as a class. Check comprehension.

Step 2: Draw pupils' attention to the four statements below the text and four boxes to tick True or False. Have pupils pay attention to the sentences about the sports day and what the boys, the girls do on the sports day in the text. Give pupils time to tick the correct boxes.

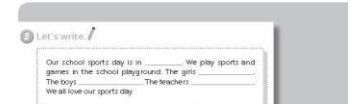
Step 3: Tell pupils to swap books with a partner, then check answers together as a class. Write the correct answers on the board.

Step 4: Ask pupils to look at the board and check their answers again. If time allows, ask them to read the text aloud in front of the class.

Outcome: Pupils can read a text about a sports day and decide whether statements are true or false.

Key: 1. T 2. F 3. T 4. F

5. Let's write.


5 Let's write.

Our school sports day is in _____. We play sports and games in the school playground. The girls _____.
The boys _____. The teachers _____.
We all love our sports day.

Goal: To read, understand and complete the gapped text about a sports day.

Input: A short gapped text with the target sentences to complete

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Procedure: **Step 1:** Tell the class the goal of this activity: Pupils are going to read the gapped text and fill in the gaps. Check their comprehension.

Step 2: Write the first gapped sentence on the board: *Our school sports day is in _____.* Read the sentence as a class. When you reach the gap, point at it and encourage pupils to say the answer. Give pupils time to write the answer.

Step 3: Repeat **Step 2** for the other gapped sentences.

Step 4: If time allows, invite a few pupils to read the sentences they have completed in front of the class. The class observes and praises their work.

Outcome: Pupils can read, understand and complete the gapped text about a sports day.

Suggested answer: Our school sports day is in October. We play sports and games in the school playground. The girls play chess. The boys play football. The teachers play volleyball. We all love our sports day.

6. Project

Goal: To make a sports day posters at home and present them to the class, using the target language.

Input: A picture of Mai holding a sports day poster and saying *Our sports day is in October. _____.*



Procedure: **Step 1:** Tell pupils the goal of this activity. Explain that they are going to show sports day posters that they have made at home and tell the class about their sports day.

Step 2: Have pupils work in groups of five. Each pupil shows his / her poster and tells the group about sports day, e.g. *Our sports day is in October. I cycle. My friends play badminton.* Go around the classroom and offer help if necessary (such as when pupils need some more vocabulary to talk about their sports days).

Step 3: Invite some pupils to show their work and talk about their sports days. Praise pupils if they perform well. Have pupils stick their posters on the walls of the classroom as a display.

Outcome: Pupils can make a sports day posters at home and present it to the class, using the target language.

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UNIT 10 – OUR SUMMER HOLIDAYS

Objectives

By the end of the unit, pupils will be able to:

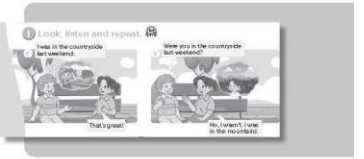
- correctly pronounce the sounds of the letters **ere** in isolation, in the words *were* and *where*, and in the sentences *Were you on the beach last summer?* and *Where were you last weekend?*;
- use the words and phrases *at the campsite, at the zoo, in the countryside, on the beach, Bangkok, London, Sydney* and *Tokyo* in relation to the topic "Our summer holidays";
- use *Were you _____ last weekend? – Yes, I was. / No, I wasn't.* to ask and answer questions about if someone was somewhere in the past;
- use *Where were you last summer? – I was in _____.* to ask and answer questions about where someone was in the past;
- listen to and demonstrate understanding of simple communicative contexts in relation to the topic "Our summer holidays";
- read and write about where someone was in the past;
- make a mind map of where pupils were on holiday in the previous summer and present the results to the class at Project time.

LESSON 1 (Period 1)

Warm-up

- Greet the class and encourage pupils to respond to your greeting.
- Spend a few minutes revising the previous lesson by saying the chant on page 66.
- Ask pupils to open their books at page 68 and look at Unit 10, Lesson 1, Activity 1.
- Write the title *Our summer holidays* on the board and read it for the class to repeat a few times. Tell pupils what they will learn in this lesson.

1. Look, listen and repeat.



Goal: To understand and correctly repeat the sentences in two communicative contexts in which pupils ask and answer questions about if someone was somewhere in the past.

Input: – Context **a**:

Bill: *I was in the countryside last weekend.*

Mai: *That's great!*

– Context **b**:

Bill: *Were you in the countryside last weekend?*

Mai: *No, I wasn't. I was in the mountains.*

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Procedure: **Step 1:** Have pupils look at Pictures **a** and **b** and identify the characters in the pictures.

Step 2: Ask pupils to look at Picture **a**. Play the recording for them to listen. Play the recording again, sentence by sentence, for pupils to listen and repeat. Repeat the same procedure with Picture **b**. Correct their pronunciation where necessary.

Step 3: Play the recording again for pupils to listen and repeat in chorus sentence by sentence.

Step 4: Invite a few pairs to the front of the classroom to listen to and repeat the sentences in the recording.

Step 5: Draw pupils' attention to the question *Were you in the countryside last weekend?* and the answers *No, I wasn't. I was in the mountains.* Tell pupils that they are the question and the answer about if someone was somewhere in the past.

Outcome: Pupils can understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about if someone was somewhere in the past.

2. Listen, point and say.



Goal: To correctly say the phrases and use *Were you _____ last weekend? – Yes, I was. / No, I wasn't.* to ask and answer questions about if someone was somewhere in the past.

Input: – Picture cues:

a. a boy at the zoo

b. on the beach

c. a girl at the campsite

d. in the countryside

– Speech bubbles: *Were you _____ last weekend? – Yes, I was. / No, I wasn't.*

Audio script:

a. at the zoo / yes **b.** on the beach / no

c. at the campsite / yes **d.** in the countryside / no

a. *A:* Were you at the zoo last weekend?

B: Yes, I was.

b. *A:* Were you on the beach last weekend?

B: No, I wasn't.

c. *A:* Were you at the campsite last weekend?

B: Yes. I was.

d. *A:* Were you in the countryside last weekend?

B: No, I wasn't.

Procedure: **Step 1:** Have pupils look at pictures **a**, **b**, **c** and **d** and identify the characters and the locations.

Step 2: Have pupils point at Picture **a**, listen to the recording and repeat the phrase (*at the zoo*). Repeat the same procedure with the other three pictures. Have the class repeat the phrases a few times.

Step 3: Point at the bubbles and Picture **a** and have pupils listen and repeat after the recording (*Were you at the zoo last weekend? – Yes, I was.*). Repeat the same procedure with the other three pictures. Have the class repeat the questions and answers a few times.

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Step 4: Have pairs practise asking and answering the question *Were you _____ last weekend? – Yes, I was. / No, I wasn't.*

Step 5: Invite a few pairs to point at the pictures and say the questions and answers in front of the class.

Outcome: Pupils can correctly say the phrases and use *Were you _____ last weekend? – Yes, I was. / No, I wasn't.* to ask and answer questions about if someone was somewhere in the past.

3. Let's talk.



Goal: To enhance the correct use of *Were you _____ last weekend? – Yes, I was. / No, I wasn't.* to ask and answer questions about if someone was somewhere in the past in a freer context.

Input: – Picture cues: at the campsite, on the beach, at the zoo, in the countryside

– Speech bubbles: *Were you _____ last weekend? – Yes / No _____.*

Procedure: **Step 1:** Draw pupils' attention to the pictures. Ask questions to help them identify the places (see *Input*).

Step 2: Put pupils into pairs and have them practise asking and answering questions about if someone was somewhere in the past. Go around the classroom to offer support where necessary.

Step 3: Invite a few pairs to the front of the class to ask and answer questions about if someone was somewhere in the past, using the picture cues. Praise pupils if they perform well.

Outcome: Pupils can enhance the correct use of *Were you _____ last weekend? – Yes, I was. / No, I wasn't.* to ask and answer questions about if someone was somewhere in the past in a freer context.

Preparation for the project: Tell pupils about the project on page 73. Ask them to make their mind maps of where they were on holiday in the previous summer by writing about places, people, food, etc. They will present the results to the class at the Project time.

LESSON 1 (Period 2)

Warm-up

- Greet the class and encourage pupils to respond to your greeting.
- Spend a few minutes revising the previous lesson by asking questions using *Were you _____ last weekend?* and call on a few pupils to answer the questions.
- Ask pupils to open their books at page 69 and look at Unit 10, Lesson 1, Activity 4.

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4. Listen and tick.



Goal: To listen to and understand two communicative contexts about if someone was somewhere in the past and tick the correct pictures.

Input: Picture cues:

1a. Nam at the park

1b. Nam on the beach

2a. Mai in the countryside

2b. Mai at the zoo

Audio script:

1. *A*: Hi, Nam. How are you?

B: I'm fine, thank you.

A: Were you on the beach last weekend?

B: Yes, I was.

2. *A*: Hello, Mai. How are you?

B: Fine, thanks.

A: Were you in the countryside last weekend?

B: No, I wasn't. I was at the zoo.

Procedure: **Step 1:** Draw pupils' attention to the pictures **1a** and **1b**. Ask questions to help pupils identify the characters and their activities.

Step 2: Play the recording for pupils to listen. Then play the recording again for them to tick the correct picture.

Step 3: Repeat **Steps 1** and **2** with Pictures **2a** and **2b**.

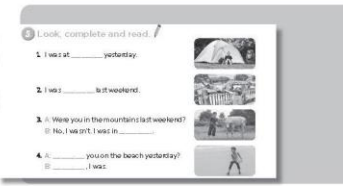
Step 4: Tell pupils to swap books with a partner, then check answers together as a class. Play the recording again for pupils to double-check their answers.

Extension: If time allows, play the recording, sentence by sentence, for the class to listen and repeat individually and in chorus. Correct their pronunciation where necessary.

Outcome: Pupils can listen to and understand two communicative contexts about if someone was somewhere in the past and tick the correct pictures.

Key: 1. b **2.** b

5. Look, complete and read.



Goal: To complete two gapped sentences and two gapped exchanges with the help of picture cues.

Input: – Four picture cues

– Two gapped sentences and two gapped exchanges to complete

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Procedure: **Step 1:** Have pupils look at the pictures. Get them to identify the characters and places in the pictures.

Step 2: Have pupils look at the gapped sentences. Draw their attention to the missing words in the gapped sentences.

Step 3: Model Sentence **1**. Have pupils look at the first sentence. Ask them what words are missing (*the campsite*). Then have pupils complete the sentence (*I was at the campsite yesterday.*). Repeat the same procedure with Sentence **2** and Exchanges **3** and **4**.

Step 4: Have pupils complete the gapped sentences individually and ask two pupils to read them aloud.

Outcome: Pupils can complete two gapped sentences and two gapped exchanges with the help of picture cues.

Key: 1. the campsite **2.** at the zoo **3.** the countryside **4.** Were; Yes

6. Let's sing.



Goal: To sing the song *Were you on the beach yesterday?* with the correct pronunciation, rhythm and melody.

Input: The lyrics and the recording of the song *Were you on the beach yesterday?*

Procedure: **Step 1:** Draw pupils' attention to the title and lyrics of the song. Encourage them to point at the places to reinforce their understanding.

Step 2: Play the recording all the way through for pupils to listen to the whole song. Encourage them to listen carefully to the pronunciation and the melody.

Step 3: Play the recording, line by line, for pupils to listen and repeat. Correct their pronunciation where necessary.

Step 4: Play the recording all the way through for pupils to sing along.

Step 5: Play the recording again for pupils to sing and clap along with the recording.

Extension: Invite some groups to the front of the class to perform while the rest of the class sings and / or claps along.

Outcome: Pupils can sing the song *Were you on the beach yesterday?* with the correct pronunciation, rhythm and melody.

LESSON 2 (Period 3)

Warm-up

- Greet the class and encourage pupils to respond to your greeting.
- Get the class to sing the song *Were you on the beach yesterday?* on page 69.
- Ask pupils to open their books at page 70 and look at Unit 10, Lesson 2, Activity 1. Tell pupils what they will learn in this lesson.

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1. Look, listen and repeat.



Goal: To understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about where someone was in the past.

Input: – Context **a**:

Nam: *Were you in London last summer, Mary?*

Mary: *No, I wasn't.*

– Context **b**:

Nam: *Where were you last summer?*

Mary: *I was in Tokyo.*

Procedure: **Step 1:** Have pupils look at Pictures **a** and **b** and identify the characters, places and activities.

Step 2: Ask pupils to look at Picture **a**. Play the recording for them to familiarise themselves with the characters' voices. Play the recording again, sentence by sentence, for pupils to listen and repeat. Repeat the same procedure with Picture **b**. Correct their pronunciation where necessary.

Step 3: Play the recording again for pupils to listen and repeat in chorus sentence by sentence.

Step 4: Invite a few pairs to the front of the classroom to listen and repeat the sentences in the recording.

Step 5: Draw pupils' attention to the question *Where were you last summer?* and the answer *I was in Tokyo*. Tell pupils that they are the question and answer about where someone was in the past.

Outcome: Pupils can understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about where someone was in the past.

2. Listen, point and say.



Goal: To correctly say the words and use *Where were you last summer? – I was in_____.* to ask and answer questions about where someone was in the past.

Input: – Picture cues:

a. Mai in London

b. Nam in Sydney

c. Mary in Tokyo

d. Bill in Bangkok

– Speech bubbles: *Where were you last summer? – I was in_____.*

Audio script:

a. London **b.** Sydney **c.** Tokyo **d.** Bangkok

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a. *A*: Where were you last summer?

B: I was in London.

b. *A*: Where were you last summer?

B: I was in Sydney.

c. *A*: Where were you last summer?

B: I was in Tokyo.

d. *A*: Where were you last summer?

B: I was in Bangkok.

Procedure: **Step 1:** Have pupils look at the pictures and elicit the places in the pictures. Have the class repeat the words a few times. Check comprehension.

Step 2: Have pupils point at Picture **a**, listen to the recording and repeat the word (*London*). Repeat the same procedure with the other three pictures. Have the class repeat the words a few times.

Step 3: Point at the bubbles and Picture **a**, then have pupils listen and repeat after the recording *(Where were you last summer? – I was in London.)*. Repeat the same procedure with the other three pictures.

Step 4: Have pairs practise asking and answering the question *Where were you last summer? – I was in ____*.

Step 5: Invite a few pairs to point at the pictures and say the questions and answers in front of the class.

Outcome: Pupils can correctly say the words and use *Where were you last summer? – I was in ____*, to ask and answer questions about where someone was in the past.

3. Let's talk.



Goal: To enhance the correct use of *Where were you last summer? – I was in ____*, to ask and answer questions about where someone was in the past in a freer context.

Input: – Picture cues: a picture of Bangkok; a picture of Tokyo; a picture of London; a picture of Sydney.

– Speech bubbles: *Where were you last summer? – _____*.

Procedure: **Step 1:** Draw pupils' attention to the pictures. Ask questions to help them identify the context (see *Input*).

Step 2: Put pupils into pairs and encourage them to ask and answer questions about where someone was in the past. Go around the classroom to offer support where necessary.

Step 3: Have pairs practise asking and answering questions about where someone was in the previous summer. Go around the classroom to observe and provide help.

Step 4: Invite a few pairs to the front of the class to perform their conversations. Praise pupils if they perform well.

Outcome: Pupils can enhance the correct use of *Where were you last summer? – I was in ____*, to ask and answer questions about where someone was in the past in a freer context.

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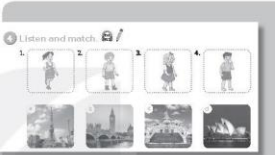
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LESSON 2 (Period 4)

Warm-up

- Greet the class and encourage them to respond to your greeting.
- Spend a few minutes revising the previous lesson by getting a few pairs to ask and answer questions about where someone was in the past.
- Ask pupils to open their books at page 71 and look at Unit 10, Lesson 2, Activity 4.

4. Listen and match.



Goal: To listen to and understand four communicative contexts about where someone was in the past and match the characters to the correct pictures.

Input: Picture cues:

1. Mai **2.** Bill **3.** Mary **4.** Nam

a. Tokyo

b. London

c. Bangkok

d. Sydney

Audio script:

1. *A*: Where were you last summer, Mai?

B: I was in Sydney.

2. *A*: Where were you last summer, Bill?

B: I was in Bangkok.

3. *A*: Where were you last summer, Mary?

B: I was in Tokyo.

4. *A*: Where were you last summer, Nam?

B: I was in London.

Procedure: **Step 1:** Draw pupils' attention to the characters and pictures. Ask questions to help pupils identify the characters and the places.

Step 2: Play the recording for pupils to listen. Play the recording again for them to do the task by matching the characters to the correct places. Play the recording a third time to give pupils another listening opportunity.

Step 3: Check answers together as a class. Play the recording again for pupils to double-check their answers.

Extension: If time allows, play the recording again, sentence by sentence, for the class to listen and repeat individually and in chorus. Correct their pronunciation where necessary.

Outcome: Pupils can listen to and understand four communicative contexts about where someone was in the past and match the characters to the correct pictures.

Key: **1.** d **2.** c **3.** a **4.** b

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5. Look, complete and read.



Goal: To complete two gapped exchanges with the help of picture cues.

Input: – Two picture cues

– Two gapped exchanges to complete

Procedure: **Step 1:** Have pupils look at the pictures. Get them to identify the characters and the places in the pictures.

Step 2: Have pupils look at the two gapped exchanges. Draw their attention to the missing words in the questions and answers.

Step 3: Model Exchange **1.** Have pupils look at the first gap. Ask them what word is missing (*London*). Then have them complete the answer (*I was in London.).* Get them to guess the missing word in the second answer (*Yes*) and complete the answer *(Yes, it is.).*

Step 4: Repeat the same procedure with Exchange **2.**

Step 5: Have pupils complete the gaps individually. Check their answers as a class and ask a few pairs to read them aloud.

Outcome: Pupils can complete two gapped exchanges with the help of picture cues.

Key: **1.** London; Yes **2.** Where; was; No

6. Let's play.



Goal: To review target words to make sentences about where someone was in the past by playing the game *Making sentences.*

Input: Some flash cards of the target vocabulary: *I, you, in, London, Sydney, Tokyo, where, were, was, last, summer, weekend, yesterday,* etc.

Procedure: **Step 1:** Tell pupils that they are going to play the game *Making sentences* in groups of four or five.

Step 2: Nominate one pupil in each group as a leader. The leader says a sentence and the other group members have to stand in a line, holding the word cards to make a sentence. For example: *Where were you last summer?*

Step 3: Set a time limit for the groups to play the game.

Step 4: Invite two groups to the front of the class to play the game.

Step 5: Have the class give comments and announce the winner. The group that makes most correct sentences will win.

Outcome: Pupils can review target words to make sentences about where someone was in the past by playing the game *Making sentences.*

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LESSON 3 (Period 5)

Warm-up

- Greet the class and encourage them to respond to your greeting.
- Have two groups of four or five play the game *Making sentences.*
- Ask pupils to open their books at page 72 and look at Unit 10, Lesson 3, Activity 1. Tell pupils what they will learn in this lesson.

1. Listen and repeat.



Goal: To correctly repeat the sounds of letters ***ere*** in isolation, in the word ***were*** (/ə/) as in the sentence *Were you on the beach last summer?* and the word ***where*** (/eə/) as in *Where were you last weekend?*

Input:
- The letters ***ere***, the word *were* and the sentence *Were you on the beach last summer?*
- The letters ***ere***, the word *where* and the sentence *Where were you last weekend?*

Procedure:

Step 1: Draw pupils' attention to the letters ***ere***, the word *were* and the sentence *Were you on the beach last summer?* Play the recording and encourage them to point to the letters, the word and the sentence individually and in chorus while listening.

Step 2: Play the recording again and encourage pupils to listen to and repeat the sound, the word and the sentence. Do this several times until pupils feel confident. Correct their pronunciation where necessary.

Step 3: Repeat **Steps 1** and **2** for the letters ***ere***, the word *where* and the sentence *Where were you last weekend?*

Step 4: Have pupils work in pairs or groups, pronouncing the sounds, saying the words and reading the sentences until they feel confident.

Outcome: Pupils can correctly repeat the sounds of the letters ***ere*** in isolation, in the word ***were*** (/ə/) as in the sentence *Were you on the beach last summer?* and the word ***where*** (/eə/) as in *Where were you last weekend?*

2. Listen and circle.



Goal: To identify the target words *where* and *were* while listening.

Input: Two sentences, each with three options

Audio script:

1. Where were you last summer?

2. Were you at the campsite yesterday?

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Procedure: **Step 1:** Tell pupils the goal of the activity. Explain that they have to listen to the recording and circle the correct options. Check comprehension.

Step 2: Play the recording for pupils to listen. Play the recording again for them to listen and circle the correct options.

Step 3: Tell pupils to swap books with a partner, then check the answers together as a class. Write the correct answers on the board.

Step 4: Play the recording again for pupils to double-check their answers.

Extension: Invite one or two pupils to stand up, listen to and repeat the sentences.

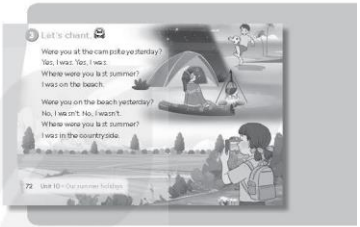
Outcome: Pupils can identify the target words *where* and *were* while listening.

Key: 1. b 2. c

3. Let's chant.

Goal: To say the chant with the correct rhythm and pronunciation.

Input: The lyrics and recording of the chant



Procedure: **Step 1:** Draw pupils' attention to the lyrics of the chant. Check their comprehension.

Step 2: Play the recording all the way through for pupils to listen to the whole chant. Encourage them to listen carefully to the rhythm and pronunciation. Draw pupils' attention to the sounds of the letter ***ere*** in the words *were* and *where*.

Step 3: Play the recording, line by line, for pupils to listen and repeat. Correct their pronunciation where necessary.

Step 4: Play the recording all the way through for pupils to chant. Encourage them to clap along while chanting.

Extension: Divide the class into two or more groups to take turns listening and repeating the chant while the rest of the class claps along.

Outcome: Pupils can say the chant with the correct rhythm and pronunciation.

LESSON 3 (Period 6)

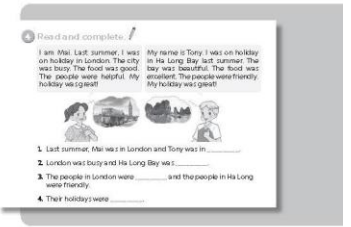
Warm-up

- Greet the class and encourage them to respond to your greeting.
- Spend a few minutes revising the previous lesson by having the class say the chant on page 72.
- Ask pupils to open their books at page 73 and look at Unit 10, Lesson 3, Activity 4.

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4. Read and complete.



Goal: To read two texts and complete the sentences about Mai's and Tony's summer holidays.

Input: Two reading texts and four incomplete sentences

Procedure: **Step 1:** Draw pupils' attention to the four incomplete sentences below the texts. Elicit the answers to Sentence **1** (about a place), Sentence **2** (about Ha Long Bay), Sentence **3** (about the people in London), and Sentence **4** (about Mai's and Tony's feelings about their summer holidays).

Step 2: Have pupils read the texts to find the information and complete the four sentences.

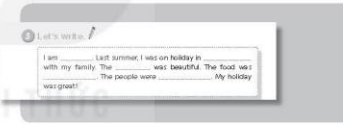
Step 3: Set a time limit for pupils to do the task individually. Go around the classroom and offer help where necessary.

Step 4: Get pupils to compare their answers with a partner, then check answers together as a class.

Outcome: Pupils can read two texts and complete the sentences about Mai's and Tony's summer holidays.

Key: **1.** Ha Long Bay **2.** beautiful **3.** helpful **4.** great

5. Let's write.



Goal: To read and complete a gapped paragraph about where someone was on holiday in the previous summer.

Input: A gapped paragraph to complete

Procedure: **Step 1:** Tell pupils to read the gapped paragraph and fill in the gaps with the information about the place where they were on holiday in the previous summer. Tell pupils that the gaps in the text focus on the descriptions of locations, people, food and their feelings about their holidays. Check comprehension.

Step 2: Have pupils look at and do the second gapped sentence together as an example. Ask them to read the sentence and elicit the location. Then have them write the location in the gap.

Step 3: Give pupils time to complete the paragraph independently. Go around the classroom and offer help if necessary.

Step 4: Get pupils to swap their books with a partner and check their answers.

Extension: Invite a few pupils to read their completed paragraphs in front of the class.

Outcome: Pupils can read and complete a gapped paragraph about where someone was on holiday in the previous summer.

Suggested answer: I am Ha. Last summer, I was on holiday in Nha Trang with my family. The beach was beautiful. The food was excellent. The people were friendly. My holiday was great!

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6. Project



Goal: To make a mind map of where pupils were on holiday in the previous summer and use the notes to make a presentation to the class.

Input: – A picture of a pupil giving a presentation at the front of the class using a mind map

– Speech bubble: *Last summer, I was on holiday in Nha Trang. The beach was beautiful. _____.*

Procedure: **Step 1:** Tell pupils about the goal of the activity. Explain that they have to look at the notes in their mind maps and present the results to the class.

Step 2: Have pupils work in groups of five. Each pupil looks at the notes in his / her mind map and tells the group about where he / she was on holiday in the previous summer, and describes the place.

Step 3: Invite a few pupils to look at the notes in their mind maps and tell the class about them, e.g. *Last summer, I was on holiday in Bangkok. The food was excellent. ...*

Step 4: Have the rest of the class give comments and praise pupils if they perform well.

Outcome: Pupils can make a mind map of where they were on holiday in the previous summer and use the notes to make a presentation to the class.

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REVIEW 2

Objectives

By the end of the unit, pupils will be able to:

- correctly use the following sentence patterns:
  - *Where's your school? – It's in the____.*
  - *How many____ are there at your school? – There is / are____.*
  - *What subjects do you have today? – I have____.*
  - *When do you have____? – I have it on____.*
  - *What's your favourite subject? – It's____.*
  - *Why do you like____? – Because I want to be____.*
  - *Is your sports day in____? – Yes, it is. / No, it isn't. It's in____.*
  - *When's your sports day? – It's in____.*
  - *Were you____ last weekend? – Yes, I was. / No, I wasn't.*
  - *Where were you last summer? – I was in____.*
- take part in three extension activities to apply their language knowledge and competences.

REVIEW

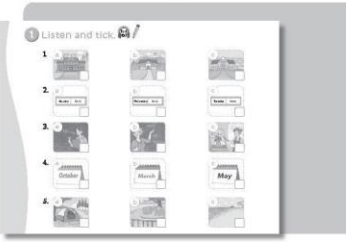
Period 1

Warm-up

- Greet the class. Ask pupils to choose a song from Units 6 to 10 to sing along to (e.g. *Gardens and buildings at my school*, page 47; *What subjects do you have today?*, page 53; *My favourite subject*, page 57; *Our sports day*, page 63; *Were you on the beach yesterday?*, page 69).
- Get pupils to open their books at page 74 and look at Review 2, Activity 1. Tell pupils what they will learn in this lesson.

1. Listen and tick.

Goal: To listen to and understand five communicative contexts in which characters talk about familiar topics such as our school, our timetables, my favourite subjects, our sports day, and our summer holidays, and tick the correct pictures.



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Input: Picture cues:

1a. a school in the city

1b. a school in the mountains

1c. a school in the village

2a. a timetable with music on Monday

2b. a timetable with music on Wednesday

2c. a timetable with music on Thursday

3a. a maths teacher

3b. an English teacher

3c. a painter

4a. a calendar showing October

4b. a calendar showing March

4c. a calendar showing May

5a. a campsite

5b. a zoo

5c. a beach

Audio script:

1. *A*: Where's your school?
B: It's in the mountains.

2. *A*: When do you have music?
B: I have it on Thursdays.

3. *A*: What's your favourite subject?
B: It's English because I want to be an English teacher.

4. *A*: Is your sports day in October?
B: No, it isn't. It's in May.

5. *A*: Were you at the camp last weekend?
B: Yes, I was.

Procedure: **Step 1:** Draw pupils' attention to Pictures **1a**, **1b** and **1c**. Elicit the words or phrases to describe the pictures in each option (e.g. *a school in the city, a school in the mountains, a school in the village*). Elicit the questions the speaker may ask (e.g. *Where's your school?*). Play the recording for pupils to listen. Play it again for them to do the task. Then play the recording a third time for them to check their answers.

Step 2: Repeat **Step 1** with the rest of the pictures: **2a**, **2b** and **2c**; **3a**, **3b** and **3c**; **4a**, **4b** and **4c**, and **5a**, **5b** and **5c**.

Step 3: Get pupils to swap books with a partner to check their answers before checking as a class. Write the correct answers on the board.

Step 4: Play the recording again for pupils to listen and double-check the answers.

Extension: If time allows, play the recording, sentence by sentence, for pupils to listen to and repeat some exchanges individually and / or in chorus. Correct their pronunciation where necessary.

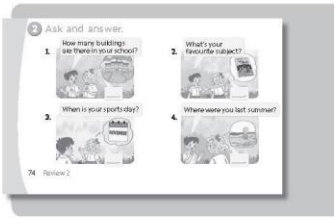
Outcome: Pupils can listen to and understand five communicative contexts in which characters talk about familiar topics such as our school, our timetables, my favourite subjects, our sports day, and our summer holidays, and tick the correct pictures.

Key: **1.** b **2.** c **3.** b **4.** c **5.** a

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2. Ask and answer.



Goal: To ask and answer questions using picture cues or personal information.

Input: Four picture cues and four questions

Procedure: **Step 1:** Draw pupils' attention to the first question. Get the class to read it in chorus. Elicit the answer and give feedback. Then get pupils to role-play the exchange. Repeat the same procedure with the rest of the questions.

Step 2: Give pupils time to take it in turns to role-play the four exchanges. Go around the classroom to offer support where necessary.

Step 3: Invite a few pairs of pupils to stand up and take it in turns to role-play the target exchanges.

Outcome: Pupils can ask and answer questions using picture cues or personal information.

Period 2

Warm-up

- Greet the class. Ask pupils to choose a game from Units 6 to 10 to play.
- Get pupils to open their books at page 75 and look at Review 2, Activity 3. Tell pupils what they will learn in this lesson.

3. Read and match.



Goal: To read and match four pairs of target sentence patterns.

Input: Four pairs of sentence patterns, which together form simple exchanges between two pupils

Procedure: **Step 1:** Draw pupils' attention to the questions and answers. Tell them about this activity. Point at Question **1**, *What subjects do you have today?* and elicit the type of answer required (*subjects*). Have pupils read the answers, find the correct one and give feedback. Draw a line to match Question **1** with Sentence **b**.

Step 2: Give pupils time to do the task individually. Go around the classroom to offer support.

Step 3: Get pupils to swap books with a partner, then check answers together as a class. Write the correct answers on the board.

Extension: Invite a few pairs of pupils to stand up and read the matched exchanges aloud.

Outcome: Pupils can read and match four pairs of target sentence patterns.

Key: **1.** b **2.** d **3.** a **4.** c

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4. Read and complete.



Goal: To read a gapped letter on familiar topics and show understanding of it by choosing the correct words to fill the gaps.

Input: A short gapped letter to complete using words from a box

Procedure: **Step 1:** Tell pupils the goal of the activity and explain that they should read a letter and choose the words from the box to complete it. Check comprehension.

Step 2: Do Sentence **1** as an example. Point at the first sentence and read it aloud as a class. Elicit the missing word and give feedback. Have them complete the sentence and get pupils to read the completed sentence in chorus.

Step 3: Set a time limit for pupils to do the task independently. Go around the classroom and offer help if necessary.

Step 4: Get pupils to swap their books with a partner and check their answers before checking as a class. Correct the answers where necessary.

Extension: Invite one or two pupils to read the text in front of the class. Correct their pronunciation where necessary.

Outcome: Pupils can read a gapped letter on familiar topics and show understanding of it by choosing the correct words to fill the gaps.

Key: **1.** village **2.** computer rooms **3.** music **4.** sing **5.** were

5. Let's write.



Goal: To complete a gapped letter about their school using the target language.

Input: A short gapped letter

Procedure: **Step 1:** Tell the class the goal of the activity and explain that they should read the gapped letter and fill in the gaps with their own information. Check comprehension.

Step 2: Have pupils do the first gapped sentence together as an example. Ask them to read the first sentence and elicit suitable answers (e.g. *the city, the mountains, the town, the village*). Then have them fill in the gap.

Step 3: Give pupils time to complete the text independently. Go around the classroom and offer help if necessary.

Step 4: Get pupils to swap their books with a partner and check their answers before checking as a class.

Extension: Invite one or two pupils to read their completed letters in front of the class.

Outcome: Pupils can complete a gapped letter about their school using the target language.

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Suggested answer:

Dear Joe,
My school is in the city. There are 15 classrooms. My favourite subject is music. I like it because I want to be a singer. I love sports. Our last sports day was in October.
Bye!
Ha An

EXTENSION ACTIVITIES

Period 3

Warm-up

- Greet the class. Ask pupils to choose a chant from Units 6 to 10 and chant together.
- Get pupils to open their books at page 76 and look at Extension activities, Activity 1.

1. Read and match.



Goal: To read and match two reading texts with pictures of the countryside and the city, and identify the features of the countryside and the city.

Input: Two short texts about the countryside and the city and two pictures to match them to

Procedure: **Step 1:** Draw pupils' attention to the texts and the pictures. Tell them about this activity. Have pupils look at Pictures **a** and **b** and elicit the features of them. Ask *What can you see in the city?* and then *What can you see in the countryside?*

Step 2: Read text **1** aloud. Ask pupils to match text **1** to Picture **a** or **b**. Continue with text **2**.

Step 3: Get pupils to swap books with a partner, then check answers together as a class. Write the correct answers on the board.

Step 4: Have pupils underline the features of the city in text **1** and the features of the countryside in text 2.

Extension: Invite a few pairs of pupils to stand up and read the texts aloud.

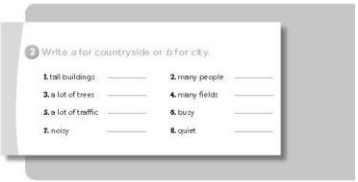
Outcome: Pupils can read and match two reading texts with pictures of the countryside and the city, and distinguish the features of the countryside and the city.

Key: **1.** b **2.** a

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2. Write *a* for countryside or *b* for city.



Goal: To distinguish the features of the city and the countryside.

Input: Eight features of the city and the countryside

Procedure: **Step 1:** Draw pupils' attention to the words and phrases. Tell them about this activity. Check comprehension.

Step 2: Do Question **1** together. Read the phrase in Question **1** aloud and elicit the answer (*city*). Have pupils write down the answer.

Step 3: Give pupils time to do the task individually. Go around the classroom to offer support.

Step 4: Get pupils to swap books with a partner, then check answers together as a class. Write the correct answers on the board.

Outcome: Pupils can distinguish the features of the city and the countryside.

Key: 1. b 2. b 3. a 4. a 5. b 6. b 7. b 8. a

3. Board game. Roll a dice. Listen and answer.



Goal: To revise the target vocabulary and sentence patterns by playing *Board game*.

Input: A board game with 12 spaces

Procedure: **Step 1:** Lead the game for the whole class. Divide the class into four groups. Determine which group goes first, second, third and fourth.

Step 2: Each group rolls the dice in turn. A member of each group moves the group's counter forward by the number of spaces indicated by the dice.

Step 3: When a counter lands on a space with a picture, ask the corresponding question below. If the group gives a correct answer, their counter stays on the space. If they do not give a correct answer, their counter must be moved back two spaces and their turn ends. Explain that there are some spaces with instructions such as *Go back one space*, *Move ahead one space* and *Miss a turn*. When landing on these spaces, the instructions must be followed. Check comprehension.

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Questions and instructions:

1. Where's his school?

2. How many buildings are there at your school?

3. Go back one space

4. What subjects do you have today?

5. Move ahead one space

6. When does she have music?

7. Miss a turn

8. Were you in the countryside last weekend?

9. Move ahead three spaces

10. Where were you last summer?

11. Go back one space

12. Is your sports day in June?

Step 4: The game continues until one or all groups reach the "Finish" space.

Extension: Write the questions on the board. Have pupils sit in groups of three or four and repeat **Steps 1 – 4** to play individually.

Outcome: Pupils can review the target vocabulary and sentence patterns by playing *Board game*.

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UNIT 11 – MY HOME

Objectives

By the end of the unit, pupils will be able to:

- correctly pronounce the sounds of the letters *i* and **ee** in isolation, in the words *big* and *street*, and in the sentences *They live in a big village.* and *They live in Green Street.*;
- use the words *at, in, live, road* and *street,* and the phrases *a big city, a busy street, a noisy road* and *a quiet village* in relation to the topic "My home";
- use *Where do you live? – I live_____.* to ask and answer questions about where someone lives;
- use *What's the_____ like? – It's_____.* to ask and answer questions about what a place is like;
- listen to and demonstrate understanding of simple communicative contexts in relation to the topic "My home";
- read and write about where someone lives and what the place is like;
- draw the place where they live and present their drawings to the class at Project time.

LESSON 1 (Period 1)

Warm-up

- Greet the class.
- Have the whole class say a chant they like from *Tieng Anh 4*, Book 1. You may suggest two or three chants for pupils to choose from.
- Get pupils to open their books at page 6 and look at Unit 11, Lesson 1, Activity 1. Tell pupils what they will learn in this lesson.

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1. Look, listen and repeat.

Goal: To understand and correctly repeat the sentences in two communicative contexts (pictures) in which characters talk about where Mary lives.



Input: – Context **a**:

Mary: *My birthday party is on Sunday. Can you come to my party?*

Minh: *Yes, I can.*

– Context **b**:

Minh: *Where do you live?*

Mary: *I live in Tran Hung Dao Street.*

Procedure: **Step 1:** Ask pupils to look at Pictures **a** and **b**, identify the characters and say what they can see in the pictures (e.g. *81, Tran Hung Dao Street, lockers, door, building).*

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Step 2: Have pupils look at Picture **a** and predict when Mary's birthday is. Play the recording and have pupils check the prediction. Repeat the same procedure with Picture **b**.

Step 3: Play the recording again and encourage pupils to point at the characters while listening.

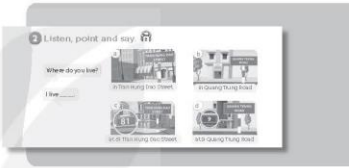
Step 4: Play the recording again, sentence by sentence, for pupils to listen, point at the sentences and repeat after each character in chorus and individually. Correct their pronunciation where necessary.

Step 5: Draw pupils' attention to the question *Where do you live?* and the answer *I live in Tran Hung Dao Street.* Tell them that they are used to ask and answer questions about where someone lives.

Extension: Invite a few pairs of pupils to act out the conversations in front of the class.

Outcome: Pupils can understand and correctly repeat the sentences in two communicative contexts (pictures) in which characters talk about where Mary lives.

2. Listen, point and say.



Goal: To correctly say the phrases and use *Where do you live? – I live_____.* to ask and answer questions about where someone lives.

Input: – Picture cues:

a. a house (without a house number) in Tran Hung Dao Street

b. a house (without a house number) in Quang Trung Road

c. a house at 81 Tran Hung Dao Street

d. a house at 9 Quang Trung Road

– Speech bubbles: *Where do you live? – I live_____.*

Audio script:

a. in Tran Hung Dao Street **b.** in Quang Trung Road

c. at 81 Tran Hung Dao Street **d.** at 9 Quang Trung Road

a. *A:* Where do you live?

B: I live in Tran Hung Dao Street.

b. *A:* Where do you live?

B: I live in Quang Trung Road.

c. *A:* Where do you live?

B: I live at 81 Tran Hung Dao Street.

d. *A:* Where do you live?

B: I live at 9 Quang Trung Road.

Procedure: **Step 1:** Ask pupils to look at Pictures **a** and **c** and say what the words and numbers on the plaques tell us (e.g. the street name, the street / road number).

Step 2: Play the recording for pupils to listen to and repeat the phrases under the pictures in chorus and individually until they feel confident. Use the flash cards for *in Tran Hung Dao Street* and *at 81 Tran Hung Dao Street* to practise the word *street* and distinguish *in* and *at* in the phrases.

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Step 3: Repeat **Steps 1** and **2** with Pictures **b** and **d**.

Step 4: Draw pupils' attention to the speech bubbles and elicit the missing phrases in the answer by pointing at Picture **a**. Play the recording for pupils to listen to and repeat the sentences in both bubbles a few times. Repeat **Step 4** with Pictures **b**, **c**, and **d**.

Step 5: Let pupils practise asking and answering questions in pairs. Go around the classroom to offer help if necessary.

Step 6: Invite a few pairs to point at the pictures and ask and answer questions about where someone lives.

Outcome: Pupils can correctly say the phrases and use *Where do you live? – I live_____.* to ask and answer questions about where someone lives.

3. Let's talk.



Goal: To enhance the correct use of *Where do you live? – I live_____.* to ask and answer questions about where someone lives in a freer context.

Input: – Picture cues: some houses on two maps

– Speech bubbles: *Where do you live? – _____.*

Procedure: **Step 1:** Draw pupils' attention to the maps. Ask questions to help them identify the names of the streets and roads, the house numbers and the houses without specific numbers.

Step 2: Elicit an answer to the question and write it on the board. Get pupils to say the completed sentence.

Step 3: Ask each pupil to choose a house on the map. Put pupils into pairs to ask and answer about where they live using the map. Go around the classroom to offer support where necessary.

Step 4: Invite a few pairs to practise asking and answering questions about where they live in front of the class.

Outcome: Pupils can enhance the correct use of *Where do you live? – I live_____.* to ask and answer questions about where someone lives in a freer context.

Preparation for the project: Tell pupils about the project on page 11. Ask them to prepare for it by drawing the place (street, road, village, etc.) where they live and preparing how to present it at home. They should say at least five sentences about where they live. Remind pupils to bring the drawing to the class to present it at Project time in Lesson 3, Activity 6.

LESSON 1 (Period 2)

Warm-up

- Greet the class.
- Use the flash cards to revise the vocabulary learnt in Period 1 by asking *Where do you live?*
- Get pupils to open their books at page 7 and look at Unit 11, Lesson 1, Activity 4.

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4. Listen and tick or cross.



Goal: To listen to and understand four communicative contexts in which the characters talk about where they live and tick or cross the correct pictures.

Input: Picture cues:

1. a house at 12 Le Loi Street
2. a house in To Hieu Street
3. a house at 15 Hoa Binh Road
4. a house in Quang Trung Road

Audio script:

1. *A:* Where do you live?
B: I live at 12 Le Loi Street.
2. *A:* Where do you live?
B: I live in To Hieu Road.
3. *A:* Where do you live?
B: I live at 50 Hoa Binh Road.
A: 50 Hoa Binh Road.
4. *A:* I live in Quang Trung Road.
B: Quang Trung Street?
A: No. Quang Trung Road.

Procedure: **Step 1:** Draw pupils' attention to the pictures and elicit the names of the streets or roads, and the house numbers. Remind them to look at the street or road names, the house numbers and tick or cross the boxes while they listen.

Step 2: Play the recording all the way through for pupils to listen. Play the recording again for them to do the task by ticking or crossing the correct pictures. Then play it a third time for pupils to check and complete the activity.

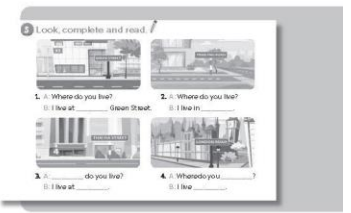
Step 3: Get pupils to swap books with a partner to check their answers before checking as a class. Correct the answers if necessary.

Extension: If time allows, play the recording, sentence by sentence, for pupils to listen and repeat individually and in chorus. Correct their pronunciation where necessary.

Outcome: Pupils can listen to and understand four communicative contexts in which the characters talk about where they live and tick or cross the correct pictures.

Key: 1. ✓ 2. × 3. × 4. ✓

5. Look, complete and read.



Goal: To complete four gapped exchanges with the help of picture cues.

Input: – Four picture cues
– Four gapped exchanges to complete

Procedure: **Step 1:** Model Exchange **1.** Have pupils read the exchange and guess the missing word in the answer. Then draw pupils' attention to the picture and elicit the answer (*35*).

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Step 2: Give pupils time to do the task independently. Go around the classroom to offer help where necessary.

Step 3: Get pupils to swap books with a partner and check their answers before checking as a class. Nominate a pupil to write the answers on the board. Give further support to those pupils who find it difficult to do the task.

Step 4: Invite four pairs of pupils to act out four completed exchanges in front of the class. Correct their pronunciation where necessary.

Outcome: Pupils can complete four gapped exchanges with the help of picture cues.

Key: **1.** 35 **2.** Tran Phu Road
3. Where; 4 Thai Ha Street **4.** live; in London Road

6. Let's play.



Goal: To practise the target vocabulary and sentence patterns by playing the game *Whispering*.

Input: A picture of a teacher standing behind two lines of pupils and holding a piece of paper with a sentence on it

Procedure: **Step 1:** Invite two or three teams of four pupils to the front. Each team makes a line.

Step 2: Show a sentence to the last pupil of each team. Ask them to whisper the sentence to the next pupil. The pupil continues whispering until the one at the front of the line gets the sentence. The pupil at the front of the line shouts out the sentence or writes the sentence on the board. If it is correct, the team gets one star.

Step 3: Play the game with other teams in the class.

Outcome: Pupils can practise the target vocabulary and sentence patterns by playing the game *Whispering*.

LESSON 2 (Period 3)

Warm-up

- Greet the class, then have pupils play the game *Whispering* with the vocabulary and sentences in Period 2.
- Get pupils to open their books at page 8 and look at Unit 11, Lesson 2, Activity 1. Tell pupils what they will learn in this lesson.

1. Look, listen and repeat.



Goal: To understand and correctly repeat the sentences in two communicative contexts (pictures) in which characters ask and answer questions about what a place is like.

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Input: – Context **a**:

Bill: *Where do you live?*

Minh: *I live in Hai Ba Trung Street.*

– Context **b**:

Bill: *What's the street like?*

Minh: *It's a busy street.*

Procedure: **Step 1:** Ask pupils to look at Pictures **a** and **b**, identify the characters and predict what they are talking about (e.g. *Bill's house, Minh's house, the street, the road*).

Step 2: Ask pupils to look at Picture **a**. Play the recording for them to listen and check the prediction. Play the recording again, sentence by sentence, for pupils to listen and repeat after each character. Correct their pronunciation where necessary. Repeat the same procedure with Picture **b**.

Step 3: Invite a few pairs to the front of the class to listen to and act out the exchanges.

Step 4: Draw pupils' attention to the question *What's the street like?* and the answer *It's a busy street*. Explain that they are used to ask and answer about what a place is like.

Outcome: Pupils can understand and correctly repeat the sentences in two communicative contexts (pictures) in which characters ask and answer questions about what a place is like.

2. Listen, point and say.



Goal: To correctly say the phrases and use *What's the _____ like? – It's _____.* to ask and answer questions about what a place is like.

Input: – Picture cues:

a. a busy street **b.** a quiet village
c. a noisy road **d.** a big city

– Speech bubbles: *What's the_____ like? – It's _____.*

Audio script:

a. a busy street **b.** a quiet village **c.** a noisy road **d.** a big city

a. *A:* What's the street like?

B: It's a busy street.

b. *A:* What's the village like?

B: It's a quiet village.

c. *A:* What's the road like?

B: It's a noisy road.

d. *A:* What's the city like?

B: It's a big city.

Procedure: **Step 1:** Ask pupils to look at Pictures **a**, **b**, **c** and **d** and identify the places in the pictures. Have pupils describe what they can see in each picture.

Step 2: Play the recording for pupils to listen to and repeat the phrases in chorus and individually until they feel confident. Use the flash cards for *a busy street, a quiet village, a noisy road* and *a big city* to practise the phrases.

Step 3: Draw pupils' attention to the speech bubbles and elicit the missing words and phrases in the question and answer by pointing at Picture **a**. Play the recording for pupils to listen to and repeat the sentences in both bubbles a few times. Repeat **Step 3** with Pictures **b**, **c** and **d**.

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Step 4: Let pupils point at the pictures and say the sentences in pairs. Go around the classroom to offer help if necessary.

Extension: Invite a few pairs to act out the exchanges in front of the class.

Outcome: Pupils can correctly say the phrases and use *What's the_____ like? – It's_____.* to ask and answer questions about what a place is like.

3. Let's talk.



Goal: To enhance the correct use of *What's the_____ like? – It's_____.* to ask and answer questions about what a place is like in a freer context.

Input: – Picture cues: a busy street, a quiet village, a noisy road, a big city

– Speech bubbles: *What's the_____ like? – _____.*

Procedure: **Step 1:** Ask pupils to look at the pictures and elicit the phrase to describe the place in each picture.

Step 2: Give pupils time to work in pairs and take turns pointing at a picture and asking *What's the_____ like?* and saying what the place is like. Pupils can use the pictures or part of a picture to ask questions. For example, they can point at a street in the city and ask *What's the street like?*.

Step 3: Invite a few pairs to come to the front of the classroom and act out the roles.

Outcome: Pupils can enhance the correct use of *What's the _____ like? – It's _____.* to ask and answer questions about what a place is like in a freer context.

LESSON 2 (Period 4)

Warm-up

- Greet the class, then use the flash cards to revise the words and phrases in Activity 2 on page 6 and Activity 2 on page 8.
- Get pupils to open their books at page 9 and look at Unit 11, Lesson 2, Activity 4.

4. Listen and tick.



Goal: To listen to and understand two communicative contexts in which characters ask and answer questions about what a place is like and tick the correct pictures.

Input: Picture cues:

1a. a small village **1b.** a big city

2a. a quiet street **2b.** a busy street

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Audio script:

1. *A:* Where do you live?

B: I live in a city.

A: What's the city like?

B: It's a big city.

2. *A:* Where do you live?

B: I live in High Street.

A: What's the street like?

B: It's a quiet street.

Procedure: **Step 1:** Draw pupils' attention to the pictures and ask questions to elicit the words and phrases to describe the pictures. Remind them to look at each pair of pictures to compare.

Step 2: Play the recording all the way through for pupils to listen. Play again for them to do the task by choosing the places the speakers are talking about. Then play the recording a third time for them to check and complete the activity.

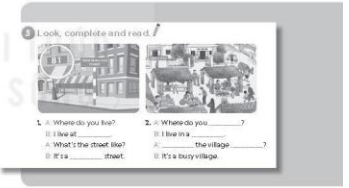
Step 3: Get pupils to swap books with a partner to check their answers before checking as a class. Correct the answers if necessary.

Extension: If time allows, play the recording, sentence by sentence, for pupils to listen and repeat individually and in chorus. Correct their pronunciation where necessary.

Outcome: Pupils can listen to and understand two communicative contexts in which characters ask and answer questions about what a place is like and tick the correct pictures.

Key: 1. b 2. a

5. Look, complete and read.



Goal: To complete two gapped exchanges with the help of picture cues.

Input: – Two pictures cues

– Two gapped exchanges to complete

Procedure: **Step 1:** Model the first gapped sentence. Have pupils read the sentence and guess the missing words. Then draw pupils' attention to the picture and elicit the house number to complete the answer.

Step 2: Give pupils a time limit to read the gapped sentences, look at the pictures and fill in the gaps independently. Go around the classroom and give further support to pupils who find it difficult to do the task.

Step 3: Get pupils to swap books with a partner and check their answers before checking as a class. Invite one pupil to write the answers on the board.

Extension: Invite two pairs of pupils to act out the completed exchanges in front of the class.

Outcome: Pupils can complete two gapped exchanges with the help of picture cues.

Key: **1.** 81 Tran Hung Dao Street; quiet **2.** live; village; What's; like

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6. Let's sing.

Goal: To sing the song *My house* with the correct pronunciation, rhythm and melody.



Input: The lyrics and the recording of the song *My house*

Procedure: **Step 1:** Draw pupils' attention to the title and the lyrics of the song. Encourage them to point at the places in the pictures to reinforce their understanding.

Step 2: Have pupils read the first verse of the lyrics. Explain that the first verse is about a house in a town. Have pupils listen to the first verse, drawing their attention to the pronunciation, rhythm and melody. Then let them listen to and practise singing it, line by line, while making gestures for *small, quiet* and *big*.

Step 3: Repeat **Steps 1** and **2** for the second verse. Explain that it is about a house in a city. Check comprehension and give feedback.

Step 4: Ask pupils to listen to and sing the whole song while making gestures. Go around the classroom and offer help if necessary.

Step 5: Invite a few groups to the front of the class to sing the song. The class may sing along and clap to reinforce the activity.

Outcome: Pupils can sing the song *My house* with the correct pronunciation, rhythm and melody.

LESSON 3 (Period 5)

Warm-up

- Greet the class, then have pupils sing the song *My house* on page 9.
- Get pupils to open their books at page 10 and look at Unit 11, Lesson 3, Activity 1. Tell them what they will learn in this lesson.

1. Listen and repeat.

Goal: To correctly repeat the sounds of the letters ***i*** and ***ee*** in isolation, in the words *big* and *street*, and in the sentences *They live in a big village.* and *They live in Green Street.*



Input: – The letter ***i***, the word *big* and the sentence *They live in a big village.*

– The letters **ee**, the word *street* and the sentence *They live in Green Street.*

Procedure: **Step 1:** Have pupils point at the letter ***i***, the word *big*, and the sentence *They live in a big village.* Play the recording for them to listen and repeat in chorus and individually until they feel confident. Correct their pronunciation when necessary.

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Step 2: Invite a few pupils to listen to and repeat the sound, the word and the sentence in front of the class. Praise them when their pronunciation is good.

Step 3: Repeat **Steps 1** and **2** for the letters, the word and the sentence in the second line. Go around the classroom and correct their pronunciation if necessary.

Step 4: Let pupils work in pairs or groups, pronouncing the sounds, saying the words and reading the sentences until they feel confident.

Outcome: Pupils can correctly repeat the sounds of the letters ***i*** and ***ee*** in isolation, in the words *big* and *street*, and in the sentences *They live in a big village.* and *They live in Green Street.*

2. Listen and circle.

Goal: To identify the sounds of the letters *i* and *ee* in sentences while listening.



Input: Two questions, each with three answer options

Audio script:

1. I am in a big town.

2. He is at Green Hotel.

Procedure: **Step 1:** Tell pupils the goal of the activity. Explain that they have to listen to the recording and circle the correct options. Check comprehension.

Step 2: Get pupils to read the options and guess the sentences they may hear in the recording.

Step 3: Play the recording for pupils to listen. Play the recording again for them to do the task by circling the correct options. Play a third time for them to double-check their answers. Get pupils to swap books with a partner and check their answers before checking as a class.

Step 4: Invite a few pupils to read aloud all the options in front of the class. Go around the classroom and correct their pronunciation if necessary.

Outcome: Pupils can identify the sounds of the letters *i* and *ee* in sentences while listening.

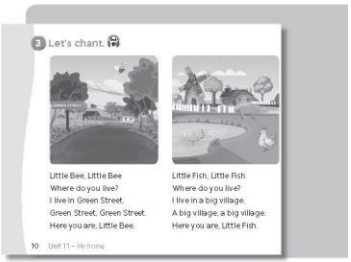
Key: **1.** a **2.** b

3. Let's chant.

Goal: To say the chant with the correct pronunciation and rhythm.

Input: The lyrics and recording of the chant

Procedure: **Step 1:** Have pupils look at the pictures and say what they can see in the pictures and predict what the chant will be about. Play the recording and have pupils check their predictions.



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Step 2: Have pupils read the first verse of the chant and draw their attention to the sounds of the letters ***i*** and ***ee***, the words with the sounds such as *live, in, Little, Bee, Green,* and *Street*. Check comprehension.

Step 3: Play the recording of the first verse to familiarise pupils with the chant. Play the recording again, line by line, for pupils to listen and repeat. Draw their attention to the rhythm and pronunciation. Encourage them to clap hands while chanting.

Step 4: Repeat **Steps 2** and **3** for the second verse of the chant. Draw pupils' attention to the sounds of the letters ***i*** and ***ee***, and words with the sounds such as *live, in, big, village, Little* and *Fish*.

Step 5: Play the recording all the way through for pupils to chant and clap along.

Outcome: Pupils can say the chant with the correct pronunciation and rhythm.

LESSON 3 (Period 6)

Warm-up

- Greet the class, then invite one or two groups of pupils to the front of the class to say the chant in Lesson 3, Activity 3. The rest of the class may chant and clap along.
- Ask pupils to open their books at page 11 and look at Unit 11, Lesson 3, Activity 4.

4. Read and circle.


4 Read and circle.

I live in a small flat with my parents. It is in Le Lai Street. The street is very busy. At the weekend, I visit my grandparents. They live in a big house with a beautiful garden in a village. The village is quiet and beautiful.

1. I live in a ____ flat.
   a. big
   b. small
2. Le Lai Street is very ____.
   a. busy
   b. quiet
3. My grandparents live in a ____.
   a. city
   b. village
4. The village is ____.
   a. quiet and beautiful
   b. small and busy

Goal: To read a text and show understanding of it by circling the correct options.

Input: – A short text about the description of two places

– Four gapped sentences and two options for each sentence

Procedure: **Step 1:** Tell pupils the goal of the activity and explain that they should read the text and circle the correct options to complete the gapped sentences. Check comprehension.

Step 2: Do Sentence **1** as an example. First, have pupils read Sentence **1** and decide what information they need to find in the text. Then, have them read the text carefully and find the information about the flat where the writer lives to decide if option **a** or **b** is correct. Circle the correct option.

Step 3: Set a time limit for pupils to do the task independently. Go around the classroom and offer help if necessary.

Step 4: Get pupils to swap their books with a partner and check their answers before checking as a class. Correct the answers where necessary.

Extension: Invite one or two pupils to read the text in front of the class. Correct their pronunciation where necessary.

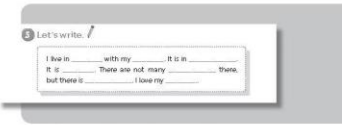
Outcome: Pupils can read a text and show understanding of it by circling the correct options.

Key: **1.** b **2.** a **3.** b **4.** a

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5. Let's write.



Goal: To complete a gapped text about the place where pupils live.

Input: A short gapped text

Procedure: **Step 1:** Tell the class the goal of the activity and explain that they should read the gapped text and fill in the gaps with their own information. Explain that the gaps in the text focus on the place pupils live in. Check comprehension.

Step 2: Have pupils do the first gapped sentence together as an example. Ask them to read the first sentence and elicit possible answers (e.g. *a big house; my family*). Then have them write their answers in the gaps.

Step 3: Give pupils time to complete the text independently. Go around the classroom and offer help if necessary.

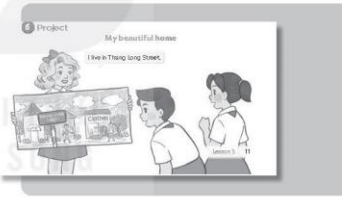
Step 4: Get pupils to swap their books with a partner and check their partner's answers.

Extension: Invite one or two pupils to read their completed texts in front of the class. Check pronunciation if necessary.

Outcome: Pupils can complete the gapped text about the place where they live.

Suggested answer: I live in a house with my parents. It is in Tay Son Street. It is a quiet street in a village. There are not many buildings there, but there is a big playground. I love my village.

6. Project



Goal: To draw a picture of the place where pupils live and present it to the class, using the target language.

Input: A picture of Mary presenting her completed picture of the place where she lives

Procedure: **Step 1:** Tell pupils the goal of the activity. Explain that pupils need to draw the place where they live (their homes and their streets, villages, etc.) and present their drawings to the class. They should complete the drawings and prepare their presentations at home. They should say at least five sentences about the place where they live.

Step 2: Use Mary's presentation as an example. Role-play as Mary making her presentation, for example, *"I live in Thang Long Street. It is a small street. There are some shops. There are many trees. I like my street."*

Step 3: Have pupils work in groups. Each pupil shows his or her picture and talks about it. Go around the classroom and offer help if necessary.

Step 4: Invite a few pupils to show their pictures and give their presentations. Praise pupils when they do the task well.

Outcome: Pupils can draw a picture of the place where they live and present it to the class, using the target language.

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UNIT 12 – JOBS

Objectives

By the end of the unit, pupils will be able to:

- correctly pronounce the sounds of the letters ***ar*** and ***ur*** in isolation, in the words *farmer* and *nurse*, and in the sentences *My father is a farmer.* and *My mother is a nurse.*;
- use the words *actor, farmer, nurse, office worker, policeman, factory, farm, hospital* and *nursing home* in relation to the topic "Jobs";
- use *What does he / she do? – He's / She's _____.* to ask and answer questions about jobs;
- use *Where does he / she work? – He / She works _____.* to ask and answer questions about places of work;
- listen to and demonstrate understanding of simple communicative contexts in relation to the topic "Jobs";
- read and write about the jobs and the places of work of family members;
- collect photos or draw pictures of family members at home and present them to the class at Project time.

LESSON 1 (Period 1)

Warm-up

- Greet the class.
- Invite a few groups of pupils to the front of the class to say the chant on page 10. You may invite a few pupils to do the project on page 11.
- Ask pupils to open their books at page 12 and look at Unit 12, Lesson 1, Activity 1. Tell pupils what they will learn in this lesson.

1. Look, listen and repeat.



Goal: To understand and correctly repeat the sentences in two communicative contexts (pictures) in which pupils ask and answer questions about the job of a family member.

Input:

– Context **a**:

Mai: *How many people are there in your family?*

Ben: *There are four.*

– Context **b**:

Ben: *This is my father.*

Mai: *What does he do?*

Ben: *He's a policeman.*

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Procedure: **Step 1:** Ask pupils to look at Pictures **a** and **b** and identify the characters in the pictures. Ask *Who is he / she?* and *Where is he / she?*

Step 2: Ask pupils to look at Picture **a**. Play the recording for them to listen. Play the recording again, sentence by sentence, for pupils to listen and repeat. Repeat the same procedure with Picture **b**. Correct their pronunciation where necessary.

Step 3: Play the recording again, sentence by sentence, for pupils to listen, point at the sentences and repeat in chorus and individually. Correct their pronunciation where necessary.

Step 4: Draw pupils' attention to the question *What does he do?* and the answer *He's a policeman.* Explain that they are used to ask and answer questions about jobs.

Extension: Invite a few pairs of pupils to act out the conversations in front of the class.

Outcome: Pupils can understand and correctly repeat the sentences in two communicative contexts in which pupils ask and answer questions about the job of a family member.

2. Listen, point and say.



Goal: To correctly say the phrases and use *What does he / she do? – He's / She's _____.* to ask and answer questions about jobs.

Input: – Picture cues:

a. a female farmer

b. a policeman

c. a female office worker

d. a male actor

– Speech bubbles: *What does he / she do? – He's / She's _____.*

Audio script:

a. a farmer **b.** a policeman **c.** an office worker **d.** an actor

a. *A:* What does she do?

B: She's a farmer.

b. *A:* What does he do?

B: He's a policeman.

c. *A:* What does she do?

B: She's an office worker.

d. *A:* What does he do?

B: He's an actor.

Procedure: **Step 1:** Ask pupils to look at Pictures **a**, **b**, **c** and **d** and identify the jobs of the people in the pictures.

Step 2: Play the recording for pupils to listen to and repeat the phrases under the pictures in chorus and individually until they feel confident.

Step 3: Draw pupils' attention to the speech bubbles and elicit the missing phrase in the answer by pointing at Picture **a**. Play the recording for pupils to repeat the sentences in both bubbles a few times.

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Step 4: Repeat **Step 3** with Pictures **b**, **c** and **d**. Then let pupils practise asking and answering questions in pairs. Go around the classroom to offer help if necessary.

Step 5: Invite a few pairs to point at the pictures and ask and answer questions about the jobs of the people in the pictures.

Outcome: Pupils can correctly say the phrases and use *What does he / she do? – He's / She's _____*, to ask and answer questions about jobs.

3. Let's talk.



Goal: To enhance the correct use of *What does he / she do? – He's / She's _____*, to ask and answer questions about jobs in a freer context.

Input: – Picture cues: a policeman, a farmer, an office worker, a teacher, an actor

– Speech bubbles: *What does he / she do? – _____.*

Procedure:

Step 1: Draw pupils' attention to the pictures. Ask questions to help them identify the jobs of the people in the pictures (see *Input*).

Step 2: Elicit the answer in the speech bubble and write it on the board. Get pupils to say the completed sentence.

Step 3: Put pupils into pairs to practise the exchanges. Go around the classroom to offer support where necessary.

Step 4: Invite a few pairs to point at the pictures and ask and answer questions about the jobs of the people in the pictures.

Extension: If time allows, get a few pairs to ask and answer questions about the real jobs of their family members.

Outcome: Pupils can enhance the correct use of *What does he / she do? – He's / She's _____*, to ask and answer questions about jobs in a freer context.

Preparation for the project: Tell pupils about the project on page 17. Ask them to prepare for it at home by collecting photos or drawing pictures of their family members, focusing on their jobs and workplaces. They should ask their parents if they do not know their parents' jobs or workplaces. Remind pupils to bring their photos or drawings to the class at Project time in Lesson 3, Activity 6.

LESSON 1 (Period 2)

Warm-up

- Greet the class.
- Spend a few minutes revising the previous lesson by inviting a few pairs of pupils to come to the front of the class to ask and answer questions about the jobs of the people in Activity 3 on page 12, using *What does he / she do? – He's / She's _____*.
- Ask pupils to open their books at page 13 and look at Unit 12, Lesson 1, Activity 4.

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4. Listen and tick or cross.



Goal: To listen to and understand four communicative contexts in which pupils ask and answer questions about the jobs of family members.

Input: Picture cues:

a. a teacher **b.** a policeman

c. an office worker **d.** an actor

Audio script:

1. *A:* What does your mother do?

B: She's a farmer.

2. *A:* What does your father do?

B: He's a policeman.

3. *A:* Is your mother an office worker?

B: Yes, she is.

4. *A:* What does your father do?

B: He's a farmer.

Procedure: **Step 1:** Draw pupils' attention to the pictures and ask the questions *What does he / she do?* Elicit the answers from pupils. Tell pupils that they have to look at the people in the pictures, identify their jobs and tick or cross the boxes while listening.

Step 2: Play the recording all the way through for pupils to listen. Then play the recording again for them to listen and tick or cross the pictures.

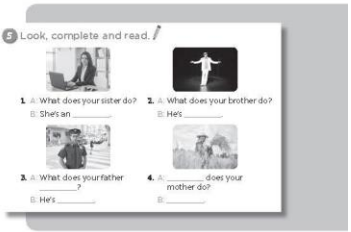
Step 3: Get pupils to swap books with a partner to check their answers before checking as a class. Correct the answers if necessary.

Extension: If time allows, play the recording, sentence by sentence, for pupils to listen and repeat in chorus. Correct their pronunciation where necessary.

Outcome: Pupils can listen to and understand four communicative contexts in which pupils ask and answer questions about the jobs of family members.

Key: a. × **b.** ✓ **c.** ✓ **d.** ×

5. Look, complete and read.



Goal: To complete four gapped exchanges with the help of picture cues.

Input: – Four picture cues

– Four gapped exchanges to complete

Procedure: **Step 1:** Model Exchange **1.** Have pupils read the exchange and guess the missing word in the answer. Then draw pupils' attention to the picture and elicit the woman's job that can be used to fill in the gap (*office worker*).

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Step 2: Give pupils time to do the task independently. Go around the classroom to offer help where necessary.

Step 3: Get pupils to swap books with a partner and check their answers before checking as a class. Nominate a pupil to write the answers on the board. Give further support to those pupils who find it difficult to do the task.

Step 4: Invite four pairs of pupils to act out the four completed exchanges in front of the class. Correct their pronunciation where necessary.

Outcome: Pupils can complete four gapped exchanges with the help of picture cues.

Key: 1. office worker **2.** an actor **3.** do; a policeman **4.** What; She's a farmer

6. Let's sing.



Goal: To sing the song *My lovely family* with the correct pronunciation, rhythm and melody.

Input: The lyrics and the recording of the song *My lovely family*

Procedure: **Step 1:** Draw pupils' attention to the title and lyrics of the song. Encourage them to point at the pictures to reinforce their understanding.

Step 2: Have pupils read the first verse of the lyrics. Explain that the first verse is about a family's jobs. Have pupils listen to the first verse, drawing their attention to the pronunciation, rhythm and melody. Then let them listen to and practise singing it line by line while clapping their hands.

Step 3: Repeat **Steps 1** and **2** for the second verse. Explain that it is about the jobs of another family. Check comprehension and give feedback.

Step 4: Ask pupils to listen to and sing the whole song while clapping their hands. Go around the classroom and offer help if needed.

Step 5: Invite a few groups to the front of the class to sing the song. The class may sing along and clap to reinforce the activity.

Outcome: Pupils can sing the song *My lovely family* with the correct pronunciation, rhythm and melody.

LESSON 2 (Period 3)

Warm-up

- Greet the class, then invite a few pupils to the front of the class to sing the song *My lovely family*. The class may sing along and clap hands.
- Ask pupils to open their books at page 14 and look at Unit 12, Lesson 2, Activity 1. Tell pupils what they will learn in this lesson.

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1. Look, listen and repeat.



Goal: To understand and correctly repeat the sentences in two communicative contexts in which pupils ask and answer questions about the place of work of a family member.

Input: – Context **a**:

Bill: *What does your mother do?*

Mai: *She's a nurse.*

– Context **b**:

Bill: *Where does she work?*

Mai: *She works at a nursing home.*

Procedure: **Step 1:** Ask pupils to look at Pictures **a** and **b** and identify the characters. Check comprehension.

Step 2: Ask pupils to look at Picture **a**. Play the recording for them to listen and familiarise themselves with the characters' voices. Play the recording again, sentence by sentence, for pupils to listen and repeat. Correct their pronunciation where necessary. Repeat the same procedure with Picture **b**.

Step 3: Invite a few pairs to the front of the class to listen to and act out the exchanges.

Step 4: Draw pupils' attention to the question *Where does she work?* and the answer *She works at a nursing home.* Explain that they are used to ask and answer questions about where someone works.

Outcome: Pupils can understand and correctly repeat the sentences in two communicative contexts in which pupils ask and answer questions about the place of work of a family member.

2. Listen, point and say.



Goal: To correctly say the phrases and use *Where does he / she work? – He / She works _____.* to ask and answer questions about places of work.

Input: – Picture cues:

a. a woman working at a nursing home

b. a man working at a factory

c. a woman teaching at a school

d. a man working on a farm

– Speech bubbles: *Where does he / she work? – He / She works _____.*

Audio script:

a. at a nursing home **b.** at a factory **c.** at a school **d.** on a farm

a. *A:* Where does she work?

B: She works at a nursing home.

b. *A:* Where does he work?

B: He works at a factory.

c. *A:* Where does she work?

B: She works at a school.

d. *A:* Where does he work?

B: He works on a farm.

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Procedure: **Step 1:** Ask pupils to look at Picture **a** and identify the place of work of the woman. Play the recording for pupils to listen to and repeat the phrase in chorus and individually until they feel confident.

Step 2: Draw pupils' attention to the speech bubbles and elicit the missing phrase in the answer. Play the recording for pupils to repeat the sentences in both bubbles a few times. Remind pupils to point at the relevant picture when they are repeating.

Step 3: Repeat **Steps 1** and **2** with Pictures **b**, **c** and **d**. Go around the classroom and offer help if necessary.

Step 4: Invite a few pairs to point at the pictures and say the questions and answers in front of the class.

Outcome: Pupils can correctly say the phrases and use *Where does he / she work? – He / She works _____.* to ask and answer questions about places of work.

3. Let's talk.



Goal: To enhance the correct use of *Where does he / she work? – He / She works _____.* to ask and answer questions about places of work in a freer context.

Input: – Picture cues: a woman working at a nursing home, a man teaching in a classroom, a woman working at a factory, a man working on a farm

– Speech bubbles: *Where does he / she work? – _____.*

Procedure: **Step 1:** Ask pupils to look at the pictures and identify the job as well as the workplace of the character in each picture. Ask *What does he / she do? Where does he / she work?* Check comprehension.

Step 2: Give pupils time to work in pairs and take turns asking and answering the questions. Go around the classroom to offer support where necessary.

Step 3: Invite a few pairs to come to the front of the classroom and act out the roles.

Outcome: Pupils can enhance the correct use of *Where does he / she work? – He / She works _____.* to ask and answer questions about places of work in a freer context.

LESSON 2 (Period 4)

Warm-up

- Greet the class, then spend a few minutes revising the previous lesson by inviting a few pairs of pupils to ask and answer questions about the places of work of the people on page 14.
- Ask pupils to open their books at page 15 and look at Unit 12, Lesson 2, Activity 4.

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4. Listen and tick.



Goal: To listen to and understand two communicative contexts in which pupils ask and answer questions about the jobs and workplaces of family members and tick the correct pictures.

Input: Picture cues:

1a. a nurse working at a nursing home

1b. a nurse working at a hospital

2a. a man working on a farm

2b. a man working at a factory

Audio script:

1. *A:* What does your mother do?

B: She's a nurse.

A: Where does she work?

B: She works at a hospital.

2. *A:* What does your father do?

B: He's a worker.

A: Where does he work?

B: He works at a factory.

Procedure: **Step 1:** Ask pupils to look at Pictures **1a** and **1b** and identify the job and the workplace of each character. Ask *What does she do?* and *Where does she work?* Draw their attention to the places of work. Check comprehension.

Step 2: Play the recording of the first dialogue for pupils to listen. Then play the recording again for them to tick the correct pictures.

Step 3: Repeat **Steps 1** and **2** with Pictures **2a** and **2b**.

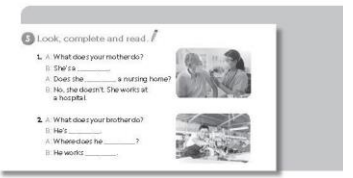
Step 4: Get pupils to swap their books with a partner and check their answers before checking as a class. Correct the answers if needed. Play the recording a third time for pupils to double-check their answers.

Extension: If time allows, play the recording, sentence by sentence, for the class to listen to and repeat the dialogues individually and in chorus. Correct pronunciation where necessary.

Outcome: Pupils can listen to and understand two communicative contexts in which pupils ask and answer questions about the jobs and workplaces of family members and tick the correct pictures.

Key: **1.** b **2.** b

5. Look, complete and read.



Goal: To complete two gapped exchanges with the help of picture cues.

Input: Picture cues:

– Two picture cues

– Two gapped exchanges to complete

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Procedure: **Step 1:** Have pupils look at the pictures. Get them to identify the characters and places in the pictures.

Step 2: Have pupils look at the two gapped exchanges. Draw their attention to the missing words in the questions and answers.

Step 3: Model Exchange **1**. Have pupils look at the first gap. Ask them what word is missing (*nurse*). Then have them complete the sentence (*She's a nurse.*). Get them to guess the missing words in the second gap (*work at*).

Step 4: Repeat the same procedure with Exchange **2**. Set a time limit for pupils to complete the gaps individually. Go around the classroom and give further support to pupils who find it difficult to do the task.

Step 5: Get pupils to swap books with a partner and check their answers before checking as a class. Invite a few pairs to read the completed exchanges aloud.

Extension: Invite two pairs of pupils to act out the completed exchanges in front of the class.

Outcome: Pupils can complete two gapped exchanges with the help of picture cues.

Key: **1.** nurse; work at **2.** a worker; work; at a factory

6. Let's play.

Goal: To practise using the target vocabulary and sentence patterns by playing the game *Guessing game*.



Input: – A picture illustrating how to play the game in which a teacher standing between two groups of pupils is giving hints, and one pupil is answering

– Speech bubbles:
Teacher: *He's a farmer.*
Nam: *He works on a farm.*

Procedure: **Step 1:** Tell pupils the goal of the game and how to play it. Explain that they have to listen to the descriptions of people's jobs you say and identify the places where the people work as quickly as possible.

Step 2: Invite two groups of pupils (with three pupils in each group) to the front of the class. Then describe a person's job (e.g. *He's a farmer.*) and ask the groups to reply with the person's place of work (e.g. *He works on a farm.*). The group that gives the correct answer first gets one point / star. The group with the most points / stars wins.

Extension: When pupils feel confident with the game, call on one or two pupils to say the sentences to the groups.

Outcome: Pupils can practise using the target vocabulary and sentence patterns by playing the game *Guessing game.*

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LESSON 3 (Period 5)

Warm-up

- Greet the class, then invite two groups of pupils to come to the front of the class and play the game *Guessing game.*
- Ask pupils to open their books at page 16 and look at Unit 12, Lesson 3, Activity 1. Tell pupils what they will learn in this lesson.

1. Listen and repeat.



Goal: To correctly repeat the sounds of the letters ***ar*** and ***ur*** in isolation, in the words *farmer* and *nurse*, and in the sentences *My father is a farmer.* and *My mother is a nurse.*

Input: – The letters ***ar***, the word *farmer* and the sentence *My father is a farmer.*

– The letters ***ur***, the word *nurse* and the sentence *My mother is a nurse.*

Procedure: **Step 1:** Have pupils point at the letters ***ar***, the word *farmer* and the sentence *My father is a farmer.* Play the recording for them to listen and repeat in chorus and individually until they feel confident. Correct their pronunciation where necessary.

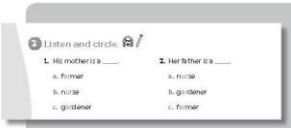
Step 2: Invite a few pupils to listen to and repeat the sound, the word and the sentence in front of the class. Praise them when their pronunciation is good.

Step 3: Repeat **Steps 1** and **2** with the letters, the word and the sentence in the second line. Go around the classroom and correct their pronunciation where necessary.

Step 4: Let pupils work in pairs or groups, pronouncing the sounds, saying the words and reading the sentences until they feel confident.

Outcome: Pupils can correctly repeat the sounds of the letters ***ar*** and ***ur*** in isolation, in the words *farmer* and *nurse*, and in the sentences *My father is a farmer.* and *My mother is a nurse.*

2. Listen and circle.



Goal: To identify the target words *farmer* and *nurse* while listening.

Input: Two gapped sentences, each with three answer options

Audio script:

1. His mother is a nurse.

2. Her father is a farmer.

Procedure: **Step 1:** Tell pupils the goal of the activity. Explain that they have to listen to the recording and circle the correct options. Check comprehension.

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Step 2: Get pupils to read the gapped sentences and guess which option can be chosen to fill in each gap.

Step 3: Play the recording, once or twice, for pupils to listen and circle the correct options. Get pupils to swap books with a partner and check their answers before checking as a class. Play the recording again for pupils to double-check their answers.

Step 4: Invite a few pupils to read aloud the completed sentences in front of the class. Correct their pronunciation where necessary.

Outcome: Pupils can identify the target words *farmer* and *nurse* while listening.

Key: 1. b 2. c

3. Let's chant.

Goal: To say the chant with the correct pronunciation and rhythm.

Input: The lyrics and recording of the chant



Procedure: **Step 1:** Have pupils read the first verse of the chant and draw their attention to the sounds of the letters *ar* and *ur*, the words *farmer, farm, nurse* and *nursing* and the sentences *My father is a farmer. He works on a farm. My mother is a nurse.* and *She works at a nursing home.* Check comprehension.

Step 2: Play the recording of the first verse. Play the recording again, line by line, for pupils to listen and repeat. Correct their pronunciation where necessary. Draw their attention to the rhythm and pronunciation. Encourage them to clap while chanting.

Step 3: Repeat **Steps 1** and **2** for the second verse of the chant. Draw pupils' attention to the sounds of the letters *ur* and *ar*, the words *nurse, nursing, farmer* and *farm*, and the sentences *Our father is a nurse. He works at a nursing home. Our mother is a farmer.* and *She works on a farm.*

Step 4: Play the recording all the way through for pupils to chant and clap their hands.

Extension: Divide the class into two or more groups to take turns listening and repeating the chant while the rest of the class claps along.

Outcome: Pupils can say the chant with correct pronunciation and rhythm.

LESSON 3 (Period 6)

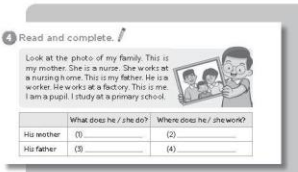
Warm-up

- Greet the class, then invite one or two groups of pupils to the front of the class to say the chant in Lesson 3, Activity 3. The rest of the class may chant and clap along.
- Ask pupils to open their books at page 17 and look at Unit 12, Lesson 3, Activity 4.

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4. Read and complete.



Goal: To read and show understanding of the text by filling in the gaps in the table.

Input: – A short text about a pupil's family members

– A table with gaps to complete

Procedure: **Step 1:** Tell pupils the goal of the activity and explain that they should read the text and fill in the gaps in the table. Check comprehension.

Step 2: Do the first gap as an example. First, have pupils read the question *What does she do?* to focus their attention on the job of the mother. Then have them read the text and choose the appropriate words to fill in the gap (*a nurse*).

Step 3: Set a time limit for pupils to do the task independently. Go around the classroom and offer help if necessary.

Step 4: Get pupils to swap their books with a partner and check their answers before checking as a class. Correct the answers where necessary.

Extension: Invite one or two pupils to read the text in front of the class. Correct their pronunciation where necessary.

Outcome: Pupils can read and show understanding of the text by filling in the gaps in the table.

Key: **1.** a nurse **2.** at a nursing home **3.** a worker **4.** at a factory

5. Let's write.



Goal: To complete a gapped text about the jobs and places of work of their family members.

Input: A short gapped text

Procedure: **Step 1:** Tell the class the goal of the activity and explain that they should read the gapped text and fill in the gaps with their own information. Explain that the gaps in the text focus on the jobs and workplaces of their family members. Check comprehension.

Step 2: Have pupils do the first gapped sentence together as an example. Ask them to read the sentence and elicit their mothers' jobs. Then have them write the jobs down.

Step 3: Give pupils time to complete the text independently. Go around the classroom and offer help if necessary.

Step 4: Get pupils to swap their books with a partner and check their answers before checking as a class.

Extension: Invite one or two pupils to read their completed texts in front of the class.

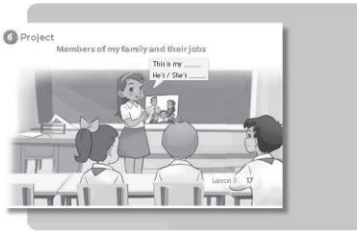
Outcome: Pupils can complete a gapped text about the jobs and places of work of their family members.

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Suggested answer: There are four people in my family. My mother is a farmer. She works on a farm. My father is a worker. He works at a factory. My sister and I are pupils. We study at school.

6. Project



Goal: To collect photos or draw pictures of family members at home and present them to the class by using the target language.

Input: A picture of a girl showing the photos / pictures of her family members she has selected or drawn at home and presenting to the class

Procedure: **Step 1:** Tell pupils the goal of the activity. Explain that they have to show the photos / pictures that they have prepared at home and present them to the class.

Step 2: Have pupils work in groups of three. Each pupil shows their photo / picture and tells the group about it, e.g. *This is a photo of my family. This is my mother. She's a nurse. She works at a hospital. This is my father. He's a farmer. He works on a farm.* Go around the classroom and offer help if necessary.

Step 3: Invite a few pupils to show their photos / pictures and tell the class about them. Praise pupils when they do the task well.

Outcome: Pupils can collect photos or draw pictures of their family members at home and present them to the class by using the target language.

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UNIT 13 – APPEARANCE

Objectives

By the end of the unit, pupils will be able to:

- correctly pronounce the sounds of the letters ***l*** and ***r*** in isolation, in the words *long* and *round*, and in the sentences *My sister has long hair.* and *My brother has round eyes.*;
- use the words and phrases *big, short, slim, tall, eyes, face, hair, long* and *round* in relation to the topic "Appearance";
- use *What does he / she look like? – He's / She's _____.* or *He / She has _____.* to ask and answer questions about someone's appearance;
- listen to and demonstrate understanding of simple communicative contexts in relation to the topic "Appearance";
- read and write about someone's appearance;
- carry out a survey on the appearance of family members and present it to the class at Project time.

LESSON 1 (Period 1)

Warm-up

- Greet the class. Encourage pupils to respond to the greeting and greet each other in pairs.
- Spend a few minutes revising Unit 12 by asking the class to do the project in Lesson 3 or to sing the song in Lesson 1.
- Ask pupils to open their books at page 18 and look at Unit 13, Lesson 1, Activity 1. Tell pupils what they will learn in this lesson.

1. Look, listen and repeat.



Goal: To understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about someone's appearance.

Input: – Context **a**:

Nam: *Do you have a brother, Lucy?*

Lucy: *Yes, I do.*

– Context **b**:

Nam: *What does he look like?*

Lucy: *He's tall.*

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Procedure: **Step 1:** Ask pupils to look at Pictures **a** and **b** and identify the characters and other details (e.g. *Who are they? Where are they? Is the boy tall or short?*).

Step 2: Ask pupils to look at Picture **a**. Play the recording for them to listen to the whole conversation several times.

Step 3: Play the recording again, sentence by sentence, for pupils to listen and repeat individually and in chorus. Correct their pronunciation where necessary. Repeat the same procedure with Picture **b**.

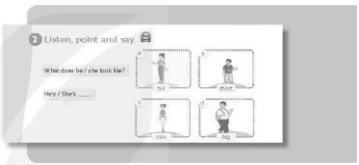
Step 4: Invite a few pairs to the front of the classroom to listen to and repeat the sentences in the recording. Check their pronunciation, give corrections and feedback where necessary.

Step 5: Draw pupils' attention to the question *What does he look like?* and the answer *He's tall*. Tell pupils that they are used to ask and answer about someone's appearance.

Outcome: Pupils can understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about someone's appearance.

2. Listen, point and say.

Goal: To correctly say the words and use *What does he / she look like? – He's / She's _____.* to ask and answer questions about someone's appearance.



Input: – Picture cues:

a. a tall girl

b. a short man

c. a slim woman

d. a big boy

– Speech bubbles: *What does he / she look like? – He's / She's _____.*

Audio script:

a. tall **b.** short **c.** slim **d.** big

a. *A:* What does she look like?

B: She's tall.

b. *A:* What does he look like?

B: He's short.

c. *A:* What does she look like?

B: She's slim.

d. *A:* What does he look like?

B: He's big.

Procedure: **Step 1:** Have pupils point at Picture **a**, listen to the recording and repeat the word *tall*. Repeat the same procedure with Pictures **b**, **c** and **d**. Have the class repeat the words a few times.

Step 2: Point at the question pattern *What does he / she look like?* Read it aloud and have pupils repeat it several times. Repeat the same procedure with the answer pattern *He's / She's _____.*

Step 3: Point at Picture **a** and have pupils listen to and repeat after the recording *What does she look like? – She's tall.* Repeat the same procedure with Pictures **b**, **c** and **d**.

Step 4: Divide the class into two groups to take turns repeating the question and the answer using Picture **a** until they feel confident. Repeat the same procedure with Pictures **b**, **c** and **d**.

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Step 5: Put pupils in pairs and have pairs practise asking and answering questions *What does he / she look like? – He's / She's _____*. Invite a few pairs to point at the pictures and say the questions and answers in front of the class. Give corrections and feedback where necessary.

Outcome: Pupils can correctly say the words and use *What does he / she look like? – He's / She's _____*. to ask and answer questions about someone's appearance.

3. Let's talk.



Goal: To enhance the correct use of *What does he / she look like? – He's / She's _____*. to ask and answer questions about someone's appearance in a freer context.

Input: – Picture cue: a family of four people with different appearances

– Speech bubbles: *What does he / she look like? – _____*.

Procedure: **Step 1:** Draw pupils' attention to the picture. Ask questions to help them identify the characters in the picture.

Step 2: Draw pupils' attention to the two speech bubbles. Read the questions aloud and ask pupils to repeat them. Ask pupils to look at the second bubble and identify what the answers should be. Give a sample answer, e.g. *He's tall.* Get pupils to repeat the questions and the answers several times.

Step 3: Have some pairs practise asking and answering questions about the appearance of the family members in the picture. Go around the classroom to observe and provide help.

Step 4: Invite some pairs to practise asking and answering questions in front of the class. Give corrections and feedback where necessary.

Outcome: Pupils can enhance the correct use of *What does he / she look like?* and *He's / She's _____*. to ask and answer questions about someone's appearance in a freer context.

Preparation for the project: Ask pupils to prepare for the project on page 23 by doing a survey about the appearance of their family members as homework so that they can present the results at Project time.

LESSON 1 (Period 2)

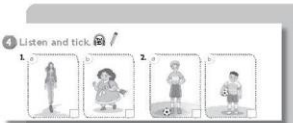
Warm-up

- Greet the class.
- Spend a few minutes revising the words and sentence patterns *What does he / she look like? – He's / She's _____*. to ask and answer questions about someone's appearance.
- Dictate some sentences about someone's appearance (e.g. *My brother is tall. My teacher is big.*) and ask pupils to write them down. Then let them work in pairs or groups to check each other's work.
- Ask pupils to open their books at page 19 and look at Unit 13, Lesson 1, Activity 4.

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4. Listen and tick.



Goal: To listen to and understand two communicative contexts in which characters ask and answer questions about a family member's appearance, and tick the correct pictures.

Input: Picture cues:

1a. a tall, slim woman

1b. a big, short woman

2a. a tall boy with a ball

2b. a short boy with a ball

Audio script:

1. *A:* What does your mother look like?

B: She's slim.

A: Is she tall too?

B: Yes, she is.

2. *A:* Do you have a brother?

B: Yes, I do.

A: What does he look like?

B: He's short.

Procedure: **Step 1:** Draw pupils' attention to Pictures **1a** and **1b**. Ask questions to help pupils identify the characters, e.g. *How many pictures are there? What can you see in each picture? What is the difference between the two pictures?* Check their comprehension.

Step 2: Play the recording of the first dialogue for pupils to listen. Then play the recording again for them to listen and tick the correct picture. Repeat the same procedure with Pictures **2a** and **2b**.

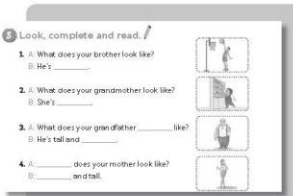
Step 3: Get pupils to swap books with a partner, then check answers together as a class. Write the correct answers on the board.

Extension: If there is enough time, play the recording, sentence by sentence, for the class to listen and repeat individually and in chorus. Give corrections and feedback where necessary.

Outcome: Pupils can listen to and understand two communicative contexts in which characters ask and answer questions about a family member's appearance and tick the correct pictures.

Key: **1.** a **2.** b

5. Look, complete and read.



Goal: To complete the target sentence patterns about people's appearance in four exchanges with the help of picture cues.

Input: – Four picture cues

– Four gapped exchanges to complete

Procedure: **Step 1:** Ask pupils to look at the pictures and identify the appearance of the people (e.g. *tall, short, big, slim*).

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Step 2: Ask pupils to look at the incomplete exchanges. Draw their attention to the missing words in the sentences.

Step 3: Model Exchange **1**. Have pupils look at the exchange. Ask them what the missing word is. Then have them fill the gap with the word *tall*. Repeat the same procedure with Exchanges **2**, **3** and **4**.

Step 4: Get pupils to complete the exchanges individually. Check their answers as a class, then ask a few pairs to read them aloud.

Outcome: Pupils can complete the target sentence patterns about people's appearance in four exchanges with the help of picture cues.

Key: 1. tall **2.** short **3.** look; big **4.** What; She's slim

6. Let's sing.

Goal: To sing the song *What do your parents look like?* with the correct pronunciation, rhythm and melody.



Input: The lyrics and the recording of the song *What do your parents look like?*

Procedure: **Step 1:** Have pupils read the lyrics to familiarise themselves with the language. Check comprehension and give feedback.

Step 2: Have pupils listen to the whole song, drawing their attention to the pronunciation, rhythm and melody.

Step 3: Play the recording of the song once or twice for pupils to listen and repeat line after line and do related actions, e.g. using hand movements for *slim*, *tall* and *big*.

Step 4: When pupils feel confident and get familiar with the tune and melody, ask them to sing the whole song while doing actions or clapping their hands.

Step 5: Invite a few groups to the front of the class to sing the song. The class may sing along to reinforce the activity.

Outcome: Pupils can sing the song *What do your parents look like?* with the correct pronunciation, rhythm and melody.

LESSON 2 (Period 3)

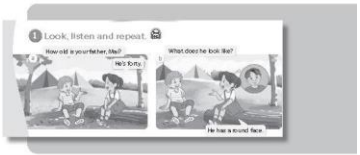
Warm-up

- Greet the class. Encourage pupils to respond to the greeting and greet each other in pairs.
- Spend a few minutes revising the previous lesson by asking pupils to sing the song *What do your parents look like?* on page 19.
- Ask pupils to open their books at page 20 and look at Unit 13, Lesson 2, Activity 1. Tell pupils what they will learn in this lesson.

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1. Look, listen and repeat.



Goal: To understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about someone's appearance, using the verb *to have*.

Input: – Context **a**:

Bill: *How old is your father, Mai?*

Mai: *He's forty.*

– Context **b**:

Bill: *What does he look like?*

Mai: *He has a round face.*

Procedure: **Step 1:** Ask pupils to look at Pictures **a** and **b** and identify the characters in the pictures.

Step 2: Ask pupils to look at Picture **a**. Play the recording for them to listen. Play the recording again, sentence by sentence, for pupils to listen and repeat individually and in chorus. Correct their pronunciation where necessary. Repeat the same procedure with Picture **b**.

Step 3: Invite a few pairs to the front of the classroom to listen to and repeat the sentences in the recording. Give corrections and feedback where necessary.

Step 4: Draw pupils' attention to the question *What does he look like*? and the answer *He has a round face.* Tell pupils that they are used to ask and answer questions about someone's appearance.

Outcome: Pupils can understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about someone's appearance, using the verb *to have*.

2. Listen, point and say.



Goal: To correctly say the phrases and use *What does he / she look like? – He / She has_____.* to ask and answer questions about someone's appearance.

Input: – Picture cues:

a. a girl with short hair

b. a girl with long hair

c. a boy with a round face

d. a boy with big eyes

– Speech bubbles: *What does he / she look like? – He / She has_____.*

Audio script:

a. short hair **b.** long hair **c.** a round face **d.** big eyes

a. *A:* What does she look like?

B: She has short hair.

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b. *A:* What does she look like?

B: She has long hair.

c. *A:* What does he look like?

B: He has a round face.

d. *A:* What does he look like?

B: He has big eyes.

Procedure: **Step 1:** Have pupils point at Picture **a**, listen to the recording and repeat the phrase *short hair* several times. Repeat the same procedure with Pictures **b**, **c** and **d**. Have the class repeat the phrases.

Step 2: Point at the question pattern *What does he / she look like?* Read it aloud and have pupils repeat it. Repeat the same procedure with the answer *He / She has _____*.

Step 3: Point at Picture **a** and have pupils listen to and repeat after the recording *What does she look like? – She has short hair*. Repeat the same procedure with Pictures **b**, **c** and **d**.

Step 4: Divide the class into two groups to take turns repeating the question and the answer using Picture **a** until they feel confident. Repeat the same procedure with Pictures **b**, **c** and **d**.

Step 5: Have pairs of pupils practise asking and answering questions using the picture cues. Invite a few pairs to point at the pictures and say the questions and answers in front of the class. Check their pronunciation, give corrections and feedback where necessary.

Outcome: Pupils can correctly say the phrases and use *What does he / she look like? – He / She has _____*. to ask and answer questions about someone's appearance.

3. Let's talk.



Goal: To enhance the correct use of *What does he / she look like? – He / She has _____*. to ask and answer questions about someone's appearance in a freer context.

Input: – Picture cue: a group of four pupils with different appearances

– Speech bubbles: *What does he / she look like? – _____*.

Procedure: **Step 1:** Draw pupils' attention to the two speech bubbles. Read the question aloud and ask pupils to repeat it. Ask pupils to look at the second bubble and identify what the answers should be. Give a sample answer, e.g. *He has short hair*. Get pupils to repeat the question and the answer several times.

Step 2: Have pairs of pupils practise asking and answering the question about the appearance of each character in the picture. Go around the classroom to observe and provide help.

Step 3: Invite a few pairs to practise asking and answering questions in front of the class. Give corrections and feedback where necessary.

Outcome: Pupils can enhance the correct use of *What does he / she look like? – He / She has _____*. to ask and answer questions about someone's appearance in a freer context.

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LESSON 2 (Period 4)

Warm-up

- Greet the class.
- Spend a few minutes revising the sentence patterns *What does he / she look like? – He / She has _____.* to ask and answer questions about someone's appearance.
- Dictate some sentences about someone's appearance (e.g. *My father has short hair. My mother has a round face.*) and ask pupils to write them down. Then let them work in pairs or groups to check each other's work.
- Ask pupils to open their books at page 21 and look at Unit 13, Lesson 2, Activity 4.

4. Listen and number.



Goal: To listen to and understand four communicative contexts in which characters ask and answer questions about someone's appearance, and number the correct pictures.

Input: Picture cues:

a. a girl with short hair **b.** a girl with big eyes

c. a girl with long hair **d.** a girl with a round face

Audio script:

1. *A:* What does she look like?

B: She has a round face.

2. *A:* What does she look like?

B: She has short hair.

3. *A:* What does she look like?

B: She has long hair.

4. *A:* What does she look like?

B: She has big eyes.

Procedure: **Step 1:** Have pupils look at the pictures. Elicit the questions to ask for appearance of the character in each picture and give feedback.

Step 2: Play the recording of the first exchange. Tell pupils that they will need to listen to a phrase relating to appearance (e.g. *short hair, long hair, a round face, big eyes*). Ask pupils *What does she look like?* Help pupils identify the key words in the appearance from the exchange (e.g. *a round face*). Then ask pupils in which picture a person with a round face appears (Picture **d**). Tell pupils to write "1" in the box of Picture **d**.

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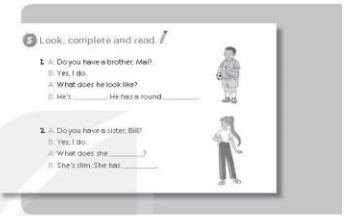
Step 3: Play the recording of the other exchanges and let pupils write down their answers. Have pupils swap their books with a partner and check the answers. Correct answers and give feedback if necessary.

Extension: If there is enough time, play the recording, sentence by sentence, for the class to listen and repeat individually and in chorus. Correct their pronunciation and give feedback.

Outcome: Pupils can listen to and understand four communicative contexts in which characters ask and answer questions about someone's appearance, and number the correct pictures.

Key: **1.** d **2.** a **3.** c **4.** b

5. Look, complete and read.



Goal: To complete the target sentence patterns in two exchanges about appearance with the help of picture cues.

Input: – Two picture cues

– Two gapped exchanges to complete

Procedure: **Step 1:** Have pupils look at the pictures. Get them to identify the appearance of the characters in the pictures.

Step 2: Have pupils look at the two gapped exchanges. Draw their attention to the missing words in the question and answers.

Step 3: Model Exchange **1**. Have pupils look at the first gap. Ask them what word is missing (*big*). Then have them complete the answer (*He's big*). Get them to guess the missing word in the second gap (*face*) and complete the answer (*He has a round face*).

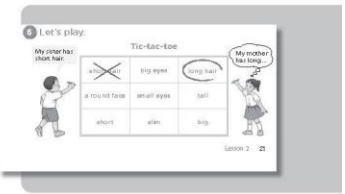
Step 4: Repeat the same procedure with Exchange **2**. Give pupils one or two minutes to complete the gaps individually, then compare their answers in pairs. Monitor and offer help where necessary.

Step 5: Check pupils' answers as a class and ask some pairs to read the completed exchanges aloud.

Outcome: Pupils can complete the target sentence patterns in two exchanges about appearance with the help of picture cues.

Key: **1.** big / short; face **2.** look like; long hair

6. Let's play.



Goal: To review vocabulary about family members and appearance by playing the game *Tic-tac-toe*.

Input: A tic-tac-toe grid of 3x3 squares with vocabulary: *short hair, big eyes, long hair, a round face, small eyes, tall, short, slim, big*

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Procedure: **Step 1:** Tell pupils that they are going to play the game *Tic-tac-toe*. Two pupils play at a time. One pupil is X, and the other is O. The pupils take turns choosing a square by saying a word / phrase, making a correct sentence with it and putting their mark in the corresponding square. The first pupil to write three marks in a vertical, horizontal or diagonal line is the winner.

Step 2: Invite two pupils to play at a time.

Step 3: Change the words and phrases in the grid and let pupils play the game several times if there is enough time.

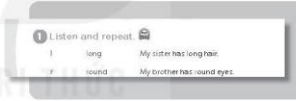
Outcome: Pupils can review vocabulary about family members and appearance by playing the game *Tic-tac-toe*.

LESSON 3 (Period 5)

Warm-up

- Greet the class.
- Spend a few minutes revising the previous lesson by asking pupils to play *Tic-tac-toe* in Lesson 2.
- Ask pupils to open their books at page 22 and look at Unit 13, Lesson 3, Activity 1. Tell pupils what they will learn in this lesson.

1. Listen and repeat.



Goal: To correctly repeat the sounds of the letters ***l*** and ***r*** in isolation, in the words *long* and *round*, and in the sentences *My sister has long hair.* and *My brother has round eyes.*

Input: – The letter ***l***, the word *long* and the sentence *My sister has long hair.*

– The letter ***r***, the word *round* and the sentence *My brother has round eyes.*

Procedure: **Step 1:** Have pupils look at the letter ***l***, listen to the recording and repeat the letter until they feel confident. Correct their pronunciation where necessary.

Step 2: Have pupils point at the word *long*, listen to the recording and repeat the word until they feel confident. Monitor the activity and offer help.

Step 3: Get pupils to point at the sentence *My sister has long hair.*, listen to the recording and repeat it several times. Then get a few pupils to listen to and repeat the sentence in front of the class.

Step 4: Repeat the procedure with the letter ***r***, the word *round* and the sentence *My brother has round eyes.*

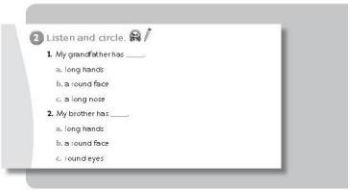
Step 5: Give pupils a time limit to practise pronouncing the sounds, saying the words, and reading the sentences in pairs or groups until they feel confident.

Outcome: Pupils can correctly repeat the sounds of the letters ***l*** and ***r*** in isolation, in the words *long* and *round*, and in the sentences *My sister has long hair.* and *My brother has round eyes.*

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2. Listen and circle.



Goal: To identify the target words *long* and *round* while listening.

Input: Two gapped sentences, each with three answer options

Audio script:

1. My grandfather has a round face.

2. My brother has long hands.

Procedure: **Step 1:** Tell pupils the goal of the activity. Explain that they have to listen to the recording and circle the correct options to complete the sentences. Have pupils read the incomplete sentences. Draw pupils' attention to the sounds of the letters ***l*** and ***r***.

Step 2: Play the recording for pupils to listen. Play the recording again for them to listen and circle the correct options.

Step 3: Tell pupils to swap their books with a partner then check their answers in pairs or groups. Correct their answers if necessary. Write the correct answers on the board.

Step 4: Play the recording again for pupils to double-check their answers.

Extension: Invite a few pupils to read the completed sentences in front of the class. Give corrections and feedback where necessary.

Outcome: Pupils can identify the target words *long* and *round* while listening.

Key: 1. b 2. a

3. Let's chant.



Goal: To say the chant with the correct rhythm and pronunciation.

Input: The lyrics and the recording of the chant

Procedure: **Step 1:** Have pupils scan the first verse of the chant. Draw their attention to the word *long* and the sentences *He has long hair.* and *His hair is long.*

Step 2: Play the recording and ask pupils to listen to and repeat the first verse line by line. Show them how to chant and clap their hands.

Step 3: Play the recording of the whole verse again for pupils to do choral and individual repetition. Give corrections and feedback where necessary.

Step 4: Repeat **Steps 1** to **3** for the second verse of the chant. Draw pupils' attention to the word *round* and the sentence *She has a round face.* and *Her face is round.*

Step 5: Play the recording all the way through for pupils to chant. Encourage them to clap along while chanting.

Outcome: Pupils can say the chant with the correct rhythm and pronunciation.

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LESSON 3 (Period 6)

Warm-up

- Greet the class.
- Spend a few minutes revising the previous lesson by asking pupils to say the chant in Lesson 3, Activity 3.
- Ask pupils to open their books at page 23 and look at Unit 13, Lesson 3, Activity 4.

4. Read and complete.

Goal: To read a text and complete four gapped sentences about appearance.

Input: – A picture cue

– A reading text and four gapped sentences

Procedure: **Step 1:** Have pupils look at the picture and guess what the text is about. Draw their attention to the characters in the picture.

Step 2: Have pupils look at four incomplete sentences below the text. Pay attention to the sentences about appearance.

Step 3: Ask pupils to read through the text to find the information and complete the four sentences. Set a time limit for them to do the task individually. Go around the classroom and offer help where necessary.



Step 4: Have pupils swap their books with a partner and check the answers.

Step 5: Ask a few pupils to read the sentences in front of the class. Give corrections and feedback where necessary.

Outcome: Pupils can read a text and complete four gapped sentences about appearance.

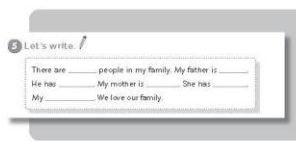
Key: **1.** big **2.** very tall **3.** long hair **4.** a round face and big eyes

5. Let's write.

Goal: To complete a gapped paragraph with personal information about pupils' family members.

Input: A gapped paragraph to complete

Procedure: **Step 1:** Have pupils read through the paragraph to get the general idea. Then, ask pupils to think about their own families.



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Step 2: Draw pupils' attention to the first gap and ask them what the missing word might be. Have pupils suggest answers.

Step 3: Repeat the same procedure with the other gaps. Give pupils enough time to write the answers.

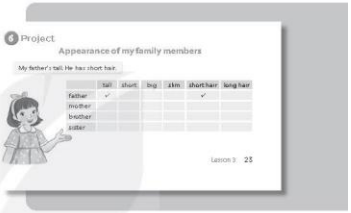
Step 4: Have some pupils read their completed paragraphs aloud. Give corrections and feedback where necessary.

Outcome: Pupils can complete a gapped paragraph with personal information about their family members.

Suggested answer: There are four people in my family. My father is tall. He has short hair. My mother is slim. She has black hair and big eyes. My brother is tall, and I'm tall, too. We love our family.

6. Project

Goal: To carry out a survey on the appearance of pupils' family members and present it to the class.



Input: A picture of a pupil presenting her survey results and a sample survey

Procedure: **Step 1:** Point at the sample survey and explain that pupils are going to report the results of their surveys about their family members' appearances.

Step 2: Have pupils hold up their completed surveys. Revise some words and sentence patterns that pupils can use for their presentations. Give pupils some time to practise their presentations by themselves and within groups. Go around the classroom to monitor and offer support.

Step 3: Select a few pupils to give their presentations in front of the class. Have the rest of the class give comments and praise pupils if they perform well.

Outcome: Pupils can carry out a survey on the appearance of their family members and present it to the class.

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UNIT 14 – DAILY ACTIVITIES

Objectives

By the end of the unit, pupils will be able to:

- correctly pronounce the sounds of the letters ***tch*** and ***sh*** in isolation, in the words *watch* and *wash*, and in the sentences *When do you watch TV?* and *I wash my clothes in the evening.*;
- use the phrases *at noon, in the afternoon, in the evening, in the morning, clean the floor, help with the cooking, wash the clothes* and *wash the dishes* in relation to the topic "Daily activities";
- use *When do you watch TV? – I watch TV _____.* to ask and answer questions about when someone watches TV;
- use *What do you do in the morning? – I _____.* to ask and answer questions about what daily activities someone does in the morning;
- listen to and demonstrate understanding of simple communicative contexts in relation to the topic "Daily activities";
- read and write about someone's daily activities;
- draw some pictures or make notes about the activities that pupils do on Sundays as homework, and present them to the class at Project time.

LESSON 1 (Period 1)

Warm-up

- Greet the class. Encourage pupils to respond to your greeting.
- Spend a few minutes revising Unit 13 by getting the class to sing the song *What do your parents look like?* on page 19.
- Have pupils open their books at page 24 and look at Unit 14, Lesson 1, Activity 1. Tell pupils what they will learn in this lesson.

1. Look, listen and repeat.

Goal: To understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about when someone watches TV.



Input:

– Context **a**:

Ben: *What's your hobby, Mai?*

Mai: *I like watching TV.*

– Context **b**:

Ben: *When do you watch TV?*

Mai: *I watch TV in the evening.*

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Procedure: **Step 1:** Ask pupils to look at Pictures **a** and **b** to identify the time of the day in the pictures.

Step 2: Ask pupils to look at Picture **a**. Play the recording for them to listen.

Step 3: Play the recording again, sentence by sentence, for pupils to listen and repeat individually and in chorus. Correct their pronunciation where necessary. Repeat the same procedure with Picture **b**.

Step 4: Invite a few pairs to stand up to listen to and repeat the sentences in the recording.

Step 5: Draw pupils' attention to the pictures. Tell them that the question *When do you watch TV?* and the answer *I watch TV in the evening.* are used to ask and answer questions about when someone watches TV.

Outcome: Pupils can understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about when someone watches TV.

2. Listen, point and say.



Goal: To correctly say the phrases and use *When do you watch TV? – I watch TV _____.* to ask and answer questions about when someone watches TV.

Input: – Picture cues:

a. a boy watching TV in the morning

b. a girl watching TV at noon

c. a boy watching TV in the afternoon

d. a girl watching TV in the evening

– Speech bubbles: *When do you watch TV? – I watch TV _____.*

Audio script:

a. in the morning **b.** at noon **c.** in the afternoon **d.** in the evening

a. *A:* When do you watch TV?

B: I watch TV in the morning.

b. *A:* When do you watch TV?

B: I watch TV at noon.

c. *A:* When do you watch TV?

B: I watch TV in the afternoon.

d. *A:* When do you watch TV?

B: I watch TV in the evening.

Procedure: **Step 1:** Have pupils look at the pictures. Elicit the time of the day from pupils (looking at the clock and the sun in the pictures).

Step 2: Have pupils point at Picture **a**, listen to the recording and repeat the phrase *in the morning*. Repeat the same procedure with Pictures **b**, **c** and **d**. Have the class point at the time of the day and repeat a few times.

Step 3: Point at the first bubble and have pupils listen to and repeat after the recording (*When do you watch TV?*). Point at Picture **a** and have pupils listen to and repeat after the recording (*When do you watch TV? – I watch TV in the morning.*). Repeat the same procedure with Pictures **b**, **c** and **d**.

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Step 4: Set a time limit for pupils to work in pairs to practise asking and answering the question *When do you watch TV? – I watch TV_____.*

Step 5: Invite a few pairs to the front of the class to take turns pointing at the pictures and saying the questions and answers.

Outcome: Pupils can correctly say the phrases and use *When do you watch TV? – I watch TV_____.* to ask and answer questions about when someone watches TV.

3. Let's talk.



Goal: To enhance the correct use of *When do you watch TV? – I watch TV_____.* to ask and answer questions about when someone watches TV in a freer context.

Input: – Picture cues: four pictures, each showing a character watching TV at a different time of the day

– Speech bubbles: *When do you watch TV? – _____.*

Procedure: **Step 1:** Draw pupils' attention to the two speech bubbles. Read the question aloud and ask pupils to repeat it. Ask them to look at the second bubble to identify what the answer should be. Draw pupils' attention to the clocks, the sun and the moon for the answers *I watch TV in the morning / at noon / in the afternoon / in the evening.* Get pupils to repeat the questions and answers several times.

Step 2: Set a time limit for pupils to work in pairs, point at the different pictures in this section, ask and answer the question *When do you watch TV? – _____.* Go around the classroom to observe and offer help where necessary.

Step 3: Invite some pairs to take turns asking and answering questions about when someone watches TV in front of the class.

Outcome: Pupils can enhance the correct use of *When do you watch TV? – I watch TV_____.* to ask and answer questions about when someone watches TV in a freer context.

Preparation for the project: Get pupils to prepare for the project on page 29 by drawing some pictures or making notes about the activities that pupils do on Sundays as homework, and present them to the class at Project time.

LESSON 1 (Period 2)

Warm-up

- Greet the class and encourage pupils to respond to your greeting.
- Spend a few minutes revising *When do you watch TV? – I watch TV _____.* Invite some pairs of pupils to ask and answer questions about when they watch TV in front of the class.
- Have pupils open their books at page 25 and look at Unit 14, Lesson 1, Activity 4.

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4. Listen and tick or cross.



Goal: To listen to and understand four communicative contexts in which pupils ask and answer questions about when someone does an activity, and tick or cross the pictures.

Input: Picture cues:

1. a boy watching TV in the morning

2. a boy reading a book in the afternoon

3. a girl watching TV in the afternoon

4. a girl reading a book in the evening

Audio script:

1. *A:* When do you watch TV?

B: In the evening.

2. *A:* When do you read books?

B: In the afternoon.

3. *A:* When do you watch TV?

B: At noon.

4. *A:* When do you read books?

B: In the morning.

Procedure: **Step 1:** Draw pupils' attention to the pictures and ask them to identify the activities and the time of the day by looking at the clocks and the sun or the moon.

Step 2: Play the recording of the first dialogue for pupils to listen. Play the recording again for them to do the task by putting a tick or cross in the box. Play the recording a third time for them to double-check their answers.

Step 3: Repeat **Step 2** with the rest of the dialogues.

Step 4: Set a time limit for pupils to swap books with a partner and have them check their answers before checking as a class.

Extension: If time allows, play the recording, sentence by sentence, for the class to listen and repeat individually and in chorus. Correct their pronunciation where necessary.

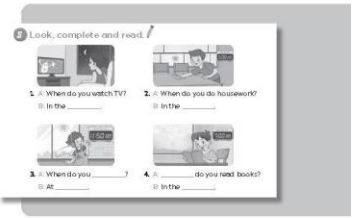
Outcome: Pupils can listen to and understand four communicative contexts in which pupils ask and answer questions about when someone does an activity, and tick or cross the pictures.

Key: **1.** × **2.** ✓ **3.** × **4.** ×

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5. Look, complete and read.



Goal: To complete four gapped exchanges about when someone does an activity with the help of picture cues.

Input: – Four pictures showing the different activities and the time of the day

– Four incomplete exchanges

Procedure: **Step 1:** Ask pupils to look at the pictures and identify the activities and the time of the day.

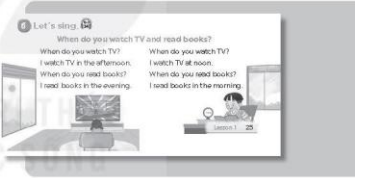
Step 2: Ask pupils to read Exchange **1**. Draw their attention to the missing word (*evening*). Have them complete the answer. Follow the same procedure with Pictures **2**, **3** and **4**.

Step 3: Set a time limit for pupils to complete the exchanges individually, then invite a few pairs to take turns playing the roles of the characters.

Outcome: Pupils can complete four gapped exchanges about when someone does an activity with the help of picture cues.

Key: **1.** evening **2.** afternoon **3.** listen to music; noon **4.** When; morning

6. Let's sing.



Goal: To sing the song *When do you watch TV and read books?* with the correct pronunciation, rhythm and melody.

Input: The lyrics and the recording of the song *When do you watch TV and read books?*

Procedure: **Step 1:** Have pupils read the lyrics to familiarise themselves with the questions and answers. Encourage them to identify two activities (watch TV; read books) and the time of the day in the pictures. Check comprehension and give feedback.

Step 2: Have pupils listen to the whole song, drawing their attention to the pronunciation and tune.

Step 3: Play the recording of the song once or twice for pupils to listen and repeat, line after line, and do related actions, e.g. using a finger to trace the words or clapping their hands.

Step 4: When pupils feel confident and are familiar with the melody, ask them to sing the whole song while doing actions or clapping hands.

Step 5: Invite a few groups to the front of the class to sing the song. The class may sing along to reinforce the activity.

Outcome: Pupils can sing the song *When do you watch TV and read books?* with the correct pronunciation, rhythm and melody.

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LESSON 2 (Period 3)

Warm-up

- Greet the class. Encourage pupils to respond to your greeting.
- Spend a few minutes revising the previous lesson by asking the class to sing the song *When do you watch TV and read books?*
- Have pupils open their books at page 26 and look at Unit 14, Lesson 2, Activity 1. Tell pupils what they will learn in this lesson.

1. Look, listen and repeat.



Goal: To understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about what daily activities someone does.

Input: – Context **a**:

Bill: *What do you do on Sundays, Linh?*

Linh: *I do housework.*

– Context **b**:

Bill: *What do you do in the morning?*

Linh: *I clean the floor.*

Procedure:

Step 1: Ask pupils to look at Pictures **a** and **b** and identify what activities Linh does on Sundays.

Step 2: Ask pupils to look at Picture **a**. Play the recording for them to listen.

Step 3: Play the recording again, sentence by sentence, for pupils to listen and repeat individually and in chorus. Correct their pronunciation where necessary. Repeat the same procedure with Picture **b**.

Step 4: Invite a few pairs to listen to and repeat the sentences in the recording.

Step 5: Draw pupils' attention to the questions and answers in Pictures **a** and **b**. Tell them that they are used to ask and answer questions about what daily activities someone does.

Outcome: Pupils can understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about what daily activities someone does.

2. Listen, point and say.



Goal: To correctly say the phrases and use *What do you do in the morning? – I _____.* to ask and answer questions about what activities someone does in the morning.

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Input: – Picture cues:

a. a girl washing the clothes

b. a boy cleaning the floor

c. a girl helping her mother with the cooking

d. a girl washing the dishes

– Speech bubbles: *What do you do in the morning? – I_____.*

Audio script:

a. wash the clothes **b.** clean the floor

c. help with the cooking **d.** wash the dishes

a. *A:* What do you do in the morning?

B: I wash the clothes.

b. *A:* What do you do in the morning?

B: I clean the floor.

c. *A:* What do you do in the morning?

B: I help with the cooking.

d. *A:* What do you do in the morning?

B: I wash the dishes.

Procedure: **Step 1:** Have pupils look at the pictures and elicit what activity each child is doing.

Step 2: Have pupils point at Picture **a**, listen to the recording and repeat the phrase (*wash the clothes*) a few times. Repeat the same procedure with the other three pictures.

Step 3: Point at the first speech bubble and have pupils listen to and repeat after the recording *(What do you do in the morning?)*. Point at Picture **a** and have pupils listen to and repeat the question and answer (*What do you do in the morning? – I wash the clothes.*). Have the class repeat the exchange a few times. Repeat the same procedure with the other three pictures.

Step 4: Set a time limit for pupils to work in pairs, point at the pictures, and practise asking and answering *What do you do in the morning? – I_____.*

Step 5: Invite a few pairs to the front of the class to take turns pointing at the pictures, asking and answering *What do you do in the morning? – I_____.*

Outcome: Pupils can correctly say the phrases and use *What do you do in the morning? – I_____.* to ask and answer questions about what activities someone does in the morning.

3. Let's talk.

Goal: To enhance the correct use of *What do you do in the morning / afternoon / evening? – I_____.* to ask and answer questions about what activities someone does in the morning / afternoon / evening in a freer context.



Input: – Picture cue: family members doing the housework together (washing the clothes, cleaning the floor, washing the dishes, helping with the cooking)

– Speech bubbles: *What do you do in the morning / afternoon / evening? – _____.*

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Procedure: **Step 1:** Have pupils look at the pictures and explain that each picture shows the members of a family doing the housework together (as mentioned in *Input*). Get pupils to look at the first speech bubble. Ask them to repeat the question a few times: *What do you do in the morning / afternoon / evening?* Then point at the boy who is cleaning the floor to elicit the answer (*I clean the floor.*). Have pupils repeat it a few times. Split the class into two groups to take turns pointing at each activity that a character is doing, asking and answering in chorus.

Step 2: Set a time limit for pairs of pupils to practise asking and answering *What do you do in the morning / afternoon / evening? – I_____.* Go around the classroom to offer help where necessary.

Step 3: Invite some pairs of pupils to the front of the class to take turns asking and answering questions about what activities someone does in the morning / afternoon / evening.

Outcome: Pupils can enhance the correct use of *What do you do in the morning / afternoon / evening? – I_____.* to ask and answer questions about what activities someone does in the morning / afternoon / evening in a freer context.

LESSON 2 (Period 4)

Warm-up

- Greet the class. Encourage pupils to respond to your greeting.
- Spend a few minutes revising the previous lesson by inviting a few pairs to the front of the class to take turns asking and answering questions about what activities each of them does in the morning / afternoon / evening.
- Have pupils open their books at page 27 and look at Unit 14, Lesson 2, Activity 4.

4. Listen and number.

Goal: To listen to and understand four communicative contexts in which pupils ask and answer questions about what activities they do at a specific time of the day and number the correct pictures.



Input: Picture cues:

a. a boy washing the dishes

b. a girl helping her mum with the cooking

c. a girl washing the clothes

d. a boy cleaning the floor

Audio script:

1. *A:* What do you do in the morning?

B: I wash my clothes.

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2. *A:* What do you do at noon?

B: I wash the dishes.

3. *A:* What do you do in the afternoon?

B: I clean the floor.

4. *A:* What do you do in the evening?

B: I help my mum with the cooking.

Procedure: **Step 1:** Have pupils look at four pictures. Elicit the activity that the character is doing in each picture.

Step 2: Play the recording of the first exchange for pupils to listen and tell them to identify the picture to number. Play the recording again for them to do the task. Tell them that they will need to pay attention to the activity that the character is doing and look for the right picture.

Step 3: Play the recording of the other exchanges and have pupils number the pictures.

Step 4: Get pupils to swap books with their partners and check their answers before checking as a class. Correct the answers where necessary.

Extension: If time allows, play the recording, sentence by sentence, for the class to listen and repeat individually and in chorus. Correct their pronunciation where necessary.

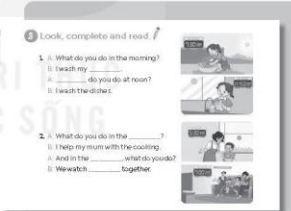
Outcome: Pupils can listen to and understand four communicative contexts in which pupils ask and answer questions about what activities they do at a specific time of the day and number the correct pictures.

Key: 1. c 2. a 3. d 4. b

5. Look, complete and read.

Goal: To complete two gapped exchanges with the help of picture cues.

Input: Four picture cues with two gapped exchanges to complete



Procedure: **Step 1:** Get pupils to look at Exchange **1** and the corresponding pictures. Ask them what the character is doing in the pictures. Elicit the missing words in the answer and question from the picture cue and sentence. Complete the answer (*clothes*) and the question (*What*). Repeat the same procedure with Exchange **2**.

Step 2: Set a time limit for pupils to do the task individually.

Step 3: Get pupils to swap books with their partners and check their answers before checking as a class. Correct their answers where necessary.

Extension: If time allows, invite a few pairs to stand up to take turns reading out the completed exchanges in this section.

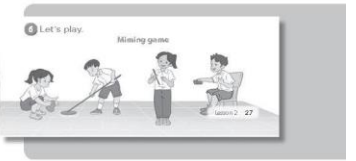
Outcome: Pupils can complete two gapped exchanges with the help of picture cues.

Key: **1.** clothes; What **2.** afternoon; evening; TV

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6. Let's play.



Goal: To review asking and answering questions about what activities someone does at a specific time of the day by playing *Miming game.*

Input: A picture cue showing four pupils miming activities

Procedure: **Step 1:** Explain the goal of the game and explain how it is played.

Step 2: Write the question *What do you do in the …?* on the board. Ask one player from each team to come to the front of the class and whisper the answer to the question he / she wants to revise to the two players. They take turns miming the sentences they are told for their team to guess. Set a time limit of one minute for the teams to guess the sentences. The team gets one point if their guess is correct. The game continues until the time is up. The team with the most points at the end of the game wins.

Step 3: Write all the correct answers on the board, under the question *What do you do in the …?*

Step 4: When the game is over, get pairs of pupils to take turns asking and answering the question *What do you do in the morning / afternoon / evening?* using the answers on the board.

Outcome: Pupils can review asking and answering questions about what activities someone does at a specific time of the day by playing *Miming game.*

LESSON 3 (Period 5)

KẾT NỐI TRI THỨC

Warm-up

- Greet the class. Encourage pupils to respond to your greeting.
- Spend a few minutes revising the previous lesson by having the class play the game *Miming game*, using the words from the previous lessons like *wash, watch, clean, help, cook, clothes* and *dishes.*
- Have pupils open their books at page 28 and look at Unit 14, Lesson 3, Activity 1. Tell pupils what they will learn in this lesson.

1. Listen and repeat.



Goal: To correctly repeat the sounds of the letters ***tch*** and ***sh*** in isolation, in the words *watch* and *wash*, and in the sentences *When do you watch TV?* and *I wash my clothes in the evening.*

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Input: – The letters ***tch***, the word *watch* and the sentence *When do you watch TV?*

– The letters ***sh***, the word *wash* and the sentence *I wash my clothes in the evening.*

Procedure: **Step 1:** Have pupils look at the letters ***tch***, listen to the recording and repeat the letters until they feel confident. Correct their pronunciation where necessary.

Step 2: Have pupils point at the word *watch*, listen to the recording and repeat the word until they feel confident. Monitor the activity and offer help where necessary.

Step 3: Get pupils to point at the sentence *When do you watch TV?*, listen to the recording and repeat it several times. Then invite a few pupils to stand up, listen to and repeat the sentence.

Step 4: Repeat **Steps 1** to **3** with the letters ***sh***. Go around the classroom and correct their pronunciation where necessary.

Step 5: Give pupils a time limit to practise pronouncing the letters, saying the words, and reading the sentences in pairs or groups.

Outcome: Pupils can correctly repeat the sounds of the letters ***tch*** and ***sh*** in isolation, in the words *watch* and *wash*, and in the sentences *When do you watch TV?* and *I wash my clothes in the evening.*

2. Listen and circle.

Goal: To identify the target words *watch* and *wash* while listening.

Input: Two gapped questions, each with three answer options



Audio script:

1. When do you wash your clothes?
2. When does your sister watch TV?

Procedure: **Step 1:** Have pupils read the gapped questions. Explain that they have to listen to the recording and circle the correct options to complete the questions. Explain that the word *watch* ends with the ***tch*** sound, and *wash* ends with the ***sh*** sound. Check their comprehension.

Step 2: Play the recording for pupils to listen. Play the recording again for them to do the task by circling the correct options. Then get pupils to swap books with their partners to check their answers before checking as a class. Correct the answers where necessary.

Step 3: Invite a few pupils to stand up and read the completed questions.

Outcome: Pupils can identify the target words *watch* and *wash* while listening.

Key: **1.** c **2.** b

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3. Let's chant.



Goal: To say the chant with the correct rhythm and pronunciation.

Input: The lyrics and the recording of the chant

Procedure: **Step 1:** Have pupils scan the first verse of the chant and elicit the word ending with ***tch*** (*watch*). Check pupils' comprehension of the first verse of the chant.

Step 2: Play the recording. Get pupils to listen to and repeat the first verse, line by line. Show them how to chant and clap hands.

Step 3: Play the recording of the first verse again for pupils to do choral and individual repetition.

Step 4: Repeat **Steps 1** to **3** for the second verse of the chant. Go around the classroom and offer help where necessary.

Extension: If there is enough time, split the class into two groups to take turns chanting and clapping hands. Each of the groups should sing one verse of the chant. Then invite some groups to the front of the class to chant and clap their hands.

Outcome: Pupils can say the chant with the correct rhythm and pronunciation.

LESSON 3 (Period 6)

Warm-up

- Greet the class. Encourage pupils to respond to your greeting.
- Spend a few minutes revising the previous lesson by inviting two groups of three to the front of the class to take turns saying the two verses of the chant and clapping their hands.
- Have pupils open their books at page 29 and look at Unit 14, Lesson 3, Activity 4.

4. Read and match.



Goal: To read a paragraph and show understanding of it by matching time phrases with the appropriate activities.

Input: A paragraph and two groups of phrases to match

Procedure: **Step 1:** Have pupils read all the phrases under the paragraph. Tell them to read Phrase **1:** *in the morning*. Then they should scan the paragraph for the appropriate activity related to the phrase.

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Step 2: Repeat **Step 1** with Phrases **2** and **3**. Set a time limit for pupils to do the activity independently. Go around the classroom and offer help where necessary.

Step 3: Get pupils to swap books with their partners and check their answers before checking as a class.

Step 4: Invite some pupils to stand up and read the paragraph aloud.

Outcome: Pupils read a paragraph and show understanding of it by matching time phrases with the appropriate activities.

Key: **1.** c **2.** a; d **3.** b

5. Let's write.

Goal: To complete a paragraph about pupils' activities on Sundays.



Input: An incomplete paragraph with five gaps

Procedure: **Step 1:** Tell pupils what they are going to do. Then get them to read the incomplete paragraph. Ask them what the paragraph is about (the housework that you do on Sundays). Remind them to pay attention to the words before and after the blanks before they complete the sentences with the appropriate information.

Step 2: Get pupils to fill the first gap as an example.

Step 3: Set a time limit for pupils to complete the paragraph independently. Go around the classroom and offer help where necessary.

Step 4: Get pupils to swap books with their partners and check their answers in pairs or groups.

Outcome: Pupils can complete a paragraph about their activities on Sundays.

Suggested answer: I do a lot of housework on Sundays. In the morning, I clean the floor and wash my clothes. In the afternoon, I help my mum with the cooking and wash the dishes. In the evening, I watch TV with my family.

6. Project

Goal: To draw pictures or make notes of the activities pupils do on Sundays and present the results to the class, using the target language.



Input: A picture of a boy presenting his project to his class

Procedure: **Step 1:** Tell pupils the goal of the activity. Explain that they have to look at the pictures or notes they have prepared at home and present the results to the class.

Step 2: Have pupils work in groups of five. Each pupil looks at his / her pictures or notes and tells the group about the activities he / she does on Sundays.

Step 3: Invite a few pupils to look at their pictures or notes and tell the class about them, e.g. *I do housework on Sundays. In the morning, …*

Step 4: Have the rest of class applaud if pupils perform well.

Outcome: Pupils can draw pictures or make notes of the activities they do on Sundays and present the results to the class, using the target language.

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UNIT 15 – MY FAMILY'S WEEKENDS

Objectives

By the end of the unit, pupils will be able to:

- correctly pronounce the sounds of the letters ***g*** and ***s*** in isolation, in the words *go* and *television*, and in the sentences *I go to the cinema on Saturdays.* and *We watch television on Sundays.*;
- use the words and phrases *cinema, shopping centre, sports centre, swimming pool, cook meals, do yoga, play tennis* and *watch films* in relation to the topic "My family's weekends";
- use *Where does he / she go on Saturdays? – He / She goes to the_____.* to ask and answer questions about where someone goes;
- use *What does he / she do on Sundays? – He / She _____.* to ask and answer questions about what someone does;
- listen to and demonstrate understanding of simple communicative contexts in relation to the topic "My family's weekends";
- read and write about where someone goes and what someone does at the weekend;
- make notes about where their family members go and what they do at the weekend, and present the results to the class at Project time.

LESSON 1 (Period 1)

Warm-up

- Greet the class and encourage pupils to respond to your greeting.
- Spend a few minutes revising the previous lesson by having pupils play *Miming game* on page 27. Ask pupils to open their books at page 30 and look at Unit 15, Lesson 1, Activity 1.
- Write the title *My family's weekends* on the board and model it for the class to repeat a few times. Tell pupils what they will learn in this lesson.

1. Look, listen and repeat.

Goal: To understand and correctly repeat the sentences in two communicative contexts in which the characters ask and answer questions about where a family member goes at the weekend.

Input: – Context a:

Mary: *Where does your father go on Saturdays?*

Mai: *He goes to the gym.*



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– Context **b**:

Mary: *What about your mother? Where does she go on Saturdays?*

Mai: *She goes to the shopping centre.*

Procedure: **Step 1:** Have pupils look at Pictures **a** and **b** and identify the characters in the pictures.

Step 2: Ask pupils to look at Picture **a**. Play the recording for them to listen. Play the recording again, sentence by sentence, for pupils to listen and repeat. Repeat the same procedure with Picture **b**. Correct their pronunciation where necessary.

Step 3: Play the recording again for pupils to listen and repeat in chorus sentence by sentence.

Step 4: Invite a few pairs to the front of the class to listen to and repeat the sentences in the recording.

Step 5: Draw pupils' attention to the question *Where does she go on Saturdays?* and the answer *She goes to the shopping centre.* Tell pupils that they are used to ask and answer questions about where a family member goes at the weekend.

Outcome: Pupils can understand and correctly repeat the sentences in two communicative contexts in which characters ask and answer questions about where a family member goes at the weekend.

2. Listen, point and say.



Goal: To correctly say the words and use *Where does he / she go on Saturdays? – He / She goes to the _____.* to ask and answer questions about where a family member goes at the weekend.

Input: – Picture cues:

a. a father at the sports centre

b. a mother at the shopping centre

c. a brother at the swimming pool

d. a sister at the cinema

– Speech bubbles: *Where does he / she go on Saturdays? – He / She goes to the_____.*

Audio script:

a. sports centre **b.** shopping centre **c.** swimming pool **d.** cinema

a. *A:* Where does he go on Saturdays?

B: He goes to the sports centre.

b. *A:* Where does she go on Saturdays?

B: She goes to the shopping centre.

c. *A:* Where does he go on Saturdays?

B: He goes to the swimming pool.

d. *A:* Where does she go on Saturdays?

B: She goes to the cinema.

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Procedure: **Step 1:** Have pupils look at Pictures **a**, **b**, **c** and **d** and identify the people and the places.

Step 2: Have pupils point at Picture **a**, listen to the recording and repeat the word (*sports centre*). Point at the bubbles and Picture **a** again and have pupils listen to and repeat after the recording (*Where does he go on Saturdays? – He goes to the sports centre.*).

Step 3: Repeat the same procedure with the other three pictures. Have the class repeat the questions and answers a few times.

Step 4: Have pairs practise asking and answering the questions *Where does he / she go on Saturdays? – He / She goes to the _____*. Go around the classroom to offer help if necessary.

Step 5: Invite a few pairs to point at the pictures and say the questions and answers in front of the class.

Outcome: Pupils can correctly say the words and use *Where does he / she go on Saturdays? – He / She goes to the _____*. to ask and answer questions about where a family member goes at the weekend.

3. Let's talk.



Goal: To enhance the correct use of *Where does he / she go on Saturdays? – He / She goes to the _____*. to ask and answer questions about where a family member goes at the weekend in a freer context.

Input: – Picture cues: a father at the gym, a brother at the cinema, a sister at the shopping centre, a mother at the swimming pool

– Speech bubbles: *Where does he / she go on Saturdays? – _____*.

Procedure: **Step 1:** Draw pupils' attention to the pictures. Ask questions to help them identify the context (see *Input*).

Step 2: Put pupils into pairs and have them practise asking and answering questions about where a family member goes at the weekend. Go around the classroom to offer support where necessary.

Step 3: Invite a few pairs to the front of the class to practise asking and answering questions about where a family member goes at the weekend. Praise pupils if they perform well.

Outcome: Pupils can enhance the correct use of *Where does he / she go on Saturdays? – He / She goes to the _____*. to ask and answer questions about where a family member goes at the weekend in a freer context.

Preparation for the project: Tell pupils about the project on page 35, Lesson 3, Activity 6. Ask them to make notes about where their family members go and what they do at the weekend. They will present the results to the class at Project time.

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LESSON 1 (Period 2)

Warm-up

- Greet the class and encourage pupils to respond to your greeting.
- Spend a few minutes revising the previous lesson by asking the question *Where does he / she go on Saturdays?* and call on a few pupils to answer the question using picture cues.
- Ask pupils to open their books at page 31 and look at Unit 15, Lesson 1, Activity 4.

4. Listen and tick.



Goal: To listen to and understand two communicative contexts about where a family member goes at the weekend and tick the correct pictures.

Input: Picture cues:

1a. a sister at the cinema
1b. a sister at the swimming pool
2a. a mother at the shopping centre **2b.** a mother at the gym

Audio script:

1. *A:* Is your sister at home on Saturdays?
B: No, she isn't.
A: Where does she go?
B: She goes to the swimming pool.

2. *A:* Is your mother at home on Saturdays?
B: No, she isn't.
A: Where does she go?
B: She goes to the shopping centre.

Procedure:

Step 1: Draw pupils' attention to Pictures **1a** and **1b**. Ask questions to help them identify the characters and places.

Step 2: Play the recording of the first dialogue for pupils to listen. Play the recording again for them to listen and do the task by ticking the correct picture.

Step 3: Repeat **Steps 1** and **2** for Pictures **2a** and **2b**.

Step 4: Tell pupils to swap books with a partner, then check answers as a class. Write the correct answers on the board. Play the recording again for pupils to double-check their answers.

Extension: If time allows, play the recording, sentence by sentence, for the class to listen and repeat individually and in chorus. Correct their pronunciation where necessary.

Outcome: Pupils can listen to and understand two communicative contexts about where a family member goes at the weekend and tick the correct pictures.

Key: **1.** b **2.** a

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5. Look, complete and read.



Goal: To complete two gapped sentences and two gapped exchanges with the help of picture cues.

Input: – Four picture cues

– Two gapped sentences and two gapped exchanges

Procedure: **Step 1:** Have pupils look at the pictures. Get them to identify the places and characters in the pictures.

Step 2: Have pupils look at the gapped sentences. Draw their attention to the missing words and phrases in the sentences.

Step 3: Model Sentence **1**. Have pupils look at the sentence. Ask them what word is missing (*swimming pool*). Then have pupils complete it (*My brother goes to the swimming pool on Saturdays.*).

Step 4: Repeat the same procedure with Sentence **2** and Exchanges **3** and **4**.

Step 5: Have pupils complete the gapped sentences and gapped exchanges individually and ask pupils to read them aloud.

Outcome: Pupils can complete two gapped sentences and two gapped exchanges with the help of picture cues.

Key: **1.** swimming pool **2.** cinema

3. goes; sports centre **4.** Where; goes to the shopping centre

6. Let's sing.



Goal: To sing the song *Where do they go on Saturdays?* with the correct pronunciation, rhythm and melody.

Input: The lyrics and recording of the song *Where do they go on Saturdays?*

Procedure: **Step 1:** Draw pupils' attention to the title and lyrics of the song. Encourage them to point at the places in the pictures to reinforce their understanding.

Step 2: Play the recording all the way through for pupils to listen to the whole song. Encourage them to listen carefully to the pronunciation, rhythm and melody.

Step 3: Play the recording, line by line, for pupils to listen and repeat. Correct their pronunciation where necessary.

Step 4: Play the recording all the way through for pupils to sing and clap along with the recording.

Extension: Invite some groups to the front of the class to perform while the rest of the class sings and claps along.

Outcome: Pupils can sing the song *Where do they go on Saturdays?* with the correct pronunciation, rhythm and melody.

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LESSON 2 (Period 3)

Warm-up

- Greet the class and encourage pupils to respond to your greeting.
- Get the class to sing the song *Where do they go on Saturdays?* on page 31.
- Ask pupils to open their books at page 32 and look at Unit 15, Lesson 2, Activity 1.

1. Look, listen and repeat.



Goal: To understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about what a family member does at the weekend.

Input: – Context **a**:

Ben: *Where does your father go on Sundays?*

Linh: *He goes to the sports centre.*

– Context **b**:

Ben: *What does he do there?*

Linh: *He plays tennis.*

Procedure:

Step 1: Have pupils look at Pictures **a** and **b** and identify the places, characters and their activities in the pictures.

Step 2: Ask pupils to look at Picture **a**. Play the recording for them to listen. Play the recording again, sentence by sentence, for pupils to listen and repeat. Repeat the same procedure with Picture **b**. Correct their pronunciation where necessary.

Step 3: Play the recording again for pupils to listen and repeat in chorus sentence by sentence.

Step 4: Invite a few pairs to the front of the class to listen to and repeat the sentences in the recording.

Step 5: Draw pupils' attention to the question *What does he do there?* and the answer *He plays tennis.* Tell pupils that they are used to ask and answer questions about what a family member does at the weekend.

Outcome: Pupils can understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about what a family member does at the weekend.

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2. Listen, point and say.



Goal: To correctly say the phrases and use *What does he / she do on Sundays? – He / She _____.* to ask and answer questions about what a family member does at the weekend.

Input: – Picture cues:

a. a sister cooking

b. a father playing tennis

c. a brother watching a film

d. a mother doing yoga

– Speech bubbles: *What does he / she do on Sundays? – He / She _____.*

Audio script:

a. cooks meals **b.** plays tennis **c.** watches films **d.** does yoga

a. *A:* What does she do on Sundays?

B: She cooks meals.

b. *A:* What does he do on Sundays?

B: He plays tennis.

c. *A:* What does he do on Sundays?

B: He watches films.

d. *A:* What does she do on Sundays?

B: She does yoga.

Procedure: **Step 1:** Have pupils look at Pictures **a**, **b**, **c** and **d** and elicit the activities of the people.

Step 2: Have pupils point at Picture **a**, listen to the recording and repeat the phrase (*cooks meals*). Point at the speech bubbles and Picture **a** again and have pupils listen to and repeat after the recording (*What does she do on Sundays? – She cooks meals.*).

Step 3: Repeat the same procedure with the other three pictures. Have the class repeat the questions and answers a few times.

Step 4: Have pairs practise asking and answering the questions *What does he / she do on Sundays? – He / She _____.* using picture cues. Go around the classroom to offer help if necessary.

Step 5: Invite a few pairs to point at the pictures and say the questions and answers in front of the class.

Outcome: Pupils can correctly say the phrases and use *What does he / she do on Sundays? – He / She _____.* to ask and answer questions about what a family member does at the weekend.

3. Let's talk.



Goal: To enhance the correct use of *What does he / she do on Sundays? – He / She _____.* to ask and answer questions about what a family member does at the weekend in a freer context.

Input: – Picture cues: a mother doing yoga, a brother cooking a meal, a sister watching a film, a father playing tennis

– Speech bubbles: *What does he / she do on Sundays? – _____.*

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Procedure:

Step 1: Draw pupils' attention to the pictures. Ask questions to help them identify the context (see *Input*).

Step 2: Put pupils into pairs and encourage them to ask and answer questions about what a family member does at the weekend. Go around the classroom to offer support where necessary.

Step 3: Invite a few pairs to practise asking and answering questions about what a family member does at the weekend. Praise pupils if they perform well.

Step 4: Invite a few pairs to the front of the class to perform their conversations.

Outcome: Pupils can enhance the correct use of *What does he / she do on Sundays? – He / She _____.* to ask and answer questions about what a family member does at the weekend in a freer context.

LESSON 2 (Period 4)

Warm-up

- Greet the class and encourage pupils to respond to your greeting.
- Spend a few minutes revising the previous lesson by getting a few pairs to ask and answer questions about what a family member does at the weekend, using *What does he / she do on Sundays? – He / She_____.*
- Ask pupils to open their books at page 33 and look at Unit 15, Lesson 2, Activity 4.

4. Listen and match.

Goal: To listen to and understand four communicative contexts about what a family member does at the weekend and match the correct pictures.



Input: Picture cues:

1. a brother **2.** a sister

3. a father **4.** a mother

a. cinema icon **b.** yoga icon **c.** tennis icon **d.** cooking icon

Audio script:

1. *A:* What does your brother do on Sundays?

B: He plays tennis.

2. *A:* What does your sister do on Sundays?

B: She cooks meals.

3. *A:* What does your father do on Sundays?

B: He watches films.

4. *A:* What does your mother do on Sundays?

B: She does yoga.

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Procedure: **Step 1:** Draw pupils' attention to the pictures and the icons. Ask questions to help pupils identify the people in the pictures and the icons.

Step 2: Play the recording for pupils to listen. Play the recording again for them to listen and do the task by matching the people to the activities. Play the recording a third time to give pupils another listening opportunity.

Step 3: Check answers as a class. Play the recording again for pupils to double-check their answers.

Extension: If time allows, play the recording, sentence by sentence, for the class to listen and repeat individually and in chorus. Correct their pronunciation where necessary.

Outcome: Pupils can listen to and understand four communicative contexts about what a family member does at the weekend and match the correct pictures.

Key: 1. c **2.** d **3.** a **4.** b

5. Look, complete and read.



Goal: To complete two gapped exchanges with the help of picture cues.

Input: – Two picture cues

– Two gapped exchanges to complete

Procedure: **Step 1:** Have pupils look at the pictures. Get them to identify the people and their activities in the pictures.

Step 2: Have pupils look at the two gapped exchanges. Draw their attention to the missing words.

Step 3: Model Exchange **1**. Have pupils look at the first gap. Ask them what word is missing (*sports centre*). Then have them complete the sentence (*He goes to the sports centre.*). Get them to guess the missing words in the following sentences (*do; tennis*). Repeat the same procedure with Exchange **2**.

Step 4: Get pupils to swap books with a partner and check their answers before checking as a class. Ask a few pairs to read the completed exchanges aloud.

Outcome: Pupils can complete two gapped exchanges with the help of picture cues.

Key: 1. sports centre; do; tennis **2.** home; What; cooks meals

6. Let's play.



Goal: To revise target words about family weekend activities by playing *Matching game.*

Input: – Four word cards with places: *sports centre, gym, cinema* and *swimming pool*

– Four word cards with activities: *play tennis, do yoga, watch films* and *swim*

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Procedure:

Step 1: Tell pupils that they are going to play *Matching game* in pairs. They will take turns turning over a pair of cards (as mentioned in *Input*).

Step 2: The player turns over a pair of cards. If the cards show an activity and a place that match, the player scores a point, e.g. the card *play tennis* matches the card *sports centre*.

Step 3: The player continues to turn over pairs of cards. If the cards do not match, the other player has a turn. The player who gets more points is the winner.

Step 4: Have pupils work in pairs. Invite one or two pairs to the front of the class to play the game.

Extension: To make the game more challenging, ask pupils to make sentences with the words on the cards they have, e.g. *My father goes to the sports centre on Sundays. He plays tennis.*

Outcome: Pupils can revise target words about family weekend activities by playing *Matching game*.

LESSON 3 (Period 5)

Warm-up

- Greet the class and encourage pupils to respond to your greeting.
- Have the class play the game *Matching game* in groups or in pairs.
- Ask pupils to open their books at page 34 and look at Unit 15, Lesson 3, Activity 1. Tell them what they will learn in this lesson.

1. Listen and repeat.



Goal: To correctly repeat the sounds of the letters ***g*** and ***s*** in isolation, in the word ***g****o* (/g/) as in the sentence *I go to the cinema on Saturdays*, and the word *televi****s****ion* (/ʒ/) as in *We watch televi****s****ion on Sundays*.

Input:

– The letter ***g***, the word *go* and the sentence *I go to the cinema on Saturdays.*

– The letter ***s***, the word *television* and the sentence *We watch television on Sundays.*

Procedure:

Step 1: Draw pupils' attention to the letter ***g***, the word *go* and the sentence *I go to the cinema on Saturdays*. Play the recording and encourage pupils to point at the letter, the word and the sentence while listening.

Step 2: Play the recording again and encourage pupils to listen to and repeat the sound, the word and the sentence. Do this several times until pupils feel confident. Correct their pronunciation where necessary.

Step 3: Repeat **Steps 1** and **2** with the letter ***s***, the word *television* and the sentence *We watch television on Sundays.*

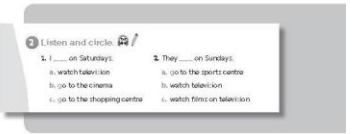
Step 4: Let pupils work in pairs or groups, pronouncing the sounds, saying the words and reading the sentences until they feel confident.

Outcome: Pupils can correctly repeat the sounds of the letters ***g*** and ***s*** in isolation, in the word ***g****o* (/g/) as in the sentence *I go to the cinema on Saturdays*, and the word *televi****s****ion* (/ʒ/) as in *We watch television on Sundays.*

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2. Listen and circle.



Goal: To identify the target words *go* and *television* while listening.

Input: Two gapped sentences, each with three answer options

Audio script:

1. I go to the shopping centre on Saturdays.

2. They watch television on Sundays.

Procedure: **Step 1:** Tell pupils the goal of the activity. Explain that they have to listen to the recording and circle the correct options. Check comprehension.

Step 2: Play the recording for pupils to listen. Play the recording again for pupils to listen and circle the correct options.

Step 3: Tell pupils to swap books with a partner, then check the answers as a class. Write the correct answers on the board.

Step 4: Play the recording again for pupils to double-check their answers.

Extension: Invite one or two pupils to stand up, listen to and repeat the completed sentences. Correct their pronunciation if necessary.

Outcome: Pupils can identify the target words *go* and *television* while listening.

Key: 1. c 2. b

3. Let's chant.



Goal: To say the chant with the correct rhythm and pronunciation.

Input: The lyrics and recording of the chant

Procedure: **Step 1:** Draw pupils' attention to the lyrics of the chant. Check their comprehension.

Step 2: Play the recording all the way through for pupils to listen to the whole chant. Encourage them to listen carefully to the rhythm and pronunciation. Draw pupils' attention to the sounds of the letters ***g*** and ***s*** in the words *go* and *television*.

Step 3: Play the recording, line by line, for pupils to listen and repeat. Correct their pronunciation if necessary.

Step 4: Play the recording all the way through for pupils to chant along. Encourage them to clap along while chanting.

Extension: Divide the class into two groups to take turns listening to and repeating the chant while the rest of the class claps along.

Outcome: Pupils can say the chant with the correct rhythm and pronunciation.

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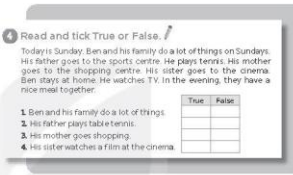
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LESSON 3 (Period 6)

Warm-up

- Greet the class and encourage pupils to respond to your greeting.
- Spend a few minutes revising the previous lesson by having the class say the chant on page 34.
- Ask pupils to open their books at page 35 and look at Unit 15, Lesson 3, Activity 4.

4. Read and tick True or False.


4 Read and tick True or False.

Today is Sunday. Ben and his family do a lot of things on Sundays. His father goes to the sports centre. He plays tennis. His mother goes to the shopping centre. His sister goes to the cinema. Ben stays at home. He watches TV. In the evening, they have a nice meal together.

	True	False
1. Ben and his family do a lot of things.		
2. His father plays table tennis.		
3. His mother goes shopping.		
4. His sister watches a film at the cinema.		

Goal: To read a text and decide whether the statements about Ben and his family's Sunday activities are true or false.

Input: A text and four statements with True and False boxes

Procedure: **Step 1:** Draw pupils' attention to the four statements, focusing on the activities of each member of Ben's family on Sunday.

Step 2: Ask pupils to read the text individually first, then in pairs to decide if the statements are true or false.

Step 3: Set a time limit for pupils to do the task. Go around the classroom and offer help where necessary.

Step 4: Select a few pupils to read their answers in front of the class. Get them to provide reasons for their answers. Then check answers as a class and give explanations where necessary.

Outcome: Pupils can read a text and decide whether the statements about Ben and his family's Sunday activities are true or false.

Key: 1. T 2. F 3. T 4. T

5. Let's write.


5 Let's write.

Mai and her family do a lot of things at the weekend. On Saturdays, her father _____. Her mother _____. Her brother _____. Mai _____. On Sundays, her family _____ together.

Goal: To complete a text about what Mai's family members do at the weekend by writing the target words in the gaps.

Input: A gapped text

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Procedure:

Step 1: Ask pupils to read the gapped text and fill in the gaps with information about Mai's family members' activities. Tell pupils that the gaps in the text focus on Mai's family members' activities at the weekend. Check comprehension.

Step 2: Have pupils do the first gapped sentence together as an example. Ask them to read the sentence and elicit Mai's father's activities. Then have them write an answer, e.g. *plays tennis*, in the gap.

Step 3: Give pupils time to complete the text independently. Go around the classroom and offer help if necessary.

Step 4: Get pupils to swap their books with a partner and check their answers.

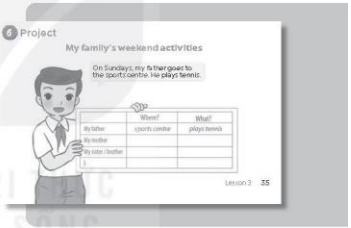
Extension: Invite a few pupils to read their completed texts in front of the class.

Outcome: Pupils can complete a text about what Mai's family members do at the weekend by writing the target words in the gaps.

Suggested answer: Mai and her family do a lot of things at the weekend. On Saturdays, her father plays tennis. Her mother does yoga. Her brother plays football. Mai goes swimming. On Sundays, her family stay at home, watch TV and have a nice meal together.

6. Project

Goal: To make notes about where pupils' family members go and what they do at the weekend, and present the results to the class, using the target language.



Input:

– A picture of a pupil giving a presentation at the front of the class using the notes

– Speech bubble: *On Sundays, my father goes to the sports centre. He plays tennis.*

Procedure:

Step 1: Tell pupils the goal of the activity. Explain that they have to look at the notes they have prepared at home and present the results to the class.

Step 2: Have pupils work in groups of five. Each pupil looks at his / her notes and tells the group about where each member of his / her family goes at the weekend and what each of them does there.

Step 3: Invite a few pupils to look at their notes and tell the class about them, e.g. *On Sundays, my father goes to the sports centre. He plays tennis.*

Step 4: Have the rest of the class applaud if pupils perform well.

Outcome: Pupils can make notes about where their family members go and what they do at the weekend, and present the results to the class, using the target language.

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REVIEW 3

Objectives

By the end of the unit, pupils will be able to:

- correctly use the following sentence patterns:
  - *Where do you live? – I live____.*
  - *What's the____ like? – It's____.*
  - *What does he / she do? – He's / She's____.*
  - *Where does he / she work? – He / She works____.*
  - *What does he / she look like? – He's / She's____.*
  - *What does he / she look like? – He / She has____.*
  - *When do you watch TV? – I watch TV____.*
  - *What do you do in the morning? – I____.*
  - *Where does he / she go on Saturdays? – He / She goes to the____.*
  - *What does he / she do on Sundays? – He / She____.*
- take part in extension activities to apply their language knowledge and competences.

REVIEW

Period 1

Warm-up

- Greet the class.
- Spend a few minutes revising Unit 15 by having pupils sing the song *Where do they go on Saturdays?* on page 31 and / or say the chant on page 34.
- Ask pupils to open their books at page 36 and look at Review 3. Tell them what they will learn in this lesson.

KẾT NỐI TRI THỨC

1. Listen and number.

Goal: To listen to and understand four communicative contexts and number the correct pictures.

Input: Picture cues:

a. a farmer

b. a man playing tennis

c. a busy street

d. a tall boy



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Audio script:

1. *A:* What's the street like?

B: It's a busy street.

2. *A:* What does he do?

B: He's a farmer.

3. *A:* What does your brother look like?

B: He's tall.

4. *A:* What does your father do on Sundays?

B: He plays tennis.

Procedure: **Step 1:** Draw pupils' attention to Pictures **a**, **b**, **c** and **d**. Elicit what is shown in each picture (See *Input*). Check comprehension.

Step 2: Play the recording for Question **1**. Play the recording again for pupils to do the task. Play the recording a third time to give pupils another listening opportunity if needed.

Step 3: Repeat **Step 2** with the rest of the questions.

Step 4: Get pupils to swap books with a partner, then check answers as a class. Write the correct answers on the board.

Step 5: Play the recording again for pupils to double-check their answers.

Extension: If time allows, play the recording, sentence by sentence, for the class to listen and repeat in chorus. Correct their pronunciation where necessary.

Outcome: Pupils can listen to and understand four communicative contexts and number the correct pictures.

Key: **1.** c **2.** a **3.** d **4.** b

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

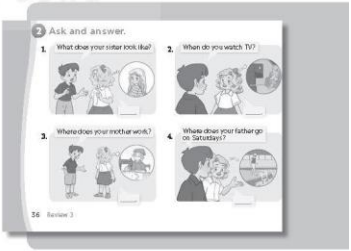
2. Ask and answer.

Goal: To ask and answer questions using picture cues.

Input: Four picture cues and four questions

Procedure: **Step 1:** Draw pupils' attention to the first picture. Get them to look at Mary's thought bubble to identify what the girl looks like. Check comprehension.

Step 2: Draw pupils' attention to Nam's question (*What does your sister look like*?). Have pupils look at the girl in Mary's thought bubble to answer the question.



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Step 3: Repeat **Steps 1** and **2** with the rest of the pictures.

Step 4: Have pupils work in pairs to role-play the four exchanges. Go around the classroom to monitor the activity.

Extension: Invite some pairs of pupils to stand up and take it in turns to role-play the target exchanges. Correct their pronunciation where necessary.

Outcome: Pupils can ask and answer questions using picture cues.

Period 2

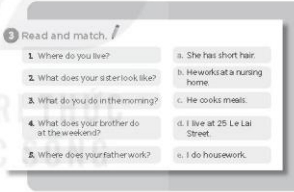
Warm-up

- Greet the class.
- Spend a few minutes revising Units 11 to 15 by having pupils play a game (e.g. *Whispering, Guessing game, Tic-tac-toe*) using language learnt in these units.
- Ask pupils to open their books at page 37 and look at Review 3, Activity 3. Tell them what they will learn in this lesson.

3. Read and match.

Goal: To read and match pairs of target sentence patterns.

Input: Five pairs of sentence patterns, which together form simple exchanges between two pupils


3 Read and match.

1. Where do you live?	a. She has short hair.
2. What does your sister look like?	b. He works at a nursing home.
3. What do you do in the morning?	c. He cooks meals.
4. What does your brother do at the weekend?	d. I live at 25 Le Lai Street.
5. Where does your father work?	e. I do housework.

Procedure: **Step 1:** Draw pupils' attention to the sentences. Tell them about this activity. Point at Sentence **1**, elicit the answer and give feedback. Draw a line to match Sentence **1** with Sentence **d**.

Step 2: Give pupils time to do the task individually. Go around the classroom to offer support.

Step 3: Get pupils to swap books with a partner, then check answers as a class. Write the correct answers on the board.

Extension: Invite some pairs of pupils to stand up and read the matched exchanges aloud.

Outcome: Pupils can read and match pairs of target sentence patterns.

Key: 1. d 2. a 3. e 4. c 5. b

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4. Read and complete.



Goal: To read and show understanding of a text by completing the gapped paragraph.

Input: A gapped paragraph with five word cues to complete

Procedure: **Step 1:** Draw pupils' attention to the words in the box and the paragraph. Point at the first gapped sentence and have pupils read it aloud as a class. Elicit the missing word and give feedback. Complete the sentence and get pupils to read the completed sentence in chorus.

Step 2: Give pupils time to do the task individually. Go around the classroom to offer support where necessary.

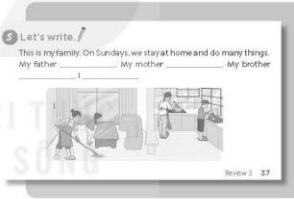
Step 3: Get pupils to swap books with a partner, then check answers as a class. Write the correct answers on the board.

Extension: Invite a few pupils to stand up and read the completed paragraph aloud.

Outcome: Pupils can read and show understanding of a text by completing the gapped paragraph.

Key: **1.** factory **2.** slim **3.** works **4.** pupil **5.** watch

5. Let's write.



Goal: To complete a gapped paragraph using a picture cue.

Input: – A short text with gapped sentences to complete

– Picture cue: the father cooking meals, the mother cleaning the floor, the brother washing the dishes and the sister cleaning the table

Procedure: **Step 1:** Tell the class the goal of this activity: to read the gapped text and fill in the gaps using the picture cue. Check comprehension.

Step 2: Write the sentence with the first gap on the board: *My father____*. Ask pupils to point at the father in the picture and encourage pupils to say what he does on Sundays (*cooks meals*). Give pupils time to write the answers.

Step 3: Repeat **Step 2** for the other gaps.

Step 4: If time allows, invite a few pupils to read the paragraph they have completed in front of the class.

Outcome: Pupils can complete a gapped paragraph using a picture cue.

Key: **1.** cooks meals **2.** cleans the floor **3.** washes the dishes **4.** clean the table

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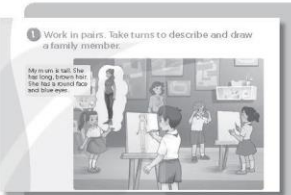
EXTENSION ACTIVITIES

Period 3

Warm-up

- Greet the class. Have pupils sing any of the songs from Units 11 to 15. Praise pupils and get the class to cheer or clap their hands.
- Ask pupils to open their books at page 38 and look at Extension activities, Activity 1.

1. Work in pairs. Take turns to describe and draw a family member.



Goal: To correctly describe the appearance of a family member for a partner to draw.

Input: – A picture showing a girl describing her mum for a boy to draw

– Speech bubble: *My mum is tall. She has long, brown hair. She has a round face and blue eyes.*

Procedure:

Step 1: Draw pupils' attention to the picture. Ask: *What is the girl / boy doing?* When pupils answer correctly, confirm the answers: *The girl is describing her mum. / The boy is drawing the girl's mum.*

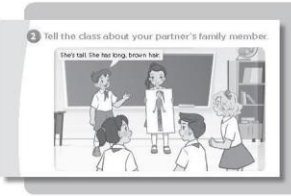
Step 2: Write the following prompts on the board: tall or short?, hair?, face?, eyes? Tell pupils to choose a family member and think about how he or she looks.

Step 3: Put pupils into pairs. Tell pupils that they should take it in turns to describe a family member for their partner to draw. They have five minutes. Remind them to call out *"Swap!"* when they finish.

Step 4: When all the pupils have had a turn, tell them to swap their drawings with their partners.

Outcome: Pupils can correctly describe the appearance of a family member for a partner to draw.

2. Tell the class about your partner's family member.



Goal: To correctly describe the appearance of someone's family member.

Input: – A picture showing a girl holding the drawing of her mum that her partner has drawn, and the boy describing her mum to the class

– Speech bubble: *She's tall. She has long, brown hair.*

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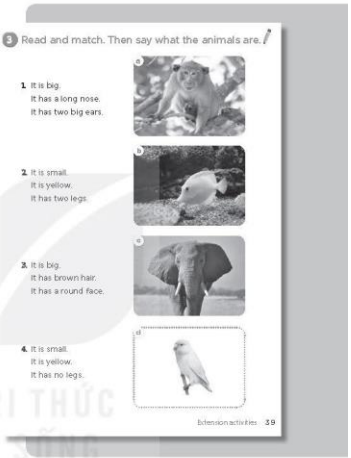
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Procedure: **Step 1:** Draw pupils' attention to the picture. Ask: *What is the boy doing?*. When pupils answer correctly, confirm the answer: *He is describing the girl's mum*.

Step 2: Nominate a few pairs to come to the front of the class and share their drawings and descriptions with the class. This step could also be done in small groups so that every pair has a chance to share.

Outcome: Pupils can correctly describe the appearance of someone's family member.

3. Read and match. Then say what the animals are.



Goal: To read and match four descriptions with four pictures of animals, then say what the animals in the pictures are.

Input: – Four descriptions for the animals on the left.

– Four pictures showing: a monkey, a fish, an elephant and a parrot

Procedure: **Step 1:** Draw pupils' attention to Description **1** and read it as a class. Explain any new words. Check comprehension.

Step 2: Ask pupils to look at the pictures on the right and elicit the answer. Get them to read the sentences in Description **1** again and draw a line to match it to the correct picture (Picture **c**).

Step 3: Repeat **Steps 1** and **2** with the other three descriptions. Go around the classroom to offer support where necessary.

Step 4: Get pupils to swap books with a partner, then check answers as a class. Write the correct answers on the board for pupils to correct their answers.

Step 5: Have pupils say the names of the animals in the pictures by asking them questions, e.g. *What is it?* or *What can you see in the picture?*

Outcome: Pupils can read and match four descriptions with four pictures of animals, then say what the animals in the pictures are.

Key: **1.** c **2.** d **3.** a **4.** b

1. It's an elephant. **2.** It's a parrot. **3.** It's a monkey. **4.** It's a fish.

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UNIT 16 – WEATHER

Objectives

By the end of the unit, pupils will be able to:

- correctly pronounce the words '*sunny* and '*rainy* with the stress on the first syllable in isolation and in the sentences *It's 'sunny today.* and *I don't like 'rainy weather.*;
- use the words *cloudy, rainy, sunny, windy, bakery, bookshop, food stall, supermarket* and *water park* in relation to the topic "Weather";
- use *What was the weather like yesterday / last weekend? – It was_____.* to ask and answer questions about the weather in the past;
- use *Do you want to go to the_____? – Great! Let's go./ Sorry, I can't.* to make suggestions to go somewhere and respond;
- listen to and demonstrate understanding of simple communicative contexts in relation to the topic "Weather";
- read and write about the weather and suggestions to go somewhere;
- make a weather chart, then tell the class about it at Project time.

LESSON 1 (Period 1)

Warm-up

- Have some pupils say the chant from Lesson 3 of Unit 15. Praise them and get the class to cheer or clap if they do a good job.
- Ask pupils to open their books at page 40 and look at Unit 16, Lesson 1, Activity 1. Write the title "Weather" on the board and read it for the class to repeat a few times. Tell pupils what they will learn in this lesson.

1. Look, listen and repeat.



Goal: To understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about the weather in the past.

Input: – Context **a**:

Mary: *Hi, Minh. Where were you last weekend?*

Minh: *I was in Sa Pa.*

Mary: *Great! I like Sa Pa.*

– Context **b**:

Mary: *What was the weather like in Sa Pa?*

Minh: *It was sunny.*

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Procedure: **Step 1:** Have pupils look at Pictures **a** and **b** and identify the characters in the pictures.

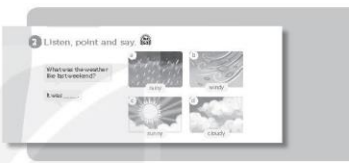
Step 2: Ask pupils to look at Picture **a**. Play the recording for them to listen. Play the recording again, sentence by sentence, for pupils to listen and repeat individually and in chorus. Correct their pronunciation where necessary. Repeat the same procedure with Picture **b**.

Step 3: Invite a few pairs to the front of the classroom to listen to and repeat the sentences in the recording.

Step 4: Draw pupils' attention to the question *What was the weather like in Sa Pa?* and the answer *It was sunny.* Tell pupils that they are used to ask and answer questions about the weather in the past.

Outcome: Pupils can understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about the weather in the past.

2. Listen, point and say.



Goal: To correctly say the words and use *What was the weather like last weekend? – It was _____.* to ask and answer questions about the weather in the past.

Input: – Picture cues:

a. a rainy weather picture

b. a windy weather picture

c. a sunny weather picture

d. a cloudy weather picture

– Speech bubbles: *What was the weather like last weekend? – It was _____.*

Audio script:

a. rainy **b.** windy **c.** sunny **d.** cloudy

a. *A:* What was the weather like last weekend?

B: It was rainy.

b. *A:* What was the weather like last weekend?

B: It was windy.

c. *A:* What was the weather like last weekend?

B: It was sunny.

d. *A:* What was the weather like last weekend?

B: It was cloudy.

Procedure: **Step 1:** Have pupils look at the pictures and elicit the weather in each picture.

Step 2: Have pupils point at Picture **a** (rainy weather), listen to the recording and repeat the word (*rainy*). Repeat the same procedure with the other three pictures. Have pupils repeat the words a few times. Check comprehension.

Step 3: Point at the first bubble and have pupils listen to and repeat after the recording (*What was the weather like last weekend?*). Point at Picture **a** and have pupils listen to and repeat after the recording (*It was rainy.*). Repeat the same procedure with the other three pictures.

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Step 4: Have some pairs of pupils practise asking and answering the question *What was the weather like last weekend? – It was _____.*

Step 5: Invite a few pairs to point at the pictures and say the questions and answers in front of the class.

Outcome: Pupils can correctly say the words and use *What was the weather like last weekend? – It was_____.* to ask and answer questions about the weather in the past.

3. Let's talk.



Goal: To enhance the correct use of *What was the weather like yesterday? – It was _____.* to ask and answer questions about the weather in a freer context.

Input: – Picture cue: a weather chart showing the weather in four different places

– Speech bubbles: *What was the weather like yesterday? – _____.*

Procedure: **Step 1:** Draw pupils' attention to the picture. Have them look at the weather icons and identify the weather in each place. Check comprehension.

Step 2: Elicit the missing words in the second speech bubble and write them on the board. Get pupils to say the completed sentences.

Step 3: Have pupils look at the bubbles to understand how the sentence pattern is used. Have pupils role-play to practise asking the questions and giving their answers in pairs, using the picture cue. Make sure pupils understand the structure and say it with the right pronunciation and intonation. Go around to observe and provide help.

Step 4: Invite some pairs of pupils to practise asking and answering questions in front of the class. Praise them if they perform well.

Outcome: Pupils can enhance the correct use of *What was the weather like yesterday? – It was _____.* to ask and answer questions about the weather in the past in a freer context.

Preparation for the project: Tell pupils about the project on page 45. Ask them to prepare for it at home by making a weather chart. Remind them to bring the charts to class to present them at Project time.

LESSON 1 (Period 2)

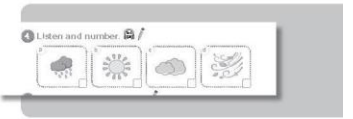
Warm-up

- Greet the class.
- Spend a few minutes revising the previous lesson. Get a few pupils to ask and answer questions about the weather. They may use the target language in Activities 2 and 3.
- Ask pupils to open their books at page 41 and look at Unit 16, Lesson 1, Activity 4.

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4. Listen and number.



Goal: To listen to and understand four communicative contexts in which pupils ask and answer questions about the weather and number the correct pictures.

Input: Picture cues:

a. a rainy weather icon **b.** a sunny weather icon

c. a cloudy weather icon **d.** a windy weather icon

Audio script:

1. *A:* What was the weather like yesterday?

B: It was windy.

2. *A:* What was the weather like last Saturday?

B: It was rainy.

3. *A:* What was the weather like last weekend?

B: It was cloudy.

4. *A:* Where were you last Sunday?

B: I was in the countryside.

A: What was the weather like?

B: It was sunny.

Procedure: **Step 1:** Draw pupils' attention to the pictures. Elicit the weather in each picture. Play the recording of the first exchange for pupils to listen. Play the recording again for pupils to do the task. Play the recording a third time for pupils to check their answers.

Step 2: Repeat **Step 1** for Exchanges **2**, **3** and **4**.

Step 3: Get pupils to swap books with a partner, then check answers as a class. Write the correct answers on the board.

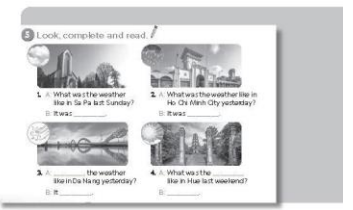
Step 4: Play the recording again for pupils to double-check their answers.

Extension: If time allows, play the recording, sentence by sentence, for the class to listen and repeat individually and in chorus. Correct their pronunciation where necessary.

Outcome: Pupils can listen to and understand four communicative contexts in which pupils ask and answer questions about the weather and number the correct pictures.

Key: **1.** d **2.** a **3.** c **4.** b

5. Look, complete and read.



Goal: To complete four gapped exchanges with the help of picture cues.

Input: Four picture cues and four exchanges with the target sentences to complete

Procedure: **Step 1:** Have pupils look at the pictures. Get them to identify the weather icon in each picture.

Step 2: Ask pupils to look at the four incomplete exchanges. Draw their attention to the missing words in the sentences.

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Step 3: Model Exchange **1**. Have pupils look at the exchange. Ask them what is missing in the answer. Then have them look at the picture and identify the weather icon. Ask them to complete the gap (*What was the weather like in Sa Pa last Sunday? – It was cloudy.*).

Step 4: Repeat the same procedure with Exchanges **2**, **3** and **4**. Draw pupils' attention to two gaps in Exchanges **3** and **4**.

Step 5: Have pupils complete the exchanges individually and nominate a few pairs to read them aloud. Correct their pronunciation where necessary, praise the readers, and get the class to clap or cheer if their pronunciation is good.

Outcome: Pupils can complete four gapped exchanges with the help of picture cues.

Key: 1. cloudy **2.** rainy **3.** What was; was windy **4.** weather; It was sunny

6. Let's sing.

Goal: To sing the song *What was the weather like yesterday?* with the correct pronunciation, rhythm and melody.



Input: The lyrics and the recording of the song *What was the weather like yesterday?*

Procedure:

Step 1: Draw pupils' attention to the title and lyrics of the song. Encourage them to point at the picture to reinforce their understanding.

Step 2: Play the recording all the way through. Encourage pupils to listen carefully to the pronunciation, rhythm and melody.

Step 3: Play the recording, line by line, for pupils to listen and repeat. Correct their pronunciation where necessary. Introduce actions for pupils to do while they sing along with the recording.

Step 4: Play the recording all the way through for pupils to sing along.

Step 5: Put pupils into groups to make up their own actions for the song. Invite groups to the front of the class to perform, while the rest of the class sings and / or claps along. Encourage the class to praise or cheer the performers.

Outcome: Pupils can sing the song *What was the weather like yesterday?* with the correct pronunciation, rhythm and melody.

LESSON 2 (Period 3)

Warm-up

- Greet the class.
- Spend a few minutes revising Lesson 1 by calling on a few pairs of pupils to act out the dialogue in Activity 1. Have pupils sing the song *What was the weather like yesterday?*
- Ask pupils to open their books at page 42 and look at Unit 16, Lesson 2, Activity 1.
- Explain that in this lesson they will learn how to make suggestions to go somewhere and how to respond.

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1. Look, listen and repeat.



Goal: To understand and correctly repeat the sentences in two communicative contexts focusing on making suggestions to go somewhere and responding.

Input: – Context **a**:

Minh's mother: *What's the weather like today?*

Minh: *It's sunny, Mum.*

– Context **b**:

Minh's mother: *Lovely! Do you want to go to the water park with me?*

Minh: *Great! Let's go.*

Procedure: **Step 1:** Have pupils look at Pictures **a** and **b** and identify the characters in the pictures (see *Input*).

Step 2: Ask pupils to look at Picture **a**. Play the recording for them to listen. Play the recording again, sentence by sentence, for pupils to listen and repeat. Correct their pronunciation where necessary. Repeat the same procedure with Picture **b**.

Step 3: Play the recording again for pupils to listen and repeat in chorus sentence by sentence.

Step 4: Invite a few pairs to the front of the classroom to listen to and repeat the sentences in the recording.

Step 5: Draw their attention to the question *Do you want to go to the water park with me?* and the answer *Great! Let's go.* Tell pupils that they are used to make suggestions to go somewhere and respond.

Outcome: Pupils can understand and correctly repeat the sentences in two communicative contexts focusing on making suggestions to go somewhere and responding.

2. Listen, point and say.



Goal: To correctly say the words and use *Do you want to go to the _____? – Great! Let's go. / Sorry, I can't.* to make suggestions to go somewhere and respond.

Input: – Picture cues:

a. a food stall **b.** a bookshop

c. a supermarket **d.** a bakery

– Speech bubbles: *Do you want to go to the _____? – Great! Let's go. / Sorry, I can't.*

Audio script:

a. food stall / yes **b.** bookshop / no **c.** supermarket / yes **d.** bakery / no

a. *A:* Do you want to go to the food stall?

B: Great! Let's go.

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b. *A:* Do you want to go to the bookshop?

B: Sorry, I can't.

c. *A:* Do you want to go to the supermarket?

B: Great! Let's go.

d. *A:* Do you want to go to the bakery?

B: Sorry, I can't.

Procedure: **Step 1:** Have pupils look at the pictures and elicit the names of the places. Have the class repeat the words a few times. Check comprehension.

Step 2: Have pupils point at Picture **a**, listen to the recording and repeat the words (*food stall / yes*). Repeat the same procedure with the other three pictures.

Step 3: Point at the speech bubbles and Picture **a** again and have pupils listen to and repeat after the recording (*Do you want to go to the food stall? – Great! Let's go.*). Have pupils listen to and repeat the sentences until they feel confident. Repeat the same procedure with Pictures **b**, **c** and **d**.

Step 4: Have pupils work in pairs and practise asking and answering the question *Do you want to go to the _____? – Great! Let's go. / Sorry, I can't.* using speech bubbles and Pictures **a**, **b**, **c** and **d**.

Step 5: Invite a few pairs to point at the pictures and say the questions and answers in front of the class.

Outcome: Pupils can correctly say the words and use *Do you want to go to the _____? – Great! Let's go. / Sorry, I can't.* to make suggestions to go somewhere and respond.

3. Let's talk.



Goal: To enhance the correct use of *Do you want to go to the _____? – Great! Let's go. / Sorry, I can't.* to make suggestions to go somewhere and respond in a freer context.

Input: – Picture cue: a map of an area with a supermarket, bakery, water park, bookshop and food stall

– Speech bubbles: *Do you want to go to the _____? – _____.*

Procedure: **Step 1:** Draw pupils' attention to the picture. Have them say the names of the places in the picture. Ask questions to help them identify the context (see *Input*).

Step 2: Elicit the missing words in the speech bubbles and write them on the board. Get pupils to say the completed sentences.

Step 3: Have pupils look at the bubbles to understand how the sentence pattern is used. Have pupils role-play to practise making suggestions and responding in pairs, using picture cues. Make sure pupils understand the structure and say it with the right pronunciation and intonation. Go around to observe and provide help.

Step 4: Invite some pupils to practise asking and answering questions in front of the class. Praise them if they perform well.

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Extension: For a more able class, have pupils make suggestions to go to some more places and respond, using the structure and vocabulary learnt.

Outcome: Pupils can enhance the correct use of *Do you want to go to the_____? – Great! Let's go. / Sorry, I can't.* to make suggestions to go somewhere and respond in a freer context.

LESSON 2 (Period 4)

Warm-up

- Greet the class.
- Spend a few minutes revising the previous lesson. Get a few pupils to make suggestions to go somewhere and respond.
- Ask pupils to open their books at page 43 and look at Unit 16, Lesson 2, Activity 4.

4. Listen and match.



Goal: To listen to and understand two communicative contexts in which pupils make suggestions to go somewhere and respond, and match the characters with the right pictures.

Input: Picture cues:

1. a picture of Ben, a picture of a food stall (**a**) and a picture of a bakery (**b**)

2. a picture of Lucy, a picture of a bookshop (**a**) and a picture of a water park (**b**)

Audio script:

1. *A:* What's the weather like today, Ben?

B: It's sunny.

A: Nice! Do you want to go to the bakery?

B: Great! Let's go.

2. *A:* Do you want to go to the water park, Lucy?

B: Sorry, I can't. I can't swim.

A: Let's go to the bookshop.

B: OK. Let's go.

Procedure: **Step 1:** Draw pupils' attention to the pictures of the two characters and the places. Identify them as a class.

Step 2: Play the recording for Exchange **1**. Ask pupils to listen and identify the correct picture (**a** or **b**) and draw a line to match the character (Ben) to the correct place (Picture **b**). Play the recording again for pupils to do the task. Play the recording a third time to give pupils another listening opportunity if needed.

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Step 3: Repeat **Step 2** for Exchange **2**. Go around the classroom to offer support where necessary.

Step 4: Get pupils to swap books with a partner, then check answers as a class. Write the correct answers on the board.

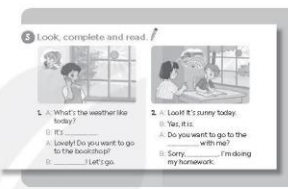
Step 5: Play the recording again for pupils to double-check their answers.

Extension: If time allows, play the recording, sentence by sentence, for the class to listen and repeat individually and in chorus. Correct their pronunciation where necessary.

Outcome: Pupils can listen to and understand two communicative contexts in which pupils make suggestions to go somewhere and respond, and match the characters with the right pictures.

Key: **1.** b **2.** a

5. Look, complete and read.



Goal: To complete two gapped exchanges with the help of picture cues.

Input: Two picture cues and two incomplete exchanges

Procedure: **Step 1:** Have pupils look at the pictures. Ask them to identify the weather in Picture **1** and the place in the bubble in Picture **2**.

Step 2: Get pupils to look at the two incomplete exchanges. Draw their attention to the missing words in the sentences.

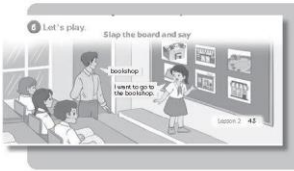
Step 3: Model Exchange **1**. Have pupils look at the exchange. Ask them what is missing in the first gap (*sunny*). Then have them look at the picture and identify the weather. Ask them to complete the gap (*What's the weather like today? – It's sunny.*). Repeat the same procedure with the other gaps.

Step 4: Have pupils complete the exchanges individually and ask a few pairs of pupils to read them aloud. Correct their pronunciation where necessary, praise the readers, and get the class to clap or cheer if their pronunciation is good.

Outcome: Pupils can complete two gapped exchanges with the help of picture cues.

Key: **1.** sunny; Great **2.** water park; I can't

6. Let's play.



Goal: To revise the target vocabulary items and structures by playing *Slap the board and say* game.

Input: A picture of a classroom. There are six flash cards on the board: pictures of a cinema, a bakery, a water park, a swimming pool, a bookshop, and a supermarket. The teacher is looking at the board and saying: *bookshop*. A girl is running to the board, slapping the picture of a bookshop and saying: *I want to go to the bookshop.*

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Procedure:

Step 1: Tell pupils the goal of the game and how to play it. Set time for pupils to play the game.

Step 2: Put six flash cards or write the names of six places on the board. Divide the class into two teams. Ask one representative of each team to come to the front.

Step 3: Say, for example *bookshop*. The pupil who is quicker to slap the correct picture / word and say the correct sentence containing the word *bookshop* gets one point for his / her team. Repeat the same procedure with the other pictures / words on the board.

Step 4: The team that gets the more points at the end of the game wins.

Outcome: Pupils can revise the target vocabulary items and structures by playing *Slap the board and say* game.

LESSON 3 (Period 5)

Warm-up

- Greet the class.
- Spend a few minutes revising the previous lesson by asking pupils to play *Slap the board and say* using the language learnt.
- Ask pupils to make weather charts at home and bring them to class in Period 6.
- Ask pupils to open their books at page 44 and look at Unit 16, Lesson 3, Activity 1. Tell pupils what they will learn in this lesson.

1. Listen and repeat.



Goal: To correctly repeat the two-syllable words *'sunny* and *'rainy* with the stress on the first syllable in isolation and in the sentences *It's 'sunny today.* and *I don't like 'rainy weather.*

Input:

– The word *'sunny* and the sentence *It's 'sunny today.*

– The word *'rainy* and the sentence *I don't like 'rainy weather.*

Procedure:

Step 1: Draw pupils' attention to the word *'sunny* and the sentence *It's 'sunny today.* Play the recording and encourage them to point at the word and sentence while listening. Explain to pupils what word stress is, in Vietnamese if necessary (word stress is the emphasis that you put on a syllable by saying it more loudly). Tell them that we use the stress mark (') to indicate word stress.

Step 2: Play the recording again and encourage pupils to listen to and repeat the word and the sentence. Do this a few times until pupils feel confident. Correct their pronunciation where necessary and praise them when their pronunciation is good.

Step 3: Repeat **Steps 1** and **2** for the word *'rainy* and the sentence *I don't like 'rainy weather.*

Step 4: Let pupils work in pairs or groups to say the words *'sunny* and *'rainy*, and read the sentences *It's 'sunny today.* and *I don't like 'rainy weather.* Invite a few pupils to listen to the recording and say the language in front of the class. If they perform well, praise them.

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Outcome: Pupils can correctly repeat the two-syllable words *'sunny* and *'rainy* with the stress on the first syllable in isolation and in the sentences *It's 'sunny today.* and *I don't like 'rainy weather.*

2. Listen and circle.



Goal: To identify the target words *sunny* and *rainy* while listening.

Input: Two gapped sentences, each with three answer options

Audio script:

1. It's rainy in Ho Chi Minh City.

2. I like sunny weather.

Procedure: **Step 1:** Draw pupils' attention to the incomplete sentences and answer options. Explain what pupils have to do. Check comprehension.

Step 2: Play the recording for pupils to listen. Play the recording again for pupils to listen and circle the correct options.

Step 3: Tell pupils to swap books with a partner, then check the answers as a class. Write the correct answers on the board.

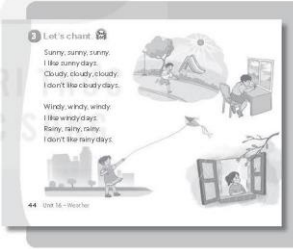
Step 4: Play the recording again so that pupils can double-check their answers.

Extension: Invite one or two pupils to stand up, listen to and repeat the sentences.

Outcome: Pupils can identify the target words *sunny* and *rainy* while listening.

Key: 1. c 2. a

3. Let's chant.



Goal: To say the chant with the correct pronunciation, word stress, and rhythm.

Input: The lyrics and recording of the chant

Procedure: **Step 1:** Draw pupils' attention to the lyrics of the chant. Check comprehension.

Step 2: Play the recording all the way through. Encourage pupils to listen carefully to the rhythm and pronunciation. Draw pupils' attention to two-syllable words with the stress on the first syllable in the chant, e.g. *sunny, cloudy, windy* and *rainy*, and the sentences containing those words.

Step 3: Play the recording, line by line, for pupils to listen and repeat. Correct their pronunciation where necessary.

Step 4: Play the recording all the way through for pupils to chant along. Encourage them to clap while chanting.

Extension: Divide the class into two or more groups to take turns listening to and repeating the chant while the rest of the class claps along.

Outcome: Pupils can say the chant with the correct pronunciation, word stress, and rhythm.

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LESSON 3 (Period 6)

Warm-up

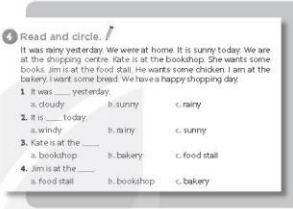
- Greet the class.
- Spend a few minutes revising the previous lesson by asking pupils to say the chant on page 44. Divide the class into groups and have them do actions while saying the chant.
- Ask pupils to open their books at page 45 and look at Unit 16, Lesson 3, Activity 4.

4. Read and circle.

Goal: To read a text and circle the correct answers.

Input: – A text about the weather, activities and places

– Four incomplete sentences, each with three answer options


4 Read and circle.

It was rainy yesterday. We were at home. It is sunny today. We are at the shopping centre. Kate is at the bookshop. She wants some books. Jim is at the food stall. He wants some chicken. I am at the bakery. I want some bread. We have a happy shopping day.

1. It was ____ yesterday.
   a. cloudy b. sunny c. rainy
2. It is ____ today.
   a. windy b. rainy c. sunny
3. Kate is at the ____.
   a. bookshop b. bakery c. food stall
4. Jim is at the ____.
   a. food stall b. bookshop c. bakery

Procedure:

Step 1: Draw pupils' attention to the text and read it as a class. Check comprehension.

Step 2: Draw pupils' attention to the incomplete sentences and answer options. Explain what pupils have to do. Have them pay attention to the sentences about the weather and the places the characters go to. Ask pupils to read the text again and circle the correct answers.

Step 3: Tell pupils to swap books with a partner, then check answers as a class. Write the correct answers on the board.

Step 4: Tell pupils to return the books to their partners. Ask pupils to look at the board and check their answers again. If time allows, ask some pupils to read the text aloud in front of the class.

Outcome: Pupils can read the text and circle the correct answers.

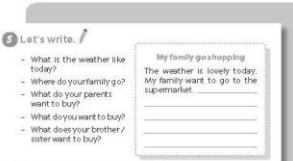
Key: 1. c 2. c 3. a 4. a

5. Let's write.

Goal: To write a short paragraph about the weather and a family going to the supermarket with the help of the suggested questions and an incomplete paragraph.

Input: – The title and some suggested questions

– An incomplete paragraph with the first two guiding sentence


5 Let's write.

- What is the weather like today?
- Where do your family go?
- What do your parents want to buy?
- What do you want to buy?
- What does your brother / sister want to buy?

My family go shopping

The weather is lovely today. My family want to go to the supermarket. _____

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Procedure: **Step 1:** Tell the class the goal of this activity: pupils read the questions and incomplete paragraph to identify how the task is done. Check comprehension.

Step 2: Give pupils time to read the incomplete paragraph and guess what they have to write. Then have them read the suggested questions and write their answers in their notebooks. Set a time limit for them to do the writing independently. Monitor the activity and offer help if necessary.

Step 3: Get pupils to swap their work with a partner before checking as a class.

Step 4: If time allows, invite a few pupils to read the sentences they have written in front of the class.

Outcome: Pupils can write a short paragraph about the weather and a family going shopping with the help of the suggested questions and an incomplete paragraph.

Suggested answer: The weather is lovely today. My family want to go to the supermarket. My father wants to buy some bread. My mother wants to buy some juice. I want to buy some books. My sister wants to buy some toys.

6. Project

Goal: To present weather characteristics / features in different places by using the target language.

Input: A picture of a girl holding a weather chart and saying *It was sunny in Ha Noi last weekend. It's rainy in Ha Noi today.*



Procedure: **Step 1:** Tell pupils the goal of this activity. Explain that they are going to show weather charts that they have made at home and tell the class about the weather last weekend and today in different places.

Step 2: Have pupils work in groups of five. Each pupil shows his / her chart that they have made at home and tells the group about the weather last weekend and today in different places, e.g. *It was sunny in Ha Noi last weekend. It's rainy in Ha Noi today. It was sunny in Da Nang last weekend. It's windy in Da Nang today.* Go around the classroom and offer help if necessary (e.g. when pupils need some more vocabulary to talk about the weather).

Step 3: Invite some pupils to show their work and talk about the weather in front of the class. Have pupils stick their charts on the wall as a display.

Outcome: Pupils can present weather characteristics / features in different places by using the target language.

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UNIT 17 – IN THE CITY

Objectives

By the end of the unit, pupils will be able to:

- correctly pronounce of the words '*bookshop* and '*campsite* with the stress on the first syllable in isolation and in the sentences *How can I get to the* '*bookshop?* and *How can I get to the* '*campsite?*;
- use the words and phrases *get, go straight, left, right, stop, turn, turn left, turn right* and *turn round* in relation to the topic "*In the city*";
- use *What does it say? – It says* '_____'. to ask and answer questions about road signs;
- use *How can I get to the_____? – _____.* to ask for and give directions;
- listen to and demonstrate understanding of simple communicative contexts in relation to the topic "*In the city*";
- read and write about road signs and directions;
- draw a map and present it by giving directions at Project time.

LESSON 1 (Period 1)

Warm-up

- Greet the class. Ask pupils to talk about the weather and say the chant on page 44.
- Get pupils to open their books at page 46 and look at Unit 17, Lesson 1, Activity 1. Write the title "In the city" on the board and read it for the class to repeat a few times. Tell pupils what they will learn in this lesson.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

1. Look, listen and repeat.



Goal: To understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on asking and answering questions about road signs.

Input: – Context **a**:

Teacher: *What does it say?*

Bill: *It says* '*go*'.

– Context **b**:

Teacher: *What does it say?*

Mai: *It says* '*stop*'.

Procedure: **Step 1:** Ask pupils to look at Pictures **a** and **b**, identify the characters and say what they can see in the pictures.

Step 2: Have pupils look at Picture **a** and talk about the meaning of these signs. Pupils can use Vietnamese, then repeat their responses in English.

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Step 3: Play the recording and encourage pupils to point at the characters while listening.

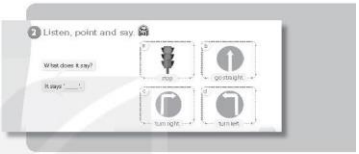
Step 4: Play the recording again, sentence by sentence, for pupils to listen and repeat individually and in chorus. Correct their pronunciation where necessary. Repeat the same procedure with Picture **b**.

Step 5: Draw their attention to the question *What does it say?* and the answers *It says 'go'*, and *It says 'stop'*. Tell pupils that they are used to ask and answer questions about road signs.

Extension: Invite a few pairs of pupils to act out the conversations in front of the class.

Outcome: Pupils can understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on asking and answering questions about road signs.

2. Listen, point and say.



Goal: To correctly say the words and phrases and use *What does it say? – It says '_____'.* to ask and answer questions about road signs.

Input: – Picture cues:

a. a red traffic light

b. a road sign for *go straight*

c. a road sign for *turn right*

d. a road sign for *turn left*

– Speech bubbles: *What does it say? – It says '_____'.*

Audio script:

a. stop **b.** go straight **c.** turn right **d.** turn left

a. *A:* What does it say?
B: It says 'stop'.

b. *A:* What does it say?
B: It says 'go straight'.

c. *A:* What does it say?
B: It says 'turn right'.

d. *A:* What does it say?
B: It says 'turn left'.

Procedure: **Step 1:** Have pupils look at Pictures **a**, **b**, **c** and **d** and identify the meaning of the road signs using gestures.

Step 2: Play the recording for pupils to listen to and repeat the words and phrases under the pictures in chorus and individually until they feel confident. Use the flash cards for *stop*, *go straight*, *turn right* and *turn left* to practise the words and phrases if necessary.

Step 3: Draw pupils' attention to the speech bubbles and elicit the missing words in the answer by pointing at Picture **a**. Play the recording for pupils to listen to and repeat the sentences in both bubbles a few times. Repeat the same procedure with Pictures **b**, **c** and **d**.

Step 4: Let pupils practise asking and answering questions in pairs. Go around the classroom to offer help if necessary.

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Step 5: Invite a few pairs to point at the pictures and ask and answer questions about the meanings of the road signs in front of the class.

Outcome: Pupils can correctly say the words and phrases and use *What does it say? – It says '_____'.* to ask and answer questions about road signs.

3. Let's talk.



Goal: To enhance the correct use of *What does it say? – It says '_____'.* to ask and answer questions about road signs in a freer context.

Input: – Picture cue: two teachers and some pupils having a traffic safety lesson with some road signs in the school playground

– Speech bubbles: *What does it say? – _____.*

Procedure:

Step 1: Draw pupils' attention to the picture. Ask questions to help them understand the context (see *Input*).

Step 2: Elicit the answers to the question and write them on the board. Get pupils to say the completed sentences.

Step 3: Put pupils into pairs to ask and answer questions to identify the road signs. Go around the classroom to offer support where necessary.

Step 4: Invite a few pairs to the front of the classroom to ask and answer questions about road signs.

Outcome: Pupils can enhance the correct use of *What does it say? – It says '_____'.* to ask and answer questions about road signs in a freer context.

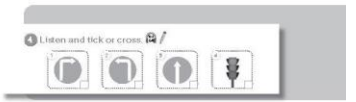
Preparation for the project: Tell pupils about the project on page 51. Ask them to prepare for it at home by drawing maps of their neighbourhoods. They will need to give directions from their houses to at least three different places of their choice. Remind them to bring their maps to class to present them at Project time.

LESSON 1 (Period 2)

Warm-up

- Greet the class.
- Use the flash cards to revise the vocabulary in Period 1.
- Get pupils to open their books at page 47 and look at Unit 17, Lesson 1, Activity 4.

4. Listen and tick or cross.



Goal: To listen to and understand four communicative contexts in which pupils ask and answer questions about the road signs and tick or cross the pictures.

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Input: Picture cues:

a. a road sign for *turn right*

b. a road sign for *turn left*

c. a road sign for *go straight*

d. a red traffic light

Audio script:

1. *A:* What does it say?

B: It says 'turn right'.

2. *A:* What does it say?

B: It says 'stop'.

3. *A:* What does it say?

B: It says 'go straight'.

4. *A:* What does it say?

B: It says 'turn left'.

Procedure: **Step 1:** Draw pupils' attention to the pictures and elicit the meanings of the road signs. Play *Yes or No* with each road sign. Point at a road sign and say a phrase or a word. Have pupils decide if it is correct or not by saying *Yes* or *No*.

Step 2: Play the recording all the way through. Then play the recording again for pupils to listen and tick or cross the pictures.

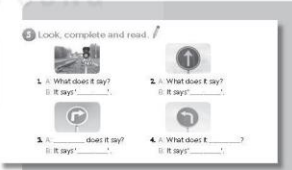
Step 3: Get pupils to swap books with a partner and check their answers before checking as a class. Correct the answers where necessary.

Extension: If time allows, play the recording, sentence by sentence, for pupils to listen and repeat individually and in chorus. Correct their pronunciation where necessary.

Outcome: Pupils can listen to and understand four communicative contexts in which pupils ask and answer questions about the road signs and tick or cross the pictures.

Key: 1. ✓ 2. × 3. ✓ 4. ×

5. Look, complete and read.



Goal: To complete four gapped exchanges with the help of picture cues.

Input: – Four picture cues

– Four gapped exchanges to complete

Procedure: **Step 1:** Model gapped Exchange **1** as an example. Have pupils read the exchange and guess the missing word in the answer. Then draw pupils' attention to the picture and elicit the answer to fill in the gap (*stop*).

Step 2: Give pupils time to do the task independently. Go around the classroom to offer help where necessary.

Step 3: Get pupils to swap books with a partner and check their answers before checking as a class. Nominate a pupil to write the answers on the board. Give further support to those pupils who find it difficult to do the task.

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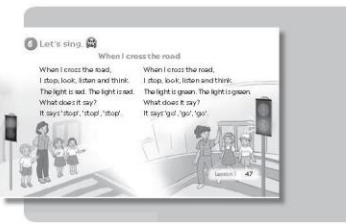
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Step 4: Invite four pairs of pupils to act out four completed exchanges in front of the class. Correct their pronunciation where necessary.

Outcome: Pupils can complete four gapped exchanges with the help of picture cues.

Key: **1.** stop **2.** go straight **3.** What; turn right **4.** say; turn left

6. Let's sing



Goal: To sing the song *When I cross the road* with the correct pronunciation, rhythm and melody.

Input: The lyrics and the recording of the song *When I cross the road*

Procedure:

Step 1: Draw pupils' attention to the title and lyrics of the song. Encourage them to point at the picture to reinforce their understanding.

Step 2: Have pupils read the first verse of the lyrics. Explain that the first verse is about crossing the road. Have pupils listen to the first verse, drawing their attention to the pronunciation, rhythm and melody.

Step 3: Play the recording of the first verse once or twice for pupils to listen and repeat, line by line, while doing actions for *cross the road, stop, look, listen* and *think* and *stop* or clapping their hands. Repeat the same procedure with the second verse. Check comprehension and give feedback.

Step 4: Ask pupils to listen to and sing the whole song while doing actions or clapping their hands. Go around the classroom and offer help where necessary.

Step 5: Invite a few groups to the front of the class to sing the song. The class may sing along to reinforce the activity.

Outcome: Pupils can sing the song *When I cross the road* with the correct pronunciation, rhythm and melody.

LESSON 2 (Period 3)

Warm-up

- Greet the class, then have pupils sing the song *When I cross the road.*
- Get pupils to open their books at page 48 and look at Unit 17, Lesson 2, Activity 1. Tell pupils what they will learn in this lesson.

1. Look, listen and repeat.



Goal: To understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on asking for and giving directions.

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Input: – Context **a**: Mary: *We want to buy some books.*
Man: *There's a bookshop in Hoa Binh Street.*
– Context **b**: Mary: *How can we get there?*
Man: *Go straight and turn left.*
Bill: *Thank you.*

Procedure: **Step 1:** Ask pupils to look at Pictures **a** and **b**, identify the characters and predict what they want to buy, where they can buy it (e.g. *buy some books, bookshop*).

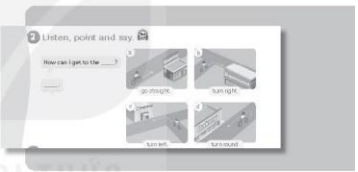
Step 2: Ask pupils to look at Picture **a**. Play the recording for them to listen and check the prediction. Play the recording again, sentence by sentence, for pupils to listen and repeat individually and in chorus. Correct their pronunciation where necessary. Repeat the same procedure with Picture **b**.

Step 3: Invite a few pairs to the front of the classroom to listen to and act out the conversations.

Step 4: Draw pupils' attention to the question *How can we get there?* and the answer *Go straight and turn left.* Explain that they are used to ask for and give directions.

Outcome: Pupils can understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on asking for and giving directions.

2. Listen, point and say.



Goal: To correctly say the phrases and use *How can I get to the _____? – _____.* to ask for and give directions.

Input: – Picture cues:

a. go straight to the bookshop

b. turn right to the supermarket

c. turn left to the cinema

d. turn round to the bakery

– Speech bubbles: *How can I get to the _____? – _____.*

Audio script:

a. go straight **b.** turn right

c. turn left **d.** turn round

a. *A:* How can I get to the bookshop?
B: Go straight.

a. *A:* How can I get to the supermarket?
B: Turn right.

c. *A:* How can I get to the cinema?
B: Turn left.

d. *A:* How can I get to the bakery?
B: Turn round.

Procedure: **Step 1:** Ask pupils to look at Pictures **a**, **b**, **c** and **d** and identify the places in the pictures and directions. Have pupils describe what they can see in each picture.

Step 2: Play the recording for pupils to listen to and repeat the phrases in chorus and individually until they feel confident.

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Step 3: Draw pupils' attention to the speech bubbles and elicit the missing words in the question and answer by pointing at Picture **a**. Play the recording for pupils to listen to and repeat the sentences in both bubbles a few times. Repeat the same procedure with Pictures **b**, **c** and **d**.

Step 4: Let pupils point at the pictures and say the sentences in pairs. Go around the classroom to offer help where necessary.

Step 5: Invite a few pairs to act out the exchanges in front of the class.

Outcome: Pupils can correctly say the phrases and use *How can I get to the_____? – _____*, to ask for and give directions.

3. Let's talk.



Goal: To enhance the correct use of *How can I get to the_____? – _____*, to ask for and give directions in a freer context.

Input: – Picture cue: a map and the directions to the bookshop, cinema, bakery and supermarket

– Speech bubbles: *How can I get to the _____? – _____*.

Procedure: **Step 1:** Ask pupils to look at the picture and elicit the places on the map and the directions to each place.

Step 2: Give pupils time to work in pairs and take turns pointing at the picture and asking *How can I get to the_____?* and giving directions.

Step 3: Invite a few pairs to come to the front of the classroom and act out the roles.

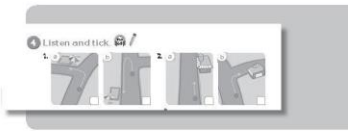
Outcome: Pupils can enhance the correct use of *How can I get to the_____? – _____*, to ask for and give directions in a freer context.

LESSON 2 (Period 4)

Warm-up

- Greet the class, then use the flash cards to revise the words and phrases on page 48.
- Get pupils to open their books at page 49 and look at Unit 17, Lesson 2, Activity 4.

4. Listen and tick.



Goal: To listen to and understand two communicative contexts in which pupils ask and answer questions about directions and tick the correct pictures.

Input: Picture cues:

1a. directions to the swimming pool: *turn left*

1b. directions to the swimming pool: *turn round*

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2a. directions to the bakery: *go straight*

2b. directions to the bakery: *turn right*

Audio script:

1. *A:* How can I get to the swimming pool?

B: Turn left over there.

A: Thank you.

2. *A:* I want to buy a cake.

B: There's a bakery in Park Street.

A: How can I get there?

B: Turn right.

A: Thank you.

Procedure: **Step 1:** Draw pupils' attention to the pictures and ask questions to elicit the places and directions to the places in the pictures. Remind them to look at each pair of pictures to contrast.

Step 2: Play the recording all the way through. Then play the recording again for pupils to listen and tick the correct picture that the speakers are talking about.

Step 3: Get pupils to swap books with a partner and check their answers before checking as a class. Correct the answers where necessary.

Extension: If time allows, play the recording, sentence by sentence, for pupils to listen and repeat individually and in chorus. Correct their pronunciation where necessary.

Outcome: Pupils can listen to and understand two communicative contexts in which pupils ask and answer questions about directions and tick the correct pictures.

Key: 1. a 2. b

5. Look, complete and read.



Goal: To complete two gapped dialogues with the help of picture cues.

Input: – Two picture cues

– Two gapped dialogues

Procedure: **Step 1:** Model the first gapped dialogue. Have pupils read the dialogue and guess the missing words. Then draw pupils' attention to the picture and elicit the place and the direction to complete the sentences.

Step 2: Give pupils a time limit to read the gapped dialogues, look at the pictures and fill in the gaps independently. Go around the classroom and give further support to pupils who find it difficult to do the task.

Step 3: Get pupils to swap books with a partner and check their answers before checking as a class. Invite one pupil to write the answers on the board.

Extension: Invite two pairs of pupils to act out the completed dialogues in front of the class. Correct pronunciation where necessary.

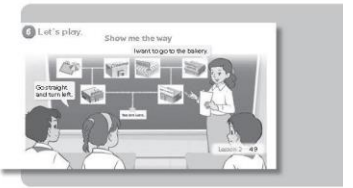
Outcome: Pupils can complete two gapped dialogues with the help of picture cues.

Key: 1. The shopping centre; left 2. How; right

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6. Let's play.



Goal: To review the target vocabulary related to the topic "In the city" by playing *Show me the way.*

Input: – A picture of a teacher in front of the class

– A map about places and directions

Procedure: **Step 1:** Divide the class into two teams.

Step 2: Have pupils look at the map, listen to the teacher, find the place and give the directions. Pupils put their hands up to say the answer. If a pupil's answer is correct, the team gets one star.

Step 3: After 5 minutes, the team that gets the most stars wins.

Extension: Have a pupil in one team give directions. The pupils in the other team listen and find the place.

Outcome: Pupils can review the target vocabulary related to the topic "In the city" by playing *Show me the way.*

LESSON 3 (Period 5)

Warm-up

- Greet the class, then have the class play *Show me the way* with vocabulary such as *turn left, turn right, go straight, turn round, bakery, bookshop, campsite* and *library.*
- Get pupils to open their books at page 50 and look at Unit 17, Lesson 3, Activity 1. Tell them what they will learn in this lesson.

1. Listen and repeat.



Goal: To correctly repeat the words *'bookshop* and *'campsite* with the stress on the first syllable in isolation and in the sentences *How can I get to the 'bookshop?* and *How can I get to the 'campsite?*

Input: – The word *'bookshop* and the sentence *How can I get to the 'bookshop?*

– The word *'campsite* and the sentence *How can I get to the 'campsite?*

Procedure: **Step 1:** Have pupils point at the word *'bookshop* and the sentence *How can I get to the 'bookshop?* Play the recording for them to listen and repeat in chorus and individually until they feel confident. Correct their pronunciation where necessary.

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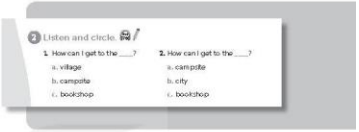
Step 2: Invite a few pupils to listen to and repeat the word and the sentence in front of the class. Praise them when their pronunciation is good.

Step 3: Repeat **Steps 1** and **2** for the word *'campsite* and the sentence *How can I get to the 'campsite?*. Go around the classroom and give further support to pupils who find it difficult to pronounce the words and sentences.

Step 4: Let pupils work in pairs or groups, saying the words and reading the sentences.

Outcome: Pupils can correctly repeat the words *'bookshop* and *'campsite* with the stress on the first syllable in isolation and in the sentences *How can I get to the 'bookshop?* and *How can I get to the 'campsite?*

2. Listen and circle.



Goal: To identify the target words *bookshop* and *campsite* while listening.

Input: Two questions, each with three answer options

Audio script:

1. How can I get to the bookshop?

2. How can I get to the campsite?

Procedure: **Step 1:** Tell pupils the goal of the activity. Explain that they have to listen to the recording and circle the correct options. Check comprehension.

Step 2: Get pupils to read the questions and the options, and guess the option they may hear in the recording.

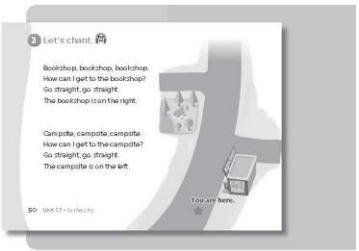
Step 3: Play the recording, once or twice, for pupils to listen and circle the correct options. Get pupils to swap books with a partner and check their answers before checking as a class. Play the recording again for pupils to double-check their answers.

Step 4: Invite a few pupils to read the two completed questions in front of the class. Correct their pronunciation and word stress if necessary.

Outcome: Pupils can identify the target words *bookshop* and *campsite* while listening.

Key: 1. c 2. a

3. Let's chant.



Goal: To say the chant with the correct pronunciation, word stress and rhythm.

Input: The lyrics and the recording of the chant

Procedure: **Step 1:** Have pupils look at the picture and state the places they can see in the picture, and how to get to them.

Step 2: Have pupils read the first verse of the chant and draw their attention to the word *bookshop*. Check comprehension.

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Step 3: Play the recording of the first verse. Play the recording again, line by line, for pupils to listen and repeat. Draw their attention to the rhythm, word stress and pronunciation. Encourage them to clap and do actions while chanting.

Step 4: Repeat **Steps 2** and **3** for the second verse of the chant.

Step 5: Play the recording all the way through for pupils to chant and clap their hands.

Outcome: Pupils can say the chant with the correct pronunciation, word stress and rhythm.

LESSON 3 (Period 6)

Warm-up

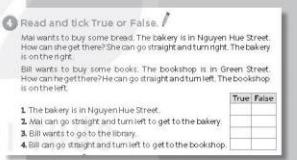
- Greet the class, then invite one or two groups of pupils to the front of the class to say the chant in Lesson 3, Activity 3. The rest of the class may chant, clap and do actions.
- Ask pupils to open their books at page 51 and look at Unit 17, Lesson 3, Activity 4.

4. Read and tick True or False.

Goal: To read and show the understanding of the text by deciding if the statements are true or false.

Input: – A short text about directions

– Four statements with True and False boxes


4 Read and tick True or False.

Mai wants to buy some bread. The bakery is in Nguyen Hue Street. How can she get there? She can go straight and turn right. The bakery is on the right.

Bill wants to buy some books. The bookshop is in Green Street. How can he get there? He can go straight and turn left. The bookshop is on the left.

	True	False
1. The bakery is in Nguyen Hue Street.		
2. Mai can go straight and turn left to get to the bakery.		
3. Bill wants to go to the library.		
4. Bill can go straight and turn left to get to the bookshop.		

Procedure: **Step 1:** Tell pupils the goal of the activity and explain that they should read the text and tick to indicate whether the Sentences **1 – 4** are true or false. Check comprehension.

Step 2: Do Statement **1** as an example. First, have pupils read Statement **1** and find out what the statement is about (*a bakery*) and where it is (*in Nguyen Hue Street*). Then have pupils find the information about the bakery in the text. Tell them to read carefully to decide if the statement is true or false.

Step 3: Set a time limit for pupils to do the task independently. Go around the classroom and offer help where necessary.

Step 4: Get pupils to swap their books with a partner and check their answers before checking as a class. Correct the answers where necessary.

Extension: Invite one or two pupils to read the text in front of the class. Correct their pronunciation where necessary.

Outcome: Pupils can read and show the understanding of the text by deciding if the statements are true or false.

Key: 1. True **2.** False **3.** False **4.** True

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5. Let's write.



Goal: To write a short paragraph about giving directions with the help of the suggested questions, a map and an incomplete paragraph.

Input: – The title and some suggested questions

– An incomplete paragraph and a map

Procedure: **Step 1:** Tell the class the goal of this activity. Check comprehension.

Step 2: Give pupils time to read the incomplete paragraph, the suggested questions and the map to think and share about what they will write in the paragraph.

Step 3: Set a time limit for them to do the writing independently. Monitor the activity and offer help if necessary.

Step 4: Get pupils to swap their work with a partner and check their writing before checking as a class.

Extension: Invite a few pupils to read their paragraphs in front of the class.

Suggested answer: Today is Sunday. I want to buy some books and pencils. There is a bookshop in Tran Hung Dao Street. I can go straight and turn right. Then, I turn left. The bookshop is on the left.

Outcome: Pupils can write a short paragraph about giving directions with the help of the suggested questions, a map and an incomplete paragraph.

6. Project



Goal: To draw a map and present it by giving directions to three places.

Input: A picture of Nam giving a presentation using his map

Procedure: **Step 1:** Tell pupils the goal of the activity. Explain again that they will give presentations using the maps of their neighbourhoods that they made at home. On their maps, they should mark directions from their houses to at least three places. They will need to give directions to the places in their presentations.

Step 2: Use Nam's map and his presentation as an example. Role-play as Nam and act out his presentation.

Step 3: Have pupils work in groups. Each pupil shows his / her map and gives the directions from their house to three places. Go around the classroom and offer help where necessary.

Step 4: Invite a few pupils to show their maps and give presentations in front of the class. Praise pupils when they do the task well.

Outcome: Pupils can draw a map and present it by giving directions to three places.

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UNIT 18 – AT THE SHOPPING CENTRE

Objectives

By the end of the unit, pupils will be able to:

- correctly pronounce the two-syllable words *be'hind* and *be'tween* with the stress on the second syllable in isolation and in the sentences *The bakery is be'hind the bookshop.* and *The bakery is be'tween the bookshop and the sports shop.*;
- use the words *behind, between, near, opposite, gift shop, skirt, T-shirt, dong* and *thousand* in relation to the topic "At the shopping centre";
- use *Where's the bookshop? – It's____.* to ask and answer questions about locations;
- use *How much is the____? – It's____.* to ask and answer questions about prices;
- listen to and demonstrate understanding of simple communicative contexts in relation to the topic "At the shopping centre";
- read and write about locations and prices;
- make a shopping list and use it to practise talking about locations and prices in the classroom at Project time.

LESSON 1 (Period 1)

Warm-up

- Greet the class.
- Spend a few minutes singing the song *When I cross the road* in Lesson 1 of Unit 17.
- Ask pupils to open their books at page 52 and look at Unit 18, Lesson 1, Activity 1. Write the title "At the shopping centre" on the board and read it for the class to repeat a few times. Tell pupils what they will learn in this lesson.

1. Look, listen and repeat.

Goal: To understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about locations of some shops at the shopping centre.



Inputs:

– Context **a**:
Bill: *Excuse me!*
Shop assistant: *Yes?*

– Context **b**:
Bill: *Where's the bakery, please?*
Shop assistant: *It's near the gift shop.*

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Procedure: **Step 1:** Ask pupils to look at Pictures **a** and **b** and identify the characters in the pictures. Encourage pupils to talk about details in the backgrounds of the pictures.

Step 2: Ask pupils to look at Picture **a**. Play the recording for them to listen to the conversation a few times.

Step 3: Play the recording again, sentence by sentence, for pupils to listen and repeat individually and in chorus. Correct their pronunciation where necessary. Repeat the same procedure with Picture **b**.

Step 4: Invite a few pairs to the front of the classroom to listen to and repeat the sentences in the recording. Give corrections and feedback where necessary.

Step 5: Draw pupils' attention to the question *Where's the bakery, please?* and the answer *It's near the gift shop.* Tell pupils that they are used to ask and answer questions about locations.

Outcome: Pupils can understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about locations of some shops at the shopping centre.

2. Listen, point and say.



Goal: To correctly say the words and use *Where's the bookshop? – It's _____.* to ask and answer questions about locations of a bookshop.

Input: – Picture cues:

a. a bookshop near a bakery

b. a bookshop opposite a sports shop

c. a bookshop behind a bakery

d. a bookshop between a gift shop and a bakery

– Speech bubbles: *Where's the bookshop? – It's _____.*

Audio script:

a. near **b.** opposite **c.** behind **d.** between

a. *A*: Where's the bookshop?

B: It's near the bakery.

b. *A*: Where's the bookshop?

B: It's opposite the sports shop.

c. *A*: Where's the bookshop?

B: It's behind the bakery.

d. *A*: Where's the bookshop?

B: It's between the gift shop and the bakery.

Procedure: **Step 1:** Have pupils point at Picture **a**, listen to the recording and repeat the word *near*. Repeat the same procedure with Pictures **b**, **c** and **d**. Have the class repeat the words a few times and correct their pronunciation where necessary.

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Step 2: Draw pupils' attention to the speech bubbles and elicit the missing words in the answer by pointing at Picture **a**. Play the recording for pupils to listen to and repeat the sentences in both bubbles a few times (*Where's the bookshop? – It's near the bakery.*). Repeat the same procedure with Pictures **b**, **c** and **d**.

Step 3: Divide the class into two groups to take turns repeating the question and the answer for Picture **a** until they feel confident. Repeat the same procedure with Pictures **b**, **c** and **d**.

Step 4: Have pairs practise asking and answering the questions using the pictures. Invite a few pairs to point at the pictures and say the questions and answers in front of the class. Give corrections and feedback where necessary.

Outcome: Pupils can correctly say the words and use *What's the bookshop? – It's_____*. to ask and answer questions about locations of a bookshop.

3. Let's talk.

Goal: To enhance the correct use of *Where's the_____? – It's_____*. to ask and answer questions about locations in a freer context.

Input:
– Picture cue: two characters talking at a shopping centre

– Speech bubbles: *Where's the_____? – _____.*



Procedure: **Step 1:** Draw pupils' attention to the picture and elicit the words or phrases to describe locations.

Step 2: Elicit the missing word in the first bubble. Ask pupils to look at the second bubble and identify what the answer should be. Give an example conversation: *Where's the bakery? – It's near the bookshop.* Get pupils to repeat the question and answer several times.

Step 3: Have pairs practise asking and answering questions about the locations of the shops in the picture. Go around the classroom to observe and provide help.

Step 4: Invite a few pairs to practise asking and answering questions in front of the class. Give corrections and feedback where necessary.

Outcome: Pupils can enhance the correct use of *Where's the_____? – It's_____*. to ask and answer questions about locations in a freer context.

Preparation for the project: Ask pupils to prepare for the project on page 57 by making a shopping list as homework so that they can give a short presentation in front of the class at Project time in Lesson 3, Activity 6.

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LESSON 1 (Period 2)

Warm-up

- Greet the class.
- Spend a few minutes revising the sentence patterns *Where's the_____? – It's_____.* to ask and answer questions about locations.
- Dictate some sentences about locations (e.g. *Where's the shoe shop? – It's between the bookshop and the sports shop.*) and ask pupils to write them down. Then let them work in pairs or groups to correct each other's work.
- Ask pupils to open their books at page 53 and look at Unit 18, Lesson 1, Activity 4.

4. Listen and tick.



Goal: To listen to and understand two communicative contexts in which pupils ask and answer questions about the locations of shops at the shopping centre and tick the correct pictures.

Input: Picture cues:

1a. a gift shop opposite a bookshop

1b. a gift shop near a bookshop

2a. a bakery behind a sports shop

2b. a bakery between a sports shop and a shoe shop

Audio script:

1. *A:* Excuse me. Where's the gift shop?

B: It's over there. Can you see it?

A: Yes. I can see it now. The gift shop is opposite the bookshop.

B: That's right.

2. *A:* I want to buy some cakes. Where's the bakery?

B: Go straight and turn right. It's between the sports shop and the shoe shop.

Procedure: **Step 1:** Have pupils look at Activity **4**. Ask them *How many pairs of pictures are there?* and *What can you see in each picture?* Draw pupils' attention to the boxes in the corners of the pictures. Check their comprehension.

Step 2: Have pupils look at Pictures **1a** and **1b**. Get them to talk about the differences between the two pictures. Play the recording of the first dialogue. Then play the recording again for pupils to listen and tick the correct picture.

Step 3: Repeat **Step 2** with Pictures **2a** and **2b**. Have pupils swap their books with a partner and check the answers. Correct the answers as a class.

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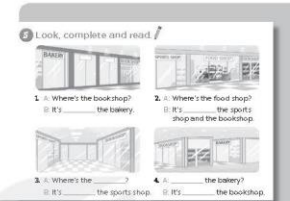
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Extension: If there is enough time, play the recording, sentence by sentence, for pupils to listen and repeat individually and in chorus. Correct their pronunciation if necessary.

Outcome: Pupils can listen to and understand two communicative contexts in which pupils ask and answer questions about the locations of shops at the shopping centre and tick the correct pictures.

Key: **1.** a **2.** b

5. Look, complete and read.



Goal: To complete four gapped exchanges about locations with the help of picture cues.

Input: Four picture cues and four gapped exchanges showing the locations of shops

Procedure: **Step 1:** Ask pupils to look at the pictures and identify the locations of shops in them.

Step 2: Ask pupils to look at the incomplete exchanges. Draw their attention to the missing words in the sentences. Encourage pupils to guess the missing words.

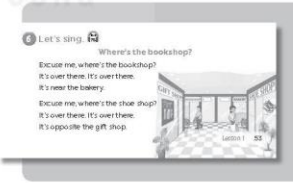
Step 3: Model Exchange **1**. Have them look at the picture and identify the location. Have pupils look at the exchange. Ask them what is missing in the answer (*near*). Then have them complete the gap with the word (*near*). Repeat the same procedure with Pictures **2**, **3** and **4**.

Step 4: Get pupils to complete the exchanges individually, then ask a few pairs to read them aloud. Check their answers, and give corrections and feedback where necessary.

Outcome: Pupils can complete four gapped exchanges about locations with the help of picture cues.

Key: **1.** near **2.** between **3.** bookshop; opposite **4.** Where's; behind

6. Let's sing.



Goal: To sing the song *Where's the bookshop?* with the correct pronunciation, rhythm and melody.

Input: The lyrics and the recording of the song *Where's the bookshop?*

Procedure: **Step 1:** Have pupils read the lyrics to familiarise themselves with the questions and answers. Check comprehension and give feedback.

Step 2: Have pupils listen to the whole song, drawing their attention to the pronunciation, rhythm and melody.

Step 3: Play the recording of the song once or twice for pupils to listen and repeat, line after line, and do related actions.

Step 4: When pupils feel confident and are familiar with the tune and melody, ask them to sing the whole song while doing actions or clapping their hands.

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Step 5: Invite a few groups to the front of the class to sing the song. The class may sing along to reinforce the activity.

Outcome: Pupils can sing the song *Where's the bookshop?* with the correct pronunciation, rhythm and melody.

LESSON 2 (Period 3)

Warm-up

- Greet the class.
- Spend a few minutes revising Lesson 1 by singing the song *Where's the bookshop?*
- Ask pupils to open their books at page 54 and look at Unit 18, Lesson 2, Activity 1. Tell pupils what they will learn in this lesson.

1. Look, listen and repeat.



Goal: To understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about prices.

Input: – Context **a**:

Linh's mother: *How much is the T-shirt, Linh?*

Linh: *It's sixty thousand dong.*

– Context **b**:

Linh: *How much is the skirt, Mum?*

Linh's mother: *It's seventy thousand dong.*

Procedure:

Step 1: Ask pupils to look at Pictures **a** and **b** and identify the characters in the pictures. Ask them to tell what they can see in the backgrounds of the pictures.

Step 2: Ask pupils to look at Picture **a**. Play the recording for them to listen to the conversation a few times.

Step 3: Play the recording again, sentence by sentence, for pupils to listen and repeat individually and in chorus. Correct their pronunciation where necessary. Repeat the same procedure with Picture **b**.

Step 4: Invite a few pairs to the front of the classroom to listen to and repeat the sentences in the recording. Give corrections and feedback where necessary.

Step 5: Draw pupils' attention to the questions *How much is the T-shirt?* and *How much is the skirt?*, and the answers *It's sixty thousand dong.* and *It's seventy thousand dong.* Tell pupils that they are used to ask and answer questions about prices.

Outcome: Pupils can understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about prices.

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2. Listen, point and say.



Goal: To correctly say the words and phrases and use *How much is the _____? – It's _____.* to ask and answer questions about prices.

Input: – Picture cues:

a. a pen with its price tag of twenty thousand dong

b. a skirt with its price tag of eighty thousand dong

c. a T-shirt with its price tag of fifty thousand dong

d. a school bag with its price tag of ninety thousand dong

– Speech bubbles: *How much is the _____? – It's _____.*

Audio script:

a. pen / twenty thousand dong

b. skirt / eighty thousand dong

c. T-shirt / fifty thousand dong

d. school bag / ninety thousand dong

a. *A:* How much is the pen?

B: It's twenty thousand dong.

b. *A:* How much is the skirt?

B: It's eighty thousand dong.

c. *A:* How much is the T-shirt?

B: It's fifty thousand dong.

d. *A:* How much is the school bag?

B: It's ninety thousand dong.

Procedure: **Step 1:** Have pupils point at Picture **a**, listen to the recording and repeat the word and phrase *pen / twenty thousand dong*. Repeat the same procedure with Pictures **b**, **c** and **d**. Have the class repeat the words and phrases a few times.

Step 2: Point at the speech bubbles and Picture **a** again and have pupils listen to and repeat after the recording (*How much is the pen? – It's twenty thousand dong.*). Have the class repeat the question and answer a few times. Repeat the same procedure with Pictures **b**, **c** and **d**.

Step 3: Divide the class into two groups to take turns repeating the questions and the answers until they feel confident.

Step 4: Have pairs practise asking and answering the questions and answers with the pictures. Then, invite a few pairs to point at the pictures and say the questions and answers in front of the class. Give corrections and feedback where necessary.

Outcome: Pupils can correctly say the words and phrases and use *How much is the _____? – It's _____.* to ask and answer questions about prices.

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3. Let's talk.



Goal: To enhance the correct use of *How much is the_____? – It's_____*, to ask and answer questions about prices in a freer context.

Input: – Picture cue: some items with their price tags at the shopping centre

– Speech bubbles: *How much is_____? –_____*.

Procedure: **Step 1:** Draw pupils' attention to the picture and elicit the words or phrases used to describe prices.

Step 2: Elicit the missing words in the first bubble. Ask pupils to look at the second bubble and identify what the answer should be. Give an example conversation, e.g. *How much is the T-shirt? – It's fifty thousand dong*. Get pupils to repeat the question and the answer several times.

Step 3: Have pairs practise asking and answering the questions about the prices of the items in the picture. Go around the classroom to observe and provide help.

Step 4: Invite a few pairs to practise asking and answering questions in front of the class. Give corrections and feedback where necessary.

Outcome: Pupils can enhance the correct use of *How much is_____? – It's_____*, to ask and answer questions about prices in a freer context.

LESSON 2 (Period 4)

Warm-up

- Greet the class.
- Spend a few minutes revising the sentence patterns *How much is the _____? – It's_____*. to ask and answer questions about prices.
- Dictate some sentences about prices (e.g. *How much is the skirt? – It's fifty thousand dong.*) and ask pupils to write them down. Let them work in pairs or groups to correct each other's work.
- Ask pupils to open their books at page 55 and look at Unit 18, Lesson 2, Activity 4.

4. Listen and number.



Goal: To listen to and understand four communicative contexts in which characters ask and answer questions about prices and number the correct pictures.

Input: Picture cues:

a. a T-shirt with its price tag of forty thousand dong

b. a skirt with its price tag of thirty thousand dong

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c. a school bag with its price tag of seventy thousand dong

d. a hat with its price tag of twenty thousand dong

Audio script:

1. *A:* How much is the school bag?

B: It's seventy thousand dong.

2. *A:* How much is the T-shirt, please?

B: It's forty thousand dong.

3. *A:* How much is the hat, please?

B: It's twenty thousand dong.

4. *A:* Excuse me. How much is the skirt?

B: It's thirty thousand dong.

Procedure: **Step 1:** Have pupils look at Activity **4.** Ask them *How many pictures are there?* and *What can you see in each picture?* Draw pupils' attention to the boxes in the corners of the pictures. Check their comprehension.

Step 2: Play the recording of the first dialogue. Tell pupils that they will need to listen for the items and the prices. Have pupils identify the correct picture and write the number in the box (*1.c*). Play the recording again for pupils to listen and do the task. Repeat the same procedure with the other dialogues.

Step 3: Have pupils swap their books with a partner and check the answers. Check answers as a class.

Extension: If there is enough time, play the recording, sentence by sentence, for the class to listen and repeat individually and in chorus. Correct their pronunciation where necessary.

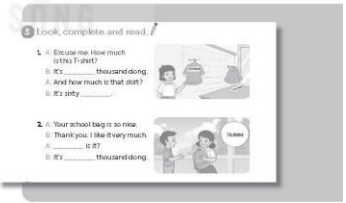
Outcome: Pupils can listen to and understand four communicative contexts in which characters ask and answer questions about prices and number the correct pictures.

Key: 1. c 2. a 3. d 4. b

5. Look, complete and read.

Goal: To complete two gapped dialogues about prices with the help of picture cues.

Input: Two picture cues and two gapped dialogues about items in a shop



Procedure: **Step 1:** Have pupils look at the picture in Dialogue **1** and prompt them to ask and answer questions about the items and their prices.

Step 2: Give pupils one to two minutes to complete the gaps in Dialogue **1**, then have them compare their answers in pairs. Monitor and help where necessary.

Step 3: Go through the answers with the class. Ask some pairs to read the dialogue aloud.

Step 4: Repeat the same procedure with Dialogue **2**. Encourage pupils to make use of the picture cues to fill the gaps.

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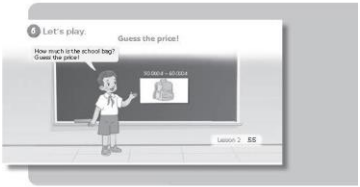
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Extension: Explain that *that* is used with an item which is far from the speaker, and *this* is used with an item which is near the speaker.

Outcome: Pupils can complete two gapped dialogues about prices with the help of picture cues.

Key: **1.** fifty; thousand dong **2.** How much; seventy

6. Let's play.



Goal: To review the words for prices and items at the shopping centre by playing the game *Guess the price!*

Input: Some picture cards showing items such as a T-shirt, a skirt, a book, a pen, a hat and a school bag

Procedure: **Step 1:** Tell pupils that they are going to guess the prices of some items as quickly as possible. There will be clues to help them guess.

Step 2: Put a picture card (for example, of a school bag) on the board. Write a price range as a clue to help pupils guess the price (e.g. 50.000đ – 60.000đ). Write the correct price on a piece of paper (e.g. 55.000đ). Ask *How much is the school bag?* Invite some pupils to guess the correct price. If anyone guesses correctly, show the class the piece of paper. Ask the class to read the price.

Step 3: Play the game several times with different items.

Outcome: Pupils can review the words for prices and items at the shopping centre by playing the game *Guess the price!*

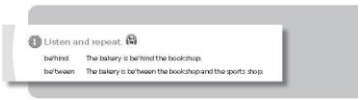
LESSON 3 (Period 5)

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Warm-up

- Greet the class.
- Spend a few minutes revising the previous lesson by asking pupils to play the game *Guess the price!*
- Ask pupils to open their books at page 56 and look at Unit 18, Lesson 3, Activity 1. Tell pupils what they will learn in this lesson.

1. Listen and repeat.



Goal: To correctly repeat the two-syllable words *be'hind* and *be'tween* with the stress on the second syllable in isolation and in the sentences *The bakery is be'hind the bookshop.* and *The bakery is be'tween the bookshop and the sports shop.*

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Input: – The word *be'hind* and the sentence *The bakery is be'hind the bookshop.*

– The word *be'tween* and the sentence *The bakery is be'tween the bookshop and the sports shop.*

Procedure: **Step 1:** Have pupils look at the word *be'hind,* listen to the recording and repeat the word until they feel confident. Correct their pronunciation if necessary.

Step 2: Get pupils to point to the sentence *The bakery is be'hind the bookshop.*, listen to the recording and repeat it several times. Then get a few pupils to listen to and repeat the sentence in front of the class. Correct their pronunciation if necessary.

Step 3: Repeat **Steps 1** and **2** with the word *be'tween* and the sentence *The bakery is be'tween the bookshop and the sports shop.*

Step 4: Give pupils a time limit to practise pronouncing the words and reading the sentences in pairs or groups.

Outcome: Pupils can correctly repeat the two-syllable words *be'hind* and *be'tween* with the stress on the second syllable in isolation and in the sentences *The bakery is be'hind the bookshop.* and *The bakery is be'tween the bookshop and the sports shop.*

2. Listen and circle.

Goal: To identify the target words *behind* and *between* while listening.



Input: Two gapped sentences, each with three answer options

Audio script:

1. The gift shop is between the bookshop and the bakery.

2. The gift shop is behind the bookshop and the bakery.

Procedure: **Step 1:** Have pupils read the gapped sentences. Explain that they have to listen to the recording and circle the correct options to complete the sentences. Check their comprehension.

Step 2: Play the recording for pupils to listen and circle the correct options. Then get pupils to swap their books and check the answers in pairs or groups. Correct the answers if necessary.

Step 3: Invite a few pupils to read the two completed sentences in front of the class. Remind them how to stress the target language.

Outcome: Pupils can identify the targets words *between* and *behind* while listening.

Key: 1. b **2.** c

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3. Let's chant.



Goal: To say the chant about locations with the correct pronunciation, word stress and rhythm.

Input: The lyrics and the recording of the chant

Procedure: **Step 1:** Have pupils scan the first verse of the chant. Draw pupils' attention to the word *behind* and the sentence *It's behind the bookshop*. Check pupils' understanding of the chant.

Step 2: Play the recording for pupils to listen to and repeat the first verse, line by line. Show them how to chant and clap hands.

Step 3: Play the recording of the first verse again for pupils to do choral and individual repetition.

Step 4: Repeat **Steps 1** to **3** for the second verse of the chant. Draw pupils' attention to the word *between* and the sentence *It's between the bookshop and the shoe shop*. Go around the classroom and offer help to pupils who find it difficult.

Extension: If there is enough time, split the class into two groups to practise chanting and clapping their hands. Each of the groups should say one verse of the chant. Then select some groups to go to the front of the class to chant and clap their hands.

Outcome: Pupils can say the chant about locations with the correct pronunciation, word stress and rhythm.

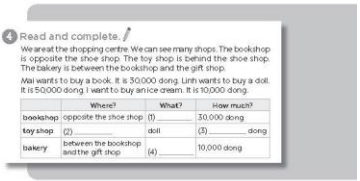
LESSON 3 (Period 6)

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Warm-up

- Greet the class.
- Spend a few minutes revising the previous lesson by asking pupils to say the chant on page 56.
- Ask pupils to open their books at page 57 and look at Unit 18, Lesson 3, Activity 4.

4. Read and complete.



Goal: To read a paragraph and complete a table of information about locations and prices.

Input: A paragraph and a table of gapped information about locations and prices

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Procedure: **Step 1:** Have pupils look at the table of gapped information and guess what the missing information is, and what the paragraph is about. Encourage pupils to talk about their guesses.

Step 2: Ask pupils to read through the paragraph once or twice.

Step 3: Ask pupils to look at the first gap in the table and encourage them to make a question for it (e.g. *What is at the bookshop?*). Help pupils find out the correct answer (*book*). Repeat the same procedure with the other gaps. Allow pupils to do the activity independently. Go around the classroom and offer help where necessary.

Step 4: Have pupils swap their books with a partner and check the answers. Select a few pupils to read their answers in front of the class. Check their answers. Give corrections and feedback where necessary.

Outcome: Pupils can read a paragraph and complete a table of information about locations and prices.

Key: 1. book **2.** behind the shoe shop **3.** 50,000 **4.** ice cream

5. Let's write.



Goal: To write a short paragraph about locations, items and prices at the shopping centre with the help of the suggested questions and an incomplete paragraph.

Input: – A picture of some shops at the shopping centre, the title and some suggested questions

– An incomplete paragraph with the first guiding sentence

Procedure: **Step 1:** Ask pupils to read the title, the given sentence and the questions, then look at the picture to get ideas for their writing.

Step 2: First, have pupils read the guiding sentence. Then ask them to look at the picture to write a sentence about the location of the clothes shop. Next, let them write the answer to the question about the price of the skirt. After that, let them write sentences about the gift shop and the price of the pen.

Step 3: Set a time limit for pupils to write the paragraph independently. Go around the classroom and offer help where necessary.

Step 4: Get pupils to swap books with their partners and check their answers in pairs or groups before checking as a class.

Outcome: Pupils can write a short paragraph about locations, items and prices at the shopping centre with the help of the suggested questions and an incomplete paragraph.

Suggested answer: My mother and I are at the shopping centre. The clothes shop is near the bakery. My mothers wants to buy a skirt. It is 60,000 dong. The gift shop is behind the clothes shop. I want to buy a pen. It is 30,000 dong.

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6. Project



Goal: To make a shopping list and talk about the locations and prices of certain items in front of the class.

Input: A picture of a character presenting his shopping list

Procedure: **Step 1:** Explain that pupils are going to talk about the shopping list that they have made at home. Say that they need to talk about the items on the list and their prices. Encourage them to talk about the shops where they can buy those items.

Step 2: Have pupils show their shopping lists to their partner. Revise some words and sentence patterns that pupils need for their presentations. Give pupils some time to practise their presentations by themselves and in groups. Go around the classroom to monitor and offer support.

Step 3: Select a few pupils to give their presentations in front of the class. Give corrections and feedback where necessary.

Outcome: Pupils can make a shopping list and talk about the locations and prices of certain items in front of the class.

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VỚI CUỘC SỐNG

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UNIT 19 – THE ANIMAL WORLD

Objectives

By the end of the unit, pupils will be able to:

- correctly pronounce the words '*loudly* and '*quickly* with the stress on the first syllable in isolation and in the sentences *These animals are roaring 'loudly.* and *Those animals are running 'quickly.*;
- use the words and phrases *crocodiles, giraffes, hippos, lions, dance beautifully, roar loudly, run quickly* and *sing merrily* in relation to the topic "The animal world";
- use *What are these animals? – They're _____.* to ask and answer questions about animals;
- use *Why do you like _____? – Because they _____.* to ask for and give reasons for liking animals;
- listen to and demonstrate understanding of simple communicative contexts in relation to the topic "The animal world";
- read and write about animals and the reasons why someone likes animals;
- collect or draw pictures of their favourite animals as homework and present them to their classmates at Project time.

LESSON 1 (Period 1)

Warm-up

- Greet the class. Encourage pupils to respond to your greeting.
- Spend a few minutes revising Unit 18 by getting the class to sing the song *Where's the bookshop?* on page 53.
- Have pupils open their books at page 58 and look at Unit 19, Lesson 1, Activity 1. Tell pupils what they will learn in this lesson.

1. Look, listen and repeat.



Goal: To understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on asking and answering questions about animals.

Input: – Context **a**:

Ben: *Mum, what are these animals?*

Ben's mother: *They're giraffes, dear.*

– Context **b**:

Ben: *And what are these animals?*

Ben's mother: *They're hippos.*

Procedure: **Step 1:** Ask pupils to look at Pictures **a** and **b** and identify the characters and the animals in the pictures.

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Step 2: Ask pupils to look at Picture **a.** Play the recording for them to listen and familiarise themselves with the pronunciation and stress of the exchange.

Step 3: Play the recording again, sentence by sentence, for pupils to listen and repeat individually and in chorus. Correct their pronunciation where necessary. Repeat the same procedure with Picture **b.**

Step 4: Invite a few pairs to stand up to listen to and repeat the sentences in the recording.

Step 5: Draw pupils' attention to the pictures. Tell them that the question *What are these animals?* and the answers *They're giraffes.* and *They're hippos.* are used to ask and answer questions about animals.

Outcome: Pupils can understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on asking and answering questions about animals.

2. Listen, point and say.



Goal: To correctly say the words and use *What are these animals? – They're _____.* to ask and answer questions about animals.

Input: – Picture cues:

a. two giraffes

b. two hippos

c. two lions

d. two crocodiles

– Speech bubbles: *What are these animals? – They're _____.*

Audio script:

a. giraffes **b.** hippos **c.** lions **d.** crocodiles

a. *A:* What are these animals?
B: They're giraffes.

b. *A:* What are these animals?
B: They're hippos.

c. *A:* What are these animals?
B: They're lions.

d. *A:* What are these animals?
B: They're crocodiles.

Procedure: **Step 1:** Have pupils look at the pictures. Elicit the names of the animals.

Step 2: Have pupils point to Picture **a**, listen to the recording and repeat the word (*giraffes*). Repeat the same procedure with Pictures **b**, **c** and **d**. Have pupils point at the animals and repeat their names a few times.

Step 3: Point to the first bubble and have pupils listen to and repeat after the recording (*What are these animals?*). Point to Picture **a** and have pupils listen to and repeat after the recording (*They're giraffes.*). Repeat the same procedure with Pictures **b**, **c** and **d**.

Step 4: Set a time limit for pupils to work in pairs to practise asking and answering the questions.

Step 5: Invite a few pairs to the front of the class to take turns pointing at the pictures and saying the questions and answers.

Outcome: Pupils can correctly say the words and use *What are these animals? – They're _____.* to ask and answer questions about animals.

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3. Let's talk.



Goal: To enhance the correct use of *What are these animals? – They're _____.* to ask and answer questions about animals in a freer context.

Input: – Picture cue: a zoo with crocodiles, lions, giraffes and hippos

– Speech bubbles: *What are these animals? – _____.*

Procedure: **Step 1:** Draw pupils' attention to the two speech bubbles. Read the question aloud, and have pupils repeat it. Ask them to look at the second bubble to identify what the answer should be. Draw pupils' attention to the animals. Get pupils to repeat the questions and answers several times.

Step 2: Set a time limit for pupils to work in pairs, point at the different animals in this section, and ask and answer questions about animals using *What are these animals? – They're _____.* Go around the classroom to observe and offer help where necessary.

Step 3: Invite some pairs to take turns asking and answering questions about animals in front of the class.

Outcome: Pupils can enhance the correct use of *What are these animals? – They're _____.* to ask and answer questions about animals in a freer context.

Preparation for the project: Tell pupils about the project on page 63, Lesson 3, Activity 6. Ask each pupil to collect or draw a picture of their favourite animals at home. They will present their favourite animals and say why they like them at Project time.

LESSON 1 (Period 2)

Warm-up

- Greet the class and encourage pupils to respond to your greeting.
- Spend a few minutes revising *What are these animals? – They're _____.* Invite some pairs to ask and answer questions about animals in front of the class.
- Have pupils open their books at page 59 and look at Unit 19, Lesson 1, Activity 4.

4. Listen and number.



Goal: To listen to and understand four communicative contexts in which pupils ask and answer questions about animals and number the correct pictures.

Input: Picture cues:

a. two hippos

b. two lions

c. two crocodiles

d. two giraffes

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Audio script:

1. *A:* What are these animals?

B: They're giraffes.

2. *A:* What are these animals?

B: They're hippos.

3. *A:* What are these animals?

B: They're lions.

4. *A:* What are these animals?

B: They're crocodiles.

Procedure: **Step 1:** Draw pupils' attention to the pictures and ask them to identify the animals.

Step 2: Play the recording of Exchange **1** and tell pupils to pay attention to the name of the animals and put the number in the box in the right-bottom corner of the correct picture. Play the recording again and have pupils check their answers. Praise pupils if they have the correct answer. Repeat the same procedure with Exchanges **2**, **3** and **4**.

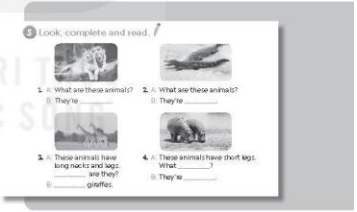
Step 3: Set a time limit for pupils to swap books with a partner and check their answers before checking as a class.

Extension: If time allows, play the recording, sentence by sentence, for the class to listen and repeat individually and in chorus. Correct their pronunciation where necessary.

Outcome: Pupils can listen to and understand four communicative contexts in which pupils ask and answer questions about animals and number the correct pictures.

Key: **1.** d **2.** a **3.** b **4.** c

5. Look, complete and read.



Goal: To complete four exchanges about animals with the help of picture cues.

Input: Four pictures showing different animals and four incomplete exchanges

Procedure: **Step 1:** Get pupils to look at the pictures and identify the animals.

Step 2: Ask pupils to look at each picture and read the incomplete exchanges. Draw their attention to the missing words in the sentences. Encourage pupils to guess the missing words.

Step 3: Model Exchange **1**. Have pupils look at the exchange. Ask them what is missing in the answer. Have them look at the picture and identify the animals. Then have them complete the gap. Repeat the same procedure with Exchange **2**.

Step 4: For Exchange **3**, elicit the missing words in the question and answer. Tell pupils to rely on the context of the sentences to guess the missing words. Repeat the same procedure with Exchange **4**.

Step 5: Set a time limit for pupils to complete the exchanges individually, then invite a few pairs to take turns playing the roles of the characters in this section.

Outcome: Pupils can complete four exchanges about animals with the help of picture cues.

Key: **1.** lions **2.** crocodiles **3.** What; They're **4.** are they; hippos

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6. Let's sing.



Goal: To sing the song *What are these animals?* with the correct pronunciation, rhythm and melody.

Input: The lyrics and the recording of the song *What are these animals?*

Procedure:

Step 1: Draw pupil's attention to the title and lyrics of the song. Encourage them to point at the picture to reinforce their understanding.

Step 2: Have pupils read the lyrics to familiarise themselves with the questions and answers. Check comprehension and give feedback.

Step 3: Have pupils listen to the whole song, drawing their attention to the pronunciation, rhythm and melody.

Step 4: Play the recording of the song again for pupils to listen and repeat, line after line, and do related actions.

Step 5: When pupils feel confident and are familiar with the melody, ask them to sing the whole song while doing actions or clapping their hands.

Step 6: Invite a few groups to the front of the class to sing the song. The class may sing along to reinforce the activity.

Outcome: Pupils can sing the song *What are these animals?* with the correct pronunciation, rhythm and melody.

LESSON 2 (Period 3)

Warm-up

- Greet the class. Encourage pupils to respond to your greeting.
- Spend a few minutes revising the previous lesson by asking the class to sing the song *What are these animals?*
- Ask pupils to open their books at page 60 and look at Unit 19, Lesson 2, Activity 1. Tell pupils what they will learn in this lesson.

1. Look, listen and repeat.



Goal: To understand and correctly repeat the sentences in two communicative contexts focusing on asking for and giving reasons for liking animals.

Input:

– Context **a**:

Ben: *What are these animals?*

Linh: *They're peacocks.*

Ben: *I like them.*

– Context **b**:

Linh: *Why do you like peacocks?*

Ben: *Because they dance beautifully.*

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Procedure:

Step 1: Ask pupils to look at the pictures and identify the characters and the animals.

Step 2: Have pupils look at Picture **a**. Play the recording for them to familiarise themselves with the pronunciation and stress of the exchange.

Step 3: Play the recording again, sentence by sentence, for pupils to listen and repeat individually and in chorus. Correct their pronunciation where necessary. Repeat the same procedure with Picture **b**.

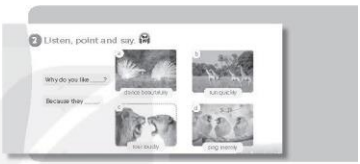
Step 4: Invite a few pairs to stand up to listen to and repeat the sentences in the recording.

Step 5: Draw pupils' attention to the question and answer in Exchange **b**. Tell them that they are used to ask for and give reasons for liking animals.

Outcome: Pupils can understand and correctly repeat the sentences in two communicative contexts focusing on asking for and giving reasons for liking animals.

2. Listen, point and say.

Goal: To correctly say the phrases and use *Why do you like_____? – Because they _____.* to ask for and giving reasons for liking animals.



Input: – Picture cues:

a. two peacocks dancing

b. four giraffes running

c. two lions roaring

d. three birds singing

– Speech bubbles: *Why do you like_____? – Because they_____.*

Audio script:

a. dance beautifully **b.** run quickly **c.** roar loudly **d.** sing merrily

a. *A:* Why do you like peacocks?
B: Because they dance beautifully.

b. A: Why do you like giraffes?
B: Because they run quickly.

c. *A:* Why do you like lions?
B: Because they roar loudly.

d. *A:* Why do you like birds?
B: Because they sing merrily.

Procedure:

Step 1: Have pupils look at the pictures and elicit the names of the animals and what they are doing.

Step 2: Have pupils point to Picture **a**, listen to the recording and repeat the phrase (*dance beautifully*). Have the class repeat the phrase a few times. Repeat the procedure with the other pictures.

Step 3: Point at the speech bubbles and Picture **a** and have pupils listen to and repeat after the recording (*Why do you do like peacocks? – Because they dance beautifully.*). Have the class repeat the exchange a few times. Repeat the same procedure with the other pictures.

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Step 4: Set a time limit for pupils to work in pairs, point to the pictures, and practise asking and answering the question *Why do you like_____? – Because they_____*.

Step 5: Invite a few pairs to the front of the class to take turns pointing at the pictures and asking and answering the question *Why do you like_____? – Because they_____*.

Outcome: Pupils can correctly say the phrases and use *Why do you do like_____? – Because they_____*. to ask for and give reasons for liking animals.

3. Let's talk.



Goal: To enhance the correct use of *Why do you like_____? – Because they_____*. to ask for and give reasons for liking animals in a freer context.

Input: – Picture cue: a view of wild animals: two peacocks, two giraffes, three birds and two lions

– Speech bubbles: *Why do you like_____? – _____*.

Procedure:

Step 1: Have pupils look at the picture and elicit the names of the animals and reasons for liking them.

Step 2: Get pupils to look at the first speech bubble. Point at the peacocks and ask them to repeat the question (*Why do you like peacocks?*). Elicit an appropriate answer (*Because they dance beautifully*). Have pupils repeat it a few times. Split the class into two groups to take turns asking and answering the question in chorus, pointing at each group of animals in the picture.

Step 3: Set a time limit for pairs of pupils to practise asking and answering the question *Why do you do like_____? – Because they_____*. Go around the classroom to offer help where necessary.

Step 4: Invite some pairs of pupils to the front of the classroom to take turns asking for and giving reasons for liking animals.

Outcome: Pupils can enhance the correct use of *Why do you like_____? – Because they_____*. to ask for and give reasons for liking animals in a freer context.

LESSON 2 (Period 4)

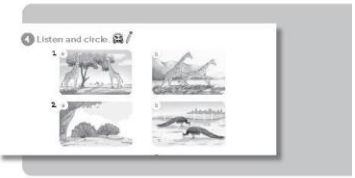
Warm-up

- Greet the class. Encourage pupils to respond to your greeting.
- Spend a few minutes revising the previous lesson by inviting a few pairs to the front of the class to take turns asking for and giving reasons for liking animals.
- Have pupils open their books at page 61 and look at Unit 19, Lesson 2, Activity 4.

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4. Listen and circle.



Goal: To listen to and understand two communicative contexts in which characters ask for and give reasons for liking animals.

Input: Picture cues:

1a. two giraffes eating

1b. two giraffes running

2a. two peacocks dancing

2b. two peacocks eating

Audio script:

1. *A:* Look at these animals, Mum. What are they?

B: They're giraffes, dear.

A: I like them.

B: Why do you like giraffes?

A: Because they run quickly.

2. *A:* Oh, look at these peacocks.

B: Where?

A: Over there, under the tree. I like them.

B: Why do you like peacocks?

A: Because they dance beautifully.

Procedure: **Step 1:** Have pupils look at the pictures and elicit the names of the animals. Draw pupils' attention to what the animals are doing.

Step 2: Play the recording of the first dialogue for pupils to listen. Then play the recording again for them to do the task. Tell pupils that they need to pay attention to what the animals are doing and circle the correct picture. They should circle Picture **b**. Repeat the same procedure with the second dialogue.

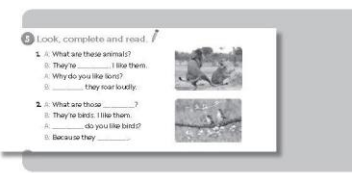
Step 3: Get pupils to swap books with their partners and check their answers before checking as a class. Correct the answers, where necessary.

Extension: If time allows, play the recording, sentence by sentence, for the class to listen and repeat individually and in chorus. Correct their pronunciation where necessary.

Outcome: Pupils can listen to and understand two communicative contexts in which characters ask for and give reasons for liking animals.

Key: **1.** b **2.** a

5. Look, complete and read.



Goal: To complete two gapped dialogues about reasons for liking animals with the help of picture cues.

Input: Two picture cues and two gapped dialogues to complete

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Procedure: **Step 1:** Get pupils to look at Dialogue **1**. Ask them the names of the animals they see in the picture (*lions*) and what they are doing. Elicit the missing words from the picture cue and the context of the sentences.

Step 2: Repeat **Step 1** for Dialogue **2**. Elicit the reason why B likes birds to fill in the gaps.

Step 3: Set a time limit for pupils to do the task individually.

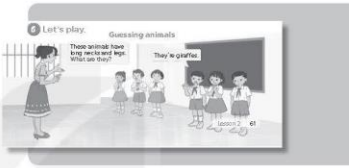
Step 4: Get pupils to swap books with their partners and check their answers before checking as a class. Correct the answers where necessary.

Extension: If time allows, invite a few pairs to stand up to take turns reading the roles of the speakers in the completed exchanges.

Outcome: Pupils can complete two gapped dialogues about reasons for liking animals with the help of picture cues.

Key: 1. lions; Because **2.** animals; Why; sing merrily

6. Let's play.



Goal: To say the names of the animals pupils have learnt in the previous lessons by playing *Guessing animals*.

Input: A picture cue showing a teacher describing animals to two teams of pupils, who are trying to guess the animals

Procedure: **Step 1:** Invite two teams of three players to the front of the class. Give an example by describing some physical features of animals for the playing teams to guess. e.g. *These animals have long necks and legs. What are they?*

Step 2: Ask each group to describe animals for the other to guess.

Step 3: If the guessing team guesses incorrectly, the describing team gives the correct answer, and gets one point. Write the correct answer on the board. The game continues. If the guessing team guesses correctly, they take over the role of describing. The team with the most points when the time is up wins the game.

Step 4: Give a time limit for pupils to play the game.

Step 5: When the game is over, get some pairs of pupils to take turns asking and answering the question *What are these animals?* and use the animal names on the board as the answers.

Outcome: Pupils can say the names of the animals they have learnt in the previous lessons by playing *Guessing animals*.

LESSON 3 (Period 5)

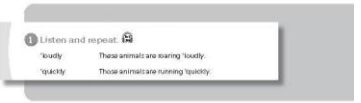
Warm-up

- Greet the class. Encourage pupils to respond to your greeting.
- Spend a few minutes revising the previous lesson by having the class play *Guessing animals*.
- Have pupils open their books at page 62 and look at Unit 19, Lesson 3, Activity 1. Tell pupils what they will learn in this lesson.

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1. Listen and repeat.



Goal: To correctly repeat the words *'loudly* and *'quickly* with the stress on the first syllable in isolation and in the sentences *These animals are roaring 'loudly.* and *Those animals are running 'quickly.*

Input: – The word *'loudly* and the sentence *These animals are roaring 'loudly.*

– The word *'quickly* and the sentence *Those animals are running 'quickly.*

Procedure: **Step 1:** Draw pupils' attention to the word *'loudly* and the sentence *These animals are roaring 'loudly.* Play the recording and encourage them to point at the word and the sentence while listening.

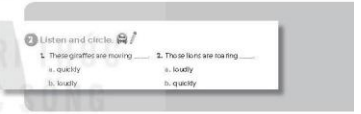
Step 2: Play the recording again for pupils to listen and repeat. Do this several times until pupils feel confident. Then invite a few pupils to stand up, listen to and repeat the word and the sentence.

Step 3: Repeat **Steps 1** and **2** for the word *'quickly* and the sentence *Those animals are running 'quickly.* Go around the classroom and correct the pronunciation where necessary.

Step 4: Give pupils a time limit to practise saying the words *'loudly* and *'quickly,* and reading the sentences *These animals are roaring 'loudly.* and *Those animals are running 'quickly.* in pairs or groups.

Outcome: Pupils can correctly repeat the words *'loudly* and *'quickly* with the stress on the first syllable in isolation and in the sentences *These animals are roaring 'loudly.* and *Those animals are running 'quickly.*

2. Listen and circle.



Goal: To identify the target words *loudly* and *quickly* while listening.

Input: Two sentences, each with two answer options

Audio script:

1. These giraffes are moving quickly.

2. Those lions are roaring loudly.

Procedure: **Step 1:** Have pupils read the incomplete sentences. Explain that they have to listen to the recording and circle the correct options to complete the sentences. Explain that both *loudly* and *quickly* are stressed on the first syllable. Check comprehension.

Step 2: Play the recording and have pupils circle the correct options. Then get pupils to swap books with their partners to check their answers before checking as a class. Correct the answers where necessary.

Step 3: Invite a few pupils to stand up and read the completed sentences.

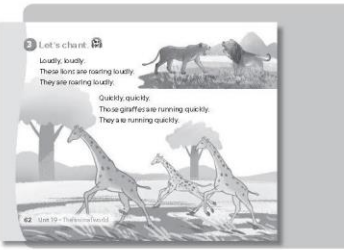
Outcome: Pupils can identify the target words *loudly* and *quickly* while listening.

Key: 1. a **2.** a

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3. Let's chant.



Goal: To say the chant with the correct pronunciation, word stress and rhythm.

Input: The lyrics and the recording of the chant

Procedure:

Step 1: Have pupils scan the first verse of the chant, and elicit how the word *loudly* is stressed (on the first syllable). Check pupils' comprehension. Encourage them to point at the picture to reinforce their understanding.

Step 2: Play the recording. Get pupils to listen to and repeat the first verse, line by line. Show them how to chant and clap their hands.

Step 3: Play the recording of the first verse again for pupils to do choral and individual repetition.

Step 4: Repeat **Steps 1**, **2** and **3** for the second verse of the chant. Go around the classroom and offer help where necessary.

Extension: If there is enough time, split the class into two groups to take turns chanting and clapping their hands. Each of the groups should say one verse of the chant. Then invite some groups to the front of the class to chant and clap their hands.

Outcome: Pupils can say the chant with the correct pronunciation, word stress and rhythm.

LESSON 3 (Period 6)

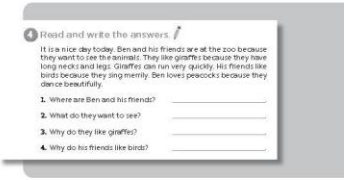
Warm-up

- Greet the class. Encourage pupils to respond to your greeting.
- Spend a few minutes revising the previous lesson by inviting two groups of three pupils to the front of the class to take turns saying the chant and clapping their hands.
- Have pupils open their books at page 63 and look at Unit 19, Lesson 3, Activity 4.

4. Read and write the answers.

Goal: To read and show understanding of a paragraph by answering four questions about it.

Input: A paragraph about animals and four questions



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Procedure: **Step 1:** Have pupils read the questions carefully. Tell them to read Question **1** and pay attention to key words such as *Where*, *Ben* and *his friends*. Then they should scan the paragraph for relevant information.

Step 2: Repeat **Step 1** for Questions **2**, **3** and **4**. Set a time limit for pupils to do the activity independently. Go around the classroom and offer help where necessary.

Step 3: Get pupils to swap books with their partners and check the answers before checking as a class.

Step 4: Invite some pairs to take turns asking and answering the questions.

Outcome: Pupils can read and show understanding of a paragraph by answering four questions about it.

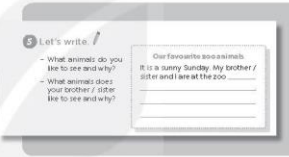
Key: **1.** They are at the zoo.

2. They want to see the animals.

3. Because they have long necks and legs. They can run very quickly.

4. Because they sing merrily.

5. Let's write.



Goal: To write a short paragraph about a visit to the zoo, their favourite animals and the reasons why they like these animals with the help of the suggested questions and an incomplete paragraph.

Input: – The title and some suggested questions

– An incomplete paragraph with the two guiding sentences

Procedure: **Step 1:** Tell pupils what they are going to do: write a paragraph about a visit to the zoo. Remind them to pay attention to their favourite zoo animals and the reasons why they like these animals.

Step 2: Ask pupils to read the title and the guiding sentences to focus on the topic of the paragraph. Then have them write the answer to the first suggested question to complete the second sentence of the paragraph. Get pupils to continue writing with the help of the suggested questions.

Step 3: Set a time limit for pupils to write the paragraph independently. Go around the classroom and offer help where necessary.

Step 4: Get pupils to swap books with their partners and check their writing in pairs or groups before checking as a class.

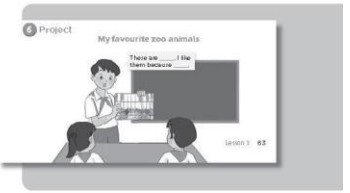
Outcome: Pupils can write a short paragraph about a visit to the zoo, their favourite animals and the reasons why they like these animals with the help of the suggested questions and an incomplete paragraph.

Suggested answer: It is a sunny Sunday. My brother / sister and I are at the zoo because we want to see the zoo animals. My brother likes the giraffes very much because they are beautiful with long legs. They can run very quickly. I like the peacocks because they have many colours. They can dance beautifully.

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6. Project



Goal: To collect or draw pictures of favourite animals at home and present them to the class by using the target language.

Input: A picture showing a boy presenting his project using a picture of lions

Procedure: **Step 1:** Explain that each pupil has to show a simple picture of their favourite animals (e.g. *lions*) which they have prepared at home as homework. They will tell the class about the animals in the picture and the reasons why they like them.

Step 2: Have pupils work in groups of six. Have each pupil show his / her picture to the group and describe what the animals in his / her picture are, and say why he / she likes these animals.

Step 3: Invite a few pupils to show their pictures and tell the class about the animals and the reasons why they like these animals, e.g. *These are lions. I like them because they roar loudly.* Have the rest of the class comment and praise their friends' performance.

Outcome: Pupils can collect or draw pictures of favourite animals at home and present them to the class by using the target language.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

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UNIT 20 – AT SUMMER CAMP

Objectives

By the end of the unit, pupils will be able to:

- correctly pronounce the words '*visit* and '*email* with the stress on the first syllable in isolation, as well as in the sentences *They 'visit their grandparents in summer.* and *We 'email our friends at the weekend.;*
- use the phrases *building a campfire, dancing around the campfire, playing card games, playing tug of war, putting up a tent, singing songs, taking a photo* and *telling a story* in relation to the topic "At summer camp";
- use *What's he / she doing? – He's / She's _____.* to ask and answer questions about what someone is doing at a camp;
- use *What are they doing? – They're _____.* to ask and answer questions about what people are doing at a camp;
- listen to and demonstrate understanding of simple communicative contexts in relation to the topic "At summer camp";
- read and write about what someone is / people are doing at a camp;
- draw a simple picture of friends and their activities at a camp, then tell the class about it at Project time.

LESSON 1 (Period 1)

Warm-up

- Greet the class and encourage pupils to respond to your greeting.
- Spend a few minutes revising the previous lesson by saying the chant on page 62.
- Ask pupils to open their books at page 64 and look at Unit 20, Lesson 1, Activity 1.
- Write the title *At summer camp* on the board and read it for the class to repeat a few times. Tell pupils what they will learn in this lesson.

1. Look, listen and repeat.

Goal: To understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about what someone is doing at a camp.

Input: – Context **a:**

Bill: *Hi, Mai. Is Nam there?*

Mai: *Yes, he is.*



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– Context **b**:

Bill: *What's he doing?*

Mai: *He's building a campfire.*

Procedure: **Step 1:** Have pupils look at Pictures **a** and **b** and identify the characters and their activities at the summer camp.

Step 2: Ask pupils to look at Picture **a**. Play the recording for them to listen. Play the recording again, sentence by sentence, for pupils to listen and repeat individually and in chorus. Correct their pronunciation where necessary. Repeat the same procedure with Picture **b**.

Step 3: Play the recording again for pupils to listen and repeat in chorus sentence by sentence.

Step 4: Invite a few pairs to the front of the classroom to listen to and repeat the sentences in the recording.

Step 5: Draw pupils' attention to the question *What's he doing?* and the answer *He's building a campfire.* Tell pupils that they are used to ask and answer questions about what someone is doing at a camp.

Outcome: Pupils can understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about what someone is doing at a camp.

2. Listen, point and say.



Goal: To correctly say the phrases and use *What's he / she doing? – He's / She's _____.* to ask and answer questions about what someone is doing at a camp.

Input: – Picture cues:

a. a boy putting up a tent

b. a girl building a campfire

c. a boy telling a story

d. a girl taking a photo

– Speech bubbles: *What's he / she doing? – He's / She's _____.*

Audio script:

a. putting up a tent **b.** building a campfire

c. telling a story **d.** taking a photo

a. A: What's he doing?

B: He's putting up a tent.

b. A: What's she doing?

B: She's building a campfire.

c. A: What's he doing?

B: He's telling a story.

d. A: What's she doing?

B: She's taking a photo.

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Procedure: **Step 1:** Have pupils look at the pictures and elicit the activities.

Step 2: Have pupils point at Picture **a**, listen to the recording and repeat the phrase (*putting up a tent*). Repeat the same procedure with the other three pictures. Have pupils repeat the words a few times. Check comprehension.

Step 3: Point at the first bubble and have pupils listen to and repeat after the recording (*What's he doing?*). Point at Picture **a** and have pupils listen to and repeat after the recording (*He's putting up a tent.*). Repeat the same procedure with the other three pictures.

Step 4: Have pairs practise asking and answering the questions *What's he / she doing? – He's / She's ___*, using the picture cues.

Step 5: Invite a few pairs to point at the pictures and say the questions and answers in front of the class.

Outcome: Pupils can correctly say the phrases and use *What's he / she doing? – He's / She's _____*. to ask and answer questions about what someone is doing at a camp.

3. Let's talk.



Goal: To enhance the correct use of *What's he / she doing? – He's / She's _____*, to ask and answer questions about what someone is doing at a camp in a freer context.

Input: – Picture cue: a boy building a campfire, a boy telling his friends a story, a girl taking a photo of her friend, a girl putting up a tent

– Speech bubbles: *What's he / she doing? – _____*.

Procedure: **Step 1:** Draw pupils' attention to the picture. Ask questions to help them identify the context (see *Input*).

Step 2: Elicit the missing words in the speech bubble and write them on the board. Get pupils to say the completed sentences.

Step 3: Put pupils into pairs and encourage them to practise asking and answering questions about what someone is doing at the camp. Go around the classroom to offer support where necessary.

Step 4: Invite a few pairs to the front of the class to ask and answer questions about what someone is doing at a camp using the picture cue. Praise pupils if they perform well.

Outcome: Pupils can enhance the correct use of *What's he / she doing? – He's / She's _____*. to ask and answer questions about what someone is doing at a camp in a freer context.

Preparation for the project: Tell pupils about the project on page 69, Lesson 3, Activity 6. Ask each pupil to draw a simple picture of three or four friends and their activities at a camp as homework. They will say what the friends in the picture are doing at Project time.

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LESSON 1 (Period 2)

Warm-up

- Greet the class and encourage pupils to respond to your greeting.
- Spend a few minutes revising the previous lesson by asking the question *What's he / she doing?* and call on a few pupils to answer.
- Ask pupils to open their books at page 65 and look at Unit 20, Lesson 1, Activity 4.

4. Listen and match.



Goal: To listen to and understand four communicative contexts in which characters ask and answer questions about what someone is doing at a camp and match the characters to the correct pictures.

Input: Picture cues:

1. Mai **2.** Ben **3.** Lucy **4.** Nam

a. a person taking a photo

b. a person building a campfire

c. a person telling a story

d. a person putting up a tent

Audio script:

1. *A:* What is Mai doing?

B: She's telling a story.

2. *A:* What is Ben doing?

B: He's putting up a tent.

3. *A:* What is Lucy doing?

B: She's taking a photo.

4. *A:* What is Nam doing?

B: He's building a campfire.

Procedure: **Step 1:** Draw pupils' attention to the pictures. Ask questions to help pupils identify the characters in the pictures and the activities.

Step 2: Play the recording for pupils to listen. Play the recording again for them to do the task by matching the characters to their activities. Play the recording a third time to give pupils another listening opportunity if necessary.

Step 3: Check answers as a class. Play the recording again for pupils to double-check their answers.

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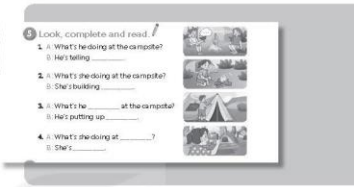
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Extension: If time allows, play the recording, sentence by sentence, for the class to listen and repeat individually and in chorus. Correct their pronunciation where necessary.

Outcome: Pupils can listen to and understand four communicative contexts in which characters ask and answer questions about what someone is doing at a camp and match the characters to the correct pictures.

Key: **1.** c **2.** d **3.** a **4.** b

5. Look, complete and read.



Goal: To complete four gapped exchanges with the help of picture cues.

Input: – Four picture cues

– Four exchanges to complete

Procedure: **Step 1:** Have pupils look at the pictures. Get them to identify the characters and their activities in the pictures.

Step 2: Have pupils look at the exchanges and guess the missing words with the help of picture cues.

Step 3: Model Exchange **1**. Have pupils look at the gap. Ask them what phrase is missing (*a story*). Then have pupils complete the answer (*He's telling a story.*). Repeat the same procedure with Exchanges **2**, **3** and **4**.

Step 4: Have pupils complete the exchanges individually. Check their answers as a class and ask a few pairs to read them aloud.

Outcome: Pupils can complete four gapped exchanges with the help of picture cues.

Key: **1.** a story **2.** a campfire **3.** doing; a tent **4.** the campsite; taking a photo

6. Let's play.



Goal: To practise asking and answering questions about what the pupils are doing with the help of picture cues by playing *Guess what they are doing.*

Input: Picture cues:

– a girl singing (or may be dancing, standing by the campfire, standing in front of the tent, …)

– a group of pupils singing (or may be dancing around the campfire, standing around the campfire, …)

Suggested language:

– *What's she doing? – She's_____.*

– *What are they doing? – They're_____.*

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Procedure: **Step 1:** Explain how the game is played. Have pupils work in groups, look at the pictures and elicit what the pupils in the pictures are doing. They discuss in groups to answer the questions *What's he / she in the picture doing?* The members of the groups have to think / guess more than one action and give the correct answers as quickly as possible. Each correct answer is given one point or one star. The group that has the most correct answers or stars is the winner. Check comprehension.

Step 2: Divide the class into groups of five. Have them look at the first picture and answer the question *What's she doing?* The pupils in each group guess the girl's activities in the picture and give the answers (e.g. *She's singing. She's dancing. She's standing by the campfire. She's standing in front of the tent, …*).

Step 3: Repeat **Step 2** with the next picture. This time ask pupils the question *What are they doing?* The pupils in the groups guess and give the correct answers (e.g. *They're singing. They're dancing around the campfire. They're standing around a campfire, …*). Continue the activities until the winner is found.

Outcome: Pupils can practise asking and answering questions about what the pupils are doing with the help of picture cues by playing *Guess what they are doing.*

LESSON 2 (Period 3)

Warm-up

- Greet the class and encourage pupils to respond to your greeting.
- Have a few groups in the class play *Guess what they are doing* on page 65.
- Ask pupils to open their books at page 66 and look at Unit 20, Lesson 2, Activity 1. Tell pupils what they will learn in this lesson.

1. Look, listen and repeat.

Goal: To understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about what people are doing at a camp.



Input: – Context **a**:

Ben: *Hello, Bill. Are Mary and Lucy at the campsite?*

Bill: *Yes, they are.*

– Context **b**:

Ben: *What are they doing?*

Bill: *They're playing card games.*

Procedure: **Step 1:** Have pupils look at Pictures **a** and **b** and identify the places, characters and their activities.

Step 2: Ask pupils to look at Picture **a**. Play the recording for them to listen. Play the recording again, sentence by sentence, for pupils to listen and repeat in chorus. Correct their pronunciation where necessary. Repeat the same procedure with Picture **b**.

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Step 3: Play the recording again for pupils to listen and repeat in chorus, sentence by sentence.

Step 4: Invite a few pairs to the front of the classroom to listen to and repeat the sentences in the recording.

Step 5: Draw pupils' attention to the question *What are they doing?* and the answer *They're playing card games*. Tell pupils that they are used to ask and answer questions about what people are doing at a camp.

Outcome: Pupils can understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about what people are doing at a camp.

2. Listen, point and say.



Goal: To correctly say the phrases and use *What are they doing? – They're_____.* to ask and answer questions about what people are doing at a camp.

Input: – Picture cues:

a. two teams of friends playing tug of war

b. some friends playing card games

c. some friends dancing around a campfire

d. some friends singing songs

– Speech bubbles: *What are they doing? – They're_____.*

Audio script:

a. playing tug of war **b.** playing card games

c. dancing around the campfire **d.** singing songs

a. *A:* What are they doing?
B: They're playing tug of war.

b. *A:* What are they doing?
B: They're playing card games.

c. *A:* What are they doing?
B: They're dancing around the campfire.

d. *A:* What are they doing?
B: They're singing songs.

Procedure: **Step 1:** Have pupils look at the pictures and elicit the activities.

Step 2: Have pupils point at Picture **a**, listen to the recording and repeat the phrase (*playing tug of war*). Have the class repeat the phrase a few times. Repeat the procedure with the other pictures.

Step 3: Point at the speech bubbles and Picture **a** and have pupils listen to and repeat after the recording (*What are they doing? – They're playing tug of war.*). Have the class repeat the exchange a few times. Repeat the same procedure with the other pictures.

Step 4: Have pairs practise asking and answering the question *What are they doing? – They're_____.* using the picture cues.

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Step 5: Invite a few pairs to point at the pictures and say the questions and answers in front of the class.

Outcome: Pupils can correctly say the phrases and use *What are they doing? – They're*_____, to ask and answer questions about what people are doing at a camp.

3. Let's talk.



Goal: To enhance the correct use of *What are they doing? – They're*_____, to ask and answer questions about what people are doing at a camp in a freer context.

Input: – Picture cues: two teams playing tug of war, two characters singing songs, four characters dancing around the campfire and four characters playing card games

– Speech bubbles: *What are they doing? –* _____.

Procedure: **Step 1:** Draw pupils' attention to the pictures. Ask questions to help them identify the context (see *Input*).

Step 2: Elicit the missing words in the bubble and write them on the board. Get pupils to say the completed sentences.

Step 3: Put pupils into pairs and encourage them to ask and answer questions about what people are doing at the camp, using *What are they doing? – They're* _____. Go around the classroom to offer support where necessary.

Step 4: Invite a few pairs to the front of the class to perform their conversations.

Outcome: Pupils can enhance the correct use of *What are they doing? – They're* _____, to ask and answer questions about what people are doing at a camp in a freer context.

LESSON 2 (Period 4)

Warm-up

- Greet the class and encourage pupils to respond to your greeting.
- Spend a few minutes revising the previous lesson by getting a few pairs of pupils to ask and answer questions about what people are doing at a camp, using *What are they doing? – They're*_____.
- Ask pupils to open their books at page 67 and look at Unit 20, Lesson 2, Activity 4.

4. Listen and tick.



Goal: To listen to and understand two communicative contexts in which pupils ask and answer questions about what people are doing at a camp and tick the correct pictures.

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Input: Picture cues:

1a. Mary and Mai taking a photo

1b. Mary and Mai dancing around the campfire

2a. Nam and Ben playing tug of war

2b. Nam and Ben playing card games

Audio script:

1. *A:* Where are Mary and Mai?

B: They're at the campsite.

A: What are they doing?

B: They're dancing around the campfire.

2. *A:* Are Nam and Ben at the campsite?

B: Yes, they are.

A: What are they doing?

B: They're playing tug of war.

Procedure: **Step 1:** Draw pupils' attention to Pictures **1a** and **1b**. Ask questions to help them identify the characters and their activities.

Step 2: Play the recording of the first dialogue for pupils to listen. Then play the recording again for pupils to tick the correct picture.

Step 3: Repeat **Steps 1** and **2** for Pictures **2a** and **2b**.

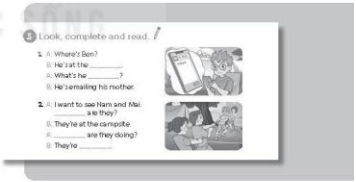
Step 4: Tell pupils to swap books with a partner, then check their answers as a class. Play the recording again for pupils to double-check their answers.

Extension: If time allows, play the recording, sentence by sentence, for the class to listen and repeat individually and in chorus. Correct their pronunciation where necessary.

Outcome: Pupils can listen to and understand two communicative contexts in which pupils ask and answer questions about what people are doing at a camp and tick the correct pictures.

Key: **1.** b **2.** a

5. Look, complete and read.



Goal: To complete two gapped exchanges with the help of picture cues.

Input: – Two picture cues

– Two gapped exchanges to complete

Procedure: **Step 1:** Have pupils look at the pictures. Get them to identify the places, characters and their activities in the pictures.

Step 2: Model Exchange **1**. Have pupils look at the gaps. Ask them what words are missing (*camp; doing*). Then have pupils complete the sentences (*He's at the camp.; What's he doing?*). Repeat the same procedure with Exchange **2**.

Step 3: Have pupils complete the exchanges individually. Check their answers, and then ask a few pairs to read them aloud.

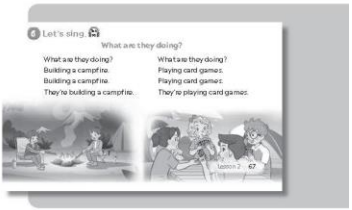
Outcome: Pupils can complete two gapped exchanges with the help of picture cues.

Key: **1.** campsite; doing **2.** Where; What; playing tug of war

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6. Let's sing.



Goal: To sing the song *What are they doing?* with the correct pronunciation, rhythm and melody.

Input: The lyrics and the recording of the song *What are they doing?*

Procedure: **Step 1:** Draw pupils' attention to the title and lyrics of the song. Encourage them to point at the characters and their activities at the camp in the pictures to reinforce their understanding.

Step 2: Play the recording all the way through for pupils to listen to the whole song. Encourage them to listen carefully to the pronunciation and the melody.

Step 3: Play the recording, line by line, for pupils to listen and repeat. Correct their pronunciation where necessary.

Step 4: Play the recording all the way through for pupils to sing along.

Step 5: Play the recording again for pupils to sing and clap along.

Extension: Invite some groups to the front of the class to perform while the rest of the class sings and claps along.

Outcome: Pupils can sing the song *What are they doing?* with the correct pronunciation, rhythm and melody.

LESSON 3 (Period 5)

Warm-up

- Greet the class and encourage pupils to respond to your greeting.
- Have the class sing the song *What are they doing?* on page 67.
- Ask pupils to open their books at page 68 and look at Unit 20, Lesson 3, Activity 1. Tell pupils what they will learn in this lesson.

1. Listen and repeat.



Goal: To correctly repeat the words *'visit* and *'email* with the stress on the first syllable in isolation and in the sentences *They 'visit their grandparents in summer.* and *We 'email our friends at the weekend.*

Input: The word *'visit* and the sentence *They 'visit their grandparents in summer.*

The word *'email* and the sentence *We 'email our friends at the weekend.*

Procedure: **Step 1:** Draw pupils' attention to the word *'visit* and the sentence *They 'visit their grandparents in summer.* Play the recording and encourage them to point at the word and the sentence while listening.

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Step 2: Play the recording again and encourage pupils to listen to and repeat the word and the sentence. Do this several times until pupils feel confident. Correct their pronunciation where necessary.

Step 3: Repeat **Steps 1** and **2** for the word *'email* and the sentence *We 'email our friends at the weekend.*

Step 4: Have pupils work in pairs or groups, saying the words and reading the sentences until they feel confident.

Outcome: Pupils can correctly repeat the words *'visit* and *'email* with the stress on the first syllable in isolation and in the sentences *They 'visit their grandparents in summer.* and *We 'email our friends at the weekend.*

2. Listen and circle.



Goal: To identify the target words *visit* and *email* while listening.

Input: Two gapped sentences, each with three answer options

Audio script:

1. We email our grandparents at the weekend.

2. Linh and Nam visit their friends on Sundays.

Procedure: **Step 1:** Tell pupils the goal of the activity. Explain that they have to listen to the recording and circle the correct options. Check comprehension.

Step 2: Play the recording all the way through for pupils to listen to the sentences. Play the recording again for pupils to circle the correct options.

Step 3: Tell pupils to swap books with a partner, then check the answers as a class. Write the correct answers on the board.

Step 4: Play the recording again for pupils to double-check their answers.

Extension: Invite one or two pupils to stand up, listen to and repeat the completed sentences.

Outcome: Pupils can identify the target words *visit* and *email* while listening.

Key: 1. b 2. c

3. Let's chant.



Goal: To say the chant with the correct pronunciation, word stress and rhythm.

Input: The lyrics and recording of the chant

Procedure: **Step 1:** Draw pupils' attention to the lyrics of the chant. Check their comprehension. Encourage them to point at the pictures to reinforce their understanding.

Step 2: Play the recording all the way through for pupils to listen to the whole chant. Encourage them to listen carefully to the rhythm and pronunciation. Draw pupils' attention to the word stress in the words *visit* and *email.*

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Step 3: Play the recording, line by line for pupils to listen and repeat. Correct their pronunciation where necessary.

Step 4: Play the recording all the way through for pupils to chant along. Encourage them to clap along while chanting.

Extension: Divide the class into two groups to take turns listening and repeating the chant while the rest of the class claps along.

Outcome: Pupils can say the chant with the correct pronunciation, word stress and rhythm.

LESSON 3 (Period 6)

Warm-up

- Greet the class and encourage pupils to respond to your greeting.
- Spend a few minutes revising the previous lesson by having the class say the chant on page 68.
- Ask pupils to open their books at page 69 and look at Unit 20, Lesson 3, Activity 4.

4. Read and tick True or False.

Goal: To read a text and decide whether statements about Minh and his friends' activities are true or false.

Input: A text and four statements with True and False boxes

Procedure: **Step 1:** Draw pupils' attention to the four statements focusing on what Minh and his friends are doing.

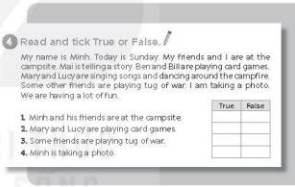
Step 2: Ask pupils to read the text individually, then in pairs to decide if the statements are true or false.

Step 3: Set a time limit for pupils to do the task. Go around the classroom and offer help where necessary.

Step 4: Get pupils to provide reasons for their answers, then check their answers as a class and give explanations where necessary.

Outcome: Pupils can read a text and decide whether statements about Minh and his friends' activities are true or false.

Key: 1. T 2. F 3. T 4. T

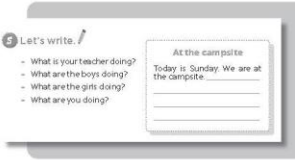

4 Read and tick True or False.

My name is Minh. Today is Sunday. My friends and I are at the campsite. Mai is telling a story. Ben and Billare playing card games. Mary and Lucy are singing songs and dancing around the campfire. Some other friends are playing tug of war. I am taking a photo. We are having a lot of fun.

	True	False
1. Minh and his friends are at the campsite.		
2. Mary and Lucy are playing card games.		
3. Some friends are playing tug of war.		
4. Minh is taking a photo.		

5. Let's write.

Goal: To write a short paragraph about what a teacher and pupils are doing at the campsite with the help of the suggested questions and an incomplete paragraph.


5 Let's write.

- What is your teacher doing?
- What are the boys doing?
- What are the girls doing?
- What are you doing?

At the campsite

Today is Sunday. We are at the campsite. _____

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Input: – The title and some suggested questions

– An incomplete paragraph with the first two guiding sentences

Procedure: **Step 1:** Ask pupils to read the guiding sentences to identify the topic of the paragraph and read the suggested questions to get the main ideas to write it. Check comprehension.

Step 2: Have pupils read the first two sentences again. Then ask them to write the answer to the first suggested question to make the third sentence of the paragraph, e.g. *Our teacher is taking a photo.*

Step 3: Give pupils time to complete the paragraph by writing the answers to the suggested questions that follow.

Step 4: Get pupils to swap their books with a partner and check their writing in pairs before checking as a class.

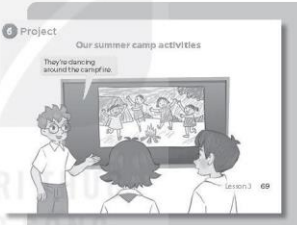
Extension: Invite a few pupils to read their paragraphs in front of the class.

Outcome: Pupils can write a short paragraph about what a teacher and pupils are doing at the campsite with the help of the suggested questions and an incomplete paragraph.

Suggested answer: Today is Sunday. We are at the campsite. Our teacher is taking a photo. The boys are playing tug of war. The girls are singing and dancing around the campfire. I am playing cards with some friends. We are having a lot of fun.

6. Project

Goal: To draw a simple picture of three or four friends and their activities at a camp, and tell the class about what the friends are doing.



Input: Ben presenting a picture of his friends' activities at a camp to the class

Procedure: **Step 1:** Explain that each pupil has to show a simple picture of three or four friends and their activities at a camp which they have drawn at home. They will tell the class about the activities of the friends in the picture.

Step 2: Have pupils work in groups of six. Each pupil shows his / her picture to the group and describes what the characters in the picture are doing.

Step 3: Invite a few pupils to show their pictures and tell the class about the activities of their friends, e.g. *Look at this picture. They are my friends. They're dancing around the campfire.*

Step 4: Have the rest of the class comment and praise their classmates.

Outcome: Pupils can draw a simple picture of three or four friends and their activities at a camp, and tell the class about what their friends are doing.

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REVIEW 4

Objectives

By the end of the unit, pupils will be able to:

- correctly use the following sentence patterns:
  - *What was the weather like last weekend? – It was_____.*
  - *Do you want to go to the_____? – Great! Let's go. / Sorry, I can't.*
  - *What does it say? – It says '_____'.*
  - *How can I get to the_____? –_____.*
  - *Where's the bookshop? – It's_____.*
  - *How much is the_____? – It's_____.*
  - *What are these animals? – They're_____.*
  - *Why do you like_____? – Because they_____.*
  - *What's he / she doing? – He's / She's_____.*
  - *What are they doing? – They're_____.*
- take part in three extension activities to apply their language knowledge and competences.

REVIEW

Period 1

Warm-up

- Greet the class. Ask pupils to choose a song from Units 16 to 20 and sing along (e.g. *What was the weather like yesterday?*, p. 41; *When I cross the road*, p.47; *Where's the bookshop?*, p.53; *What are those animals?*, p.59; *What are they doing?*, p.67).
- Get pupils to open their books at page 70 and look at Review 4, Activity 1. Tell them what they will learn in this unit.

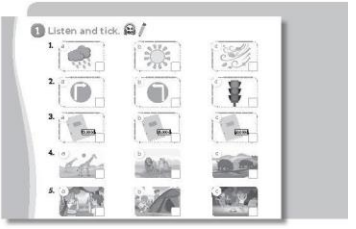
1. Listen and tick.

Goal: To listen to and understand five communicative contexts in which characters talk about familiar topics such as weather, directions, prices, animals and camp activities, and tick the correct pictures.

Input: Picture cues:

1a. a rainy weather icon

1b. a sunny weather icon



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1c. a windy weather icon

2a. a 'turn right' road sign

2b. a 'turn left' road sign

2c. a red traffic light

3a. a notebook and a price tag: 10,000 dong

3b. a notebook and a price tag: 15,000 dong

3c. a notebook and a price tag: 20,000 dong

4a. two giraffes

4b. two lions

4c. two hippos

5a. two boys taking a photo

5b. two boys putting up a tent

5c. two boys dancing around the campfire

Audio script:

1. *A*: What was the weather like yesterday?

B: It was sunny.

2. *A*: What does it say?

B: It says 'turn right'.

3. *A*: How much is the notebook?

B: It's 15,000 dong.

4. *A*: What are these animals?

B: They're hippos.

5. *A*: What are they doing?

B: They're putting up a tent.

Procedure: **Step 1:** Draw pupils' attention to Pictures **1a**, **1b** and **1c**. Elicit the words or phrases to describe the pictures in each option (e.g. *rainy, sunny, windy*). Elicit the questions the speaker may ask. (e.g. *What was the weather like yesterday?*). Play the recording for pupils to listen. Play the recording again for pupils to do the task. Play the recording a third time for pupils to check their answers.

Step 2: Repeat **Step 1** with the rest of the pictures: **2a**, **2b** and **2c**, **3a**, **3b** and **3c**, **4a**, **4b** and **4c**, and **5a**, **5b** and **5c**.

Step 3: Get pupils to swap books with a partner to check their answers before checking as a class. Write the correct answers on the board.

Step 4: Play the recording again for pupils to double-check their answers.

Extension: If time allows, play the recording, sentence by sentence, for pupils to listen to and repeat some exchanges individually and in chorus. Correct their pronunciation where necessary.

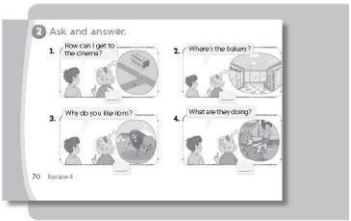
Outcome: Pupils can listen to and understand five communicative contexts in which characters talk about familiar topics such as weather, directions, prices, animals and camp activities and tick the correct pictures.

Key: **1.** b **2.** a **3.** b **4.** c **5.** b

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2. Ask and answer.



Goal: To ask and answer questions using picture cues.

Input: Four picture cues and four questions

Procedure: **Step 1:** Draw pupils' attention to the first question. Get the class to read it in chorus. Elicit the answer and give feedback. Then get pupils to role-play the exchange. Repeat the same procedure with the rest of the questions.

Step 2: Give pupils time to take it in turns to role-play the four exchanges. Go around the classroom to offer support where necessary.

Extension: Invite pairs of pupils to stand up and take it in turns to role-play the target exchanges.

Outcome: Pupils can ask and answer questions using picture cues.

Period 2

Warm-up

- Greet the class. Ask pupils to choose a game from Units 16 to 20 to play.
- Get pupils to open their books at page 71 and look at Review 4, Activity 3. Tell pupils what they will learn in this lesson.

3. Read and match.



Goal: To read and match pairs of target sentence patterns.

Input: Five pairs of sentence patterns, which together form simple exchanges between two pupils

Procedure: **Step 1:** Draw pupils' attention to the sentences. Tell them about this activity. Point at Question **1** *(What was the weather like yesterday?)* and elicit the answer (*It was windy*). Draw a line to match Question **1** with the letter **c**.

Step 2: Give pupils time to do the task. Go around the classroom to offer support.

Step 3: Get pupils to swap books with a partner, then check their answers together as a class. Write the correct answers on the board.

Extension: Invite pairs of pupils to stand up and read the matched exchanges aloud.

Outcome: Pupils can read and match pairs of target sentence patterns.

Key: **1.** c **2.** a **3.** b **4.** e **5.** d

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4. Read and complete.



Goal: To read and show the understanding of the text by completing four gapped sentences about the specific information in the text.

Input: – A short text about summer camp activities

– Four gapped sentences

Procedure: **Step 1:** Tell pupils the goal of the activity and explain that they should read the text and complete the gapped sentences about the specific information in the text. Check comprehension.

Step 2: Do Sentence **1** as an example. First, have pupils read the gapped Sentence **1** and decide what information they need to find in the sentence. Then, read the text to find the information to complete the sentence. Choose the correct word to complete the sentence.

Step 3: Set a time limit for pupils to do the task independently. Go around the classroom and offer help where necessary.

Step 4: Get pupils to swap their books with a partner and check their answers together before checking as a class. Correct their answers where necessary.

Extension: Invite one or two pupils to read the text in front of the class. Correct their pronunciation where necessary.

Outcome: Pupils can read and show the understanding of the text by completing four gapped sentences about the specific information in the text.

Key: **1.** sunny **2.** playing **3.** dancing **4.** photos

5. Let's write.



Goal: To write a short paragraph about what people are doing at their summer camp with the help of the leaflet and an incomplete paragraph.

Input: – A suggested question

– An incomplete paragraph and a leaflet

Procedure: **Step 1:** Tell the class the goal of this activity. Check comprehension.

Step 2: Give pupils time to read the incomplete paragraph and the leaflet to think and share about what they will write in the paragraph.

Step 3: Set a time limit for them to do the writing independently. Monitor the activity and offer help if necessary.

Step 4: Get pupils to swap their work with a partner and check their writing before checking as a class.

Extension: Invite a few pupils to read their paragraphs in front of the class.

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Suggested answer: Welcome to our summer camp. We are doing a lot of activities here. Our teacher is telling a story. Some boys are playing tug of war. Some girls are singing and dancing. I am taking photos.

Outcome: Pupils can write a short paragraph about what people are doing at their summer camp with the help of the leaflet and an incomplete paragraph.

EXTENSION ACTIVITIES

Period 3

Warm-up

- Greet the class. Ask pupils to choose a chant from Units 16 to 20 and chant together.
- Get pupils to open their books at page 72 and look at Extension activities, Activity 1.

1. Look and match.

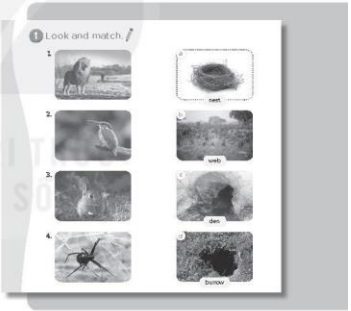
Goal: To match the animals with the correct homes.

Input: Two set of pictures including four animals and their homes

Procedure: **Step 1:** Draw pupils' attention to the pictures. Tell pupils the goal of the activity and explain that they should match the animals with the correct homes. Check comprehension.

Step 2: Do Sentence **1** as an example. First, elicit the name of the animal in the picture. Then ask pupils to choose its home.

Step 3: Set a time limit for pupils to do the task independently. Go around the classroom and offer help where necessary.



Step 4: Get pupils to swap their books with a partner and check their answers before checking as a class. Correct the answers where necessary.

Step 5: Have pupils repeat the words *nest*, *web*, *den* and *burrow*.

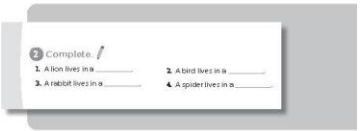
Outcome: Pupils can match the animals with the correct homes.

Key: **1.** c **2.** a **3.** d **4.** b

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2. Complete.



Goal: To complete four sentences to introduce the animals and their homes.

Input: Four gapped sentences

Procedure: **Step 1:** Draw pupils' attention to the pictures in Activity **1**. Tell pupils the goal of the activity and explain that they need to use the animal homes in Activity **1** to complete the sentences in Activity **2**. Check comprehension.

Step 2: Do Sentence **1** as an example. Read the sentence aloud and elicit the answer (*den*).

Step 3: Set a time limit for pupils to do the task independently. Go around the classroom and offer help where necessary.

Step 4: Get pupils to swap their books with a partner and check their answers before checking as a class. Correct the answers where necessary.

Step 5: Have pupils repeat the completed sentences.

Outcome: Pupils can complete four sentences to introduce the animals and their homes.

Key: **1.** den **2.** nest **3.** burrow **4.** web

3. Board game. Roll a dice. Listen and answer.



Goal: To review the target vocabulary and sentence patterns by playing *Board game*.

Input: A board game with 12 spaces

Procedure: **Step 1:** Lead the game for the whole class. Divide the class into four groups. Determine which group goes first, second, third and fourth.

Step 2: Each group rolls the dice in turn. A member of each group moves the group's counter forward by the number of spaces indicated by the dice.

Step 3: When a counter lands on a space with a picture, ask the corresponding question below. If the group gives a correct answer, their counter stays on the space. If they do not give a correct answer, their counter must be moved back two spaces and their turn ends. Explain that there are some spaces with instructions such as *Back to Start*, *Move ahead one space* and *Miss a turn*. When landing on these spaces, the instructions must be followed. Check comprehension.

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Questions and instructions

1. What was the weather like yesterday? (It was sunny.)

2. What are these animals? (They're giraffes.)

3. Back to Start

4. How much is this T-shirt? (It's 50,000 dong.)

5. Move ahead one space

6. What does it say? (It says 'turn left'.)

7. Miss a turn

8. What are they doing? (They're singing a song.)

9. Move ahead three spaces

10. Where's the bakery? (It's opposite the bookshop.)

11. Go back one space

12. What are these animals doing? (They're running.)

Step 4: The game continues until one or all groups reach the "Finish" space.

Step 5: Write the questions on the board. Have pupils sit in groups of three or four and repeat **Steps 1 – 4** to play individually.

Outcome: Pupils can review the target vocabulary and sentence patterns by playing *Board game*.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

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TIẾNG ANH 4, WORKBOOK
AUDIO SCRIPT

Unit 1, Page 4

Track 1
2. Listen and circle. Then say.
1. She's from America.
2. He's from Australia.

Unit 1, Page 5

Track 2
Listen and match.
1. *A:* Who's that?
   B: It's my new friend.
   A: Where's she from?
   B: She's from Singapore.
2. *A:* Who's that?
   B: It's my new friend.
   A: What's his name?
   B: His name's Tom.
   A: Where's he from?
   B: He's from Britain.

Unit 2, Page 8

Track 3
2. Listen and repeat.
1. I go to bed at nine o'clock.
2. I get up at six thirty.

Unit 2, Page 9

Track 4
Listen and tick or cross.
1. *A:* What time is it?
   B: It's five fifteen.
2. *A:* What time do you go to school?
   B: At six forty-five.
3. *A:* What time do you get up?
   B: I get up at six o'clock.
4. *A:* What time do you go to bed?
   B: I go to bed at nine forty-five.

Unit 3, Page 12

Track 5
2. Listen and repeat.
1. We listen to music on Saturdays.
2. I do housework on Sundays.

Unit 3, Page 13

Track 6
Listen and circle.
1. *A:* Is it Thursday today?
   B: No, it isn't.
   A: What day is it today?
   B: It's Friday.
2. *A:* What day is it today?
   B: It's Sunday.
   A: What do you do on Sundays?
   B: I listen to music.

Unit 4, Page 16

Track 7
2. Listen and circle. Then say.
1. My birthday is in January.
2. I want some water.

Unit 4, Page 17

Track 8
Listen and tick or cross.
1. *A:* When's your birthday?
   B: It's in January.
2. *A:* When's your birthday?
   B: It's in April.
3. *A:* What do you want to eat?
   B: I want some grapes.
4. *A:* What do you want to drink?
   B: I want some water.
   A: Here you are.
   B: Thank you.

Unit 5, Page 20

Track 9
2. Listen and repeat.
1. *A:* Do you like this yellow car?
   B: No, I don't.
2. *A:* Can you find the nurse?
   B: Yes. Here she is.

Unit 5, Page 21

Track 10
Listen and number.
1. My brother can play the piano very well.
2. My little brother can't ride a bike.
3. *A:* Can he play the piano?
   B: No, he can't. He can't play the piano, but he can play the guitar.
4. *A:* Can he cook?
   B: Yes, he can. He can cook very well.

Self-check 1, Page 24

Track 11
Listen and tick.
1. *A:* What time is it?
   B: It's eight forty-five.
2. *A:* When's your birthday?
   B: It's in January.
3. *A:* Can you draw?
   B: Yes, I can.
4. *A:* Where are you from?
   B: I'm from Japan.
5. *A:* What day is it today?
   B: It's Saturday.

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Unit 6, Page 28

Track 12
2. Listen and circle. Then say.
1. There are two villages near my school.
2. My school is in the mountains.

Unit 6, Page 29

Track 13
Listen and circle.
1. *A:* What are you doing?
   B: I'm drawing a picture of my school.
   A: Where's your school?
   B: It's in the city.
2. *A:* How many buildings are there at your school?
   B: There are two.
   A: And how many gardens are there?
   B: There is one garden at my school.

Unit 7, Page 32

Track 14
2. Listen and repeat.
1. When do you have science?
2. We have Vietnamese today.

Unit 7, Page 33

Track 15
Listen and match.
1. *A:* What day is it today, Lucy?
   B: It's Tuesday.
   A: What subjects do you have today?
   B: I have science and maths.
2. *A:* What day is it today, Ben?
   B: It's Wednesday.
   A: Do you have music today?
   B: No, I don't.
   A: When do you have it?
   B: I have it on Thursdays.

Unit 8, Page 36

Track 16
2. Listen and circle. Then say.
1. I write stories.
2. I like Vietnamese.

Unit 8, Page 37

Track 17
Listen and circle.
1. *A:* Do you like IT?
   B: No, I don't.
   A: What's your favourite subject?
   B: It's PE.
2. *A:* Do you like art?
   B: Yes, I do.
   A: Why do you like it?
   B: Because I want to be a painter.

Unit 9, Page 40

Track 18
2. Listen and circle. Then say
1. My birthday is in July.
2. Is your sports day in January?

Unit 9, Page 41

Track 19
Listen and number.
1. *A:* Is your sports day in November?
   B: Yes, it is.
2. *A:* Is your sports day in July?
   B: No, it isn't. It's in September.
3. *A:* When's your sports day?
   B: It's in December.
4. *A:* When's your sports day?
   B: It's in June.

Unit 10, Page 44

Track 20
2. Listen and repeat.
1. Were you at the campsite yesterday?
2. Where were you last summer?

Unit 10, Page 45

Track 21
Listen and number.
1. *A:* Where were you last weekend?
   B: I was at the campsite.
2. *A:* Were you on the beach yesterday?
   B: Yes, I was.
3. *A:* Where were you last summer?
   B: I was in Tokyo.
4. *A:* Were you in Tokyo last summer?
   B: No, I wasn't. I was in Bangkok.

Self-check 2, Page 48

Track 22
Listen and number.
1. *A:* Where's your school?
   B: It's in the mountains.
2. *A:* When's your sports day?
   B: It's in October.
3. *A:* What subjects do you have today?
   B: I have English and maths.
4. *A:* Where were you last weekend?
   B: I was on the beach with my family.
5. *A:* What's your favourite subject?
   B: It's music.

Unit 11, Page 52

Track 23
2. Listen and circle. Then say.
1. We live in a big city.
2. He is near the tree.

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Unit 11, Page 53

Track 24
Listen and number.

1. *A:* Where do you live?
   B: I live at 20 Thang Long Road.
2. *A:* Where do you live?
   B: I live in Hill Road.
   A: What's the road like?
   B: It's a busy road.
3. *A:* My house is in Green Street.
   B: What's the street like?
   A: It's a quiet street.
4. *A:* Where do you live?
   B: I live in Le Lai Street.

Unit 12, Page 56

Track 25
2. Listen and repeat.

1. My father is a farmer.
2. My mother is a nurse.

Unit 12, Page 57

Track 26
Listen and match.

1. *A:* What does your mother do?
   B: She's a nurse.
   A: Where does she work?
   B: She works at a nursing home.
2. *A:* What does your father do?
   B: He's a farmer.
   A: Where does he work?
   B: He works on a farm.

Unit 13, Page 60

Track 27
2. Listen and repeat.

1. My father has a round face.
2. My mother has long hair.

Unit 13, Page 61

Track 28
Listen and tick or cross.

1. *A:* There's a new boy in my class. His name's Jim.
   B: What does he look like?
   A: He's very big. And he has long hair.
   B: Really?
2. *A:* What does your new friend look like?
   B: She's tall.
   A: Does she have long hair?
   B: Yes, she has very long hair.

Unit 14, Page 64

Track 29
2. Listen and repeat.

1. When do you wash your clothes?
2. I watch TV in the evening.

Unit 14, Page 65

Track 30
1. Listen and circle.

1. *A:* What's your hobby, Mary?
   B: I like reading English stories.
   A: When do you read English stories?
   B: I read them in the evening.
2. *A:* What do you do on Saturdays, Ben?
   B: I do the housework with my family.
   A: What do you do in the afternoon?
   B: I wash the dishes.

Unit 15, Page 68

Track 31
2. Listen and repeat.

1. We watch television on Saturdays.
2. He goes to the swimming pool on Sundays.

Unit 15, Page 69

Track 32
Listen and number.

1. *A:* Where does your father go on Saturdays?
   B: He goes to the sports centre.
2. *A:* What does he do there?
   B: He plays tennis.
3. *A:* Where does your brother go on Sundays?
   B: He goes to the swimming pool.
4. *A:* What does he do there?
   B: He swims with his friends.

Self-check 3, Page 72

Track 33
Listen and tick or cross.

1. *A:* What's the village like?
   B: It's a quiet village.
2. *A:* Where does your brother go on Sundays?
   B: He goes to the shopping centre.
3. *A:* When do you read books?
   B: In the morning.
4. *A:* Where does your mother work?
   B: She works at a nursing home.
5. *A:* What does your sister look like?
   B: She's tall and slim.

Unit 16, Page 76

Track 34
2. Listen and circle. Then say.

1. I like sunny days.
2. It's rainy in Hue today.

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Unit 16, Page 77

Track 35
Listen and circle.

1. *A:* What was the weather like in Ho Chi Minh City yesterday?
   B: It was windy and rainy.
   A: Oh no! I don't like rainy weather.
2. *A:* I want some books. Do you want to go to the bookshop with me?
   B: Great! Let's go. I want some pens and pencils, too.
   A: OK, let's go there.

Unit 17, Page 80

Track 36
2. Listen and circle. Then say.

1. The campsite is in Green Road.
2. Turn left to get to the bookshop.

Unit 17, Page 81

Track 37
Listen and match.

1. *A:* How can I get to the bakery?
   B: Turn round. It's over there.
2. *A:* How can I get to the library?
   B: Go straight. It's on the left.
3. *A:* How can I get to the supermarket?
   B: Turn right over there.
4. *A:* How can I get to the water park?
   B: Turn left.

Unit 18, Page 84

Track 38
2. Listen and repeat.

1. The bakery is be'tween the bookshop and the gift shop.
2. The sports shop is be'hind the gift shop.

Unit 18, Page 85

Track 39
Listen and tick or cross.

1. *A:* Where's the bookshop?
   B: It's between the bakery and the gift shop.
2. *A:* Where's the sports shop?
   B: It's behind the shoe shop.
3. *A:* How much is that school bag?
   B: It's fifty thousand dong.
4. *A:* How much is this T-shirt?
   B: This T-shirt? It's thirty thousand dong.
   A: Thirty thousand dong. Thank you.

Unit 19, Page 88

Track 40
2. Listen and circle. Then say.

1. These animals roar loudly.
2. Those animals run quickly.

Unit 19, Page 89

Track 41
Listen and tick or cross.

1. *A:* What are these animals?
   B: They're peacocks.
2. *A:* What are those animals?
   B: They're lions.
3. *A:* Do you like peacocks?
   B: Yes, I do.
   A: Why do you like them?
   B: Because they dance beautifully.
4. *A:* What can you see?
   B: I can see some birds.
   A: Do you like them?
   B: Yes, I do.

Unit 20, Page 92

Track 42
2. Listen and circle. Then say.

1. I visit my friends at the weekend.
2. They email their friends on Sundays.

Unit 20, Page 93

Track 43
Listen and number.

1. *A:* What's Bill doing?
   B: He's building a campfire.
2. *A:* What's Mary doing?
   B: She's taking a photo.
3. *A:* What are the girls doing?
   B: They're singing around the campfire.
4. *A:* What are the boys doing?
   B: They're playing tug of war.

Self-check 4, Page 96

Track 44
Listen and number.

1. *A:* What are they doing at the campsite?
   B: They're playing tug of war.
2. *A:* What was the weather like yesterday?
   B: It was sunny.
3. *A:* What does it say?
   B: It says 'turn right'.
4. *A:* What are these animals?
   B: They're hippos.
5. *A:* Where's the bakery?
   B: It's opposite the bookshop.

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TIẾNG ANH 4 – SÁCH BÀI TẬP
ANSWER KEYS

UNIT 1 My friends

A. PHONICS AND VOCABULARY

1. Complete and say.
a. America b. Australia c. Malaysia

2. Listen and circle. Then say.
1. c 2. c

3. Look, complete and read.
1. Australia 2. Britain
3. Malaysia 4. Viet Nam

B. SENTENCE PATTERNS

1. Read and complete.
1. c 2. a 3. d 4. b

2. Read and match.
1. d 2. c 3. b 4. e 5. a

C. LISTENING

Listen and match.
1. a 2. b

D. SPEAKING

Ask and answer.
1. Britain
2. from Viet Nam
3. from Japan

E. READING

1. Read and complete.
1. friend 2. name 3. Her
4. from 5. Australia

2. Read and complete.

Name	Age	Country
Lan	9	Viet Nam
Celia	9	Britain
David	8	America

F. WRITING

1. Make sentences.
1. She is from America.
2. He is from Thailand.
3. Where is she from?
4. Where are you from?

2. Let's write.

Suggested answer:

Hi. My name is Nga. I am nine years old. I am from Ha Noi, Viet Nam. I have a new friend. His name is Tony. He is ten years old. He is from Australia.

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UNIT 2 Time and daily routines

A. PHONICS AND VOCABULARY

1. Complete and say.

a. go to bed b. get up

3. Look, complete and read.

1. six 2. five fifteen
3. go to school 4. have dinner

B. SENTENCE PATTERNS

1. Read and complete.

1. c 2. d 3. b 4. a

2. Read and match.

1. d 2. c 3. e 4. a 5. b

C. LISTENING

Listen and tick or cross.

1. ✓ 2. ✗ 3. ✓ 4. ✗

D. SPEAKING

Ask and answer.

1. six fifteen
2. have dinner at seven thirty

E. READING

1. Read and complete.

1. time 2. At 3. school
4. o'clock 5. nine

2. Read and match.

1. d 2. c 3. b 4. e 5. a

F. WRITING

1. Make sentences.

1. It is seven o'clock.
2. What time is it?
3. I get up at six fifteen.
4. What time do you go to school?

2. Let's write.

Suggested answer:

My name is Kim. I get up at six fifteen. I go to school at seven o'clock. I have dinner at seven thirty. And I go to bed at nine fifteen.

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UNIT 3 My week

A. PHONICS AND VOCABULARY

1. Complete and say.
a. music b. Sunday c. fun

3. Look, complete and read.
1. Monday 2. study
3. Saturdays 4. listen to music

B. SENTENCE PATTERNS

1. Read and complete.
1. c 2. d 3. b 4. a

2. Read and match.
1. c 2. d 3. b 4. a

C. LISTENING

Listen and circle.
1. b 2. a

D. SPEAKING

Ask and answer.
1. Tuesday
2. go to school

E. READING

1. Read and complete.
1. today 2. Mondays 3. study
4. What 5. music

2. Read and tick True or False.
1. True 2. True
3. True 4. False

F. WRITING

1. Make sentences.
1. What day is it today?
2. It is Tuesday.
3. What do you do on Thursdays?
4. I go to school on Thursdays.

2. Let's write.

Suggested answer:

Hi. My name is Lan. Today is Wednesday. I go to school from Mondays to Fridays. At the weekend, I stay at home. I do housework on Saturdays. I watch TV and listen to music on Sundays.

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UNIT 4 My birthday party

A. PHONICS AND VOCABULARY

1. Complete and say.
a. January b. water c. jam

2. Listen and circle. Then say.
1. c 2. b

3. Look, complete and read.
1. March 2. April
3. chips 4. lemonade

B. SENTENCE PATTERNS

1. Read and complete.
1. b 2. d 3. a 4. c

2. Read and match.
1. c 2. d 3. a 4. b

C. LISTENING

Listen and tick or cross.
1. ✗ 2. ✓ 3. ✗ 4. ✓

D. SPEAKING

Ask and answer.
1. It's in February.
2. I want some chicken and chips.
3. I want some water.

E. READING

1. Read and circle.
1. b 2. a 3. b 4. b

2. Read and complete.
1. cooking 2. February 3. milk
4. May 5. chips

F. WRITING

1. Make sentences.
1. I want some grapes.
2. When is your birthday?
3. What do you want to drink?
4. My birthday is in March.

2. Let's write.

Suggested answer:

I have a friend. Her name is Kate. She is from Australia. Her hobby is playing badminton. Her birthday is in February. She wants some chicken and apple juice at her birthday party.

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UNIT 5 Things we can do

A. PHONICS AND VOCABULARY

1. Complete and say.

a. yes b. nose c. yellow

3. Look, complete and read.

1. draw 2. roller skate
3. guitar 4. ride

B. SENTENCE PATTERNS

1. Read and complete.

1. b 2. c 3. d 4. a

2. Read and match.

1. c 2. d 3. a 4. b

C. LISTENING

Listen and number.

1. d 2. c 3. b 4. a

D. SPEAKING

Ask and answer.

Pupils' answers

E. READING

1. Read and complete.

1. piano 2. play
3. but 4. you

2. Read and circle.

1. b 2. a 3. a 4. b

F. WRITING

1. Make sentences.

1. She can draw very well.
2. He can't ride a bike.
3. She can sing and dance.
4. My little brother can't ride a horse, but he can roller skate.

2. Let's write.

Suggested answer:

Hi. My name is Huong. I can play the piano and I can swim. This is my friend, Hoa. She can ride a horse, but she can't roller skate.

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Self-check 1

A. LISTENING

Listen and tick.

1. a 2. a 3. c 4. b 5. c

B. READING AND WRITING

1. Look and tick or cross.

1. ✓ 2. ✗ 3. ✓ 4. ✓ 5. ✗

2. Look, complete and read.

1. lemonade
2. America
3. ride a
4. play the guitar
5. get up

3. Read and complete.

1. Australia
2. Sundays
3. can
4. April
5. want

4. Make sentences.

1. What time do you have breakfast?
2. I want some water.
3. He can play the piano.
4. Where is she from?
5. I listen to music on Saturdays.

C. SPEAKING

Ask and answer.

1. I study at school.
2. I'm from Malaysia.
3. No, I can't.
4. I go to bed at nine forty-five.
5. I want some grapes.

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UNIT 6 Our school facilities

A. PHONICS AND VOCABULARY

1. Complete and say.
a. mountains b. villages c. towns

2. Listen and circle. Then say.
1. b 2. a

3. Look, complete and read.
1. town 2. city
3. buildings 4. garden

B. SENTENCE PATTERNS

1. Read and complete.
1. b 2. d 3. c 4. a

2. Read and match.
1. c 2. d 3. a 4. b

C. LISTENING

Listen and circle.
1. b 2. b

D. SPEAKING

Ask and answer.
1. It's in the village.
2. There are two.

E. READING

1. Read and circle.
1. a 2. b 3. b 4. a

2. Read and tick.
2. ✓

F. WRITING

1. Make sentences.
1. Where is your school?
2. My school is in the mountains.
3. There is one building at my school.
4. How many computer rooms are there at your school?

2. Let's write.

Suggested answer:

My school is in the town. There is a small garden. There is a computer room. There are two playgrounds, and there are many classes. I love my school.

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UNIT 7 Our timetables

A. PHONICS AND VOCABULARY

1. Complete and say.

a. science b. Vietnamese

3. Look, complete and read.

1. Vietnamese 2. art, music
3. Tuesdays, Thursdays 4. Wednesdays, Fridays

B. SENTENCE PATTERNS

1. Read and complete.

1. c 2. b 3. d 4. a

2. Read and match.

1. d 2. c 3. b 4. a

C. LISTENING

Listen and match.

1. a 2. b

D. SPEAKING

Ask and answer.

1. English and Vietnamese
2. Mondays and Thursdays

E. READING

1. Read and complete.

1. have 2. science 3. don't
4. When 5. Thursdays

2. Read and tick.

Subjects	Monday	Tuesday	Wednesday	Thursday	Friday
English	✓	✓	✓	✓	✓
maths	✓	✓			✓
science	✓			✓	
music			✓		
art				✓	

F. WRITING

1. Make sentences.

1. I have science today.
2. When do you have music?
3. I have English on Mondays and Thursdays.
4. What subjects do you have today?

2. Let's write.

Suggested answer:

We go to school from Mondays to Fridays. We have maths and Vietnamese every day. We have maths, Vietnamese, English and art on Fridays. We have science on Mondays and Thursdays. We have music on Wednesdays. We love music very much.

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UNIT 8 My favourite subjects

A. PHONICS AND VOCABULARY

1. Complete and say.

a. write b. like

2. Listen and circle. Then say.

1. a 2. b

3. Look, complete and read.

1. English 2. music
3. painter 4. maths teacher

B. SENTENCE PATTERNS

1. Read and complete.

1. b 2. a 3. d 4. c

2. Read and match.

1. c 2. d 3. a 4. b

C. LISTENING

Listen and circle.

1. a 2. b

D. SPEAKING

Ask and answer.

1. maths
2. a singer

E. READING

1. Read and circle.

1. b 2. b 3. a 4. b

2. Read and answer the questions.

1. His name is Nick.
2. It is Wednesday.
3. It is music.
4. Because he wants to be a dancer.

F. WRITING

1. Make sentences.

1. What is your favourite subject?
2. Why do you like English?
3. My favourite subject is IT.
4. I want to be a painter.

2. Let's write.

Suggested answer:

My name is Kim. Today is Tuesday. I have Vietnamese, maths and art. English is my favourite subject. I like it because I want to be an English teacher. What is your favourite subject?

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UNIT 9 Our sports day

A. PHONICS AND VOCABULARY

1. Complete and say.

a. January b. February c. July

2. Listen and circle. Then say.

1. b 2. b

3. Look, complete and read.

1. October 2. November
3. December 4. September

B. SENTENCE PATTERNS

1. Read and complete.

1. c 2. b 3. a 4. d

2. Read and match.

1. b 2. d 3. a 4. c

C. LISTENING

Listen and number.

1. d 2. a 3. b 4. c

D. SPEAKING

Ask and answer.

1. Yes, it is.
2. No, it isn't.
3. It's in November.

E. READING

1. Read and circle.

1. b 2. b 3. a 4. b

2. Read and match.

1. c 2. a 3. b

F. WRITING

1. Make sentences.

1. When's their sports day?
2. Our sports day is in September.
3. They play basketball on sports day.
4. Is your sports day in August?

2. Let's write.

Suggested answer:

My name is Mai. This is a picture of our sports day. It is in November. Ben is roller skating. Linh is cycling / riding a bike. Nam and Minh are playing football. Lucy and I are playing badminton.

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UNIT 10 Our summer holidays

A. PHONICS AND VOCABULARY

1. Complete and say.

a. were b. where c. there

3. Look, complete and read.

1. the beach 2. the campsite
3. London 4. Sydney

B. SENTENCE PATTERNS

1. Read and complete.

1. d 2. a 3. b 4. c

2. Read and match.

1. b 2. d 3. a 4. c

C. LISTENING

Listen and number.

1. c 2. b 3. d 4. a

D. SPEAKING

Ask and answer.

1. I wasn't, in Sydney
2. was in the countryside

E. READING

1. Read and complete.

1. weekend 2. countryside
3. beach 4. Where
5. London

2. Read and tick True or False.

1. True 2. True
3. False 4. True

F. WRITING

1. Make sentences.

1. Were you on the beach yesterday?
2. I was at the campsite last Sunday.
3. Where were you last weekend?
4. I was in Bangkok last summer.

2. Let's write.

Suggested answer:

Last summer I was on holiday in Cua Lo. The beach was beautiful. The town was busy. The houses were small. The people were very friendly. The food was excellent. My holiday was great.

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Self-check 2

A. LISTENING

1. Listen and number.

1. a 2. e 3. b 4. d 5. c

B. READING AND WRITING

1. Look and tick or cross.

1. ✗ 2. ✓ 3. ✗ 4. ✓ 5. ✓

2. Look, complete and read.

1. buildings
2. Tuesdays
3. history and geography
4. countryside
5. November

3. Read and circle.

1. a 2. b 3. c 4. a 5. c

4. Make sentences.

1. Our sports day is in July.
2. When do you have science?
3. Were you at the campsite last weekend?
4. There are three music rooms at my school.
5. I like English because I can sing English songs.

C. SPEAKING

Ask and answer.

1. It's in the city.
2. I have maths and history and geography.
3. It's IT.
4. I was in London.
5. It's in December.

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UNIT 11 My home

A. PHONICS AND VOCABULARY

1. Complete and say.
a. big b. live c. street

2. Listen and circle. Then say.
1. a 2. b

3. Look, complete and read.
1. live 2. quiet
3. village 4. big

B. SENTENCE PATTERNS

1. Read and complete.
1. b 2. d 3. c 4. a

2. Read and match.
1. d 2. c 3. a 4. b

C. LISTENING

Listen and number.
1. b 2. d 3. a 4. c

D. SPEAKING

Ask and answer.
1. at 15 Hoa Binh Street
2. It's a quiet street.

E. READING

1. Read and complete.
1. town 2. like
3. live 4. village
5. quiet

2. Read and tick True or False.
1. False 2. False
3. True 4. True

F. WRITING

1. Make sentences.
1. What is the city like?
2. Where do you live?
3. I live at 15 Hai Ba Trung Street.
4. My friends live in Tran Hung Dao Street.

2. Let's write.

Suggested answer:

At the weekend, I visit my grandparents. They live in a small house. It is in Hoa Hong Street. There is a park near the house. We can play badminton there. It is fun.

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UNIT 12 Jobs

A. PHONICS AND VOCABULARY

1. Complete and say.

a. farmer b. nurse

3. Read and circle.

1. people 2. do
3. office worker 4. father
5. farm

B. SENTENCE PATTERNS

1. Read and complete.

1. c 2. a 3. d 4. b

2. Read and match.

1. c 2. d 3. e 4. a 5. b

C. LISTENING

Listen and match.

1. a 2. a

D. SPEAKING

Ask and answer.

1. a worker 2. at a factory
3. a teacher 4. at a school

E. READING

1. Read and circle.

1. a 2. b 3. a 4. a 5. b

2. Read and answer the questions.

1. There are four.
2. She is a teacher.
3. She works at a school.
4. He is a farmer.
5. She works at a hospital.

F. WRITING

1. Make sentences.

1. My grandfather is a policeman.
2. What does your father do?
3. My grandmother works on a farm.
4. Where does your mother work?

2. Let's write.

Suggested answer:

There are three people in my family. My mother is a farmer. She works on a farm. My father is a doctor. He works at a hospital. I am a pupil at a primary school.

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UNIT 13 Appearance

A. PHONICS AND VOCABULARY

1. Complete and say.

a. round b. long c. red flowers

3. Look, complete and read.

1. tall 2. slim
3. short 4. round

B. SENTENCE PATTERNS

1. Read and complete.

1. c 2. a 3. d 4. b

2. Read and match.

1. c 2. a 3. b

C. LISTENING

Listen and tick or cross.

1. ✗ 2. ✓

D. SPEAKING

Ask and answer.

1. tall
2. long

E. READING

1. Read and complete.

1. look 2. tall
3. short 4. has
5. round

2. Read and match.

1. d 2. c 3. b 4. a

F. WRITING

1. Make sentences.

1. What does he look like?
2. My teacher is very tall.
3. My sister has a round face.
4. My brother has short hair.

2. Let's write.

Suggested answer:

There are four people in my family. They are my parents, my sister and me. My father is big. He has a round face. My mother is tall. She has long hair. My sister is tall, too. I love my family very much.

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